

Reading Comprehension Ability and Strategies of Undergraduate Students in

English Texts



Bishnu Kumar Khadka

A Dissertation for the Degree of Doctor of Philosophy in English Education

Submitted to

Office of the Dean

Faculty of Education

Tribhuvan University

Kathmandu, Nepal

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Prof. Jai Raj Awasthi, PhD

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Abstract

An abstract of the dissertation of Bishnu Kumar Khadka for the degree of Doctor of Philosophy in English was presented to the Faculty of Education, Tribhuvan University, on the July 30, 2024.

Title: Reading Comprehension Ability and Strategies of Undergraduate Students in English Texts

Abstract approved



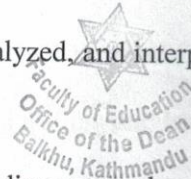
Prof. Jai Raj Awasthi, PhD

Dissertation Supervisor

The study entitled "Reading Comprehension Ability and Strategies of Undergraduate Students in English Texts" aimed to assess the reading comprehension ability (RCA) of undergraduate students, determine their effective reading comprehension strategies (RCS), explore the relationship between them, and identify reading practices, problems, and challenges while reading the English texts.

The research used an explanatory sequential mixed-method research design within a pragmatist paradigm, collecting data by using both quantitative (test and questionnaire) from 342 respondents and qualitative (semi-structured interviews) from 12 undergraduate students for qualitative data from six academic programs (B Ed, BE, BA, BALLB, BBS, and BSc) at Mid-West University in Surkhet, Nepal. The quantitative data were analyzed using descriptive and inferential statistical measurements such as frequency, percentage, chi-square test, t-test, correlation test, regression, and ANOVA test. A total of 12 participants representing each academic program were selected purposefully for semi-structured interviews to collect

qualitative data, and they were coded, analyzed, and interpreted thematically aligning them with the research questions.



The findings indicated that the reading comprehension ability level was moderate with variation on genders, type of texts, and academic programs. Most undergraduate students were in the upper basic level (A2) and lower independent level (B1) on the Common European Framework of Reference for Language (CEFR) level assessment, indicating a moderate to good understanding of English texts. Female students had slightly higher reading comprehension ability than male students. However, there was no significant difference between male and female undergraduate students in English texts in aggregate and across various academic programs. The findings revealed a statistically significant difference in the reading comprehension ability level of undergraduate students across the academic programs and text types (fiction and non-fiction). The engineering, sciences, and management students were found to prefer reading non-fiction texts, while humanities and social sciences, education, and law students preferred reading fiction texts in English.

In the use of reading comprehension strategies, the most frequently employed strategy was "Approaching mentors or teachers," and the least frequently used strategy was "Identifying a purpose for readings." Most students used these strategies at least "Sometimes" or "Usually". In addition, the choice of academic program was associated with different levels of reading comprehension strategy use, as indicated by the significant F-ratio of 6.891 and an extremely low p-value of 0.000 ($p < 0.05$). The most basic and independent-level readers were found to use cognitive reading strategies, metacognitive reading strategies, and socio-affective reading strategies, with the highest correlation coefficient between socio-affective reading strategies and reading comprehension ability followed by cognitive reading strategies and

metacognitive reading strategies in both non-fiction and fiction ($p < 0.001$) texts. The students from management, humanities, education, and law programs tended to visualize the information, use progressive relaxation techniques, and seek assistance from friends, teachers, and parents. In contrast, students from engineering, science, and technology programs were found to ask their teachers and share their attitudes and feelings about reading texts with peers.

The findings revealed positive associations between using reading comprehension strategies and reading comprehension ability. The highest correlation coefficient was found between socio-affective reading strategies and reading comprehension ability ($r = 0.717$), followed by cognitive reading strategies and reading comprehension ability ($r = 0.501$), and meta-cognitive reading strategies and reading comprehension ability ($r = 0.491$). Moreover, the regression analysis showed that cognitive reading strategies ($p\text{-value} = 0.000$) and meta-cognitive reading strategies ($p\text{-value} = 0.007$) had statistically significant positive relationships with reading comprehension ability. The high reading comprehension ability level students were found to be more confident and independent and use reading comprehension strategies strategically while reading English texts. In contrast, students with low reading comprehension abilities were found using random guesses, frequently using a dictionary and teacher translation.

The research findings indicated that most students heavily depended on prescribed textbooks and teacher-provided handouts or notes, particularly while reading English texts during examinations. Similarly, they faced problems and challenges like background knowledge in English, the habit of reading for examinations, no interest in English texts, the complex structure of the sentences, technical vocabulary, and uninteresting and foreign contextual texts. Finally, the

'Reading Comprehension Ability Framework' was developed as the research contribution linking the research findings and reviews on reading.

In conclusion, this study emphasizes assessing the reading comprehension ability level of undergraduate students. It focuses on the pivotal role of effective reading comprehension strategies and reading practices in improving their reading abilities. As educators adapt to these findings, it can guide them in enabling students to become more proficient and confident readers in reading English texts.

“अंग्रेजी पाठ्य सामाग्रीहरूमा स्नातक तहका विद्यार्थीहरूको पढाइ क्षमता र रणनीतिहरू” शिर्षकको यो सोधकार्यले स्नातक तहका विद्यार्थीहरूको पढाइ क्षमता (Reading Comprehension Ability) को लेखाजोखा गर्ने, प्रभावकारी पढाई रणनीतिहरू (Reading Comprehension Strategies) को निर्धारण गर्ने, तिनीहरू बीचको अन्तर सम्बन्ध (Relationship) को खोजी गर्ने, र अंग्रेजी पाठ्य सामाग्रीहरू पढ्दा पढ्ने अभ्यास (Practices), समस्याहरू (Problems), र चुनौतीहरू (Challenges) को पहिचान गर्ने मुख्य उद्देश्यहरू राखेको थियो।

यो अनुसन्धानले व्याख्यात्मक अनुक्रमिक मिश्रित विधि अनुसन्धान ढाँचा (Explanatory Sequential Mixed-Method Research Design) प्रयोग गरेको थियो, जसमा ३४२ उत्तरदाताहरूबाट परिमाणात्मक तथ्याङ्क संकलन गर्दा परीक्षण (Test) र सर्वेक्षण प्रश्नावली (Questionnaire) र १२ सहभागीहरूबाट गुणात्मक तथ्याङ्क संकलन गर्दा अर्ध-संरचित अन्तरवार्ता (Semi-Structured Interview) को प्रयोग गरिएको थियो। यो अनुसन्धान मध्यपश्चिम विश्वविद्यालयको छ वटा शैक्षिक कार्यक्रमहरू (बीएड, बीई, बीए, बीएएलएलबी, बीबीएस, र बीएससी) का स्नातक तह चौथो सेमेस्टरमा अध्ययनरत विद्यार्थीहरूको मूलतः अंग्रेजी पाठ्य सामाग्रीहरूमा पढाइ क्षमता र पढ्ने रणनीतिहरूको लेखाजोखा र खोजीमा आधारित थियो। यो अनुसन्धान परिमाणात्मक तथ्याङ्कहरूको वर्णनात्मक र अनुमानात्मक सांख्यिकीय मापनहरू (Descriptive and Inferential Statistical Measurements) जस्तै आवृत्ति (Frequency), प्रतिशत (Percentage), काइ-स्क्वायर परीक्षण (Chi-square Test), टी-परीक्षण (t-Test), सह-सम्बन्ध परीक्षण (Correlation Test), र एनओभा परीक्षण (ANOVA Test) प्रयोग गरी विश्लेषण गरिएको थियो। ३४२ उत्तरदाताहरूबाट प्राप्त परिमाणात्मक तथ्याङ्कको विप्लेषणको आधारमा रहेर गुणात्मक तथ्याङ्क संकलनको लागि प्रत्येक शैक्षिक कार्यक्रमलाई प्रतिनिधित्व गर्ने एक पुरुष र एक महिला सहित १२ सहभागीहरू छनौट गरिएका थिए र उनीहरूका अन्तरवार्ताहरूलाई सोध प्रश्नहरूसँग मिलाएर व्याख्या गरिएको थियो।

तथ्याङ्कहरूको विश्लेषण गर्दा नतिजाहरूले देखाए अनुसार विद्यार्थीको पढाई क्षमता स्तर (Reading Comprehension Ability) लैंगिक रूपमा पाठ्य सामाग्रीहरूको प्रकार, र शैक्षिक कार्यक्रमहरूमा मध्यम स्तरमा रहेको पाइयो। कमन युरोपेली फ्रेमवर्क अफ रेफरेन्स फर ल्यान्वेज (CEFR) स्तरको मूल्यांकन आधारमा अधिकांश स्नातक तहका विद्यार्थीहरू माथिल्लो आधारभूत तह (A2) र तल्लो स्वायत्त तह (B1) मा रहेको पाइयो। महिला विद्यार्थीहरूको पढाइ र बुझाइ क्षमता पुरुष विद्यार्थीहरूको भन्दा थोरै अलिकति उच्च थियो तर लैंगिक र पाठ्य सामाग्रीहरूको प्रकारको पढाइ क्षमतासँगको सह-सम्बन्धमा महत्वपूर्ण भिन्नता भएको पाइएन। तर विभिन्न शैक्षिक कार्यक्रमहरू र पाठ्य सामाग्रीहरूको प्रकारहरू (आख्यान र गैर-आख्यान) मा भने पढाइ क्षमता स्तरमा सांख्यिकीय रूपमा महत्वपूर्ण भिन्नता देखियो। इन्जिनियरिङ, विज्ञान र व्यवस्थापनका कार्यक्रमहरूमा अध्ययनरत विद्यार्थीहरू गैर-आख्यान (Non-fiction) पाठ्य सामाग्रीहरू पढ्न रुचाउँथे, जबकि मानविकी, सामाजिकशास्त्र, शिक्षा, र कानून कार्यक्रमका विद्यार्थीहरू भने अंग्रेजीमा आख्यान (Fiction) पाठ्य सामाग्रीहरू पढ्न रुचाएको पाइयो।

पढाइ रणनीतिहरू (Reading Comprehension Strategies) को प्रयोगको आधारमा, "शिक्षक वा मार्गदर्शकको सल्लाह लिने पढाई रणनीति" (Approaching mentors or teachers) सबैभन्दा बढी प्रयोग हुने रणनीति थियो भने "पढाइको उद्देश्य पहिचान गर्ने पढाई रणनीति" (Identifying a purpose for readings) सबैभन्दा कम प्रयोग हुने रणनीति भएको पाइयो। अधिकांश विद्यार्थीहरूले यी रणनीतिहरू कहिलेकाहीँ (Sometimes) वा प्रायः (Usually) प्रयोग गर्ने गरेको पाइयो। शैक्षिक कार्यक्रमको छनोटले पढ्ने रणनीतिहरूको प्रयोग स्तरमा भिन्नता ल्याएको पाइयो, जसलाई ६.८९१ को महत्वपूर्ण एफ-अनुपात (F-Ratio) र ०.००० ($p < ०.०५$) को अत्यन्तै कम p-मानले

Acknowledgements

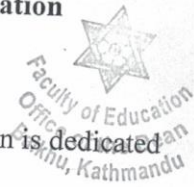
This study has been developed due to inspiring mentors, family members, and friends in general and continuous academic guidance, support, and encouragement from my PhD supervisor. I have been fortunate to work with and learn from and I am deeply grateful for their invaluable contributions to this long academic journey.

I deeply thank my PhD supervisor, Prof. Dr. Jai Raj Awasthi, the founding Vice-Chancellor of Far Western University and a distinguished leader in English Language Teaching (ELT) and English Education. His inspiring, caring, and supportive guidance has been instrumental in completing this research. Prof. Awasthi's insightful ideas and mentorship have enriched my academic journey, providing the necessary resources and suggestions at every stage.

I am also grateful to my external evaluators, Prof. Dr. Ram Ashish Giri and Prof. Dr. Govinda Raj Bhattarai, and internal evaluators, Prof. Dr. Chandreshwor Mishra and Prof. Dr. Rishi Rijal, for their rigorous review and valuable feedback on my dissertation. My thanks also go to my mentor, Prof. Dr. Basu Dev Kafle, who continuously dragged me in my academic journey by editing the dissertation and inspiring me.

My sincere thanks go to the dean of Faculty of Education, TU, Prof. Dr. Chitra Bahadur Budhathoki, and assistant deans Prof. Dr. Shobhkar Kandel and Associate Prof. Dr. Bishnu Khanal for their academic audit and support and reminders to complete my research on time. I also appreciate the contributions of the other research committee members of the Faculty of Education, TU, including Prof. Dr. Bed Raj Acharya, Prof. Dr. Surendra Giri, Prof. Dr. Bhimsen Devkota, Prof. Dr. Peshal Khanal, Prof. Dr. Ramesh Adhikari, Associate Prof. Dr. Gopal Pandey, and Associate Prof. Dr. Rabindra Siwakoti for their suggestions during the viva.

Dedication



This dissertation is dedicated

To

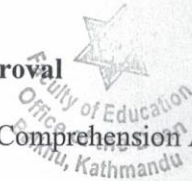
My Parents

Gurus from Nursery to Tertiary Level

Maternal Uncles

Family Members and Relatives

Approval



This dissertation entitled 'Reading Comprehension Ability and Strategies of Undergraduate Students in English Texts' presented by Mr. Bishnu Kumar Khadka for the Degree of Doctor of Philosophy in English Education has been approved.

Prof. Chitra Bahadur Budhathoki, PhD
Dean/Chair, Research Committee
Faculty of Education
Tribhuvan University, Kathmandu, Nepal

Date: July 30, 2024
(2081-04-15)

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Tribhuvan University, Kathmandu, Nepal

Date: July 30, 2024
(2081-04-15)

Recommendation

This is to certify that Mr. Bishnu Kumar Khadka, a doctoral candidate, has prepared the dissertation entitled "Reading Comprehension Ability and Strategies of Undergraduate Students in English Texts" under my guidance and supervision. I recommend the dissertation for acceptance for evaluation and award of a Ph.D. degree in English Education.



Prof. Jai Raj Awasthi, PhD

Supervisor

Faculty of Education


Tribhuvan University, Nepal

Date: July 30, 2024

(2081-04-15)

Declaration

I hereby declare that this dissertation has not been submitted for candidature for any other degrees. I understand that my dissertation will be part of the permanent collection of Tribhuvan University Library. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.


.....
Bishnu Kumar Khadka

Ph.D. Candidate

Date: July 30, 2024

(2081-04-15)



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संकेत गर्दछ। अधिकांश आधारभूत र स्वायत्त तहका पाठकहरूले संज्ञानात्मक पढ्ने रणनीतिहरू (Cognitive Reading Strategies), मेटाकग्निटिभ पढ्ने रणनीतिहरू (Meta-Cognitive Reading Strategies), र सामाजिक-प्रभावक पढ्ने रणनीतिहरू (Socio-Affective Reading Strategies) प्रयोग गर्ने गरेको पाइयो, जसमा सामाजिक-प्रभावक पढ्ने रणनीतिहरू र पढाई क्षमता बीच उच्चतम सह-सम्बन्ध गुणांक (correlation coefficient) थियो, त्यसपछि संज्ञानात्मक पढाई रणनीतिहरू र मेटाकग्निटिभ पढाई रणनीतिहरू ($p < 0.001$) को प्रयोग अंग्रेजी गैर-आख्यान (Non-fiction) र आख्यान (Fiction) पाठ्य सामाग्रीहरू पढाई क्षमता बीच उच्चतम सह-सम्बन्ध रहेको पाइयो। त्यसै गरी व्यवस्थापन, मानविकी, शिक्षा, र कानुनका विद्यार्थीहरूले जानकारीलाई दृश्यात्मक बनाउने र सहपाठी, शिक्षकहरू, र अभिभावकहरूसँग सहयोग लिने जस्ता पढाई रणनीतिहरू प्रयोग गरेको पाइयो भने इन्जिनियरिङ, विज्ञान, र प्रविधि कार्यक्रमका विद्यार्थीहरूले आफ्नो शिक्षकहरूलाई सोध्ने र पाठ्य सामाग्रीहरूको बारेमा आफ्ना दृष्टिकोण र भावना सहपाठी साथिहरूसँग आदानप्रदान गर्ने गरेको पाइयो।

नतिजाहरूले पढाई रणनीतिहरूको प्रयोग र पढाई क्षमता बीच सकारात्मक सम्बन्धहरू देखाएको पाइयो। सबैभन्दा उच्चतम सह-सम्बन्ध गुणांक सामाजिक-प्रभावक पढाई रणनीतिहरू र पढाई क्षमताबीच थियो ($r = 0.719$), त्यसपछि संज्ञानात्मक पढ्ने रणनीतिहरू र पढ्ने समझदारी क्षमताबीच ($r = 0.401$), र मेटाकग्निटिभ पढ्ने रणनीतिहरू र पढ्ने समझदारी क्षमताबीच ($r = 0.491$) थियो। संज्ञानात्मक पढ्ने रणनीतिहरू ($p\text{-value} = 0.000$) र मेटाकग्निटिभ पढ्ने रणनीतिहरू ($p\text{-value} = 0.009$) ले पढाई क्षमतसँग सांख्यिकीय रूपमा महत्वपूर्ण सकारात्मक सम्बन्धहरू रहेको थप पुष्टि गरेको पाइयो। उच्च पढाई क्षमता भएका विद्यार्थीहरू बढी आत्मविश्वासी र स्वतन्त्र प्रकृतिका सहकार्यत्मक पढाई रणनीतिहरू रणनीतिक रूपमा प्रयोग गरेको तर तुलानात्मक रूपमा कम पढाई क्षमता भएका विद्यार्थीहरूले अनियमित अनुमानहरू, बारम्बार शब्दकोश प्रयोग गर्ने र शिक्षकहरूसँग अनुवाद अपेक्षा गर्ने जस्ता पढाई रणनीतिहरू प्रयोग गरेको पाइयो।

अनुसन्धानका नतिजाहरूले यो देखाए कि अधिकांश विद्यार्थीहरूले परीक्षाको क्रममा अंग्रेजी पाठ्य सामाग्रीहरू पढ्दा पाठ्यपुस्तकहरू र शिक्षकहरूद्वारा प्रदान गरिएको नोटहरूमा धेरै निर्भर गरेको र उनीहरूले अंग्रेजी भाषाको पुर्व ज्ञान, परीक्षाको लागि पढ्ने बानी, अंग्रेजी पाठ्य सामाग्रीहरूप्रति रुचि नभएको, जटिल वाक्य संरचना, प्राविधिक शब्दावली, र अरुचिकर र विदेशी सन्दर्भ र पाठ्यपुस्तकहरू जस्ता समस्याहरू र चुनौतीहरूको सामना गरेको पाइयो। अन्ततः, यो अनुसन्धानको उत्पादनको रूपमा 'पढाई क्षमता ढाँचा' (Reading Comprehension Ability Framework) लाई अनुसन्धानका नतिजाहरू र पूर्व कार्यहरूको समीक्षाहरूलाई जोड्दै विकसित गरिएको छ।

निष्कर्षमा, यो अनुसन्धान स्नातक तहका विद्यार्थीहरूको पढाई सम्बन्धीका समस्याहरू र चुनौतीहरूको पहिचान गर्दै पढाई क्षमता स्तरको मापन र प्रभावकारी पढाई रणनीतिहरूको प्रयोगले पढ्ने अभ्यासहरूमा महत्वपूर्ण भूमिका रहन्छ जसले उनीहरूको पढाई क्षमताहरू सुधार्न मद्दत गर्न सक्छ भन्नेमा केन्द्रित छ। शिक्षा क्षेत्रका सरोकारवालाहरूले यी अनुसन्धानका नतिजाहरूको आधारमा तिनीहरूलाई अंग्रेजी पाठ्य सामाग्रीहरू पढ्न सक्षम, कुशल र आत्मविश्वासी पाठकहरू बनाउन नीति निर्माण, अभ्यास र थप अध्ययन अनुसन्धान गर्न गराउन मार्गदर्शन गर्न सक्छ।

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Table of Contents

Abstract	i
Copy Right	vii
Declaration	viii
Recommendation	ix
Approval	x
Dedication	xi
Acknowledgements	xii
Table of Contents	xv
List of Tables	xxvi
List of Figures	xxviii
List of Acronyms and Abbreviations	xxx
Chapter One	1
Introduction	1
Context of the Study	1
Background of the Study	5
Objectives of the Study	15
Research Questions	16
Rationale of the Study	16
Delimitation of the Study	18
Operational Definitions of the Key Terms	19
Outline of the Dissertation	20
Chapter Summary	21
Chapter Two	22
Review of Related Literature	22
Conceptualization of Reading Comprehension	22
Reading as a Skill of Skills	24

Skimming and Scanning Reading Skills	26
Intensive and Extensive Reading Skills	27
Silent Reading and Reading Aloud Skills.....	28
Reading Comprehension Ability	30
Components of Reading Comprehension	34
Phonemic Awareness.	35
Phonics.....	36
Vocabulary	37
Fluency.....	37
Comprehension	38
Reading Comprehension Strategies.....	39
Classification of Reading Strategies	42
Cognitive Reading Strategies.....	43
Metacognitive Reading Strategies.	45
Socio-Affective Reading Strategies.....	47
Reading Texts in English.....	49
Reading in Nepali EFL Contexts.....	50
Reading in Undergraduate Level English Curriculum of MU across Academic Programs.....	52
Reading in English Curriculum of Bachelor of Education	52
Reading in English Curriculum of Bachelor of Arts.....	54
Reading in English Curriculum of Bachelor of Sciences.....	55
Reading in English Curriculum of Bachelor of Engineering.....	56
Reading in English Curriculum of Bachelor of Business Studies	57
Reading in English Curriculum of Bachelor of Arts-Bachelor of Law	58
Gender in Reading English Texts	59
Models of Reading	62

Bottom-up Model.....	62
Top-down Model	63
Interactive Model	65
Theories of Reading	65
Behaviorist Learning Theories and Reading.....	66
Cognitive Learning Theories and Reading	67
Constructivist Learning Theories and Reading.....	70
Social Learning Theories and Reading.....	72
Theoretical Framework of the Research.....	73
Review of Empirical Literature	78
Reading Comprehension Ability in EFL Context.....	78
Reading Comprehension Strategies in EFL Context	79
Relationship between RCA and RCS in English Text.....	80
RCA and RCSs in Nepali EFL Context.....	81
PhD Level Research on RCA and RCS	83
Implications of Literature Review and Research Gap.....	85
Conceptual Framework of the Study	88
Chapter Summary	90
Chapter Three.....	91
Research Methodology	91
Philosophical Paradigms of the Study.....	91
Ontology	92
Epistemology	93
Axiology	94
Research Method.....	95
Research Design	96
Study Site.....	98

Population and Sample of the Study	99
Population of the Study.....	99
Sample of the Study and Sampling Procedure	99
Data Collection Tools.....	103
Reading Comprehension Test.....	103
Questionnaire	104
Interview	105
Piloting the Tools	106
Data Collection Procedure.....	111
Data Analysis and Interpretation Procedure.....	112
Quality Standards	115
Trustworthiness.....	116
Transferability.....	116
Authenticity.....	116
Ethical Considerations.....	117
Informed Consent.....	117
Voluntary Participation	117
Privacy, Confidentiality and Anonymity	118
Justice.....	118
Harm and Risk	118
Chapter Summary	119
Chapter Four	120
Assessment of Reading Comprehension Ability and Strategies in English Texts.....	120
Assessment of Reading Comprehension Ability	120
Program-Texts-wise Assessment of RCA in English	122
Gender-Texts-wise Assessment of RCA in English Texts	127
Assessment of Aggregate RCA in English Texts	133

Reading Comprehension Strategies in English Texts	136
Strategy-wise Use of RCSs	139
Cognitive Reading Strategies	140
Metacognitive Reading Strategies	141
Socio-Affective Reading Strategies	142
Program-strategy-wise Use of Reading Strategies.....	144
Reading Comprehension Strategies across Academic Programs.....	162
RCSs Use across Genders and Strategies	164
Relationship between RCA and RCS Use.....	166
Chapter Summary	168
Chapter Five	169
Reading Comprehension Ability, Strategies, Practices, Problems and Challenges ...	169
RCA in English Texts.....	171
Confident Level of Readers	171
Reading as a Guessing Game.....	172
Reading as Tricky Game of Comprehension	174
Reading Comprehension Strategies.....	175
Teacher Explanations, Translation and Group Reading	175
Rereading, Consulting Resources and Persons	177
Guessing, Reading with Purpose, Note-taking, Asking, and Summarizing	178
Highlighting, Previewing, Sharing Feelings, and Using Background Knowledge	180
Reading Comprehension Strategies and Reading Comprehension Ability	181
Comprehension as a Result of Reading Strategy Use.....	181
Reading as a Strategy-based Meaning-making Process.....	183
Reading as a Goal-oriented Collaborative Activity	184
Reading Practices	186

Textbook and Translation-Based Reading.....	186
Resource-Based Self-Reading Practices	188
Reading for Passing Examinations	189
Bottom-up Practices of Reading	191
Top-down Practices of Reading.....	192
Interactive Practices of Reading	194
Problems and Challenges in Reading English Texts.....	195
Background Knowledge of English	195
Unfamiliar Vocabulary	197
Reading Habit and Genre of the Texts.....	198
Technical Vocabulary and Complex Text Structure.....	200
Chapter Summary.....	201
Chapter Six.....	203
Findings and Discussion	203
Findings of Quantitative Research	203
Assessment of Reading Comprehension Ability in English Texts.....	204
Reading Comprehension Ability.....	204
Program-wise Reading Comprehension Ability	205
Gender-wise Reading Comprehension Ability	207
Text-wise Reading Comprehension Ability.....	208
Reading Comprehension Strategies.....	210
Use of Reading Comprehension Strategies.....	210
Program-wise Use of Reading Comprehension Strategies.	212
Use of Cognitive Reading Strategies Regarding Academic Programs.	214
Use of Metacognitive Reading Strategies Regarding Academic Programs....	215
Use of Socio-Affective Reading Strategies Regarding Academic Programs.	216
Use of Reading Comprehension Strategies Regarding Gender.	216

Relationship between RCS and RCA	218
Findings of Qualitative Research	219
Reading Comprehension Ability in English Texts	219
Confident Level of Readers.	219
Reading as a Guessing Game.....	220
Reading as Tricky Game of Comprehension	221
Reading Comprehension Strategies	222
Teacher Explanations, Translation, and Group Reading Strategies.....	222
Rereading, Consulting Resources, and Persons.....	223
Guessing, Reading with Purpose, Note-taking, Asking, and Summarizing ...	223
Highlighting, Previewing, Sharing Feelings, and Using Background Knowledge	224
Reading Comprehension Strategies and Reading Comprehension Ability	226
Comprehension as a Result of Reading Strategy Use.....	226
Reading as a Strategy-Based Meaning-making Process.	226
Reading as a Goal-Oriented Collaborative Activity	227
Reading Practices in English Texts.....	228
Textbook and Translation-Based Reading.....	228
Resource-Based Self-Reading Practices.	229
Reading for Passing Examinations.	230
Bottom-Up Practices of Reading	230
Top-Down Practices of Reading	231
Interactive Practices of Reading	231
Problems and Challenges in Reading English Texts	232
Background Knowledge of English.....	232
Unfamiliar Vocabulary	233
Reading Habit and Genre of the Texts.....	234

Technical Vocabulary and Complex Text Structure.....	235
Triangulation of Quantitative and Qualitative Research Findings and Discussion	235
Reading Comprehension Ability in English Texts	237
Reading Comprehension Strategies in English Texts	243
Relationship between RCA and RCS in English Texts	248
Reading Practices, Problems and Challenges	251
Chapter Summary	255
Chapter Seven	256
Reading Comprehension Ability Framework	256
Concept of Reading Comprehension Framework	256
Reading	259
Readiness for Reading	259
Engaging in Reading	260
Approach-based Reading.	260
Decoding Texts.	261
Interacting with Texts.	261
Negotiating Meaning	262
Gaining Comprehension	262
Comprehension	262
Collaborative and Connecting Reading Strategies.....	263
Oral and Silent Reading Strategies	264
Monitoring and Mother Tongue Translating	265
<u>P</u> ⁶ Reading Strategies.	265
<u>R</u> ³ Strategies.....	267
Evaluating Reading Strategies.	268
Highlighting Reading Strategy	268
Experience-based Reading Strategy	269

Note-taking	269
<u>S</u> ³ Reading Strategies.....	269
Information Visualization Strategy.....	270
Overviewing.....	271
Networking of Vocabulary	271
Ability	272
<u>A</u> ³ Reading Ability. <i>The „A³“ reading ability involves „Asking Questions, Analyzing Expression and Achieving Goals Ability.“</i>	272
Background Knowledge Using Ability.....	273
Inference-based Reading Ability	273
Language Processing Ability	274
Intensive and Extensive Reading Ability.....	274
Transferring Ability	274
Yielding Comprehension Ability.....	275
Reading Text Types.	277
Environment.....	277
Anxiety.....	277
Interest and Motivation.....	277
<i>Reading Habit</i>	278
Linkage between Framework and the Research.....	278
Chapter Summary.....	280
Chapter Eight	281
Conclusions, Implications and Reflections.....	281
Conclusion.....	281
Implications of the Study	283
Policy Level Implications	283
For Curriculum Designers.....	283

For Textbook Writers and Material Designers.	283
For Test Designers and Evaluators.	284
For Developing Policies for Professional Development.....	284
For Inclusive Policies for Education.....	284
Practice Level Implications	285
For Teachers.....	285
Application of Reading Strategies.	285
Use of Differentiated Instruction.	286
Selection of Reading Materials.	286
Teaching Metacognitive Strategies.....	286
For Classroom Discussions and Reflections.....	286
Implementing Formative Assessments.	286
Fostering a Reading Culture	287
For Parents	287
Encouraging Reading Habits.	287
Supporting Reading Strategies.....	287
Engaging in Reading Activities.	287
Providing Resources.	287
For Students	287
Applying Reading Strategies.	287
Self-monitoring	287
Engaging in Reading Activities.	287
Seeking Support.	288
Research Level Implications.....	288
Contributions of the Study	289
Reflecting on My Ph.D. Journey.....	290
PhD as My Dream Degree	290

Ph.D. Journey at the Crossroad.....	291
Lesson Learnt and Way Forward.....	293
References.....	294
Appendices.....	357

List of Tables

Table 1 : Measurement Scale of Reading Comprehension Strategies	105
Table 2 : Reliability Test of the Test Items and Questionnaire	107
Table 3 : The Pearsons‘ Correlation Coefficient of Test Items of Reading Texts 1 (Non-Fiction): MCQ 4.....	108
Table 4 : The Pearson’s Correlation Coefficient of Test of Reading Text 2 (Fiction): MCQ 5.....	109
Table 5 : Reliability Test of Questionnaire for Reading Strategies	110
Table 6 : RCA of the Students across Academic Programs.....	120
Table 7 : RCA of the Students across Gender	121
Table 8 : Relation of RCA across Academic Programs.....	122
Table 9 : RCA Level of the Students across Academic Programs in Non- Fiction English Texts.....	123
Table 10 : Assessment of RCA Level in Non-Fiction Texts	124
Table 11 : RCA Level of the Students Regarding Academic Programs in English Fiction Texts.....	125
Table 12 : Assessment of RCA level in English Fiction Texts.....	126
Table 13 : Assessmet of RCA Level of Students Regarding Academic Program in English Texts	126
Table 14 : Program-wise RCA across Gender	127
Table 15 : RCA Level of Students across the Gender in Non-Fiction English Texts	128
Table 16 : RCA Level of Students Regarding Gender in English Non-Fiction Texts	129
Table 17 : RCA Level of Students across Gender in Fiction Texts.....	130
Table 18 : RCA Regarding Gender in English Fiction Texts	130
Table 19 : RCA of Students in English Texts across Gender	131
Table 20 : Gender-wise RCA Level of Students across Academic Programs	132

Table 21 : Descriptive Statistical Analysis of Reading Comprehension Strategies Use	138
Table 22 : Use of CRSs.....	140
Table 23 : Use of MCRSs	141
Table 24 : Use of SARS	143
Table 25 : Program-wise Use of RCSs	162
Table 26 : Program-wise RCSs Use.....	163
Table 27 : Use of RCSs across Gender and Strategy Types	164
Table 28 : Aggregate RCSs Use across Gender.....	165
Table 29 : Correlation between RCS and RCA Levels of Students in English Texts	166
Table 30 : Strategy-wise Relationship between RCSs Use and RCA of Students in English Texts	167

List of Figures

Figure 1 : Theoretical Framework of the Study	74
Figure 2 : Conceptual Framework of the Study	89
Figure 3 : Procedural Research Design of the Study	97
Figure 4 : Population and Sampling Procedure of the Study.....	101
Figure 5 : Framework for Analysis of the Data	113
Figure 6 : Three Cs of Qualitative Data Analysis: Codes, Categories and Concepts.....	114
Figure 7 : Procedure for Data Collection, Analysis and Interpretation	115
Figure 8 : Program-wise Aggregate Reading Comprehension Ability in English Text.....	133
Figure 9 : Text-wise Aggregate RCA in English Text.....	134
Figure 10 : Gender-wise Aggregate RCA in English Texts.....	135
Figure 11 : Aggregate RCA in the English Texts	136
Figure 12 : Use of CRSs by Students of GSE.....	144
Figure 13 : Use of CRSs by Students of GSER	145
Figure 14 : Use of CRSs by Students of the GSHS	146
Figure 15 : Use of CRSs by Students of GSL.....	147
Figure 16 : Use of CRSs by Students of GSM.....	148
Figure 17 : Use of CRSs by Students of GSST.....	149
Figure 18 : Use of MCRSs by Students of GSE	150
Figure 19 : Use of MCRSs by Students of GSE	151
Figure 20 : Use of MCRSs by Students of GSHS.....	152
Figure 21 : Use of MCRSs by Students of GSL	153
Figure 22 : Use of MCRSs by Students of GSM	154
Figure 23 : Use of MCRS by Students of the GSST.....	155
Figure 24 : Use of SARS by Students of GSE.....	156

Figure 25 : Use of SARSs by Students of GSE	157
Figure 26 : Use of SARSs by Students of GSHS.....	158
Figure 27 : Use of SARSs by Students of GSL	159
Figure 28 : Use of SARSs by Students of GSM	160
Figure 29 : Use of SARSs by Students of GSST	161
Figure 30 : Triangulation Map of Quantitative and Qualitative Research Findings.....	236
Figure 31 : Reading Comprehension Ability Framework.....	258
Figure 32 : Reading Comprehension Cup.....	276
Figure 33 : Linkage between the Framework and Research.....	279

List of Acronyms and Abbreviations

AD	After the death of Christ
ANOVA	Abbreviation for the Analysis of Variance
ARCA	Aggregate Reading Comprehension Ability
ARCS	Aggregate Reading Comprehension Strategies
BA	Bachelor of Arts
BALLB	Bachelor of Arts and Bachelor in Law
BBA	Bachelor of Business Administration
BBS	Bachelor of Business Studies
B Ed	Bachelor of Education
BE	Bachelor of Engineering
BR	Basic Readers
BS	Bikram Sambat
BSc	Bachelor of Sciences
CDC	Curriculum Development Centre
CEFR	Common European Frame of Reference
CRS	Cognitive Reading Strategies
Df	Degree of Freedom
Dr	Doctor
F	Female/Frequency
EFL	English as a Foreign Language
ELT	English Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
GSE	Graduate School of Education

GSER	Graduate School of Engineering
GSHS	Graduate School of Humanities and Social Sciences
GSL	Graduate School of Law
GSM	Graduate School of Management
GSTS	Graduate School of Science and Technology
H ₀	Null Hypothesis
IELTS	International English Language Test System
IR	Independent Reader
L1	First Language or Mother Tongue
L2	Second Language
M	Male
MA	Masters of Arts
MBA	Masters of Business Administration
MBS	Masters of Business Studies
MCQs	Multiple Choice Questions
MCRS	Metacognitive Reading Strategies
MD	Mean Difference
ME	Masters of Engineering
MEd	Masters of Education
ML	Monolingual
MPhil	Masters of Philosophy
MSc	Masters of Sciences
MU	Mid-West University
NELTA	Nepal English Language Teachers' Association
n.d.	no date

ORS	Overall Reading Strategies
P	Participant
PC	Pearson's Correlation
PhD	Doctor of Philosophy
PR	Proficient Reader
R	Researcher
RCA	Reading Comprehension Ability
RCC	Reading Comprehension Cup
RCS	Reading Comprehension Strategies
R & D	Research and Development
RS	Reading Strategies
SAQs	Short-answer Questions
SARS	Socio-Affective Reading Strategies
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
TU	Tribhuvan University
UGC	University Grants Commission
UGS	Undergraduate Students

Chapter One

Introduction

This study mainly addresses the reading comprehension ability, hereafter RCA of undergraduate students, hereafter students in English texts and reading comprehension strategies, hereafter RCSs they use in their relationships, as well as their reading practices, problems, and challenges. In this connection, this chapter deals with sources of motivation, background of the study, statement of the research problem, research objectives, research questions, the rationale of the study, its delimitation, the operational definitions of the key terms, and the organization of the dissertation.

Context of the Study

The study on the RCA and RCSs of students in English texts is driven by the researcher's extensive experience in English language education. This experience spans government-funded community schools in rural Nepal and academic environments such as Tribhuvan University, hereafter TU, and Mid-West University, hereafter MU campuses. Given that English is taught as a foreign language throughout Nepali academia—from compulsory courses in school to university-level curricula—the focus on reading comprehension emerges as a cornerstone within English education for both teaching and assessment purposes

Students at both school and university levels exhibit considerable apprehension towards effectively and efficiently comprehending English texts. This is particularly significant as compulsory English education extends to the fourth semester at the undergraduate level across various academic programs. Thus, assessing students' reading comprehension abilities and discerning their utilization of reading strategies within English language teaching, hereafter ELT in Nepali contexts

become crucial.

The present researcher's experience teaching English reveals a persistent challenge among students in Nepal, both at school and university levels, regarding reading comprehension in English. This issue first became apparent in 2004 while teaching at Shree Basanta Secondary School in Kimugau, Dailekh, where the complexities of imparting reading skills in English were especially evident within government-funded institutions. During subsequent teaching assignments at Shree Mahadev Secondary School in Darma, Mimi, Humla District, the researcher observed that many secondary-level students struggled with reading comprehension in English. This highlighted the urgent need for targeted interventions to enhance English literacy among Nepalese students.

Assigning English texts for reading comprehension exercises revealed that many students struggled due to unfamiliar vocabulary and difficulties in deriving meaning from context in English texts. These challenges highlighted a deficiency in effective reading strategies, often requiring students to seek teacher assistance to understand the content of English texts. This observation aligns with Althiemoolam and Kibui (2012), who assert that successful comprehension relies on vocabulary acquisition, syntactic understanding, inferencing skills, and other cognitive processes essential for language decoding and interpretation.

Furthermore, students frequently preferred translating English texts into Nepali for better comprehension. Later, the researcher began part-time teaching at Surkhet Campus (Education), a constituent campus of TU, instructing mandatory English courses and specialized subjects for B. Ed. level students. During sessions on English reading comprehension, it became evident that many students lacked familiarity with effective RCSs. They often struggled with comprehension and

preferred explanations in Nepali, focusing heavily on exam-centric reading practices. This is supported by Adhikary (2020), who noted that many undergraduate students at the university level primarily engage with English texts for exam preparation.

The researcher is affiliated with MU, which was established in 2010, and has been involved since its inception as a founding faculty member in the English Education department. With semester-based curricula and a comprehensive teaching-learning and assessment framework, students engage in various forms of internal evaluation, including assignments, projects, and presentations. While some instructional activities are conducted in Nepali, most academic programs, including curricula, textbooks, and reference materials, are delivered in English. Consequently, students must effectively read and comprehend these materials to excel academically.

Noticing the difficulties students encounter in reading and understanding English texts, often needing help in their native languages, led to an investigation into the link between learning theories and acquiring English reading skills. While teaching courses such as Second Language Acquisition, ELT methods, and Language Testing to graduate and undergraduate students, the researcher developed an interest in how these theories and teaching methods impact English language proficiency, especially in reading comprehension.

Theoretical frameworks from Piaget's cognitive constructivism and Vygotsky's social constructivism further inform this study. Piaget's theory emphasizes individual cognitive development through personal engagement and active involvement in reading tasks. In contrast, Vygotsky's theory highlights the importance of social interaction and cultural context in learning, suggesting that collaborative learning environments and scaffolded instruction can be crucial in understanding complex texts. This dual theoretical perspective aligns with the

practical challenges observed in the field. It aims to bridge the gap between theory and practice in enhancing reading comprehension among students in Nepal.

The present researcher draws theoretical motivation from Piaget's cognitive constructivism and Vygotsky's social constructivism. Piaget's theory emphasizes the role of individual cognitive development in learning, suggesting that students build understanding through their experiences and interactions with the world. This perspective highlights the importance of personal engagement and active involvement in reading tasks to enhance comprehension. On the other hand, Vygotsky's social constructivism underscores the significance of social interaction and cultural context in learning, suggesting that students benefit from collaborative learning environments and scaffolded instruction, which can be crucial in understanding complex texts.

Reviewing various learning theories, including Piaget's cognitive and Vygotsky's social constructivism, provided a solid theoretical framework for further exploration. This dual theoretical framework informs the study's approach and aligns with the practical challenges observed in the field. In rural community schools, where resources and exposure to English are often limited, students' reading comprehension can be significantly impacted by cognitive and social factors. Students' ability to apply effective reading strategies becomes increasingly important at the university level, where English texts become more complex and specialized.

Drawing from experiences spanning from school to university-level English instruction and informed by theoretical insights, the present researcher sought to investigate university students' reading habits and comprehension abilities. The observed struggles with English reading comprehension across educational levels and low learning outcomes in this area motivated an exploration into the Reading Comprehension Ability, hereafter RCA, and Reading Comprehension Strategies,

hereafter RCS utilized by university students. This research aimed to assess the level of RCA among students in understanding English texts and their use of RCS to navigate comprehension challenges.

Background of the Study

English is often stereotypically associated with "tall-figured, white-skinned, blue-eyed, and brown-haired people" from native English-speaking communities. However, this narrow view overlooks its role as the most widely used means of communication worldwide (Khadka & Khatri, 2021, p. 9). Moreover, English functions as a global lingua franca, facilitating communication across diverse linguistic and cultural groups. In this connection, Crystal (1987, as cited in Bhattarai & Gautam, 2007) highlights the extensive reach of English, noting its dominance in various domains such as literature, journalism, international travel and transportation, business, academia, science, technology, medicine, diplomacy, sports, international competitions, pop culture, and advertising. This pervasive presence of English underscores its status as a "passport to knowledge," integral to nearly all aspects of modern human life.

As English continues to serve as a primary medium for accessing academic and professional resources, proficiency in reading and understanding English texts becomes essential. This study aims to assess how Nepali students navigate the English reading comprehension challenges, considering the language's pivotal role in global communication and knowledge dissemination.

With the increasing importance of English for young learners, there is a corresponding need for appropriate measures to inform stakeholders—learners, parents, and educators—about the learners' English proficiency levels (Wolf & Butler, 2017, p. 3). In this connection, White (2010) argues that teachers need to understand the

language proficiency levels of their students to plan instruction effectively (p. 8). Therefore, assessing learners' English proficiency is crucial for enabling them to become proficient language users.

In Nepal, English holds a significant position within the educational system. Awasthi (2003) highlights its importance, and Khadka (2022) notes that –English is taught as a subject and used as a medium of instruction from early grades to the university level (p. 136). Moreover, Bhattarai and Gautam (2007) claim that —university education, tertiary colleges, and private academic institutions predominantly use English for teaching, evaluation, and research purposes (p. 33).

Despite not being Nepal's L1, English is taught as an L2, making the teaching and learning of reading English texts integral to the educational system. Understanding these aspects helps to identify specific areas of difficulty and inform the development of targeted instructional practices. Given the prominence of English in Nepal's educational system and its role as a global lingua franca, enhancing students' reading comprehension skills is vital for their academic and professional success.

Research indicates that readers process words differently depending on whether their language uses a transparent or opaque orthography, and the orthography of a reader's L1 can significantly influence their development in an L2, even among advanced L2 readers (Grabe & Stoller, 2011). Moreover, Grabe (2009) argues that some aspects of the reading process are pertinent across different languages. Nevertheless, it is essential to acknowledge and account for the distinctions between L1 and L2 reading before directly extrapolating findings from L1 research to L2 reading research and teaching. Recognizing these factors is essential for comprehending the complexities involved in L2 reading comprehension. This

understanding allows researchers and teachers to design instructional practices and strategies tailored to the unique needs and backgrounds of L2 learners, ultimately enhancing their reading proficiency. It is crucial to consider the societal and cultural context of learners' L1 and how these factors influence their attitudes toward reading in both languages. This insight can guide the selection of appropriate materials and instructional strategies. By incorporating culturally relevant content and addressing the specific needs of L2 learners, teachers can foster an environment that promotes successful L2 reading comprehension.

Reading is essential in acquiring knowledge, understanding complex concepts, and engaging with scholarly discourse. It is a fundamental skill that enables students to access and comprehend course materials, conduct research, and expand their intellectual horizons. In this regard, Fisher (2010) suggests that reading is a multifaceted phenomenon encompassing cognitive, emotional, and social dimensions. It involves the cognitive processes of understanding and interpreting text, evokes emotional responses, and connects individuals with diverse perspectives, cultures, and ideas. Reading can be a transformative experience, broadening one's worldview, fostering empathy, and enhancing social interactions.

In this study, which focuses on Nepali students' RCA level and RCss, understanding the orthographic influences and cultural contexts is vital. Given that English is not the L1 in Nepal, students face unique challenges in L2 reading comprehension. These challenges are compounded by the differences between transparent and opaque orthographies and the cultural and educational contexts in which students learn English.

Reading is an active skill in which the readers build the text's meaning. In this regard, Hedge (2010), Johnson (2008), Anderson (1999), and Doff (1988) have

attempted to define reading as an active and fluent process that involves the reader and the reading materials in building meaning on a guided purpose. The readers read the text for meaning. If the text could not construct a meaning, there would be no reading. The scholarly evidence tends to confirm that reading is not just picking up words, phrases, and sentences in the text; it is making sense of written subject matter or text. In this regard, Hunt (2004) claimed, –Reading as a process shaped partly by the reader’s background, and partly by the situation the reading occurs (p. 137). Reading is a comprehension process that creates meaning in written or printed symbols (Clapham, 1996; Grabe, 2009; Johnson, 2008) or in its contents.

Reading is defined as a systematic process of making a meaningful and sensible understanding of the text (Goodman, 1988; Grabe, 2009; Grabe & Stoller, 2011; Hudson, 2007; McNamara, 2007; Nation, 2009; Smith, 1985; Tracey & Morrow, 2017). So, it can be said that reading comprehension reflects a reader’s complete understanding or full grasp of the meaning in a text. Similarly, some of the studies have been inclined to receive ‘reading comprehension’ as a process by which meaning is constructed through coordinating several complex processes such as the reading of words, knowledge of words, text organizations, strategies, and even knowledge of the world (Cain et al., 2004; Fuchs et al., 2001; Paris et al., 1991, 2005).

Reading comprehension strategies, hereafter RCSs, are generally defined as what readers use to achieve reading comprehension. As Scovel (1998) stated, –Comprehension is not an absolute state where language users either fully comprehend or are left completely in the dark (p. 59). Reading comprehension, thus, refers to an active, dynamic, and constructive process in which readers dynamically try to use different cognitive and metacognitive strategies for comprehending a text (Allen, 2003; Dole et al., 1991; Ghonsooly & Loghmani, 2012; Harvey & Goudvis,

2000; Pressley & Afflerbach, 1995; Yang, 2002) under varying local contexts and environments.

RCSs refer to the different cognitive and metacognitive processes readers use to actively and constructively comprehend a text. It is not a binary state of either fully comprehending or being completely in the dark, but rather a dynamic process that occurs under different local contexts and environments. Reading comprehension is also considered a critical aspect of learning English as a foreign or second language, as it involves unknown aspects from both the first and second languages.

Various theoretical orientations and models developed by researchers guide the understanding of reading comprehension, each offering unique perspectives on how meaning is constructed from text. The bottom-up model emphasizes decoding text word-by-word and sentence-by-sentence to construct meaning. Proponents of this model, such as Gough (1992) and LaBerge and Samuels (1974), argue that comprehension begins with identifying and processing individual letters, words, and sentences, building up to a coherent understanding of the text.

In contrast, the top-down model highlights the role of background knowledge and context in reading comprehension. Researchers like Goodman (1967, 1986, 1994, 1996) and Smith (1971, 1983, 1985) suggest reading is a 'meaning-driven' process where readers use their prior knowledge and expectations to interpret and make sense of the text. This model posits that readers actively compare new information with what they already know, as described by Manzo and Manzo (1990) and Urquhart and Weir (1998).

The interactive model combines elements from both bottom-up and top-down processes, proposing that these processes interact continuously and dynamically to construct meaning. This model is supported by various researchers, including

Bernhardt (1991, 2011), Birch (2007), Alderson (2000), Urquhart and Weir (1998), Nuttall (1996), Manzo and Manzo (1990), Perfetti (1985), and Harris and Sipay (1984). Proponents like Urquhart and Weir (1998), Block (1992), Bernhardt (1991), Rumelhart (1980), and Stanovich (1980) assert that effective reading comprehension involves a seamless integration of detailed text processing (bottom-up) and the use of contextual knowledge and prior experiences (top-down).

The debate over which model best explains the reading comprehension process has led to the development of the interactive model, which seeks to balance valid insights from bottom-up and top-down approaches. Cohen (1998), Goodman (1988), and Grabe (1988) emphasize that the interaction between these processes is not linear but simultaneous, with readers adjusting their strategies based on the demands of the text and their background knowledge. Strategic awareness and monitoring of the comprehension process by the language learner are powerful tools for successful reading comprehension (Alexander & Jetton, 2000; Pressley, 2000; Pressley & Afflerbach, 1995; Sheory & Mokhtari, 2002). These strategies are crucial in different contexts and environments, particularly in L2 learning, where learners must navigate the complexities of reading in a non-native language.

In the context of this study on Nepali students' reading comprehension abilities and strategies, understanding these theoretical models is essential. The interactive model provides a comprehensive framework for analyzing how students engage with English texts. By examining how students use bottom-up and top-down strategies, this research aims to identify specific areas of difficulty and develop targeted instructional practices to improve reading comprehension. In addition, by incorporating a balanced approach that recognizes the importance of both decoding skills and contextual

understanding, this research aims to support the development of more effective and responsive ELT practices in the Nepali educational context.

By assessing the RCA and RCS employed by Nepali students, this research further explores the reading practices, problems, and challenges, which aligns with the broader goal of enhancing ELT in Nepal, providing evidence-based strategies to improve educational outcomes for students. It is worth noting that there is a lack of research and limited assessment of reading comprehension of English texts at higher education institutions in Nepal. Therefore, the present research attempts to address this gap by studying reading comprehension strategies and the ability of undergraduate students in English texts in Nepal.

Statement of the Research Problem

English is taught as an L2 in Nepal, predominantly by non-native English teachers to non-native English learners. The primary motivation for learning English often stems from fulfilling educational requirements within Nepal's formal school and university systems. Non-native English educators create reading materials, including textbooks, reference books, and lecture notes, which are mandated for student consumption, given English's compulsory status from nursery through undergraduate education. Particularly in government-funded community schools in rural Nepal, such as many districts in the Karnali province, teaching English subjects has become a challenge for achieving targeted learning outcomes due to the limited availability of trained teachers and sporadic access to textbooks.

Despite English being taught from the nursery level, the pass rates in English exams remain unsatisfactory. According to Budhathoki et al. (2014, as cited in Shrestha & Gautam, 2022), -English exams, particularly the SLC/SEE, pose significant challenges for students in rural areas, often failing to meet the required

threshold score, which until recently was 32 percent (p. 31). In this regard, Chand (2021, p. 46) argues that majority of students fail in English at both school and college levels, as evident from analyses of SEE and university final examination results.

English is frequently viewed as a subject associated with poor academic outcomes in schools and universities. The recent data from the National Examination Board (2023) reveals that English has the highest number of students receiving NG (not graded) status in the class 12 examinations, with 109,527 students failed, followed by Accounting 52,073 and Social Studies 51,104. This low performance in the class 12 exams, crucial for entry into university undergraduate programs, underscores the significance of English proficiency not only for passing examinations but also for comprehending specialized content in fields such as engineering, science, business, literature, and law at the university level, particularly among students from government-funded community schools in the Karnali province.

The report of University Grants Commission (2022) pointed out the bachelor-level pass rates as 41% (TU), 69% (PU), 82% (FWU), 51.98% (LBU), and 39.48% (MU). Passing English exams across many universities in Nepal proves especially challenging for students from government-funded community schools, particularly those from rural areas with limited English proficiency backgrounds. Despite the status of English as a compulsory subject in government-funded community schools and universities throughout Nepal, serious concerns are there regarding students' reading comprehension skills and ability to employ reading strategies effectively. Given this situation, there is a critical need to investigate Nepali students' reading practices, problems, and challenges when they are engaged in reading English texts. The previous research on this specific issue is evidently absent.

English is taught as a compulsory subject at the undergraduate level across various academic programs in Nepali universities, including MU. Additionally, admission tests for many university programs, particularly in STEM fields like science, technology, engineering, and medicine, require proficiency in English (Linn et al., 2021; Phyak and Ojha, 2019, as cited in Shrestha & Gautam, 2022). English is also treated as a significant component in graduate programs within the fields of education, humanities, and social sciences at MU, where students are required to read subject matter and reference materials in English, alongside Nepali, the compulsory major subject. Examinations are conducted in English, though students can write their answers in either English or Nepali. This emphasizes on the importance of assessing students' ability to comprehend both fiction and non-fiction texts in English within Nepal's EFL contexts.

Reading skills are paramount in English curricula from primary to tertiary education levels in Nepal, as recognized by schools and universities (Adhikari & Poudel, 2020). The examinations place significant weight on reading and writing components, with reading alone accounting for a substantial portion of language proficiency assessments (Shrestha & Gautam, 2022). This emphasis continues into higher education, where reading is crucial for analyzing extensive English texts and writing academically (Dahal, 2021). As students progress through higher education, their ability to comprehend and employ effective reading strategies in English becomes even more important for academic success and future career opportunities. Therefore, assessing their reading comprehension levels and strategies employed in English texts is critical for guiding their academic advancement and career readiness.

Reading English as a compulsory subject aims to develop proficient reading skills, enabling students to comprehend various English texts effectively. The

increasing prevalence rate of failures among students in English exam, attributed to inadequate reading and comprehension abilities, underlines the absence of evidence-based research in this area. Therefore, it is crucial to investigate and assess students' proficiency in reading comprehension of English texts.

The reading ability of university students in L2 contexts is essential and in great demand, as students' success is often associated with their reading. High levels of reading ability are often expected and required by most university (English) courses. While university English courses do not primarily aim at developing reading ability and reading strategies in students as this is the responsibility of the lower level (school level) courses, university courses expect students to apply their reading abilities and strategies to read and develop them further. This research has been undertaken to determine Nepalese university students' reading abilities and the strategies they employ to read and develop their knowledge further. Another aim of the research is to investigate and highlight different aspects of students' reading performance that can strengthen the connection between this research findings and practices of teaching reading.

Previous research on reading comprehension ability (RCA) and reading comprehension strategies (RCS) used by students in English texts has shown a significant gap in understanding and addressing the needs of Nepali undergraduate students. Scholars like Basnet (2021), Pandey (2021), Bhattarai (2020), Bastola (2020), Sharma (2019), Shrestha (2018), Luitel (2016), Neupane (2016), Dawadi (2017), Subedi (2022), and Tiwari (2021) have explored various aspects of English language learning. Still, their focus has not explicitly been on RCA and RCS.

These studies have provided insights into different facets of English language education in Nepal. Yet, none have employed a Sequential Explanatory Mixed-

Method Research Design to comprehensively assess RCA levels, the use of RCS, the relationship between RCA and RCS, and the reading practices, challenges, and problems Nepali readers face. This lack of targeted research leaves a significant gap in understanding how students at different academic programs and gender demographics engage with English texts.

To address this research gap and offer evidence-based recommendations for enhancing English education in Nepal, it is crucial to investigate the assessment of RCA levels and the use of RCS among students at Mid-Western University (MU). This study aims to explore the relationship between RCA and RCS and examine reading practices and the challenges faced by Nepali readers, considering variables such as gender, text types, and academic programs. By doing so, this research provided a comprehensive understanding of the factors influencing reading comprehension and offered practical solutions to improve English language education.

Objectives of the Study

The main purpose of this study was to assess the reading comprehension ability level and determine the reading comprehension strategies used by Mid-Western University students. The study explored the relationship between reading comprehension ability level and reading comprehension strategies students use with their reading practices, problems, and challenges while reading English texts. More specifically, the present study aimed:

1. To assess students' reading comprehension ability level at Mid-Western University in English texts.
2. To determine the most frequent reading comprehension strategies they use in English texts.

3. To explore the relationship between reading comprehension ability level and the reading comprehension strategies use; and
4. To identify their reading practices, problems, and challenges.

Research Questions

The following research questions are stated to aid in the accomplishment of the above objectives:

1. What are the gender-specific, text-specific, program-specific, and overall levels of reading comprehension ability level among Mid-West University students in English texts? How do gender, text type, and academic program correlate with their reading comprehension ability?
2. Which reading comprehension strategies are most used by MU students across different academic programs and types of English texts?
3. How does Mid-West University students' reading comprehension ability level correlate with reading comprehension strategies they use while reading English texts?
4. What are the major reading practices, problems, and challenges experienced by Mid-West University students while reading English texts? How do these factors influence their reading English texts?

Rationale of the Study

Children need to "learn to read" before they can "read to learn." As they progress through school, more academic content is conveyed through written text. Their capacity to gain new knowledge and skills heavily relies on their proficiency in reading and comprehending text (RTI, 2016). It has been claimed that –greater awareness is likely to lead to better reading comprehension and that less successful readers can develop their reading proficiency via training and scaffolding based on the

strategies that more successful readers use (Carrell et al., 1989; Mokhtari et al., 2008, as cited in Alhaqbani & Riazi, 2012, p. 233). In this regard, the rationale of study in assessing reading comprehension ability and reading strategies used in reading English text is worth contributing to the EFL contexts of Nepal.

Since reading is not part of natural learning in any language, it needs some sort of extra effort to learn and develop the RCA on the part of learners.

Comprehension, the essence of reading, is neglected in teaching and learning EFL.

Much research has been conducted on the strategies used in L2 reading to improve RCA and the RCSs and their relationships to successful and unsuccessful L2 reading in English text, one of the most research-worthy areas.

Though considerable research is conducted in the field of reading in various aspects worldwide, very little research has been conducted in the Nepali context of RCSs and the RCA of students in English texts. Since this research aimed to assess the RCSs and RCA of the students in English texts with their relationship, reading practices, problems, and challenges, it can enable them to read and read to learn in English.

Being a good reading teacher starts with understanding what reading is in question? What exactly happens between text, brain, and eye when we engage in this delightful, magical practice called reading? (Johnson, 2008, p. 4) Therefore, until and unless the teachers identify the reading level of their students and become familiar with their reading strategies, teaching reading in general and reading in English texts, in particular, is almost like hitting the stone in the dark sky. As the researcher observed and experienced myself, we teach our students in a prescriptive way based on the prescribed textbooks and curriculum requirement-based reading texts without knowing our students' RCA levels. No teachers bother about their RCA level, how

they read, what reading practices they use, and the problems and challenges they face while reading English texts at school and university-level EFL classrooms in Nepal. Since this study seeks to identify effective RCSs and RCA among students, it can inform better instructional practices. Teachers can benefit from understanding students' RCSs, and use effective teaching methods, and boost academic achievement.

Furthermore, research institutions and professionals can use the findings from the study to guide future research, fostering innovation in the field of EFL reading. Ultimately, the study aspires to empower students to become proficient readers in English, enabling them to learn from and excel in various academic subjects. The rationale of the study is grounded in the pressing issue of low English proficiency among Nepali students and the lack of evidence-based research in this area. It aims to add valuable insights into the RCA and RCSs used by the students, and the expected outcome is to improve English education in the educational institutions of Nepal.

Delimitation of the Study

This study was delimited within the different parameters. Firstly, the study was delimited to specific objectives, including assessing the RCA level, identifying effective RCSs, exploring the relationship between RCA and RCSs, and examining reading practices, problems, and challenges. Other aspects of reading comprehension were not addressed in this research. Moreover, the analysis of RCS was confined to cognitive, metacognitive, and socio-affective reading strategies, and other types of reading strategies were not considered. The study also focused its analysis of RCSs and RCA regarding gender (male and female), academic programs (BBS, BE, BEd, BA, BALLB, and BSc), and text types (fiction and non-fiction) only. It did not examine other demographic or contextual factors influencing reading comprehension.

Regarding research methodology, the study employed a sequential explanatory mixed-method research design, which may limit the exploration of alternative research approaches. Additionally, the study was specific to undergraduate students in their fourth semester across six different academic programs within MU's Graduate Schools in Birendranagar municipality, Surkhet, Nepal. The data were confined to the reading comprehension test for assessing RCA, a Likert scale questionnaire for determining RCSs, and semi-structured interviews for exploring reading practices, problems, and challenges. Other data collection methods or sources of information were not considered.

Operational Definitions of the Key Terms

The researcher has established the operational definitions of more repetitively used terminologies or constructs to maintain the simplicity of understanding among the present research report, various intended readers and users.

Reading Comprehension Ability. Reading comprehension ability refers to comprehending the written text and drawing meaning from it in terms of a certain standard. In this research, the RCA of the students is obtained through the numerical marking system based on the reading comprehension tests and analyzed, interpreted, and categorized as per CEFR reading level.

Reading Comprehension Strategies. Reading Comprehension Strategies refer to the ways of reading that a reader employs to understand and interpret a text. In this research, three main reading strategies, namely, cognitive, metacognitive, and socio-affective, are defined as the reading strategies.

Cognitive Reading Strategies. Cognitive reading strategies, hereafter CRS, refer to the strategies that involve reading strategies such as skimming, predicting theme (title), guessing (clues), guessing (context), resourcing, rereading, summarizing, scanning, analyzing expressions, translating, visualizing information,

highlighting information, taking notes, and paying attention in this research.

Metacognitive Reading Strategies. Metacognitive reading strategies, hereafter MCRS, involve reading strategies such as purposive reading, previewing text, deciding to read or ignore, self-evaluating, paraphrasing, connecting ideas, and self-asking for clarification in this research.

Socio-affective Reading Strategies. Socio-affective reading strategies, hereafter SARS, involve the reading strategies such as discussing feelings with friends, peer correction (text), consulting learnt persons, group reading, asking teachers for explanations, checking with peers for clarification, sharing attitudes and feelings, verifying with peers (unfamiliar text), and trying to feel relaxed in difficulty in this research.

Outline of the Dissertation

The research report is organized into eight chapters, each addressing different aspects of the study. Chapter one deals with the context of the study, background of the study, statement of the problem, research objectives, research questions, research hypotheses, significance of the study, delimitation of the study, and definition of the key terms. Likewise, chapter two presents a systematic literature review, starting with conceptual and theoretical perspectives followed by empirical studies and research gaps with the theoretical and conceptual framework of the study. Similarly, chapter three discusses the research methodology, including paradigms, designs, study population, sampling strategies, data collection tools, and socio-ethical considerations.

Chapter four analyzes and interprets quantitative data related to assessing RCA and RCS used by the students, and the relationship between RCA and RCS through quantitative analysis is discussed. Likewise, chapter five explores assessing RCA, RCS use, the relationship between RCA and RCS, reading practices, problems, and challenges using qualitative information to complement the findings from the

previous chapters. Furthermore, chapter six provides a comprehensive discussion of the research findings.

In addition, chapter seven discusses the proposed framework for reading comprehension ability and comprehension cup as a research product. Finally, chapter eight provides conclusions, specifies policy, practice, and research-level implications, and concludes the study by reflecting on the Ph.D. journey.

Chapter Summary

In this chapter, the study has introduced with a focus on its title and setting the context with sources of motivation, the general background, including the contexts of English reading skills, and shedding light on the various variables of the study. Then, it has stated the research objectives supported by research questions. Furthermore, it has also presented the study's rationale, delimitation of the research followed by delimitation of the research, and operational definitions of the key terms used in this study.

Chapter Two

Review of Related Literature

This chapter presents the reviews of the related literature, including conceptualization of reading comprehension, theories through which the phenomenon has been observed, and empirical research, along with the implications of the reviews and the theoretical and conceptual frameworks of the study. This chapter overviews the conceptualization of reading comprehension, which includes the various related themes such as reading as a systemic meaning-making process, reading as a skill of skills, reading comprehension ability, reading comprehension strategies, reading texts in English, reading texts in second language contexts, reading in English in Nepali academic contexts, and reading in English curriculum of undergraduate level at MU. After overviewing the fundamental aspects of reading, this chapter also underpins the theoretical orientations of learning theories about reading and models of reading, followed by the study's theoretical framework. Finally, it presents the empirical literature reviews thematically regarding research objectives, followed by the implications of the literature review and the study's conceptual framework.

Conceptualization of Reading Comprehension

Reading is widely understood as extracting visual information from written texts and comprehending their meaning. It involves both visual processing and the ability to understand and interpret the information conveyed by the text. Reading is not simply a passive activity but rather an interactive process that depends on the reader's prior knowledge, goals, and choices regarding the relevance and importance of information (Rayner et al., 2012). Reading facilitates knowledge acquisition, and each reader constructs meaning from the text based on various factors shaping their

worldview as active readers (Akanda et al., 2013; Fisher, 2010; Owusu-Acheaw, 2014).

Reading is often heralded as a pivotal skill within the quartet of language abilities—listening, speaking, reading, and writing. Although traditionally categorized as a secondary skill alongside writing, contrasting with the primary skills of listening and speaking, its significance in both L1 acquisition and L2 learning cannot be overstated (Carrell et al., 2000; Grabe, 2009; Li & Mermelstein, 2015; Wilhelm, 2008). In L1 acquisition and L2 learning, reading is fundamental in fostering language proficiency. It is through the act of reading that individuals acquire substantial knowledge, which in turn enriches their linguistic competence (Ismail & Zubairi, 2022).

Despite being positioned third in the traditional hierarchy of skill acquisition, reading is often given precedence in formal education settings. This prioritization is due to its active and interactive nature, which actively engages learners and facilitates the conscious effort necessary for language acquisition (Adhikari & Poudel, 2020; Duffy, 2009; Nunan, 2015; Thornbury, 2017; Watkins, 2017). Moreover, the critical engagement with texts that reading demands enhances cognitive skills and promotes deeper understanding. This interactive process reinforces language learning and cultivates analytical thinking and comprehension abilities, making it an indispensable component of educational curricula.

The emphasis on reading in educational settings underscores its role as a dynamic and critical skill supporting the overall language learning and cognitive development process. Thus, while listening and speaking may serve as the foundational building blocks of language, it is through reading that learners can achieve a higher level of proficiency and a more nuanced understanding of the

language, underscoring its essential role in the educational paradigm (Carrell et al., 2000; Grabe, 2009; Li & Mermelstein, 2015; Wilhelm, 2008; Ismail & Zubairi, 2022; Adhikari & Poudel, 2020; Duffy, 2009; Nunan, 2015; Thornbury, 2017; Watkins, 2017).

Different researchers have attempted to define reading skills from their perspectives. Reading is often defined as a cognitive communication process between the writer (source) and reader (receiver) to build an effective understanding of the written text (message) scanned by the eyes and meaningfully recorded in the brain in tune with text as nearly as possible (Grabe, 2009; Grellet, 1981; Harmer, 1991; Nuttall, 1996; Ransom, 1978; Watkins, 2017; Williams, 1996). Similarly, several scholars define reading as a cognitive psycholinguistic and social activity that executes receiving and interpreting information from print media (Urquhart & Weir, 1998).

Reading is centrally a comprehending process in which the readers read to understand the writer's message. It is a way to draw information from a text and to form an interpretation of that information (Grabe, 2009; Grabe & Stoller, 2013). Likewise, Ur (1996) claimed, "Reading means reading and understanding" (p. 138). All these insights intend to convey reading as a science of making or comprehending a meaningful understanding of the body of written text or symbols.

Reading as a Skill of Skills

Reading is a multifaceted and intricate process that encompasses a variety of interrelated skills, including "word attack," "sentence attack," and "text attack" abilities. These skills are fundamental for recognizing and comprehending sentences and words, forming the bedrock of effective reading (Alderson, 2000; Doff, 1988; Johnson, 2008; Nuttall, 1996; Tankersley, 2003). Likewise, Tankersley

(2003) underscores this complexity, describing reading as an "interlocking whole" that integrates multiple skills and layers of understanding (p. 2).

The motivations behind reading can be broadly categorized into reading for pleasure and information. Reading for pleasure is driven by the enjoyment, entertainment, and personal satisfaction of engaging with literature, fiction, or any material that captivates the reader's interest (Grellet, 1981). In contrast, reading for information is a targeted activity aimed at acquiring knowledge, learning about specific topics, or gathering practical information. Grabe (2009) highlights the critical importance of reading in academic and workplace settings, emphasizing its role in learning and professional engagement. In academic contexts, the ability to read proficiently is indispensable. Noor (2006) asserts that reading is a crucial academic skill for university students, essential for accessing academic resources, comprehending complex texts, and achieving academic success.

Without strong reading skills, students may struggle to engage with their subjects meaningfully and keep pace with the demands of higher education. However, it is essential to critically examine the traditional emphasis on reading within educational frameworks. While reading undeniably supports cognitive and linguistic development, there is a growing need to balance this with other literacy and communication skills. The overemphasis on reading may marginalize learners who excel in oral or digital literacies, which are increasingly relevant in contemporary educational and professional landscapes.

Thus, while the multifaceted nature of reading and its importance in educational and professional contexts are well-established, a more holistic approach to literacy that includes diverse communication skills is necessary to cater

to the evolving demands of the 21st century (Alderson, 2000; Doff, 1988; Johnson, 2008; Nuttall, 1996; Tankersley, 2003; Grellet, 1981; Grabe, 2009; Noor, 2006).

Skimming and Scanning Reading Skills

Reading serves multiple purposes, including gaining an overview of texts and locating specific information. One approach, skimming, involves quickly navigating through text to infer important information and grasp the general meaning (Grabe & Stoller, 2013). This skill identifies the main idea and key topics, providing a broad understanding of the content (Grellet, 1981; Nation, 2009; Nuttall, 1996; Scrivener, 2005; Williams, 1996). Skimming enables readers to discern the overall themes and basic structures swiftly, offering a general synopsis.

Conversely, reading to search entails scanning the text for specific words, information, or phrases (Grabe & Stoller, 2013). Scanning is a targeted reading strategy designed to quickly extract details from the text (Carrell & Grabe, 2010; Grellet, 1981; Nation, 2009; Williams, 1996). This technique is employed to locate precise information points, such as names, dates, facts, prices, or numbers, to meet specific reading objectives. Scanning thus serves as a fast-reading method focused on pinpointing exact information within the text.

Critically, while skimming and scanning are essential reading strategies, their utility and effectiveness can vary depending on the reader's objectives and the complexity of the text. Skimming, for instance, may not suffice for comprehending nuanced arguments or detailed data, as it prioritizes speed over depth. Similarly, scanning, although efficient for finding discrete pieces of information, might overlook the broader context and connections within the text. Moreover, these techniques reflect different cognitive processes and skill sets. Skimming relies on the reader's ability to quickly identify and synthesize key ideas, demanding a higher level of

inferential thinking. In contrast, scanning requires sharp focus and precision, as the reader must accurately locate and interpret specific details without being distracted by irrelevant content.

Teaching and developing both skills is crucial in educational settings, equipping students with a versatile toolkit for various reading purposes. This balanced approach ensures that learners can navigate texts effectively, whether they need a general understanding or specific information (Grabe & Stoller, 2013; Carrell & Grabe, 2010; Grellet, 1981; Nation, 2009; Nuttall, 1996; Scrivener, 2005; Williams, 1996).

Intensive and Extensive Reading Skills

Reading can be approached in two fundamental ways: intensively or extensively. These two methods represent distinct strategies, with intensive reading involving a meticulous and detailed examination of the material. In contrast, extensive reading emphasizes reading larger quantities of text for fluency and general comprehension. For optimal benefits, readers should engage in intensive (accuracy-focused) and extensive (fluency-focused) reading practices.

Intensive reading is characterized by a careful and detailed process to understand a text's specifics thoroughly. According to Watkins (2017), this approach entails "a meticulous and careful reading process to comprehensively understand the text's details" (p. 17). Scrivener (2005) further notes that intensive reading involves "extracting as much detailed information as possible" (p. 188). Grellet (1981) argues that intensive reading often involves shorter texts and focuses on accuracy and details, requiring readers to engage deeply in texts. This method typically involves reading slower, using dictionaries, making comparisons, analyzing content, and translating to achieve a comprehensive understanding and long-term material retention.

In contrast, extensive reading is geared toward meaning-focused input and often involves reading longer texts primarily for enjoyment. This approach improves reading fluency by allowing readers to consume large amounts of material, fostering a global understanding of the content (Grabe & Stoller, 2011; Grellet, 1981; Nuttall, 1996; Watkins, 2017; Williams, 1996). Extensive reading is also referred to as "pleasure reading," "free voluntary reading," or "sustained silent reading" due to its association with reader enjoyment and emotional engagement. This method supports fluent comprehension and focuses on the broader meaning of the text (Boutorwick et al., 2019; Jeon & Day, 2016; Mikami, 2020; Waring & McLean, 2015; Yamashita, 2013).

The dichotomy between intensive and extensive reading highlights the need for a balanced approach in educational settings. While intensive reading develops deep comprehension and critical analysis skills, extensive reading promotes fluency and a holistic grasp of language. Educators should therefore encourage students to engage in both practices to cultivate a well-rounded reading proficiency that encompasses both detailed understanding and broad, fluent comprehension (Watkins, 2017; Scrivener, 2005; Grabe & Stoller, 2011; Grellet, 1981; Nuttall, 1996; Williams, 1996; Boutorwick et al., 2019; Jeon & Day, 2016; Mikami, 2020; Waring & McLean, 2015; Yamashita, 2013).

Silent Reading and Reading Aloud Skills

Reading can be performed silently or aloud, each serving distinct purposes and contexts. Silent reading, the predominant form outside of instructional settings, emphasizes comprehension and understanding, allowing readers to focus on the meaning of the text without the distraction of pronunciation. This method supports the development of purposeful reading and deeper comprehension.

Conversely, reading aloud entails looking at a text, comprehending it, and verbalizing the content. Although less common outside of specific teaching contexts, reading aloud can be particularly effective in educational settings. According to Cameron (2001), Doff (2002), and Watkins (2017), reading aloud facilitates speaking practice, reinforces graphemic-phonemic connections, diagnoses pronunciation problems, enhances fluency, and develops overall reading skills. Gibson (2008) supports this view, –identifying multiple academic benefits of reading aloud, including pronunciation practice and improved reading fluency‖ (p. 34).

The primary mode of reading in most contexts is silent reading. Oral reading, by contrast, involves the simultaneous production of an oral representation while comprehending the text, making it a unique and specialized skill. Goodman and Goodman (2014) note that oral reading functions are relatively limited and often employed by professionals such as teachers, entertainers, politicians, and religious leaders for performance.

The analysis reveals significant differences between silent and oral reading. Silent reading is essential for accessing information on various topics, including health, social, cultural, and political issues, and personal enrichment (Baatjies, 2003; Schmidt et al., 2002). Without the ability to read silently, learners may miss crucial information and opportunities for personal growth.

Ultimately, reading is a vital skill for academic success, workplace competency, and personal development. While silent reading promotes comprehension and knowledge acquisition, oral reading serves as a tool for specific pedagogical and performance-related purposes, highlighting the diverse functions and benefits of each mode (Cameron, 2001; Doff, 2002; Watkins, 2017; Gibson, 2008; Goodman & Goodman, 2014; Baatjies, 2003; Schmidt et al., 2002). Educators and

learners must recognize the importance of silent and oral reading to maximize their potential in various contexts.

Reading Comprehension Ability

Reading is a complex cognitive activity that involves interpreting text and leveraging a reader's diverse skills, strategies, and knowledge bases. Comprehension can vary significantly depending on task demands, motivations, goals, and language proficiency (Grabe & Stoller, 2013). It is acknowledged as one of the most sophisticated cognitive tasks due to coordinating various linguistic and cognitive processes, such as word recognition, working memory, inference generation, comprehension monitoring, vocabulary knowledge, and prior knowledge (Perfetti et al., 2005).

The complexity of reading is further highlighted by the necessity to manage multiple cognitive resources simultaneously. For instance, efficient word recognition requires automaticity to free up cognitive resources for deeper comprehension tasks. Similarly, working memory plays a crucial role in retaining and manipulating information during reading, facilitating the integration of new knowledge with prior understanding. Moreover, generating inferences and monitoring comprehension is pivotal for a nuanced understanding of text. These skills enable readers to fill information gaps and ensure that their interpretations align with the text's intended meaning.

Reading comprehension is a multifaceted task that involves a blend of perceptual, linguistic, and cognitive processes. It extends beyond the mere decoding of words and sentences, encompassing the understanding of ideas and relationships presented in the text. This process incorporates the reader's prior experiences, the writer's cues, and the construction of meaningful interpretations within a specific

context. Davies (1974) describes reading comprehension as "a process of analysis of receiving a message from a written text" (p. 185).

Similarly, Adams (1980) characterizes it as "an activity which can be seen as a complex task which depends on... a multiplicity of perceptual, linguistic, and cognitive processes" (p. 11). Irwin (1991) defines reading comprehension as the -interaction between the reader's experiences and the writer's cues to construct meaningful interpretations relevant to the individual reader in a particular context (p. 9). Snow (2002) adds that it -involves the simultaneous abilities a reader uses to construct and extract meaning through interaction with written materials (p. 11). Seyed et al. (2010) emphasize the necessity to "go beyond the words, to understand the ideas conveyed in the entire text" (p. 376), while Woolley (2011) highlights that reading comprehension involves -gaining an overall understanding of the text, rather than merely obtaining meaning from isolated words or sentences (p. 15).

Reading comprehension must be viewed as an active and dynamic process. It requires readers to engage with the text at multiple levels, integrating their background knowledge with textual information to form coherent and contextually appropriate meanings. This interaction underscores the importance of teaching strategies that develop these integrative skills, helping learners navigate complex texts effectively. In this regard, Snow (2002) defines reading comprehension as

-construction process' because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind and 'the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (p. 11).

The foundation of fluent reading comprehension lies in rapid and automatic word recognition, also known as lexical access, which involves quickly retrieving the meaning of words. Additionally, a proficient reader can efficiently group and store words, enabling the extraction of basic grammatical information through a process called syntactic parsing. This supports understanding at the clause level (Grabe & Stoller, 2013). Therefore, reading comprehension operates on multiple levels, including word, sentence, and text.

At the word level, identification is crucial for comprehension. Syntactic parsing at the sentence level helps readers grasp grammatical structures and clause meanings. At the text level, referential mapping and inference are vital for constructing a coherent mental model of the text. These processes interact dynamically with the reader's existing conceptual knowledge, facilitating a deeper understanding of the material. Without rapid word recognition, readers may struggle with the higher-order processes necessary for understanding complex texts.

Furthermore, the interaction between these processes and the reader's conceptual knowledge highlights the need for an integrative approach to reading instruction that nurtures both technical skills and broader cognitive abilities. This multifaceted view of reading comprehension suggests that educators should focus on developing automaticity in word recognition and syntactic parsing while also fostering students' ability to make inferences and build mental models. By addressing all levels of reading comprehension, from individual words to entire texts, educators can better support students in becoming proficient and insightful readers (Grabe & Stoller, 2013).

Day and Park (2005) categorize reading comprehension into six distinct types that can function simultaneously or sequentially: literal comprehension,

reorganization, inference, prediction, evaluation, and personal response. These types collectively contribute to a comprehensive understanding of a text. McNamara (2007) defines reading comprehension as "the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text" (p. xi). This perspective diverges from the bottom-up theory, which focuses on precisely recognizing letters and words, emphasizing the ability to select cues crucial for making accurate inferences instead.

Similarly, Woolley (2011) asserts that reading comprehension requires students to progress beyond decoding individual words and sentences to construct a robust understanding of the entire passage. This highlights the intricate nature of reading comprehension as a cognitive process involving linguistic processing and conceptual understanding. It necessitates the reader's ability to derive meaning from the text by integrating various cognitive and linguistic resources.

The classifications by Day and Park and the insights from McNamara (2007) and Woolley (2011) underscore the multifaceted nature of reading comprehension. Literal comprehension provides the foundational understanding of explicit content, while higher-order skills like inference and evaluation enable deeper engagement with the text. This layered approach aligns with cognitive theories that view reading comprehension as an active, constructive process. Moreover, the emphasis on moving beyond bottom-up processing highlights the importance of teaching strategies that develop inferential and evaluative skills. Educators can better support students in becoming proficient and critical readers by focusing on how readers use cues to construct meaning.

To sum up, reading comprehension is a sophisticated cognitive process involving linguistic and conceptual understanding. It requires readers to engage with

the text at multiple levels, from literal comprehension to complex inference, using a range of cognitive and linguistic resources (Day & Park, 2005; McNamara, 2007; Woolley, 2011).

Components of Reading Comprehension

Reading comprehension involves intricate cognitive processes to extract and construct meaning from written text (Coltheart, 2005; Snow & the RAND Reading Study Group, 2002). This process requires the integration of visual, phonological, semantic, and linguistic functions (Plaut, 2005). The development of reading comprehension is built upon foundational skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. The National Reading Panel (2000) and other researchers, including Armbruster et al. (2003), have emphasized these components as essential. These foundational skills include recognizing and manipulating sounds (phonemic awareness), connecting letters to sounds and spelling patterns (phonics), achieving reading speed and accuracy (fluency), acquiring vocabulary knowledge, and understanding written text (comprehension).

These foundational elements are interdependent and reinforce one another, contributing to successful reading comprehension. The necessity for coordinated visual, phonological, semantic, and linguistic processes underscores the multifaceted nature of reading comprehension. It is not merely about recognizing words but involves a dynamic interaction between different cognitive functions. For instance, phonemic awareness and phonics are crucial in early reading development, enabling readers to decode words efficiently. Fluency, however, allows for automatic word recognition, freeing up cognitive resources for higher-level comprehension tasks. Vocabulary knowledge and

conceptual understanding are pivotal for interpreting and making sense of the text. Without a robust vocabulary, readers struggle to grasp the deeper meanings embedded in the text.

Furthermore, comprehension involves understanding individual words and making connections between ideas, drawing inferences, and integrating new information with existing knowledge. This interrelatedness of skills highlights the importance of a holistic approach to reading instruction. Educators must ensure that all these foundational skills are developed in tandem to foster comprehensive reading comprehension abilities. Educators can better support students in becoming proficient readers by focusing on the interaction and reinforcement among these components (Coltheart, 2005; Snow & the RAND Reading Study Group, 2002; Plaut, 2005; National Reading Panel, 2000; Armbruster et al., 2003).

Five components are generally accepted as necessary to master the reading process: phonological awareness, phonics (method of instruction that helps teach sound–symbol relationships), vocabulary, fluency, and comprehension (Armbruster et al., 2003). The skills within each component are insufficient to produce a successful reading, but they build on one another and work together to reach the goal of reading comprehension. These five components of reading comprehension can be discussed as follows:

Phonemic Awareness. Phonological awareness involves the conscious recognition and manipulation of the smaller sound units in a language, such as syllables, rhymes, and phonemes (Landerl et al., 2022). It is a foundational skill for reading as it helps individuals understand the relationship between sounds and words. When reading, individuals need to convert visual letters into

corresponding sounds and connect those sounds to form words and derive meaning (Norton, 2007). Phonological awareness encompasses the understanding that words are made up of individual sounds and the ability to manipulate and segment words into their constituent sounds. This skill is closely related to sound recognition and the ability to associate sounds with written symbols in reading (Westwood, 2001).

Developing phonological awareness, particularly phonemic awareness, enables children to break words into sounds and blend sounds to form words essential for decoding and spelling, fundamental aspects of reading (Westwood, 2001). Children can analyze and manipulate language sounds by acquiring phonological awareness skills supporting reading development.

Phonics. Phonics matches sound with letter symbols, specifically connecting letters or graphemes to their corresponding sounds (Wallace, 1992). It is the understanding that words comprise individual sounds or phonemes and that letters and graphemes represent those sounds. Phonics plays a crucial role in accurately reading and spelling words. It is a powerful tool in helping readers become independent and proficient (Rubin, 2000; Strickland, 1998, as cited in Westwood, 2001). When readers grasp sounds linked to letters, they can decode words and establish connections between written and spoken forms and meanings (Nation, 2009).

Mastering phonics is essential for developing reading skills as it enables readers to recognize written words, decode unfamiliar words, and establish links between written and spoken language. Understanding the relationship between sounds and letters allows readers to navigate the reading process and better comprehend texts. Phonics instruction serves as a foundation for reading fluency and comprehension.

Vocabulary. Vocabulary refers to understanding and using words in receptive (listening and reading) and productive (speaking and writing) contexts. It is an essential component of language learning and is critical to academic success (Yusoff et al., 2022). Strong vocabulary knowledge is crucial for reading comprehension, allowing readers to quickly recognize familiar words and their meanings without relying heavily on decoding or context cues (Miles & Ehri, 2019; Oakhill et al., 2019). Reading comprehension involves linking words to their semantic representations and oral language comprehension.

A wide range of vocabulary and a deep understanding of individual words contribute to reading fluency, automaticity, and the ability to extract meaning from texts (Ehri, 1997, as cited in Westwood, 2001). Without a solid vocabulary foundation, understanding written or spoken material and effective communication would be challenging (Schmitt, 2010, as cited in Thomas, 2020). Vocabulary knowledge encompasses breadth and depth, considering the range of words known and the level of understanding and mastery of individual words (Chen & Liu, 2020; Qian, 2002). Accurate word recognition is fundamental to reading comprehension, and vocabulary knowledge at different levels plays a significant role in constructing meaning and achieving reading fluency (Chen & Liu, 2020; Nation, 2013; Yang, 2021). So, vocabulary is critical to language learning and academic achievement, supporting reading comprehension, word recognition, and overall understanding of texts. A wide vocabulary range and deep word knowledge contribute to reading fluency, comprehension, and effective communication.

Fluency. Fluency refers to the ability to read a text accurately, smoothly, quickly, and with expression. There are two types of fluency: oral fluency and silent reading fluency (Johns & Lenski, 2001; NICHD, 2000; Samuels, 1994, as cited in

Karen, 2003). Fluent readers read effortlessly, using appropriate expressions, and demonstrate quick word recognition (National Reading Panel, 2000). Fluency is a higher-order skill that involves multiple processes, such as word recognition, comprehension, sentence processing, and inference-making, occurring rapidly (Hasbrouck & Tindal, 2006). It bridges word recognition and text comprehension, with reading speed significantly supporting comprehension (Grabe, 2009).

Reading fluency is reading with speed, accuracy, ease, and sufficient comprehension while employing appropriate prosody when reading aloud (Grabe, 2009; Shimo, 2023). Fluent reading enhances text engagement and facilitates comprehension by allowing readers to focus on extracting meaning from the text (Samuels, 2006). Thus, fluency is a critical component of reading, characterized by accurate, smooth, and expressive reading. It significantly impacts text comprehension, and effective reading speed supports understanding of written material.

Comprehension. Reading comprehension is a fundamental skill that involves making meaning from written text. It requires a combination of abilities, including decoding, vocabulary knowledge, inference-making, critical thinking, and monitoring (Alderson et al., 2015; Grabe & Stoller, 2013). Successful comprehension relies on factors such as motivation, attention, memory, background knowledge, linguistic knowledge, and fluency (Snow & Reading Study Group, 2002). It goes beyond understanding explicit meaning and involves making connections, inferences, and interpretations. Effective comprehension requires active engagement with the text, and monitoring, understanding and adjusting when needed.

Reading comprehension allows readers to extract information, gain new knowledge, and derive pleasure from reading (Rubin, 2000). By employing various strategies and engaging with the text on multiple levels, readers can enhance their

comprehension and fully benefit from their reading experiences. By actively engaging with the text and employing different strategies, readers can enhance their comprehension and fully benefit from their reading experiences.

Reading Comprehension Strategies

The terms "skills" and "strategies" are frequently referenced in the reading literature, yet they are often misunderstood or conflated. Experts in the field consistently differentiate between the two, noting significant distinctions in their characteristics and applications (Par, 2020; Zhang, 2018). In this regard, Grabe and Stoller (2013) argue that "skills represent linguistic processing abilities that are relatively automatic in their use and their combination while strategies refer to a set of abilities under the conscious control of the reader" (p. 8). This distinction highlights that skills operate unconsciously, while strategies are deliberate plans formulated by the reader (Duffy, 2009). Similarly, Oxford (2016) emphasizes that "skills are automatic and out of awareness, whereas strategies are intentional and deliberate" (p. 12).

From a cognitive perspective, Grabe (2009) suggests that strategies are reflective processes that can eventually transform into skills through repeated practice and successful application. He defines strategies as "processes that readers consciously control to solve reading problems" (p. 221). Zhang (2018) supports this view, stating that despite the intentionality and automaticity differences, strategies and skills are interrelated, potentially evolving into skills over time (p. 13). The literature offers various definitions of strategies, underscoring their multifaceted nature. O'Malley and Chamot (1990) describe strategies as "the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information" (p. 1). Oxford (1990) further elaborates that strategies are "specific

actions taken to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 8). Westwood (2001) also defines strategies as "mental plans of action designed to achieve a specific purpose" (p. 10).

Critically examining these definitions reveals a consensus on the intentionality and adaptiveness of strategies in contrast to the automatic nature of skills. This distinction is crucial for educational practice, as it underscores the importance of explicitly teaching reading strategies to foster independent and effective readers. Educators can help students transition from conscious application to automatic proficiency by cultivating strategic thinking, thereby enhancing overall reading comprehension and fluency.

Reading strategies encompass a range of activities, mental operations, intentional plans, conscious techniques, and tactics proficient readers employ to construct meaning from text. These strategies involve deliberate procedures, mindful plans, and behaviors to solve problems through physical or mental actions. Successful readers use these strategies to navigate and comprehend texts, attending to specific cues, making sense of the material, and addressing any difficulties they encounter (Barnett, 1988; Birch, 2002, 2004; Block, 1986; Brantmeier, 2005; Davies, 1995; Duffy, 1993; Garner, 1987; Kintsch, 1998; Par, 2020; Sheorey & Mokhtari, 2001; Urquhart & Weir, 1998; Zare & Othman, 2013).

Thus, RCSs are the comprehension processes, techniques, plans, and actions readers use to understand texts. In contrast to the typically automatic and subconscious nature of reading skills, reading strategies demand conscious control and metacognitive awareness. Strategies are tools that readers actively employ to monitor their understanding, overcome obstacles, and enhance their comprehension.

Reading skills represent automatic linguistic processing abilities, while reading strategies involve deliberate and reflective processes. Both skills and strategies are crucial for effective reading and contribute significantly to reading proficiency. This distinction is pivotal in understanding how readers engage with texts. While reading skills enable the fluent and automatic processing of linguistic information, strategies actively empower readers to tackle. Self-consciously deploying strategies can improve reading outcomes, particularly in challenging or unfamiliar reading contexts.

The literature underscores the transformative potential of reading strategies. Barnett (1988) and Birch (2002, 2004) highlight how strategic reading can enhance comprehension and foster greater reader independence. Block (1986) and Brantmeier (2005) demonstrate that strategic readers are better equipped to handle textual difficulties, while Duffy (1993) and Kintsch (1998) emphasize the role of strategies in developing deeper cognitive engagement with texts. Par (2020) and Sheorey & Mokhtari (2001) further illustrate that strategic reading practices can be cultivated and refined over time, leading to more effective and efficient reading.

The interplay between automatic skills and conscious strategies reflects a dynamic process wherein strategic awareness can eventually lead to the development of automatic skills. This progression is essential for educators to recognize, as it highlights the need for explicit strategy instruction and reinforcement of reading skills. By fostering both, educators can support students in becoming more adept and autonomous readers, capable of navigating a wide range of texts with confidence and comprehension.

Classification of Reading Strategies

Barnett (1988) differentiates between text-level RCSs, which aim to understand entire passages or sections, and word-level strategies, which deal with unfamiliar sentences. Anderson (1991) offers a more detailed classification, including supervising, support, paraphrasing, coherence, and test-taking strategies. Davies (1995) identifies five types of RCSs: control of the reading process, monitoring, interaction with the text, utilization of textual and linguistic features, and utilization of external background knowledge. Mokhtari and Sheorey (2002) propose three main categories: global reading strategies, problem-solving strategies, and support strategies.

Additionally, Grabe (2009) and Sheorey & Mokhtari (2002) emphasize the role of MCRS, which guides and monitors the cognitive processes involved in reading, and CRS helps readers understand and make sense of the text. Scholars agree that RCSs are conscious and deliberate processes used to comprehend text. These strategies can be classified into metacognitive, cognitive, social, and affective categories (Grabe & Stoller, 2002; Oxford, 1990; Pressley, 2000).

Metacognitive strategies involve planning, monitoring, and evaluating one's reading process, while cognitive strategies include techniques for directly interacting with the text. Social strategies involve interacting with others to improve comprehension, and affective strategies relate to managing emotions and motivation during reading. Despite the various categorization methods, a common theme is these processes' strategic and intentional nature. This research adopts the classification framework of O'Malley and Chamot (1990), categorizing reading strategies as metacognitive, cognitive, and social/affective. This classification is particularly useful

as it encompasses a comprehensive range of strategies and highlights the importance of cognitive and social dimensions in reading comprehension.

Critically examining these classifications reveals that while significant overlap exists in the types of strategies identified by different researchers, the emphasis varies. Barnett (1988) and Davies (1995) focus more on the interaction with the text and textual features, while Anderson (1991) and Mokhtari and Sheorey (2002) provide a broader categorization that includes metacognitive and problem-solving aspects. This diversity in categorization underscores the complexity of reading comprehension and the need for a multifaceted approach to strategy instruction.

Furthermore, the integration of metacognitive strategies is particularly crucial. Grabe (2009) and Sheorey & Mokhtari (2002) highlight that these strategies help understand the text and self-regulation and reflection, which are essential for developing autonomous readers. By teaching students to employ various strategies, educators can enhance their reading proficiency and ability to tackle diverse reading challenges.

Cognitive Reading Strategies. Reading is a cognitive activity and an emotional journey (Miller, 2009, as cited in Shea & Roberts, 2016). CRSs include mental processes and skills such as awareness, perception, reasoning, and judgment, are essential for understanding and learning from texts (Gagne & Briggs, 1979; O'Malley & Chamot, 1990; Oxford, 2016; Van Dijk & Kintsch, 1983). These strategies involve activities such as guessing from context, recognizing discourse patterns, inferring meaning, summarizing information, scanning for specific details, analyzing expressions, elaborating on new concepts, using imagery, and utilizing tools like dictionaries and note-taking (Ali & Razali, 2019; Grabe, 2009; Oxford, 1990).

CRSs are critical for manipulating and transforming language, allowing readers to process and comprehend text effectively (Oxford, 1990). They represent conscious behaviors that readers employ to understand and use language, which is fundamental to success or failure in second or foreign language reading (Dole et al., 2014; Huang, 2018; Reza, 2013). Oxford (1990) identifies several CRSs that language learners use to manipulate and transform the target language, including:

- (1) Skimming, which involves quickly reading a passage to grasp its main ideas
- (2) Using other clues, such as introductions, summaries, and conclusions, to gather relevant information
- (3) Deductive reasoning, which entails predicting or inferring based on implicit information
- (4) Summarizing, where learners create a concise abstract of a longer passage to structure new information;
- (5) Scanning, which involves rapidly reading to find specific details
- (6) Analyzing expressions through segmental analysis to understand new language elements
- (7) Elaborating, connecting new information with familiar concepts in memory
- (8) Using imagery to associate new information with visual concepts for better retention
- (9) Guessing the meaning of new words from context by making informed guesses
- (10) Highlighting important information through underlining or highlighting
- (11) Rereading passages to enhance comprehension
- (12) Taking notes to record main ideas, specific points, and key words using symbols, for example
- (13) Translating into the first or native language for support; and finally,
- (14) Resourcing, where learners refer to target language materials like dictionaries, grammar books, encyclopedias, and glossaries (Oxford, 1990).

These CRSs are vital for enhancing reading comprehension by helping readers actively engage with the text, make connections, and construct meaning.

Extensive research underscores cognitive reading in first and second-language reading contexts (Shea & Roberts, 2016). By employing these strategies, readers can improve their comprehension and effectively navigate the complexities of written material.

Critically analyzing these strategies reveals their multifaceted nature and the intricate balance between automatic and conscious processes. For instance, while skimming and scanning allow for quick information gathering, deeper strategies like summarizing and elaborating foster deeper comprehension and retention. The strategic use of imagery and contextual guessing further underscores the interplay between visual and cognitive processes in reading.

Moreover, consciously applying these strategies can transform the reading experience, turning it from a passive to an active process. This active engagement is crucial for learners, particularly in second-language contexts, where CRSs can bridge gaps in vocabulary and linguistic structure (Ali & Razali, 2019; Huang, 2018). Educators should emphasize these strategies' explicit teaching and practice to foster independent, strategic readers capable of navigating diverse and complex texts.

Metacognitive Reading Strategies. Metacognitive reading strategies involve not just engaging in reading but also monitoring and evaluating one's performance throughout the process (Iwai, 2016; O'Malley & Chamot, 1990). These strategies extend beyond basic cognitive functions, encompassing readers' awareness and control over their cognitive skills and strategies (Oxford, 2016).

MCRSs are deliberate and structured actions that readers use to manage and reflect on reading activities (Sheorey & Mokhtari, 2001). These actions

include setting reading goals, previewing the text, focusing on relevant information, and self-evaluating reading performance (Oxford, 1990). They are designed to address comprehension difficulties through rereading, graphic organizers, and identifying connections between ideas (Ali & Razali, 2019). Oxford (1990) further elaborates on metacognitive strategies as those that either supplement or work in tandem with cognitive strategies, which include:

- (1) Thinking about the topic
- Thinking about the topic concerning previously acquired knowledge,
- (2) Identifying a purpose for reading to guide appropriate reading approaches,
- (3) Making prompt decisions about what to focus on and what to ignore while reading, and
- (4) Reflecting on one's reading process and outcomes (Oxford, 1990).

These strategies allow readers to monitor their comprehension, identify areas of difficulty, adjust their reading approaches, and ultimately enhance their understanding of the text (Dole et al., 2009). By employing MCRSs, readers can actively manage their reading process, improving their comprehension and becoming more effective readers.

Analyzing these strategies highlights their role in developing autonomous and proficient readers. Setting specific goals and purposes for reading allows readers to approach texts with a clear direction, enhancing focus and comprehension. Reflecting on the reading process encourages a deeper engagement with the text, promoting a higher level of self-awareness and self-regulation. This reflective practice is particularly valuable in educational contexts, where students can be taught to become strategic readers who can adapt their approaches based on the demands of different texts and tasks.

Furthermore, integrating MCRSs with CRSs provides a comprehensive approach to reading. While cognitive strategies focus on direct interaction with the text, metacognitive strategies oversee and guide these interactions, ensuring that readers are not only processing information but also understanding and retaining it. This dual approach can significantly improve reading outcomes, especially for learners in second-language contexts who may face additional challenges in comprehension and retention.

Socio-Affective Reading Strategies. Socio-affective reading strategies incorporate both social interactions and emotional regulation, playing a crucial role in the reading process (O'Malley et al., 1985; O'Malley & Chamot, 1990). These strategies are grounded in the Interaction Hypothesis and Sociocultural Theory, which highlight the significance of social behaviors and contextual influences in reading (Alexander & Fox, 2008; Vijaya, 2012; Wallace, 2003).

SARSs emphasize the importance of collaborative efforts with peers, seeking clarification or validation from teachers or others, and managing emotions through relaxation techniques or discussing feelings (Oxford, 1990). According to Oxford (1990), social strategies specifically involve (1) Collaborating with peers to achieve better results and (2) Seeking clarification or verification from teachers or others, which may involve asking for repetitions, paraphrasing, explanations, or examples when readers are unsure how to approach a reading task.

Affective strategies, however, involve managing emotions related to reading and learning. These strategies include (1) Using relaxation techniques such as progressive relaxation, deep breathing, or meditation when needed for comfort and relaxation, and (2) Engaging in discussions with others to explore and express emotions related to language reading and reading tasks (Oxford,

1990).

Integrating SARs is particularly beneficial for ESL/EFL learners, as strategically using these techniques enhances reading comprehension and helps overcome difficulties (Ali & Razali, 2019; Carrel, 1989). By incorporating these strategies into instructional practices, learners can develop efficient reading skills and become more active participants in the reading process. These strategies reveal their multifaceted nature and vital role in a holistic reading approach. Collaborative learning not only aids in comprehension but also fosters a supportive learning environment where peers can share insights and strategies. Seeking clarification from more knowledgeable individuals, such as teachers, ensures that misunderstandings are promptly addressed, thereby preventing the reinforcement of incorrect interpretations.

Furthermore, managing affective states is essential for maintaining motivation and reducing anxiety, which are crucial factors in language acquisition and reading proficiency. Techniques such as relaxation and emotional discussions provide learners with tools to manage stress and maintain a positive attitude towards reading, thus promoting sustained engagement with the text.

The research underscores the effectiveness of SARs in enhancing reading outcomes for ESL/EFL learners. Ali and Razali (2019) emphasize that these strategies improve comprehension and provide a more enjoyable and meaningful reading experience. Carrel (1989) further highlights that strategic instruction, including socio-affective strategies, empowers learners to become more autonomous and reflective readers.

In conclusion, integrating SARs into reading instruction is indispensable for fostering a comprehensive and effective reading approach. By addressing both

the cognitive and emotional aspects of reading, these strategies support learners in developing the skills necessary for successful and sustained reading engagement.

Reading Texts in English

Reading in both L1 and L2 contexts is a multifaceted cognitive endeavor that eludes simple observation (Alderson et al., 2015). Proficiency in L2 reading is vital for academic achievement and lifelong learning, necessitating not only the decoding of words and comprehension of meanings but also the engagement of higher-order cognitive skills and an understanding of cultural contexts (Brantmeier et al., 2014).

Although there are inherent differences between L1 and L2 reading, insights from L1 reading research are valuable for understanding L2 reading development (Grabe & Stoller, 2013). L1 contexts benefit from extensive research, with readers typically achieving higher fluency and comprehension levels than those in L2 contexts. The comprehensive exploration of instructional techniques for L1 reading offers significant guidance for L2 reading instruction. Crucially, the transfer of mapping principles from L1 to L2 reading is a critical area of investigation, highlighting the foundational impact of L1 on L2 reading processes (Perfetti & Grabe, 2008).

However, this perspective necessitates a critical examination. The assumption that L1 reading research can be directly applied to L2 contexts oversimplifies the nuanced and context-specific challenges faced by L2 learners. The socio-cultural and linguistic complexities in L2 environments demand tailored approaches rather than mere adaptations of L1 methodologies.

Furthermore, the role of cultural context in L2 reading underscores the need for culturally responsive pedagogy, which goes beyond the cognitive and linguistic transfer from L1. Thus, while L1 research provides a valuable framework, addressing

the unique dynamics of L2 reading is imperative to foster truly effective and equitable instructional practices.

Phonological and orthographic differences pose significant challenges to reading acquisition by favoring distinct grain sizes, impacting phonological awareness and decoding skills (Ziegler & Goswami, 2005; Westwood, 2013). Comprehending language receptively and decode words accurately is fundamental to reading comprehension, with deficits in these areas often resulting in comprehension difficulties (Farrall, 2012). Moreover, a student's L1 orthography can significantly influence their development of L2 reading skills, affecting even advanced L2 readers (Grabe & Stoller, 2013).

The disparities in linguistic resources and socio-cultural contexts between L1 and L2 reading environments further complicate reading development (Grabe & Stoller, 2013). For English as an ESL and English as EFL learners, reading in English is particularly crucial as it provides access to broader knowledge and opportunities for self-education beyond the classroom, especially in contexts where authentic spoken texts are scarce (Adhikari & Poudel, 2020). Consequently, reading in L2 contexts introduces unique challenges and requires careful consideration. While research on L1 reading can offer valuable insights for L2 reading development and instruction, it is essential to critically evaluate and adapt these findings to address the specific needs and circumstances of L2 learners.

Reading in Nepali EFL Contexts

As a global lingua franca, English is pivotal in connecting Nepal with the international community. The national curriculum highlights English's importance for global communication and its relevance across higher education, mass media, information technology, business, tourism, science, and medicine (Curriculum

Development Center, 2019a; Poudel et al., 2022). In Nepal, private K-12 schools predominantly employ English as the medium of instruction. Additionally, Nepali-medium schools are transitioning to English-medium instruction, particularly among elite and middle-class students (Sah, 2021).

The curriculum frameworks in Nepal emphasize the importance of developing robust reading comprehension skills in English, aiming to enhance students' ability to understand and interpret written texts. This becomes particularly critical for students enrolled in academic and technical courses, as strong reading comprehension skills are integral to their academic success and future career opportunities (Meniado, 2016, as cited in Bria & Mbato, 2019).

At the university level, reading skills are crucial for meeting writing requirements. Students are expected to undertake notetaking, summarizing, paraphrasing, synthesizing ideas, and composing essays based on their readings (Hale et al., 1996; Zhu, 2004a, 2004b, as cited in Karakoç et al., 2022). This underscores the indispensable role of reading in undergraduate, graduate, and postgraduate programs, serving as the foundation for knowledge acquisition and academic discourse. Reading materials are frequently utilized for class participation and written assignments, further emphasizing the significance of reading in higher education (Ruegg & Naganuma, 2019).

However, this increasing emphasis on English-medium instruction and the pivotal role of reading comprehension skills warrants critical analysis. The shift to English as the medium of instruction in Nepali schools, while aimed at enhancing global competitiveness, may exacerbate educational inequalities. Students from less privileged backgrounds who may not have the same access to English language resources could find themselves at a disadvantage, thereby widening the gap between

different socio-economic groups. Furthermore, relying on English for academic success raises questions about preserving and promoting local languages and cultures, equally vital for the nation's identity and heritage.

Reading in Undergraduate Level English Curriculum of MU across Academic Programs

At MU, English is a compulsory course for all undergraduate programs, forming the cornerstone of the academic curriculum. It is also a specialized course within the academic programs of the Graduate School of Education, hereafter GSE and the Humanities and Social Sciences, hereafter, GHSS. The compulsory English courses across all programs focus on developing students' English communication skills, while the major courses investigate into the more specialized aspects of each student's field of study.

Furthermore, integrating English as a core component raises questions about the balance between linguistic proficiency and disciplinary expertise. It is crucial to assess whether the current curriculum structure allows for sufficient immersion in both areas and if it inadvertently prioritizes language skills at the expense of specialized knowledge. This is particularly significant given the global and local demands on graduates who must navigate complex professional environments requiring both robust communication abilities and specialized expertise.

Reading in English Curriculum of Bachelor of Education

The compulsory English courses within the Bachelor of Education, hereafter B. Ed. program at MU are structured across two semesters: English Proficiency I (Com 411) in the first semester and English Proficiency II (Com 421) in the second semester. These courses encompass a comprehensive range of language skills,

including basic conversational skills, reading and writing proficiency, and fundamental grammar.

Additionally, the curriculum aims to enhance students' critical thinking abilities through exposure to diverse reading materials. The primary objective related to reading skills in these courses is to familiarize students with various academic texts. The prescribed syllabus includes authentic reading texts and strategies such as previewing, identifying main ideas and details, recognizing different text types, scanning for specific information, making predictions, and employing both micro- and macro-reading skills. Furthermore, the curriculum covers various genres to ensure a well-rounded approach to reading comprehension. Both fiction and non-fiction materials are utilized to achieve these reading objectives, reflecting a balanced approach to reading instruction at the undergraduate level.

In addition to the compulsory English courses, English is offered as a specialization within the B. Ed. program. The four-year B. Ed. English curriculum at MU comprises forty-five courses over eight semesters, including a dedicated literature course. This literature course is designed to enhance English language proficiency, critical thinking, and creative writing and develop advanced reading skills in English as an EFL classroom (Bist, 2018).

While the B. Ed. program's comprehensive English curriculum at MU appears robust in its approach to developing foundational language skills, a critical analysis reveals potential areas for improvement. Though beneficial, the focus on a broad range of skills may risk diluting the depth of instruction in each specific area. The balance between breadth and depth is crucial, especially in ensuring that students acquire basic proficiency and mastery in critical areas of reading and writing.

Moreover, integrating authentic texts and diverse genres is commendable; however, evaluating whether these materials are culturally and contextually relevant to the students' backgrounds and future professional environments is essential. While valuable, the reliance on literature to promote language proficiency and critical thinking must also be scrutinized to ensure that it aligns with the practical needs and aspirations of future educators.

Furthermore, the curriculum's emphasis on critical thinking through reading needs to be accompanied by explicit instructional strategies that foster these skills. Simply exposing students to varied reading materials is insufficient; deliberate pedagogical approaches are necessary to guide students in developing and applying critical thinking skills.

Reading in English Curriculum of Bachelor of Arts

English is compulsory for the Bachelor of Engineering, hereafter B.E. in the first semester (SH432: Communication English). This course is designed to equip the learners with the communication skills required for their professional competence in English, emphasizing speaking, reading, and writing. Regarding reading skills, the course's objectives are to enable the students to comprehend reading materials, both technical and semi-technical. To achieve the reading objectives, the course includes both intensive and extensive reading contents such as comprehension, note taking, summarizing, questioning, interpreting the texts, finding themes, and guessing from the title of the reading texts.

In addition to the compulsory courses, English is also offered as a specialization within the humanities and social sciences. Given the nature of this discipline, the major English courses are rich in literary genres and theories, aiming to cultivate extensive reading and critical thinking skills. Students are expected to

become well-versed in various genres, literary movements, styles, and forms of writing, providing them with a broad and nuanced understanding of literature.

While the B. A. program's English curriculum at MU is comprehensive in its approach to developing foundational and advanced reading skills, a critical analysis reveals potential areas for enhancement. The integration of novels to explore Nepali society and culture is beneficial for contextual learning, but it is essential to ensure that the selected texts are diverse and inclusive, representing a wide range of perspectives within Nepali society. This can help students develop a more holistic understanding of their cultural context.

Furthermore, the curriculum's focus on the mechanics of reading and basic reading concepts, though necessary, should be balanced with more advanced reading strategies and critical analysis skills. Merely introducing basic concepts without advancing to higher-order reading and interpretive skills may limit students' ability to engage deeply with complex texts.

The specialization courses' emphasis on literary genres and theories is valuable for fostering extensive reading and critical thinking. However, it is crucial to critically evaluate whether these courses adequately prepare students for the practical demands of their future careers.

Reading in English Curriculum of Bachelor of Sciences

English is a compulsory subject for Bachelor of Sciences, hereafter B. Sc. students, taught across two semesters: Eng. 317: English in the first semester and Eng. 327: English in the second semester, under the Graduate School of Science and Technology, hereafter GSST. These courses provide students with standard and contemporary materials to enhance their reading abilities and equip them with appropriate methods and ideas for understanding and responding to various texts.

The primary objective of these courses is to furnish students with systematic tools for studying and comprehending texts, which they can apply to appreciate and analyze reading materials. Furthermore, these courses aim to enhance students' writing skills in English. The curriculum emphasizes developing a spirit of inquiry, a sense of reasoning, and a profound appreciation for reading high-quality texts. To meet these objectives, the courses predominantly include non-fiction reading materials tailored to the sciences and technology fields.

While the BSc program's English curriculum at MU is well-intentioned in its focus on enhancing reading skills through standard and cutting-edge materials, a critical analysis suggests areas for further improvement. The emphasis on non-fiction texts is appropriate for science and technology students, but it is crucial to ensure that these texts are not only current but also diverse in perspectives to foster a more comprehensive understanding of scientific and technological issues.

The rationale behind these courses, which aim to provide systematic study tools and improve writing ability, is sound. However, the curriculum should be scrutinized to ensure that these tools are effectively integrated into the teaching methods. It is essential to move beyond mere exposure to texts and actively engage students in critical analysis and practical application of reading strategies. This could be achieved through interactive reading sessions, group discussions, and projects that encourage deeper engagement with the material.

Reading in English Curriculum of Bachelor of Engineering

English is compulsory in the Bachelor in Engineering, hereafter B.E. first semester (SH432: Communication English). This course is designed to equip the learners with the communication skills required for their professional competence in English, emphasizing speaking, reading, and writing. Regarding reading skills, the

course's objectives are to enable the students to comprehend reading materials, both technical and semi-technical. To achieve the reading objectives, the course includes both intensive and extensive reading contents such as comprehension, note taking, summarizing, questioning, interpreting the texts, finding themes, and guessing from the title of the reading texts.

Reading in English Curriculum of Bachelor of Business Studies

The Bachelor of Business Studies, hereafter BBS program at MU, includes a compulsory Business Communication (MGMT 412) course in the first semester. This course covers fundamental communicative functions in English, aiming to instil in students an understanding of the significance of various communication forms and formal communication models within organizations.

To achieve these objectives, students must read and write various forms of business communication, such as business letters, reports, and job applications, and develop their general communication skills. Additionally, the curriculum mandates that students engage with other English texts.

The course aims to foster an understanding of the significance of different communication forms and models, which is fundamental. Nonetheless, the curriculum should ensure that students understand these models theoretically and apply them practically in various business contexts. This can be achieved through more interactive and experiential learning opportunities, such as simulations, case studies, and real-world business communication projects.

Furthermore, while the requirement to read other English texts is beneficial, it is important to ensure that these texts are relevant and directly applicable to the business context. Integrating contemporary business literature, industry reports, and

case studies can give students a more comprehensive understanding of the current business environment and enhance their critical thinking and analytical skills.

While including Business Communication as a compulsory course in the BBS program is crucial for preparing students for professional environments, a critical analysis reveals potential areas for enhancement. The course's focus on reading and writing business communication forms is appropriate; however, evaluating whether the curriculum adequately addresses the evolving demands of modern business communication, including digital and intercultural communication skills is essential.

Reading in English Curriculum of Bachelor of Arts-Bachelor of Law

English is a foundational course within the Bachelor of Arts-Bachelor of Law, hereafter BALLB program at MU, specifically in the third semester under LAW 334: Legal English, offered by the Graduate School of Law, hereafter GSL. This course aims to familiarize students with basic and advanced contemporary legal English usage, equipping them to effectively communicate within the legal profession. The curriculum emphasizes extensive exposure to legal English-related texts to achieve these objectives, focusing on developing students' competency in reading and comprehending legal English.

While incorporating Legal English into the BALLB curriculum is essential for preparing students for legal practice, a critical analysis reveals areas that merit further attention. The focus on reading legal English texts is foundational; however, it is essential to ensure that the curriculum includes a variety of legal texts that reflect diverse legal contexts and jurisdictions. This diversity can broaden students' understanding of legal language and prepare them for the complexities of global legal practice.

Moreover, while the emphasis on reading comprehension assessment is important, it is equally crucial to integrate instructional strategies that actively develop students' reading skills. This could include interactive sessions, case studies, and moot court exercises that simulate real-world legal scenarios requiring proficient English reading and comprehension.

Given that English is a compulsory subject across all MU undergraduate programs, students must engage with English texts throughout their academic journey. This includes reading texts in their specialized courses, which further emphasizes the importance of proficiency in English reading skills. Assessing students' RCA is crucial to gauge their proficiency levels and identify effective RCSs. This assessment should encompass an understanding of students' reading practices, challenges encountered, and strategies employed while reading English texts.

Gender in Reading English Texts

Gender is a social construct that encompasses a range of identities and expressions, reflecting the social, cultural, and psychological characteristics that societies attribute to individuals based on their assigned sex. In the context of language learning, gender influences reading strategies and academic outcomes, highlighting issues of equity, diversity, and inclusion.

Research consistently shows that male and female students employ different reading strategies, which can impact their academic performance. Rianto (2021) argues that while there is no significant gender difference in self-assessed online reading ability and English proficiency, female students generally score higher than their male counterparts. This finding is supported by Sheorey and Mokhtari (2001), who found that female students in a native English-speaking group reported a higher frequency of strategy use than males, a trend not observed in ESL students.

Ahmadian and Pasand (2017) highlight that female students use more online reading strategies globally whereas male students perceive themselves as more effective in reading online texts. These differences are particularly pronounced among less skilled readers, where males exhibit lower mean scores in overall strategy and support strategies despite females scoring higher in problem-solving and global strategies (as cited in Rianto, 2021).

In Nepal, access to English education is a significant socio-economic indicator, particularly for girls. Upadhaya and Sah (2019) note that English symbolizes modernity and prestige, driving even lower-middle-class families to enrol their children in private English-medium schools to secure better educational outcomes. However, this trend reveals a stark gender disparity in educational decision-making within families. Daughters are often sent to public schools, which are perceived to offer lower quality education compared to private, English-medium schools typically reserved for sons.

Pandey (2020) emphasizes that this divide is rooted in the societal belief that English-medium education, particularly from private institutions, offers a pathway to higher education and socio-economic mobility. The disparity is further exacerbated by the aspirations of upper- and middle-class families, who prioritize English education for their children to study abroad in English-speaking countries (Pandey, 2020; Sharma, 2022).

Gender is a significant variable influencing reading comprehension, with noticeable differences in language use between men and women. This review critically examines the literature on gender-related disparities in reading performance across different genres, focusing on language use, classroom dynamics, strategy application, and motivation (Mohammad Salehi et al., 2014).

Despite the classroom dominance of male students, research indicates that female students tend to excel in reading more than males. Wardhaugh (1993) suggests that boys' higher incidence of reading difficulties and failures is not inherently due to an inability to learn to read but may be influenced by socio-cultural factors. Likewise, Saidi (2012) reviews multiple studies demonstrating female superiority in language comprehension. Additionally, Logan and Johnston (2009) highlight that girls perform better in reading comprehension tests, engage in reading more frequently, and hold more positive attitudes towards reading.

The strategies employed by males and females in reading comprehension differ significantly. Oxford (1994) posits that males are more analytical in language learning, whereas females adopt a more global approach. Additionally, males follow rules strictly, while females are more attuned to cultural nuances. While both genders use an equal number of strategies, females reportedly apply these strategies with greater qualitative effectiveness.

The literature highlights significant gender differences in reading strategies, self-efficacy, and socio-economic outcomes, underscoring the importance of equity, diversity, and inclusion in educational practices. Understanding these differences is crucial for developing equitable and inclusive educational practices that cater to the unique needs of both genders. Addressing these disparities requires a comprehensive approach that considers the socio-cultural context and promotes equal access to quality education for all genders. Educators and policymakers can work towards a more inclusive and equitable education system by recognizing and addressing these issues.

Models of Reading

A model articulates the mechanisms or sequences underpinning a phenomenon and illustrates the interactions among its various components (VanPatten et al., 2020). The prevailing framework bifurcates this processing into two primary categories: top-down processing, where general expectations about a situation are formulated and then verified against new information, and bottom-up processing, which involves initially interpreting the incoming data and subsequently making inferences about the broader context. Proficient readers adeptly and almost simultaneously employ both processes, showcasing an advanced level of cognitive integration.

Most models of reading are classified as "bottom-up, top-down, and interactive" (Harris & Sipay, 1984, p. 6), highlighting a spectrum of approaches that encompass both hierarchical data interpretation and integrative prediction-verification mechanisms. However, the efficacy and applicability of these models can vary based on the reader's proficiency and contextual factors, suggesting that a more nuanced understanding of reading processes is necessary. This perspective calls for critical examination and empirical validation to refine these models further, ensuring they accurately represent the complexities of reading comprehension. Generally, the process models can be categorized into three approaches: -bottom-up, top-down, and interactive approaches (Zhang, 2018, p. 42) which are discussed as follows:

Bottom-up Model

The bottom-up model of reading emphasizes a linear and sequential approach to decoding text, where meaning is derived through the systematic interpretation of letters, words, and sentences (Goodman, 1988). This model conceptualizes reading as a passive activity, with comprehension achieved by progressively understanding each textual component, from letters to words (Alderson, 2000). It posits that readers rely

exclusively on the information presented in the text, without needing prior knowledge. A key method associated with the bottom-up approach is phonics, which involves correlating letters with their corresponding sounds in a structured sequence (Samuels & Kamil, 1988).

According to Gough's (1972) bottom-up model, reading begins with identifying individual letters, which are then recognized as words and interpreted through syntactic and semantic rules (Williams, 2006). However, this model has faced criticism for its limited capacity to incorporate contextual influences and its portrayal of reading as a non-interactive process (Birch, 2007; Williams, 2006). Critics argue that bottom-up models overly simplify reading by depicting readers as passive decoders, which does not align with research indicating the necessity of active engagement and background knowledge for comprehension (Pardede, 2019; Zhang, 2018).

Therefore, while bottom-up approaches focus on a linear progression from letters to sentences to extract meaning, evidence suggests they are insufficient for a comprehensive understanding of text comprehension. More integrative models are required to capture the interactive and context-dependent nature of reading. This shift acknowledges that readers do not merely transfer text information to their minds but actively construct meaning through a dynamic interplay of textual and contextual cues.

Top-down Model

Top-down models of reading posit that readers engage by activating their pre-existing knowledge and formulating predictions based on this knowledge (Grabe & Stoller, 2013; Manzo & Manzo, 1990). This framework allows readers to construct a mental schema for interpreting the text, guiding the reading process and aiding in

comprehending the presented information. In this context, readers adopt a meaning-driven approach, leveraging their background knowledge to assimilate new information with their existing understanding (Manzo & Manzo, 1990). These models emphasize reading as an interactive dialogue between the reader and the text, wherein the reader's prior knowledge is instrumental in constructing meaning (Grabe, 1988; Tierney & Pearson, 1994).

Reading is seen as a deliberate and rational process, heavily reliant on the reader's expectations and pre-existing knowledge (Smith, 1994). The text processing is dominated by the reader's anticipations and background knowledge, with active utilization of intelligence and experience to interpret the text (Norton, 2007). Goodman's (1967) top-down model highlights that readers use their prior knowledge to derive meaning from their reading, linking print to understanding. Smith (1978) similarly argues that readers prioritize seeking meaning over identifying individual letters or words.

Top-down models underscore the reader's role in constructing meaning from larger text units and making predictions about the meaning of unfamiliar words (Birch, 2007; Zhao & Zhu, 2012). Furthermore, top-down models acknowledge the reader's active involvement in meaning-making and stress the interplay between the reader and the text (Burt et al., 2013). These models accentuate the significance of reader factors—such as prior knowledge, expectations, and objectives—in steering the reading process and extracting meaning from written text. Consequently, they recognize the reader's proactive role in constructing meaning and the essential interaction between the reader and the text.

Interactive Model

The interactive reading comprehension model integrates both bottom-up and top-down processing elements, acknowledging the intricate interplay of cognitive and linguistic factors involved in reading (Rumelhart, 1981). This model posits that readers concurrently employ bottom-up and top-down strategies to derive meaning, utilizing diverse information sources such as orthographic, lexical, and semantic cues (Carrell, 1988; Davies, 1995).

Cooperative meaning making is central to the interactive model, where sensory and non-sensory knowledge sources converge (Rumelhart, 1977). Stanovich's (1980) interactive compensatory model extends this notion by suggesting that readers adaptively depend on various knowledge sources based on their reading proficiency (Stanovich, 1986). Bernhardt's (1991) model further expands on this by incorporating language, literacy, and world knowledge as crucial components in text interpretation.

While the interactive model harnesses the strengths of both bottom-up and top-down approaches, it also recognizes their respective limitations (Eskey & Grabe, 1988). It underscores the dynamic nature of the reading process, highlighting comprehension as a fluid and adaptive endeavor (Brantmeier, 2004). Thus, the interactive model of reading comprehension synthesizes multiple processing strategies and information sources to facilitate meaning construction and comprehension.

Theories of Reading

The meanings of "theory" and "model" have varied depending on the users and contexts (Unrau et al., 2018). The terms are often used interchangeably, and many scholars argue that they can be synonymous (Manzo & Manzo, 1990; Rosenblatt, 1994; Thomas, 1996; Tracey & Morrow, 2017; Unrau & Alvermann, 2013). Cohen et al. (2018) also note that both terms are sometimes used interchangeably as

explanatory devices or conceptual frameworks. However, Ruddell et al. (1994) draw a distinction, stating that "a theory is an explanation of a phenomenon (such as the reading process), while a model serves as a metaphor to explain and represent a theory" (p. 812).

A theory identifies the essential characteristics of a phenomenon, which are then incorporated into a model of that phenomenon. In contrast, a model outlines the main components of a real-life process (Rayner et al., 2012). Although both theories and models aim to explain phenomena, there is an ongoing debate in education about whether these terms can be used interchangeably (Kezar, 2001, as cited in Tracey & Morrow, 2017). Grabe (2009) succinctly concludes that "the models represent synthesis statements" (p. 83). Some of the theoretical reviews to read are as follows:

Behaviorist Learning Theories and Reading

Behaviorism is a theoretical framework that explains animal and human behavior without referencing mental events or internal processes. Instead, it attributes all behavior to external environmental factors (VanPatten & Williams, 2014). This theory emphasizes observable changes in behavior while essentially disregarding mental processing. According to behaviorism, information is transmitted from a more knowledgeable individual to a less knowledgeable one (Aldhanhani & Abu-Ayyash, 2020; Tracey & Morrow, 2017; Zuriff, 1985).

In the context of SLA, behaviorism posits that learning occurs through the repeated imitation of correct models (VanPatten & Williams, 2014). This perspective transformed the understanding of reading from a perceptual process to a behavior composed of isolated skills, each of which could be reinforced to enhance student achievement. Behaviorism remains influential today, particularly in direct instruction methods (Carnine et al., 2004, as cited in Tracey & Morrow, 2017). According to this

approach, reading involves the competent and properly sequenced performance of discrete skills. It emphasizes structuring and controlling materials to provide effective environmental stimulation and practice opportunities (Glaser, 1978; Monaghan & Saul, 1987, as cited in Alexander & Fox, 2004).

Behaviorist theories view reading as a bottom-up process, where learners must master written language's mechanical and technical aspects before focusing on comprehension (Aldhanhani & Abu-Ayyash, 2020; Tracey & Morrow, 2017). Once these skills are acquired, learners are considered capable of reading. This perspective contrasts with Gestalt theory, which emphasizes the holistic nature of reading (Alexander & Fox, 2004; Joubert et al., 2008).

Behaviorism treats reading primarily as a word-recognition response to printed stimuli, downplaying the role of the mind in the reading process. It prioritizes perceptual information and decoding, overlooking the importance of the reader's prior knowledge and experiences. Behaviorism has profoundly impacted the field of reading, influencing how reading tasks are understood, how instruction is perceived, the creation of reading materials, and the assessment of reading progress (Tracey & Morrow, 2017). It has shaped the practice of reading by emphasizing the sequential development of skills, focusing on word recognition and decoding, and viewing the reader as a passive recipient of information. While behaviorism provides valuable insights into reading instruction, it fails to account for the cognitive processes and prior knowledge that play crucial roles in reading comprehension.

Cognitive Learning Theories and Reading

Cognitive theories are crucial for understanding the processes involved in reading comprehension, particularly in undergraduate students reading English texts. Researchers in this field examine aspects such as memory, information processing,

attention, and noticing, considering language learning as an individual cognitive process where knowledge is constructed through exposure to comprehensible input, negotiation of meaning, and feedback (Samar & Dehqan, 2013).

Cognitive theories emphasize the mental processes underlying reading, providing a framework to understand how readers engage with texts to construct meaning. The impact of information-processing theories on reading research was particularly significant from the mid-1970s to the mid-1980s. These theories describe how knowledge is processed, stored, and retrieved in the mind during learning, focusing on cognitive processes involved in reading. Researchers using this framework aim to understand how readers interact with print to derive meaning (Slavin, 1997; Tracey & Morrow, 2017; Unrau & Alvermann, 2013).

Tracey and Morrow (2017) summarize various cognitive processing theories and models that emerged between the 1950s and the 1980s. These include the Substrata-Factor Theory of Reading by Holmes (1953), the Information Processing Model by Atkinson and Shiffrin (1968), Carver's Reading Theory (1977), Gough's Model (1972), the Automatic Information Processing Model by LaBerge and Samuels (1974), and the Interactive Model by Rumelhart (1994).

Prominent theories from the 1980s onwards include the Interactive-Compensatory Model by Stanovich (1980), Ehri's Orthographic Processing Perspective (1980), Perfetti's Verbal Efficiency Theory (1985), the Construction-Integration Model by Kintsch (1994), and Stanovich's Phonological-Core Variable Difference Model (1988).

Further, four significant cognitive processing theories relevant to reading are the Parallel Distributed Processing Model, the Dual-Route Cascaded Model, the Double-Deficit Hypothesis, and the Neuroscientific perspective. The Parallel

Distributed Processing Model emphasizes automatic letter recognition, accurate phonemic processing, vocabulary knowledge, and constructing meaningful messages during reading (Rumelhart & McClelland, 1986; Seidenberg & McClelland, 1989). The Dual-Route Cascaded Model proposes two routes for processing text input: one for unknown words and one for known words (Coltheart et al., 1993; Coltheart & Rastle, 1994). The Double-Deficit Hypothesis explains different categories of reading disabilities based on phonological and naming speed deficits (Wolf & Bowers, 1999). Using imaging technology, the Neuroscientific perspective examines brain functioning during reading (Goswami, 2004).

Cognitive models such as the Substrata-Factor Theory, Gough's Model, the Automatic Information Processing Model, and the Interactive Model offer insights into the cognitive processes involved in reading (Gough, 1972; Holmes, 1953; LaBerge & Samuels, 1974; Rumelhart, 1977). These theories address decoding, comprehension, memory, attention, and the integration of linguistic and conceptual representations (Ehri, 1980; Kintsch, 1994; Perfetti, 1985; Samuels, 1994; Stanovich, 1980). They provide a deeper understanding of the cognitive mechanisms underlying reading and offer a basis for developing more effective reading instruction and intervention strategies.

To sum up, cognitive theories provide a comprehensive view of the mental processes involved in reading, including word decoding, text comprehension, and meaning construction. By understanding these processes, researchers can improve reading instruction and intervention strategies for undergraduate students, enhancing their reading comprehension abilities.

Constructivist Learning Theories and Reading

Constructivism, a learning theory that underscores the active role of learners in constructing their knowledge and understanding, is particularly relevant to the study of reading comprehension ability and strategies of undergraduate students in English texts. Constructivism posits that knowledge is not passively received but actively built through interactions with others and the environment. This perspective suggests that learning occurs when individuals integrate new information and experiences with their pre-existing knowledge, creating meaningful connections and expanding their cognitive frameworks (Tracey & Morrow, 2012, 2017; Unrau et al., 2018; Woolfolk, 1998).

In the context of reading, constructivist theory emphasizes the active participation of readers in the reading process. Readers use their existing knowledge and understanding as a framework to engage with and interpret the text. This framework, or schema, helps them make sense of new information presented in the text (Unrau & Alvermann, 2013). Tracey and Morrow (2017) highlight that within the constructivist paradigm, readers actively construct meaning while reading, integrating their prior knowledge with the textual information.

Constructivist theory's application to reading has evolved through the contributions of various educators and psychologists (Tracey & Morrow, 2017). Influential figures in this field include Dewey (1916), Bartlett (1932), Goodman (1967), Smith (1971), Brown (1978), Flavell (1978), Rosenblatt (1978), Anderson & Pearson (1984), Pressley (2000), and Guthrie (2004). Dewey's (1916) theory of inquiry learning emphasized problem-solving, social collaboration, and motivation, aligning with constructivist principles that focus on problem-based learning and learner motivation (Woolfolk, 1998, as cited in Tracey & Morrow, 2012).

Schema theory, introduced by Bartlett (1932), elucidates how knowledge is organized in the brain and its implications for learning and reading. According to this theory, students actively construct and revise their schemas as they read using existing schemas to interpret new reading experiences (Tracey & Morrow, 2012). Rosenblatt (1978) extended schema theory to reading, emphasizing the individualized nature of reading experiences based on readers' unique background schemas. Anderson and Pearson (1984) argued that comprehension results from the interaction of new information with pre-existing knowledge, highlighting the critical role of readers' schemata in the comprehension process (as cited in Zhang, 2018, p. 46). The Transactional/Reader Response Theory, proposed by Rosenblatt (1978), suggests that readers construct meaning from texts based on their background schemas, emphasizing their active role in meaning-making.

Psycholinguistic theory, as presented by Goodman (1967) and Smith (1971), asserts that readers actively construct coherent interpretations of texts by relying on language cueing systems, such as syntax, semantics, and graphophonic information (Tracey & Morrow, 2012). Metacognition, introduced by Flavell (1976) and Brown (1978), further contributes to a constructivist understanding of reading comprehension, focusing on strategies for accurate comprehension monitoring. Engagement theory, which incorporates metacognitive features, underscores the importance of intrinsically motivated, mentally active readers who employ metacognitive strategies (Guthrie, 2004; Guthrie & Wigfield, 1997, 2000; Tracey & Morrow, 2012).

To sum up, constructivist theories provide a robust framework for understanding reading comprehension in undergraduate students. They emphasize the active role of readers in constructing meaning, integrating new information with prior

knowledge, and utilizing various cognitive and metacognitive strategies. This theoretical perspective is essential for developing effective reading instruction and intervention strategies to enhance students' reading comprehension abilities.

Social Learning Theories and Reading

Social learning theories emphasize the pivotal role of social interaction in knowledge acquisition and learning, making them particularly relevant to the study of reading comprehension ability and strategies of undergraduate students in English texts. These theories highlight the influence of social factors and interactions in developing literacy skills (Tracey & Morrow, 2012). Key social learning theories include the Sociolinguistic Theory proposed by Bernstein (1972a, 1972b), Bloom and Green (1984), and Heath (1982); the Socio-Cultural Theory by Au (1997), Bronfenbrenner (1979), and Moll (1992, 1994); the Social Constructivism or Socio-Historical Theory by Vygotsky (1978, 1986); and the Social Learning Theory or Social Cognitive Theory by Bandura (1986). From a sociolinguistic perspective, reading is both a social and linguistic process. Bloom and Green (1984) articulate this dual nature:

"As a social process, reading is used to establish, structure, and maintain social relationships between and among people. As a linguistic process, reading communicates intentions and meanings, not only between an author and a reader but also between people involved in a reading event" (p. 395).

The Sociolinguistic Theory posits that language acquisition and reading ability are heavily influenced by social interactions, with diverse social and language interactions contributing to differences in reading skills (Tracey & Morrow, 2012). The Socio-Cultural Theory extends this view by focusing on the broader concept of culture, asserting that learning to read occurs within a specific social and cultural

environment. This perspective underscores the importance of social, cultural, and historical contexts in literacy development (Au, 1997).

Social Constructivism, also known as the Socio-Historical Theory, and Social Learning Theory, also called Social Cognitive Theory, describe knowledge construction through social interaction and modeling (Bandura, 1986; Vygotsky, 1962, 1978, 1986). These theories emphasize the social nature of reading, highlighting the significance of social factors in shaping literacy learning and individual differences in reading abilities.

Therefore, social learning theories underscore that reading is inherently a social and cultural activity profoundly influenced by social interactions, cultural contexts, and modeling. These theories are crucial for understanding undergraduate students' reading comprehension abilities and strategies in English texts, as they provide insights into how social dynamics and cultural backgrounds shape reading practices and proficiency.

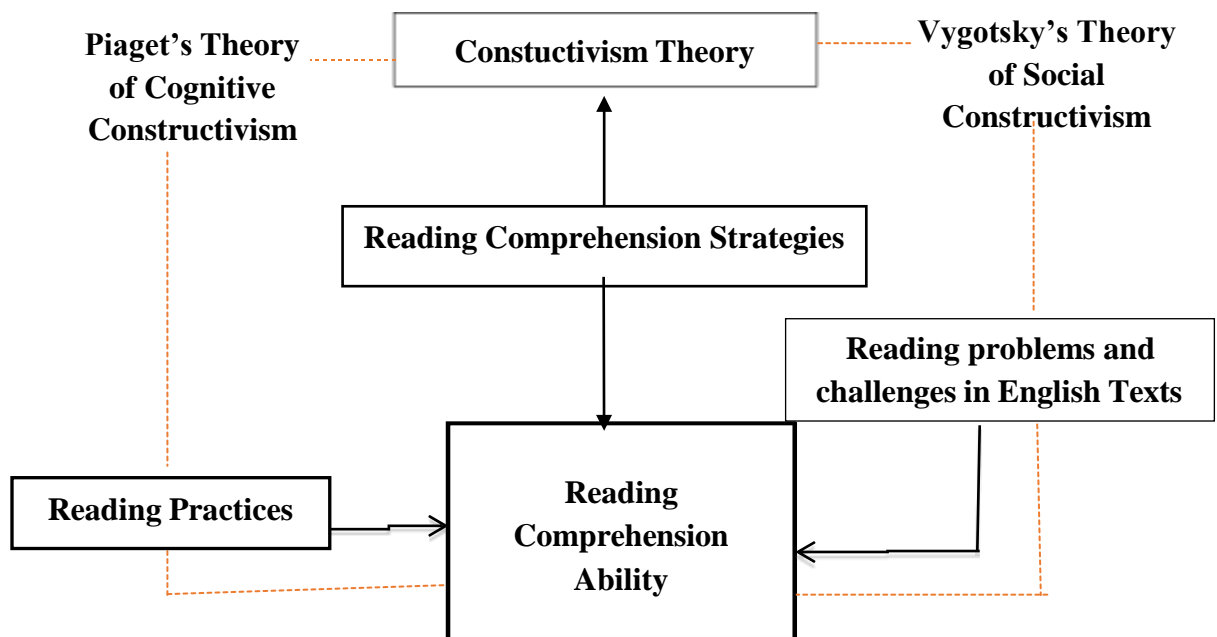
Theoretical Framework of the Research

The theoretical framework for exploring the relationship between reading comprehension ability and reading strategies draws on two key approaches within constructivism theory: cognitive constructivism and social constructivism. While there are overlaps between these two approaches regarding cognitive learning principles, they differ in their focus, with cognitive constructivists emphasizing the importance of the mind in learning and social constructivists emphasizing the role of the environment and interaction between learners. The research incorporates insights from the constructivism learning theory to analyze and interpret the research findings related to reading.

Based on the theoretical underpinnings of Piaget's cognitive, constructive theory and Vygotsky's social constructive theory, the researcher framed my theoretical standpoints. The researcher developed the following theoretical framework as the guiding theoretical foundation for the analysis and interpretation of the research findings and discussion of research:

Figure 1

Theoretical Framework of the Study



Piaget's theory of cognitive development proposes that humans cannot be given information that they immediately understand and use; instead, humans must construct their knowledge. It includes assimilation and accommodation, which are processes children go through in search of balance or "equilibration" (Piaget, 1953; Wadsworth, 2004, as cited in Kalina & Powell, 2009). Piaget's cognitive constructivism theory incorporates the importance of understanding, and children are seen as active and constructive. In the assimilation-accommodation model, a child's cognitive structures dictate what the child notices (accommodates) in their environment and how they assimilate (interpret) what they notice (accommodates). In

this way, the child manufactures his or her development (Flavell, 1996, as cited in Abderrahim & Plana, 2021).

In Piaget's cognitive constructivism theory, children are viewed as active and constructive learners who play an active role in their development. Their cognitive structures guide what they notice and pay attention to in their environment (accommodation) and how they interpret and make sense of what they notice (assimilation). By engaging in these processes, children construct their understanding of the world and contribute to their cognitive development.

Cognitive constructivism focuses more on facts and constructing knowledge within schemas (Kalina & Powell, 2009). While facts and accurate information are important components of cognitive constructivism, the focus is on the learner's process of actively constructing meaning and connecting new information and existing knowledge structures. This can involve inquiry-based learning, problem-solving, and reflection all of which help learners build a deeper and more flexible understanding. The schema theory is tightly associated with reading comprehension (Bormanaki & Khoshhal, 2017).

In the context of reading, cognitive constructivism suggests that readers actively construct meaning from text based on their existing cognitive structures. Effective reading strategies help readers to integrate new information with what they already know, enhancing comprehension. For example, predicting, inferring, and summarizing are strategies that align with the principles of cognitive constructivism, as they involve active engagement and modification of existing knowledge structures.

The application of schema theory of Piaget in reading is an interactive process, i.e., a dynamic interaction between the writer and the reader in which the reader creates meaning from the text by activating his stored knowledge and extending it

with the new information supplied by the text (Grabe & Swaffar, 1988, as cited in Bormanaki & Khoshhal, 2017). In this respect, it is claimed that readers construct meaning by assimilating information into their existing schema and by accommodating existing schema to form new knowledge and concepts (Piaget, 1965, as cited in Woolley, 2011, p. 41). It's worth noting that while schema theory provides insights into the cognitive processes involved in reading comprehension, some other theories and models also contribute to our understanding of this complex process. Nonetheless, schema theory, in conjunction with cognitive constructivism, offers valuable perspectives on how readers actively construct meaning from text by drawing on their prior knowledge and integrating it with new information.

According to Vygotsky, individuals acquire knowledge and develop it through interactions with others and through the use of society's cultural tools and practices. In Vygotsky's theory, learning is seen as a social process that occurs within a sociocultural context. He emphasized the role of social interactions and collaborative activities in promoting learning and cognitive development. The social constructivist theory argues that learning and understanding are inherently social and that, rather than knowledge being rooted in the individual, it is through cultural activities and the use of what Vygotsky describes as –tools of intellectual adaptation‖ (memories, mnemonics, and mind-maps) that the individual acquires knowledge (Abderrahim & Plana, 2021). So, Vygotsky's constructivism theory emphasizes the importance of social interactions and cultural context in shaping human development.

Vygotsky's constructivism theory comprises culture-specific tools, private speech, and the Zone of Proximal Development, hereafter ZPD. According to Vygotsky's theory of social constructivism, knowledge is constructed rather than received (Cohen et al., 2018), which is developed due to the ZPD and scaffolding. According to Vygotsky (1978), –ZPD is the distance between the actual

developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (p. 86, as cited in Alkhudiry, 2022).

Along the same lines of cooperative learning, Vygotsky (1962) also used scaffolding in his theory to understand that children learn more effectively when they have others to support them. Scaffolding is an assisted learning process that supports the ZPD, or getting to the next level of understanding, of each student with the assistance of teachers, peers, or other adults (Kalina & Powell, 2009).

Learning is inherently social, with interactions and cultural tools playing a vital role in the development of understanding. Vygotsky's constructivist theory emphasizes the importance of social interactions, cultural tools, the ZPD, scaffolding, and cooperative learning in cognitive development and knowledge construction. These ideas highlight how social and cultural contexts shape individual learning experiences. According to the sociocultural theory of learning (Remi & Lawrence, 2012; Lantolf, 2006), learning is a mediated process (Mitchell & Myles, 2004) where second language (L2) learners can use their first language (L1) as a tool to internalize and concentrate on L2 knowledge (Gánem-Gutiérrez, 2008, as cited in Alkhudiry, 2022). Reading, viewed as a social skill, necessitates the active participation and interaction of learners (Ghafar et al., 2013).

From a social constructivist perspective, reading comprehension is enhanced through social interaction and collaboration. Strategies such as discussion, cooperative learning, and guided reading sessions help learners to co-construct meaning. Teachers and peers provide scaffolding to support the development of more complex reading strategies and deeper comprehension. Social context and cultural tools, such as language and symbols, are critical in shaping how readers interpret and make sense of texts.

By integrating both cognitive and social constructivist approaches, the theoretical framework recognizes that individual cognitive processes and social interactions influence reading comprehension and strategy use. Therefore, Effective reading instruction should address both learners' internal cognitive processes and the external social environment in which learning occurs.

Review of Empirical Literature

Reading Comprehension Ability in EFL Context

Reading comprehension in EFL contexts has been extensively studied through empirical research, yielding valuable insights into various aspects of this skill. For instance, research has highlighted that Thai first-year university students often demonstrate beginner-level proficiency when reading English texts (Waluyo, 2019). In contrast, studies focusing on Chinese EFL learners have shown that explicit instruction in reading strategies significantly enhances their comprehension abilities (Li, 2020). Similarly, diagnostic tools have been developed to assess comprehension and identify struggling readers among low-level Chinese L2 learners, underscoring the importance of tailored interventions (Yang, 2021).

Moreover, the Comprehensive Diagnostic Approach (CDA) framework has effectively evaluated reading performance in EFL academic settings, as Toprak and Cakir (2021) demonstrated. Yudhana (2021) explored the effectiveness of blended learning approaches in enhancing reading skills among undergraduate students, suggesting innovative instructional methods. In the New Zealand context, Karakoç et al. (2022) found that English for Academic Purposes (EAP) programs foster critical engagement with academic readings in humanities and social sciences courses, emphasizing the development of advanced reading competencies.

Furthermore, Gui et al. (2022) investigated the relationship between English proficiency, discipline-specific vocabulary, and academic textbook reading comprehension among Chinese chemistry undergraduates, highlighting the multidimensional nature of reading comprehension. Conversely, Yu (2022) examined how text presentation affects word boundary identification and reading efficiency for Chinese speakers, contributing to understanding reading processes and efficiency in different linguistic contexts.

These studies collectively underscore the diverse approaches and findings in understanding reading comprehension abilities in EFL contexts, revealing research gaps that could benefit from further exploration and refinement of instructional strategies and assessment tools.

Reading Comprehension Strategies in EFL Context

Research on reading comprehension strategies in various EFL contexts reveals diverse findings and implications for practice. Bano and Abdulaziz (2022) highlight the effectiveness of activating prior knowledge and utilizing existing schemas through a top-down approach to enhance reading comprehension in EFL settings.

In the Chinese EFL context, Li et al. (2022) found that explicit instruction in reading strategies improves reading comprehension performance. However, it does not significantly alter the overall use of reading strategies among learners. Similarly, Rianto (2021) observed a shift towards employing metacognitive online reading strategies during the COVID-19 pandemic in Indonesia, reflecting adaptive changes in strategy use under unique circumstances.

Examining metacognitive reading strategies among EFL graduate learners, Daguay-James and Bulusan (2020) noted that academic discipline influences the selection of strategies. Meanwhile, Mustajab Ahmed (2020) identified a preference

among Omani EFL students for cognitive and support strategies over metacognitive approaches, highlighting cultural and contextual factors shaping strategy preferences. Suraprajit (2019) and Darjito (2019) documented the prevalent use of top-down strategies and metacognitive awareness among Thai and Indonesian first-year university students, respectively, underscoring the importance of these strategies in enhancing comprehension.

In contrast, Altalhab (2019) found no significant gender differences in reading strategy utilization among Saudi EFL university students, suggesting a universal approach to strategy adoption. Al-Mekhlafi (2018) reported high overall reading strategy use among Omani EFL learners, with varying patterns observed across genders. These studies collectively contribute to understanding the dynamic use of reading comprehension strategies across different EFL contexts, highlighting both commonalities and unique contextual influences. Further research could explore the effectiveness of specific strategies and their adaptation in response to evolving educational environments and learner needs.

Relationship between RCA and RCS in English Text

It has been argued that there is a relationship between RCA and RCSs the readers use while reading the text. To justify this, many attempts have been made to explore the relationship between comprehension ability and reading comprehension strategies in different EFL contexts. This empirical review examines the relationship between reading RCA and RCSs in various EFL contexts. In this context, Yawiloeng (2021) highlighted the benefits of peer scaffolding strategies in enhancing Thai EFL students' reading comprehension.

In addition, Rianto (2021) identified small gender differences in reading strategy use among Indonesian EFL university students. Moreover, there was a

negative relationship between reading anxiety and comprehension among ESP students (Mardianti et al., 2021). In contrast, Par (2020) discovered a positive correlation between problem-solving strategies and reading achievement among EFL university students in Indonesia while Nguyen (2020) found that Vietnamese university students applied self-strategic regulation strategies at a medium level of frequency.

Saudi EFL learners demonstrated the effectiveness of the Think-Aloud strategy in improving reading comprehension and attitudes towards learning (Al-Qahtani, 2020). Likewise, Cho and Ma (2020) reported positive effects of schema activation and reading strategy use on L2 learners' reading comprehension, motivation, and learner beliefs in the Korean EFL context. Additionally, Arifin (2020) emphasized the role of critical reading in improving students' critical thinking and reading comprehension skills.

There was a correlation between multiple intelligence teaching activities and students' reading performance and L2 reading skills (Celik, 2019). Likewise, Liao (2021) showed that students employed similar cognitive processes when completing reading tasks regardless of the question format. Meniado (2016) observed that respondents used metacognitive reading strategies moderately, with problem-solving strategies being the most frequently employed. Likewise, Ghosh (2012) revealed a correlation between reading strategy use and reading comprehension achievements among Indian ESL students.

RCA and RCSs in Nepali EFL Context

In the Nepali EFL context, several studies have explored the dimensions of RCA and the RCSs employed by Nepali EFL readers in English texts. These empirical investigations offer insights into various aspects of RCA and the RCSs used

by Nepali learners. Tiwari (2021) found that grade eight Nepalese students struggled significantly with higher-order comprehension skills, such as making inferences and analyzing text.

Similarly, Bhatta (2021) identified pronunciation difficulties, unfamiliar vocabulary, and complex sentence structures as primary challenges for basic-level students. Pandey (2021) highlighted specific difficulties in reading instructional booklets, company brochures, and user manuals. Basnet (2021) noted that IELTS students faced time constraints, complex vocabulary, and challenges in identifying key ideas. Khatri (2021) observed that higher-level learners demonstrated metacognitive awareness of reading strategies, with cognitive strategies being the most frequently used.

Adhikari (2020) highlighted a tendency among reading teachers to assign greater linguistic value to native English texts compared to non-native texts. Neupane Bastola (2020) found that higher reading comprehension levels were associated with better comprehension monitoring and higher self-efficacy. Sharma (2019) discovered that Bachelor of Business Studies students preferred print materials for academic reading. Additionally, Dawadi (2017) found a positive correlation between reading strategies and EFL test performance, noting that high-proficiency learners utilized strategies more frequently. Conversely, Luitel (2016) revealed an inverse relationship between the depth of reading comprehension and students' understanding of text materials.

These findings indicate that while Nepali EFL learners face specific challenges in reading comprehension, particularly with higher-order skills and complex texts, there is also significant use of CRSs and MCRs among higher-level learners. The preference for print materials and the correlation between strategy use

and test performance highlight areas where targeted instructional interventions could improve reading comprehension abilities. However, there is a gap in understanding how these strategies can be optimized for undergraduate students, indicating a need for further research in this area.

PhD Level Research on RCA and RCS

Numerous PhD scholars worldwide have extensively researched reading comprehension abilities and strategies. For instance, Yoo (2010) investigated the relationship between students' perceived and actual use of strategies for reading and writing. This study compared students' self-reported strategies with their actual behavior when reading and writing. Employing both quantitative and qualitative methods, Yoo drew on cognitive and socio-cultural perspectives, as well as genre theory, to understand how context, identity, and audience influence students' strategic choices. The findings indicated that the disciplinary subject matter and genre of the readings significantly influenced students' strategic use when writing about their readings, reflecting concerns about audience, genre, and academic expectations, which aligned with students' perceptions about writing.

Sanford (2015) focused on factors affecting the reading comprehension of secondary students with disabilities, utilizing multiple regression analyses to determine the importance of working memory, vocabulary, prior knowledge, word recognition, reading strategies, and motivation. The results showed that word recognition, vocabulary, reading strategies, working memory, and prior knowledge were the most influential factors. Notably, intrinsic motivation positively impacted reading comprehension, while extrinsic motivation had a negative correlation, highlighting the importance of internal motivation. Differences in cognitive

components between low- and high-comprehenders were also observed, with higher comprehenders demonstrating more internalized reading abilities.

In Brunei Darussalam, Haji Mohamad Noor (2016) explored second language RCSs among primary school students. The study used an instrumental case study with a mixed-method approach to examine the relationships between learning and teaching RCS and the experiences of Year six students and teachers in EFL/EMI settings.

In Nepal, Tiwari (2021) investigated secondary-level English teachers' beliefs about teaching reading strategies and their application in the classroom. The study revealed that teachers considered the ability to infer meanings as a crucial reading sub-skill. However, discrepancies were found between teachers' stated beliefs and their actual practices, particularly regarding the use of visual aids, group work, frequency of reading activities, and strategies for evaluating comprehension. Factors such as lack of professional training, teachers' experience, and institutional constraints were identified as influencing these inconsistencies.

Subedi (2022) explored the effectiveness of authentic English texts (e.g., newspapers, magazines, and short storybooks) in enhancing the reading skills of ninth-grade students in Kathmandu. Using pre-tests and post-tests, focus group discussions, and classroom observations, the study found that authentic texts were more effective than non-authentic texts across various demographics, including gender, proficiency levels, and language background. Authentic texts particularly benefited low-proficiency learners and improved comprehension of fictional texts.

Despite extensive research on reading comprehension and strategies, there remains a gap in understanding undergraduate students' reading comprehension abilities and strategies in English texts. Addressing this gap is crucial for developing effective instructional practices tailored to the unique needs of this demographic.

Research in this area could provide valuable insights into the challenges faced by undergraduate students and inform interventions to enhance their reading comprehension skills.

Implications of Literature Review and Research Gap

Several global and local studies have been conducted regarding the RCA and RCS of students in English texts, highlighting various aspects of this research area. This study utilized purposive sampling to review relevant literature, which helped identify a specific research gap and confirmed my research problem. Unlike studies focusing on critical evaluation and text usage (Javorcikova & Badinská, 2022), reading types, load, and requirements (Karakoç et al., 2022), graphic organizers (Imsa-ard, 2022), cultural perceptions towards texts (Orabah, 2022), and the effects of digital versus printed texts (Sidabutar et al., 2022), this research targets RCA and RCSs of students in the Nepali EFL context.

In the Nepali context, the research problem of the study diverges from existing studies on reading comprehension assessments, such as the challenges faced by IELTS students (Basnet, 2021), reading problems and needs (Pandey, 2021), proficiency levels (Bhattarai, 2020), relationships among comprehension monitoring, self-efficacy, and reading comprehension (Bastola, 2020), preferences for reading mediums (Sharma, 2019), comprehension abilities in relation to IELTS academic reading tests (Shrestha, 2018), teaching interventions (Luitel, 2016), and appraisal confidence in reading comprehension (Neupane, 2016). These studies have informed the frame research problem but differ significantly in their focus and approach.

The reviewed literature has explored various aspects of reading comprehension, such as critical text evaluation, reading types and requirements, graphic organizers, cultural perceptions, digital versus printed texts, relationships with

other skills, reading performances using specific frameworks, and blended learning approaches. However, none directly address the relationship between reading comprehension ability, reading strategies, and contextual factors (program of study, text types, and gender) for undergraduate students in the Nepali EFL context. This identified research gap positions my study to contribute valuable insights into these specific factors, enhancing understanding of how they influence reading comprehension abilities in Nepal's EFL context.

The researcher reviewed global and local studies to shape this research problem regarding RCSs use. The present research is distinct from studies on vocabulary learning techniques through schema development (Bano & Abdulaziz, 2022), the effects of explicit reading strategy instruction (Leung & An, 2022), metacognitive online reading strategies (Rianto, 2021), metacognitive strategy interventions (Al-Kiyumi et al., 2021), specific metacognitive strategies used by EFL learners (Daguay-James & Bulusan, 2020), awareness and use of cognitive and metacognitive strategies (Mustajab Ahmed, 2020), reading strategies models (Suraprajit, 2019), and students' metacognitive strategies (Bria & Mbato, 2019).

In the Nepali EFL context, the research problem differs from those examining metacognitive reading strategies awareness (Khatri, 2021) and teachers' beliefs about teaching reading strategies (Tiwari, 2021). Despite addressing RCSs, these studies do not focus on the specific strategies used by university students while reading English texts, considering the program of study, text types, and gender.

The literature review indicates a research gap regarding the relationship between RCS and RCS among university students in the Nepali EFL context. Previous studies have explored this relationship in different contexts, such as metacognitive strategy awareness and offline reading ability (Anggraini et al., 2022),

correlations between reading strategies and comprehension (Sun et al., 2021), reading achievement (Par, 2020), strategy applications (Nguyen, 2020), think-aloud strategies (Al-Qahtani, 2020), schema activation effects (Cho & Ma, 2020), and relationships among metacognitive strategies, motivation, and comprehension performance (Meniado, 2016).

In the Nepali context, studies on the relationship between RCS and RCSs, such as those involving Grade eight students (Tiwari, 2021) and SEE reading tests (Dawadi, 2017), differ from this research focus. The present study specifically investigates this relationship among university students in Nepal, addressing a unique research gap and contributing to the literature by examining how reading comprehension ability is related to the strategies used by these students.

Regarding research context and site, this study is conducted in the Nepali EFL context among fourth-semester undergraduate students at MU, Surkhet, Nepal. This research context is distinct from studies in Slovakia (Javorcikova & Badinská, 2022), Iran (Bijani et al., 2022), Thailand (Imsa-ard, 2022; Srisang & Everatt, 2021), New Zealand (Karakoç et al., 2022), China (Gui et al., 2022), Pakistan (Din, 2020), Indonesia (Rianto, 2021), Saudi Arabia (Altalhab, 2019), Oman (Al-Kiyumi et al., 2021), Turkey (Toprak & Cakir, 2021), Vietnam (Nguyen, 2020), Korea (Cho & Ma, 2020), Bangladesh (Paul & Karmaker, 2021), and India (Ghosh, 2012).

Although there is some research related to reading skills in the Nepali EFL context (Adhikari, 2020; Sharma, 2019; Basnet, 2021; Bastola-Neupane, 2020; Bhatta, 2021; Bhattarai, 2020; Dawadi, 2017; Khatri, 2021; Luitel, 2016; Neupane, 2016; Pandey, 2021; Shrestha, 2018; Tiwari, 2021; Subedi, 2022), this study is unique in terms of research problems, context, and methodology. By conducting this research with fourth-semester undergraduate students at MU, this study addresses a specific

gap in the existing literature, contributing important knowledge to the field of RCS and RCS in Nepali EFL contexts.

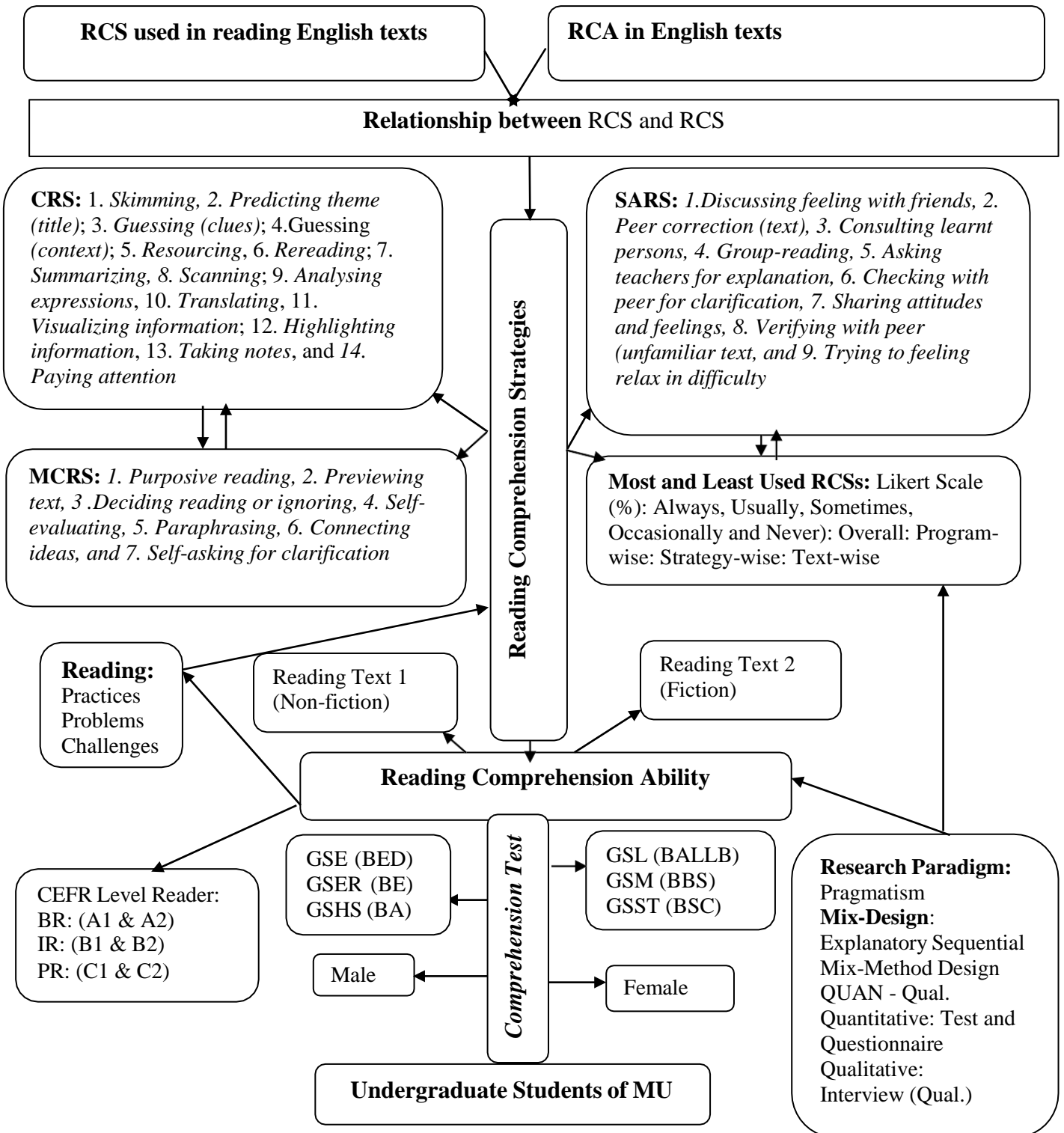
Using an explanatory sequential mixed-method design, this research differs from reviewed studies employing qualitative (phenomenology, case study, grounded theory) and quantitative methodologies (experimental designs, surveys, statistical analysis). By incorporating both quantitative and qualitative approaches, this study offers a comprehensive perspective, filling a methodological gap in the existing literature.

Conceptual Framework of the Study

Based on the insights from the theoretical and empirical reviews regarding the research problems, the conceptual framework of the present study was developed as the guiding framework as presented below:

Figure 2

Conceptual Framework of the Study



Chapter Summary

This chapter has comprehensively reviewed the literature on the conceptual overview of reading as a meaning-making process and skill of skills, reading comprehension ability, reading strategies, and various aspects of reading. In addition, it has presented reading in the context of a second language context, text types, gener, reading in Nepali EFL context and reading in the undergraduate English curriculum of MU across the program. Furthermore, the chapter has reviewed thematic empirical research studies related to reading and identified the research gaps. Moreover, it has reviewed the theoretical perspectives of reading, including learning theories and models of reading, followed by the theoretical and conceptual frameworks of the current research.

Chapter Three

Research Methodology

The main aim of this chapter is to outline the research methodology employed in this study comprehensively. To achieve this, the researcher meticulously selected appropriate philosophical paradigms, research methodology, and designs that align with the study's nature. The chapter commences with a discussion on research paradigms and philosophical considerations (ontology, epistemology, axiology, and methodology). Subsequently, it delineates the chosen research design, defines the study population, describes sampling procedures, details data collection instruments, outlines the data collection process and field research administration, and establishes bases for results analysis. Additionally, the chapter outlines the procedures undertaken to ensure the reliability and validity of data collection, and it upholds ethical principles such as justice, autonomy, beneficence, and respect for participants and the environment.

Philosophical Paradigms of the Study

In the social sciences, researchers have moved beyond rigid categorizations of qualitative and quantitative methods. Instead, methods are now classified based on underlying philosophical frameworks that shape perceptions about reality, knowledge generation, and the application of findings (Lodico et al., 2006). Kuhn (1962) defined paradigms as lenses through which knowledge is filtered, encompassing worldviews, scientific models, and accepted research practices (Lincoln et al., 2011, as cited in Leavy, 2022, p. 11). These paradigms include ontological views of reality, epistemological views of knowledge generation, methodologies for inquiry, and axiological considerations (Taylor & Medina, 2013).

In this study, a pragmatic paradigm was adopted to address diverse research questions, integrating a sequential explanatory mixed methods design. This approach combines quantitative methods such as tests and questionnaires with qualitative methods like semi-structured interviews to comprehensively explore undergraduate students' reading comprehension abilities and strategies. Pragmatism accommodates multiple perspectives and emphasizes practical application, guiding the selection and integration of methods to best understand the research problem (Creswell, 2014; Creswell & Plano Clark, 2018). The ontology, epistemology, axiology and methodology of the research were as follows:

Ontology

Ontology in this study refers to the philosophical stance on the nature of the social world, encompassing beliefs about reality and existence (Leavy, 2022, p. 12). It acknowledges that reality can be understood through both subjective and objective dimensions, influencing the researcher's approach to studying undergraduate students' reading comprehension abilities and strategies (Leavy, 2017; Mertens, 2015; Richards, 2003; Willis, 2013, as cited in Cohen et al., 2018).

In this research, the ontological assumption supports a multifaceted view of reality. Quantitative methods such as reading comprehension tests and questionnaires, combined with qualitative data from semi-structured interviews, aim to provide a comprehensive understanding of students' reading abilities. This approach integrates subjective experiences with objective measurements to enrich the study's insights (Cohen et al., 2018).

Adopting a pragmatic paradigm aligns with this ontological stance prioritizing practical outcomes and integrating diverse methods and perspectives (Morgan, 2013, as cited in Leavy, 2022, p. 14). Pragmatism supports the idea that theories and

methods should be applied based on their effectiveness in specific contexts, fostering a holistic approach to exploring reading comprehension among undergraduates.

Thus, the ontological framework employed in this study posits that reality is multifaceted, incorporating both subjective and objective dimensions. This perspective enhances the depth and reliability of the study's findings, offering valuable insights into students' reading comprehension skills and strategies.

Epistemology

Epistemology, within this study, encompasses philosophical beliefs about what constitutes knowledge and how it is acquired and validated (Guba & Lincoln, 1998; Harding, 1987; Hesse-Biber & Leavy, 2004, 2011, as cited in Leavy, 2022, p. 12). It explores the nature of knowledge acquisition, validation processes, and the researcher's relationship with research participants (Dawson, 2002; Hitchcock & Hughes, 1995; Gall et al., 2003).

Pragmatic epistemology asserts that knowledge can be derived from both observable phenomena and subjective experiences, depending on the researcher's ontological standpoint (Kaushik & Walsh, 2019). It values all sources of knowledge, including empirical data and subjective insights, beliefs, values, and reasoning. This perspective emphasizes the integration of observable phenomena and individuals' sense-making processes in generating knowledge, bridging objective and subjective viewpoints (Teddlie & Tashakkori, 2009).

In this research, adopting a pragmatic paradigm and employing mixed methods acknowledges the importance of diverse sources and methods of knowledge. To comprehensively explore reading comprehension abilities and strategies among students, quantitative and qualitative insights are integrated, encompassing participants' perceptions, attitudes, and practices related to reading strategies. This epistemological stance allows for a nuanced understanding of the research questions,

emphasizing acquiring and validating knowledge through various approaches (Creswell, 2014; Morgan, 2014; Tashakkori & Teddlie, 2009).

By considering multiple sources and methods of knowledge, this study aims to develop a robust understanding of reading comprehension issues, aligning with pragmatism and demonstrating a commitment to rigorous and comprehensive research practices.

Axiology

In this study, axiology pertains to values' role in shaping the research process (Teddlie & Tashakkori, 2009). Each participant held unique values and perspectives on reading strategies and abilities in English texts, which the researcher acknowledged and respected. The axiological approach in this research adhered to the necessary bias principle, allowing for biases only to enhance research outcomes and achieve objectives (Maarouf, 2019).

The researcher maintained neutrality to avoid biasness. Participants' values were respected, ensuring the study remained impartial and value sensitive. Throughout the data collection process, efforts were made to uphold participants' values, presenting their ideas, views, and opinions without imposition. The choice of a mixed methods research design in this study enables the consideration of diverse perspectives, positions, and paradigms through both qualitative and quantitative approaches (Creswell, 2014; Johnson et al., 2007).

This design flexibility allows for gathering varied data using multiple strategies within a single study, enhancing understanding complex research problems. Among various research paradigms, pragmatism was adopted here, emphasizing action consequences, problem-centeredness, pluralism, and a practical orientation toward real-world practice (Creswell, 2014). This paradigm aligns with mixed

methods research, accommodating both subjective and objective aspects of reality and truth.

This study addresses research questions from multiple viewpoints by embracing pragmatism, integrating scientific rigor with humanistic perspectives (Cohen et al., 2018; Denscombe, 2008). This approach facilitates a comprehensive examination of the subjective and objective dimensions of the research problem.

Research Method

This study employed a mixed methods approach as its core methodology. Mixed methods research enables the exploration of research questions from diverse viewpoints, overcoming the limitations inherent in relying solely on quantitative or qualitative approaches (Mackey & Bryfonski, 2018). It involves rigorous collection and analysis of both qualitative and quantitative data, integrating these data types within specific research designs (Creswell & Plano Clark, 2018). Mixed methods research integrates collecting, analysing, and mixing quantitative and qualitative data within a single study or series of studies (Cohen et al., 2018). This approach provides robust evidence for investigating research problems that surpasses the capabilities of using a single research method alone.

Combining multiple paradigms, methodological approaches, data collection methods, and analysis strategies, mixed methods research distinguishes itself from other methodologies. In this study, adopting a mixed methods approach facilitated the triangulation of quantitative and qualitative data to enhance the credibility of findings and strengthen the study's conclusions. It allowed for complementarity, contributing to a comprehensive understanding of the research problem and clarifying research outcomes (Hesse-Biber, 2010). Utilizing mixed methods aimed to enrich the study's conclusions, making them more robust and applicable.

Research Design

A research design serves as a structured plan that outlines how a study will be conducted, encompassing decisions on research questions, data collection methods, data analysis techniques, and the integration of qualitative and quantitative approaches (De Vos, 2005; McMillan & Schumacher, 2006; Mouton, 2005, as cited in Creswell, 2014). It provides a framework for organizing and executing the research process, ensuring clarity and coherence in data collection, analysis, and interpretation (Creswell & Plano Clark, 2018).

This study utilized a mixed research design incorporating quantitative and qualitative methods. Specifically, an explanatory sequential mixed methods design was employed. This design involves initially collecting and analyzing quantitative data, followed by qualitative data to further explain the quantitative findings (Mackey & Bryfonski, 2018). The research was conducted in distinct phases, with the quantitative phase serving the primary purpose and the qualitative phase providing deeper exploration and clarification of the quantitative results (Creswell & Plano Clark, 2018).

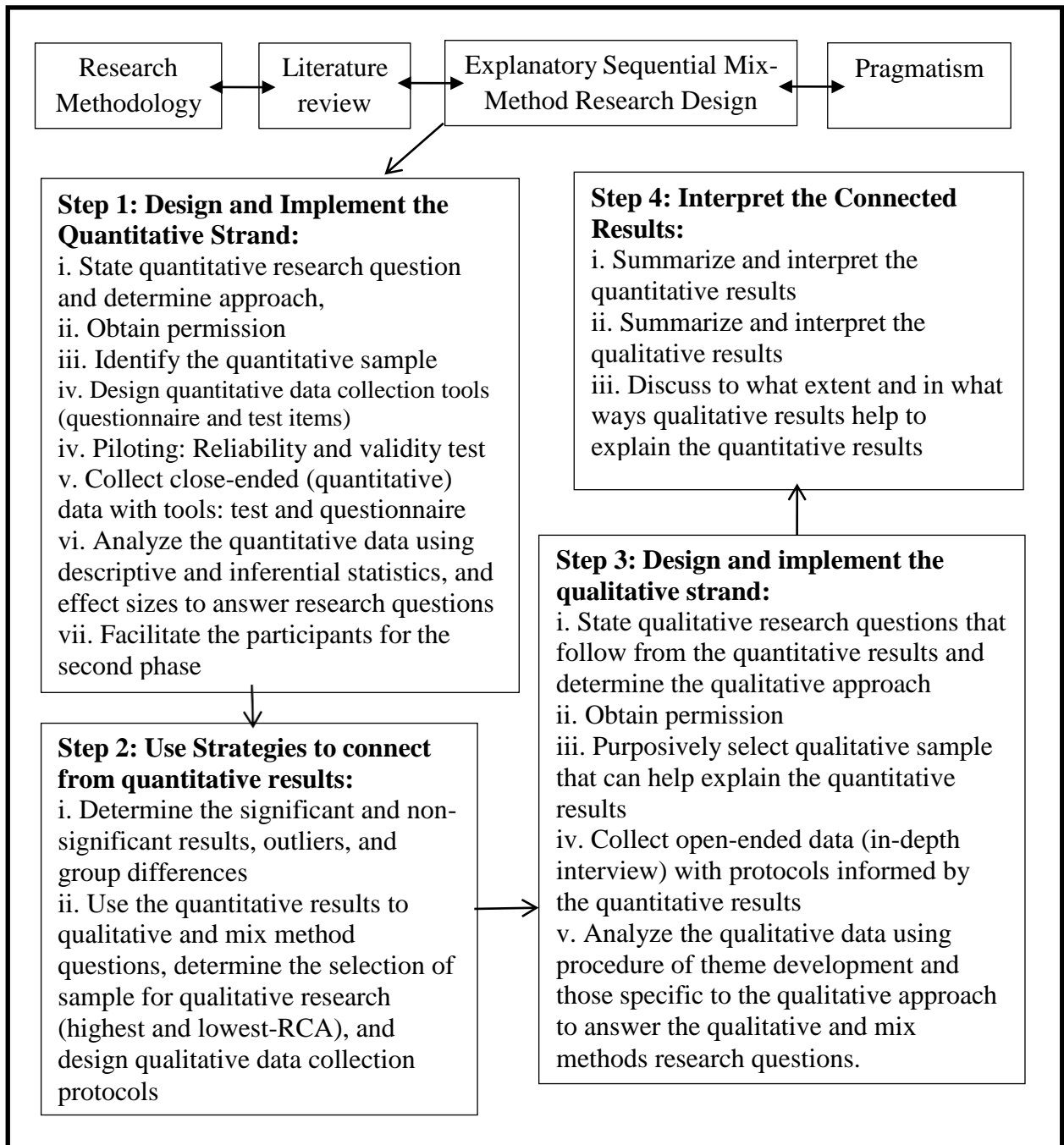
In the explanatory sequential design, quantitative data are first collected and analyzed to establish a foundation for the subsequent qualitative phase. The qualitative phase offers insights and explanations that enhance understanding of specific aspects identified in the quantitative data. This approach acknowledges the complementary nature of qualitative and quantitative methods, enabling a comprehensive exploration of the research problem and revealing insights that may not emerge from quantitative data alone.

Following the explanatory sequential mixed methods design steps, this research implemented a quantitative phase for initial data collection and analysis, followed by a qualitative phase to provide further insights and explanations. This sequential approach contributed to a deeper understanding of the research topic by integrating findings from both quantitative and qualitative data sources (Creswell &

Plano Clark, 2018). The flow chart presented below, adapted from Creswell and Plano Clark (2018) depicts the research design employed in this study.

Figure 3

Procedural Research Design of the Study



(Adapted from Creswell & Plano Clark, 2018)

Figure 3 illustrates the procedural research design employed in this study, adapted from Creswell and Plano Clark (2018). The study followed an explanatory sequential mixed research design. Initially, the quantitative phase involved formulating research questions, obtaining permissions, and designing tools—a questionnaire and reading comprehension test items. These tools underwent pilot testing for reliability and validity before data collection commenced.

The quantitative data were analyzed using descriptive and inferential statistics. The second phase connected quantitative findings to qualitative inquiries. Qualitative research questions were framed based on quantitative outcomes, and a purposive sample was selected for semi-structured interviews. Thematic analysis was used to interpret qualitative data.

In the third phase, results from both phases were integrated to interpret findings comprehensively. The study prioritized quantitative data in addressing research questions, with qualitative insights used to enrich and explain quantitative results. This approach facilitated a deeper understanding of reading comprehension strategies among undergraduate students.

Study Site

MU, situated in Birendranagar municipality, Surkhet, Nepal, was selected as the research site for this study. MU comprises six graduate schools, offering a range of academic programs in humanities, social sciences, science and technology, management studies, education, engineering, law, and agriculture. Established in 2010 AD, MU initiated its academic journey in 2012-13 with undergraduate and graduate programs spanning various disciplines.

The research focused on six academic programs across MU's graduate schools: B.B.S., B.Ed., B.E., B.A., B.A.L.L.B., and B.Sc. These programs expose students to

diverse English reading texts, encompassing both fiction and non-fiction genres in compulsory English courses. The researcher selected both fiction and non-fiction types of reading texts in English to assess their reading comprehension ability in this research.

Population and Sample of the Study

Population of the Study

In research, "population" refers to a group sharing a common characteristic or attribute (Creswell, 2014). It represents the specific group to which study results aim to be generalized (Casteel & Bridier, 2021). For this study, the population of interest was university students in Nepal, where 466,828 students were enrolled in higher education during the 2019/2020 academic year (UGC, 2021). MU, with a total of 9,754 students, served as the population of interest for this research. Identifying the population of interest is crucial as it defines the study's scope and guides decisions on data collection methods and sampling strategies (Casteel & Bridier, 2021).

This research specifically focused on undergraduate students from six graduate schools at MU as the target population. The sampling frame consisted of students in their fourth semester of bachelor's programs, totaling 4,836 students at MU during 2019/2020. For quantitative data collection, 342 participants were sampled from the six graduate schools, while qualitative data involved semi-structured interviews with twelve students, ensuring representation from each graduate school and gender.

Sample of the Study and Sampling Procedure

In research, the sample represents units selected to represent the population of interest (Gravetter & Wallnau, 2017). The sample must be representative of the population ensuring valid inferences can be made about broader characteristics based on sample responses. Sampling methods are techniques used to select units from the

population, addressing questions about who or what is included in the study (Leavy, 2022). There are two main categories of sampling methods: probability and nonprobability. Probability sampling involves random selection, where each unit in the population has an equal chance of being included, while nonprobability sampling relies on subjective judgment or convenience (Yamane, 1967). In this regard, Yamane (1967) provides a simplified formula to calculate sample sizes. This formula used to calculate the sample sizes is shown below,

A 95% confidence level and $P = 0.05$ are assumed for equations.

$$n = N / 1 + N (e)^2$$

Where n is the sample size,

N is the population size, and

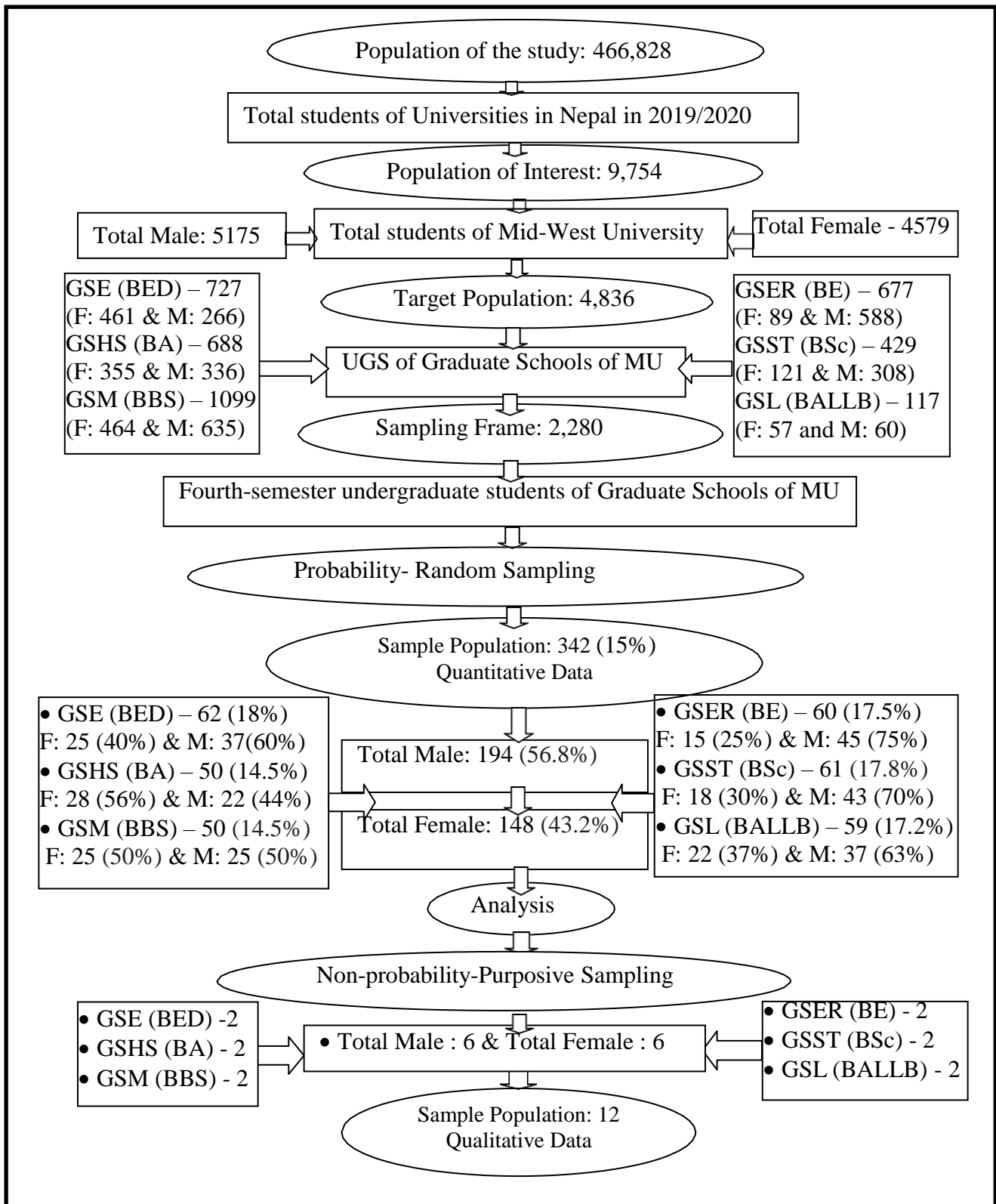
e is the level of precision

Furthermore, regarding the sample size, Corbetta (2003) recommends 400 samples for more than 8000 populations. Likewise, Cohen et al. (2018) suggest collecting 379 samples for a population size of 20000 to 30000, while Teddlie and Tashakkori (2009) prescribe 384 for more than 3000 population as the representative sample size, all at a 5 per cent significance level. The recommendations from Corbetta (2003), Cohen et al. (2018), and Teddlie and Tashakkori (2009) suggest sample sizes based on population size out of 2,280 as the sampling frame.

For this study, a sample size of 342 was determined based on recommendations from Corbetta (2003), Cohen et al. (2018), and Teddlie and Tashakkori (2009), which are suitable for the population size of 9,754 students at MU. The research design employed an explanatory sequential mixed methods approach, where sampling procedures were adapted to meet the design's requirements, integrating both probability and non-probability sampling techniques (Teddlie & Tashakkori, 2009; Cohen et al., 2018). The population and sampling procedure in this research is illustrated in the following figure:

Figure 4

Population and Sampling Procedure of the Study



The researcher used a random sampling strategy to select the study's sample population. Using random sampling, the researcher randomly selected fourth-semester students as the sample population because up to this semester, the students from all the academic programs completed their compulsory English course. In this connection, the researcher selected 62 (18%): 25 (40%) female and 37 (60%) male students from GSE, 60 (17.5%): 15 (25%) female and 45 (75%) male from GSER; 50 (14.5%): 28 (56%) female and 22 (44%) male from GSHS; 59 (17.2%): 22 (37%) female and 37 (63%) male from GSL; 50 (15%): 25 (50%) female and 25 (50%) male from GSM; and 61 (17.8%): 18 (30%) female and 43 (70%) male) students from GSST randomly. In aggregate, the sample population for this study was confirmed to be 342 (15%): 148 (43.2%) females and 194 (56.8%) males selected using a random sampling strategy from the students of six graduate schools of MU.

After analyzing the quantitative data, the researcher designed the qualitative research tool, i.e., a semi-structured interview, to collect the qualitative data to justify the quantitative data. The researcher selected 12 participants using a non-probability, purposive sampling strategy representing two (one male and one female having high and low RCA levels) from each graduate school. As its name suggests, a purposive sampling procedure is chosen for a specific purpose. It is used to access knowledgeable people, i.e., those who have in-depth knowledge about particular issues, maybe by their professional role, power, access to networks, expertise or experience (Ball, 1990, as cited in Cohen et al., 2018, p. 219). Based on the analysis of the result of the reading comprehension test, the researcher selected six male and six female participants with the highest and lowest RCA from each graduate school and gender using a purposive sampling strategy (see Appendix G).

Data Collection Tools

The mixed methods approach combines quantitative and qualitative components in research design and data analysis, typically using separate tools for each (Creswell & Plano Clark, 2018; Morgan, 2014; Morse & Niehaus, 2009, as cited in Verd, 2023). This method integrates elements like structured surveys with unstructured interviews, observations, or focus groups (Axinn et al., 1991; Edin 1999; Fricke 1997; Kertzer 1997; Kertzer & Fricke 1997; Pearce 2002, as cited in Axinn, & Pearce, 2006).

In this study, the researcher used structured test items and survey questionnaires for quantitative data, and semi-structured interviews for qualitative data, sequentially. This approach, known as explanatory sequential mixed methods, allows the systematic integration of both data types to provide a comprehensive understanding of the research problem.

To assess students' RCA in English (objective one), a reading comprehension test was designed. A Likert scale questionnaire was used to identify RCSs (objective two). The researcher first collected and analyzed quantitative data, then moved to the qualitative phase with semi-structured interviews to explore the relationship between RCA and RCSs. The qualitative insights enriched the quantitative findings, enhancing the overall depth and breadth of the research.

Reading Comprehension Test

Assessing reading comprehension is complex, challenging test developers, material designers, and teachers (Mckee, 2012). Various factors influence reading test development, including reader variables (background knowledge, linguistic competence, cultural awareness, physical and psychological characteristics, strategies

used, motivation) and text variables (content, title, text type, item format, readability index) (Alderson, 2000; Khalifa & Weir, 2009; Kobayashi, 2002; Urquhart & Weir, 1998, as cited in Ismail & Zubairi, 2022).

Tests can measure achievement, diagnosis, aptitude, proficiency, performance, speed, and more, comparing students or determining if they have met a specific criterion (Cohen et al., 2018). To assess students' RCA, the test included two sets of texts with ten multiple-choice questions each, designed for 20 marks based on B2 level reading texts from the Common European Framework of Reference for Languages (CEFR) sample test. Students read the texts and answered questions to demonstrate their comprehension.

The CEFR is a global guideline for language competence, defining six proficiency levels: A1, A2, B1, B2, C1, and C2 (Council of Europe, 2018; Cambridge English, 2016). Valid reading comprehension items from the CEFR sample tests were adapted and piloted for reliability, validity, and difficulty in the Nepali context. The multiple-choice questions (MCQs) allowed for the objective scoring and standardized reading comprehension assessment. The test items based on CEFR standards, measured students' reading skills within the B2 proficiency level, confirming their ability per CEFR norms and parameters.

Questionnaire

A questionnaire is a research tool used to collect information about individuals' attitudes, beliefs, behaviors, opinions, and experiences. It can be administered through various formats, such as face-to-face interviews, paper-and-pencil surveys, or computerized questionnaires, and may include open-ended or close-ended questions (Cohen et al., 2018).

In this study, a close-ended questionnaire using a Likert scale was designed to assess participants' RCSs. The Likert scale included statements related to RCSs with respondents indicating their level of agreement from "Always" to "Never." This scale was adapted from Sheorey and Mokhtari (2002), Oxford (1990), and O'Malley and Chamot (1990). The questionnaire featured 30 statements across three categories: CRS, MCRS, and SARS. Respondents rated the frequency of using each strategy on a scale from 1 (Never) to 5 (Always) (Dörnyei & Taguchi, 2009).

The questionnaire had two sections: personal information and reading strategy statements. The first part gathered demographic information, such as name, study program, institution, gender, and consent for participation. The second part consists of reading strategy statements and five rating scales: Always, Usually, Sometimes, Occasionally, and Never, with a number of scoring as follows:

Table 1

Measurement Scale of RCS

Frequency of Use	Score
Never	1
Occasionally	2
Sometimes	3
Usually	4
Always	5

Interview

An interview is a purposeful conversation used to collect data, employing various sensory channels such as verbal, non-verbal, visual, auditory, and written (Cohen, 2014; Cohen et al., 2018; De Vos, 2005). It involves at least two people, with the interviewer directly contacting the interviewee to gather specific information

(Merriam & Tisdell, 2015; Olsen, 2011, as cited in Bijani et al., 2022). A predetermined set of questions guides semi-structured interviews but allow for flexibility if additional information is needed (Taherdoost, 2021). This approach, common in qualitative research, uses open-ended questions to explore participants' perspectives, experiences, and insights.

In this study, the researcher conducted face-to-face, semi-structured interviews with open-ended questions to comprehensively understand participants' views and experiences related to the research topic.

Piloting the Tools

The researcher conducted a pilot study to ensure the reliability and validity of the test items and questionnaire. A pilot study helps identify and resolve issues like redundancy and ambiguities (Cohen et al., 2018). This crucial step allows researchers to refine instruments based on feedback before full-scale administration. This study administered the test items and questionnaire to 42 respondents. Their responses and feedback were used to assess the instruments' clarity, relevance, and comprehensibility. Necessary revisions were made to remove redundant items, clarify ambiguous language, and restructure questions. This refinement process ensured the reliability and validity of the instruments, enhancing the data quality for the main study.

Reliability refers to the consistency and stability of scores over time (Creswell & Plano Clark, 2018). Cronbach's alpha was used to test the reliability of the instruments. The reliability coefficient was calculated using SPSS-20 software. Cronbach (1915) identified that alpha values range from 0 to 1, with 0.7 to 0.8 considered acceptable, 0.8 to 0.9 good, and 0.9 to 1 excellent. A higher Cronbach's

alpha indicates stronger internal consistency, reflecting the interrelatedness of items in the instrument. After analyzing the test items and questionnaire in total, the researcher confirmed the reliability of the quantitative research tools as follows:

Table 2

Reliability Test of the Test Items and Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.716	.698	60

Based on Table 2, The Cronbach's Alpha coefficient for the reliability test of the 60 items (20 reading comprehension test items and 30 Likert scale statements in the questionnaire) was 0.716, indicating acceptable reliability for social science research. This high internal consistency suggests that the questionnaire items consistently measure the construct of interest (George & Mallery, 2019). The reliability test results confirmed that the questionnaire and test items were reliable tools for data collection in this research.

Table 3

The Pearsons' Correlation Coefficient of Test Items of Reading Texts 1 (Non-Fiction): MCQ 4

		MCQ 41	MCQ4 42	MCQ 43	MCQ4 4	MCQ 45	MCQ 46	MCQ 47	MCQ 48	MCQ 49	MCQ4 10	Qn4_ Total
MCQ 4.1	P.C.	1										
	Sig.											
MCQ 4.2	P.C.	-.146	1									
	Sig.	.369										
MCQ 4.3	P.C.	-.089	-.039	1								
	Sig.	.583	.810									
MCQ 4.4	P.C.	.311	-.142	-.077	1							
	Sig.	.051	.381	.635								
MCQ 4.5	P.C.	.087	.109	.116	.447**	1						
	Sig.	.595	.504	.475	.004							
MCQ 4.6	P.C.	-.061	.747**	-.027	-.107	-.037	1					
	Sig.	.711	.000	.868	.512	.822						
MCQ 4.7	P.C.	.032	-.076	.332*	.198	.025	-.100	1				
	Sig.	.843	.639	.036	.221	.877	.540					
MCQ 4.8	P.C.	.032	.263	-.130	.064	-.087	.252	-.254	1			
	Sig.	.843	.101	.424	.696	.594	.116	.114				
MCQ 4.9	P.C.	.144	.177	-.258	.180	.275	.236	-.252	.028	1		
	Sig.	.374	.275	.108	.267	.086	.143	.117	.864			
MCQ 4.10	P.C.	.000	.342*	.169	.170	.142	.252	.037	.281	-.055	1	
	Sig.	1.000	.031	.297	.295	.382	.117	.822	.079	.738		
Qn5_to tal	P.C.	.328*	.549**	.255	.481**	.537**	.542**	.249	.316*	.389*	.378*	1
	Sig.	.039	.000	.113	.002	.000	.000	.121	.047	.013	.016	

Note: **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 displays the Pearson correlation coefficients for the test items in Reading Text 1 (Non-fiction texts): MCQs, specifically items MCQ4.1 to MCQ4.10. The Pearson correlation coefficient measures the strength and direction of the relationship between two variables. Most correlation coefficients fall within the 0.40 - 0.59 range considered "moderate" by Best and Kahn (2006). This indicates a moderate to strong relationship between the test items. Significant correlations (e.g.,

MCQ4.5 with a significance value of 0.000) support the validity of the test items. The analysis shows that the majority of MCQs for Reading Text 1 (Non-fiction) have significant correlations, confirming their reliability.

Table 4

The Pearson's Correlation Coefficient of Test of Reading Text 2 (Fiction): MCQ 5

	MCQ 511	MCQ 512	MCQ 513	MCQ 514	MCQ 515	MCQ 516	MCQ 517	MCQ 518	MCQ 519	MCQ 520	Qn5_t otal
MCQ P.C.	1										
5.11 Sig.											
MCQ P.C.	.134	1									
5.12 Sig.	.410										
MCQ P.C.	-.140	-.042	1								
5.13 Sig.	.389	.796									
MCQ P.C.	.066	-.245	.175	1							
514 Sig.	.687	.128	.280								
MCQ P.C.	-.258	-.130	.542**	.187	1						
5.15 Sig.	.108	.425	.000	.248							
MCQ P.C.	.145	-.175	.031	.416**	.169	1					
5.16 Sig.	.370	.279	.852	.008	.297						
MCQ P.C.	.000	.290	.081	.114	.089	.126	1				
5.17 Sig.	1.000	.069	.620	.484	.583	.439					
MCQ P.C.	.036	.285	-.031	.302	.169	.310	.000	1			
5.18 Sig.	.824	.075	.852	.059	.297	.052	1.000				
MCQ P.C.	-.102	-.287	-.200	.295	.000	.134	-.118	.200	1		
5.19 Sig.	.531	.072	.216	.064	1.000	.411	.469	.215			
MCQ P.C.	.167	.176	.210	.066	.129	.191	.433**	.082	-.230	1	
5.20 Sig.	.304	.278	.193	.687	.427	.238	.005	.616	.154		
Qn5_t P.C.	.177	.264	.360*	.547**	.476**	.560**	.483**	.597**	.205	.502**	1
otal Sig.	.275	.100	.023	.000	.002	.000	.002	.000	.204	.001	

Note: **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4 presents Pearson's correlation coefficients for the test of reading text 2 (fiction texts): MCQ 5, which consists of 10 items. A statistical test was conducted to determine the significance of the correlations. The relationship is considered significant if the p-value is less than 0.05 or 0.01. In this case, from the analysis, the obtained p-value (sig) was found to be 0.000, which is less than 0.01. Therefore, the MCQ 4.5 and the other questions were valid. Additionally, according to Best and Kahn's (2006) classification of the strength of relationship using Spearman's correlation, the obtained Pearson's correlation coefficients fall mostly between 0.40 and 0.59, indicating a "moderate" level of relationship. This further supports the conclusion that most of the items in the fiction texts were valid.

Table 5

Reliability Test of Questionnaire for RCSs

<i>Valid</i>	<i>Cronbach's Alpha</i>	<i>N of Items</i>
342	.845	30

Table 5 presents the findings of a reliability test conducted on a Likert scale-based questionnaire designed to measure RCSs. The table indicates that there were 342 valid responses to the questionnaire. Cronbach's Alpha, a measure of internal consistency, was used to assess the questionnaire's reliability. The scale's coefficient alpha (α) was 0.845, indicating high internal consistency. A coefficient alpha value of 0.845 suggests a strong level of reliability for the questionnaire. With 30 items in total, the high coefficient alpha value of 0.845 confirms the reliability and consistency of the questionnaire in assessing RCSs. This indicates that the questionnaire was a valid and strong tool for measuring RCSs among the participants who completed it.

Data Collection Procedure

The researcher meticulously executed a structured process to administer self-administered instruments during the data collection phase. After developing and piloting these tools, data collection commenced at the study site. The researcher initiated this by building rapport with graduate school authorities, explaining the study's purpose, and securing their cooperation. Subsequently, students were informed about the study's objectives, and arrangements were made for administering the test and questionnaire on agreed dates. Students provided verbal and written consent on the scheduled day before receiving and completing the self-administered instruments under the researcher's supervision. Clear instructions were given, and assistance was provided as needed during data collection. Quantitative data were collected through a reading comprehension test, identifying top and bottom performers across academic programs and genders (see Appendix G).

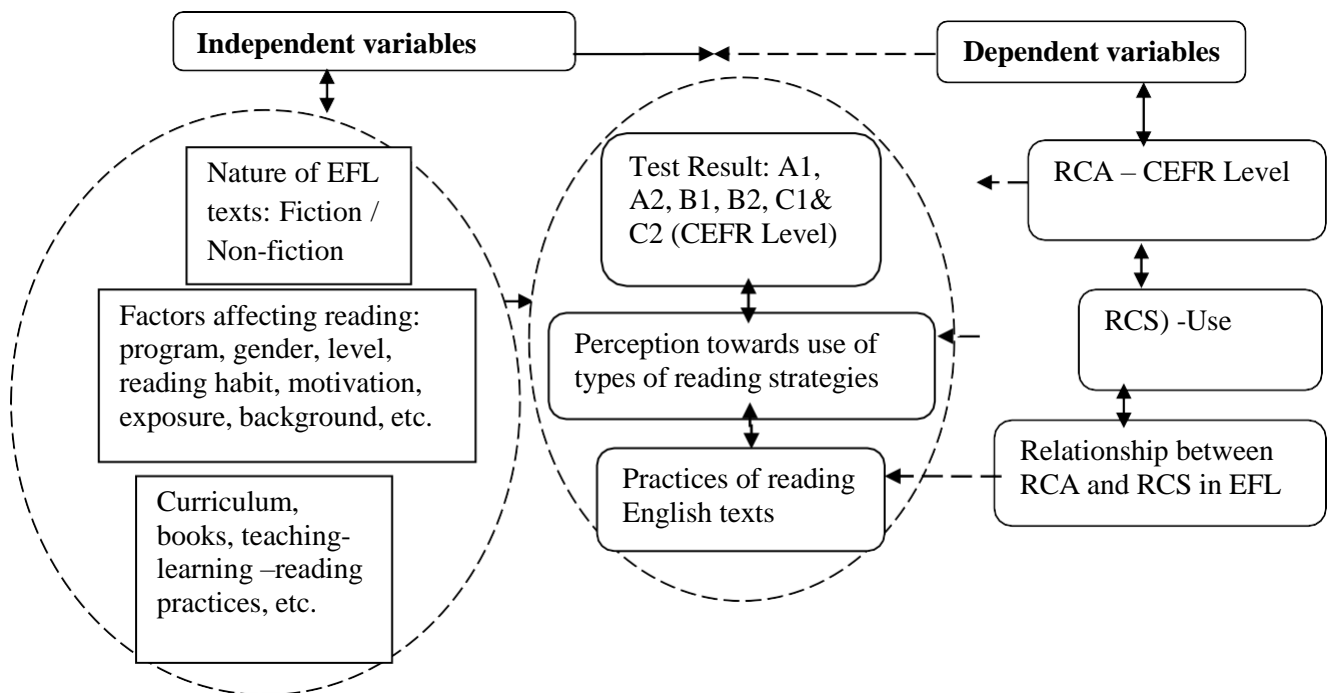
Qualitative data were gathered using semi-structured interviews to complement quantitative findings and delve deeper into reading practices and challenges. Interview guidelines were informed by quantitative results, ensuring alignment with research questions on RCS. The researcher conducted face-to-face semi-structured interviews, fostering natural and insightful discussions with participants about their RCS and RCA of English texts. Privacy and confidentiality were upheld, with interviews recorded and transcribed for qualitative analysis. Participants, predominantly communicating in Nepali, shared their experiences comfortably. Ethical considerations, including informed consent and participant confidentiality, were strictly adhered to during all data collection and analysis stages.

Data Analysis and Interpretation Procedure

Following data collection, the researcher undertook thorough checks and coding of the collected data. Scores from fiction and non-fiction reading comprehension tests were tabulated based on a scoring system of one mark for each correct answer and zero for incorrect answers, yielding aggregate scores out of 10 marks per text and 20 marks in total. Similarly, responses from the questionnaire's Likert scale (see Appendix A- Section _C') were coded from 1 ('Never') to 5 ('Always'). The data were then meticulously entered into SPSS version 20 for accuracy and subsequent analysis.

Descriptive and inferential statistical analyses were conducted to summarize, organize, and interpret the data. This involved calculating frequencies, percentages, means, and standard deviations to capture trends and patterns in the data. Parametric tests such as independent sample t-tests, ANOVA, Pearson correlation tests, and regression analyses were employed to test hypotheses related to mean differences across gender, text types, strategy types, and academic programs. Statistical inferences were drawn using SPSS software, focusing on research questions and hypotheses. Additionally, descriptive statistics facilitated the presentation of response frequencies and percentages concerning RCSs across various categorical variables.

Qualitative analysis involved identifying themes and categorizing data based on Lichtman's (2013) coding, categorizing, and conceptualizing approach. Interview transcripts were coded to extract themes aligned with research objectives, enhancing understanding of participants' RCSs and RCA. The analysis and interpretation of the quantitative and qualitative data were based on the dependent and independent variables, which can be discussed as follows:

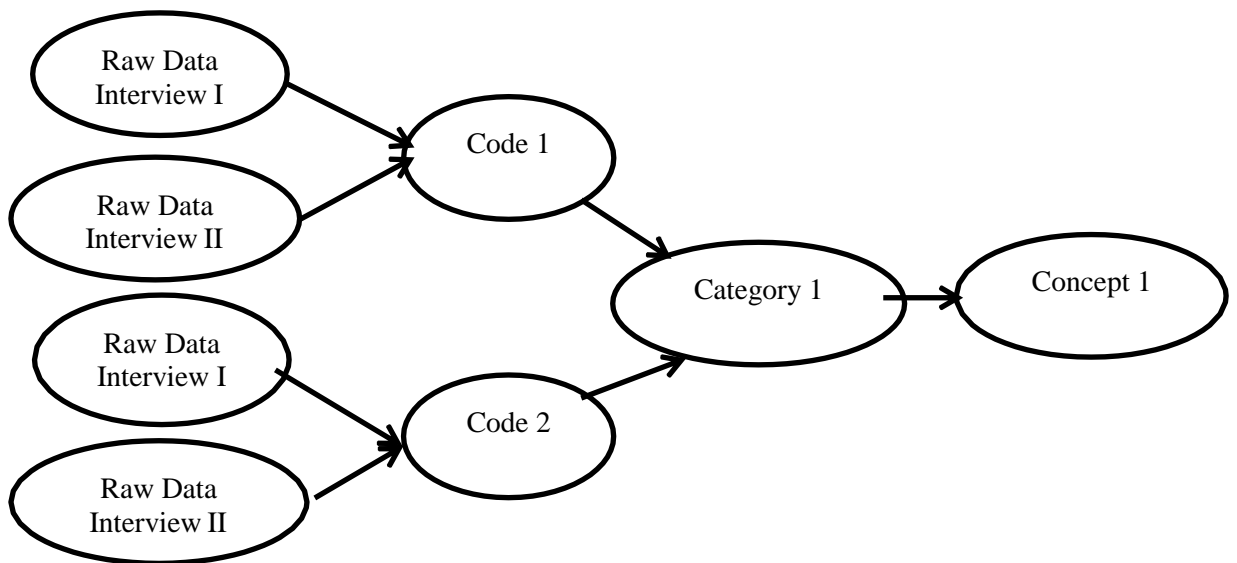
Figure 5*Framework for Analysis of the Data*

In the second phase of the research, the researcher focused on assessing the RCA level of the students and their perception of RCSs through qualitative research methods. Specifically, in-depth interviews were conducted with the participants. The researcher adopted a non-directive interview strategy, which involves refraining from expressing personal opinions or showing approval or disapproval of participants' views. This approach allows participants to freely express their thoughts and experiences without being influenced by the researcher's biases.

The researcher used the Three Cs approach to analyze the qualitative data obtained from the interviews: coding, categorizing, and concepts. As Lichtman (2013) described, this approach involves systematically organizing and analyzing the data.

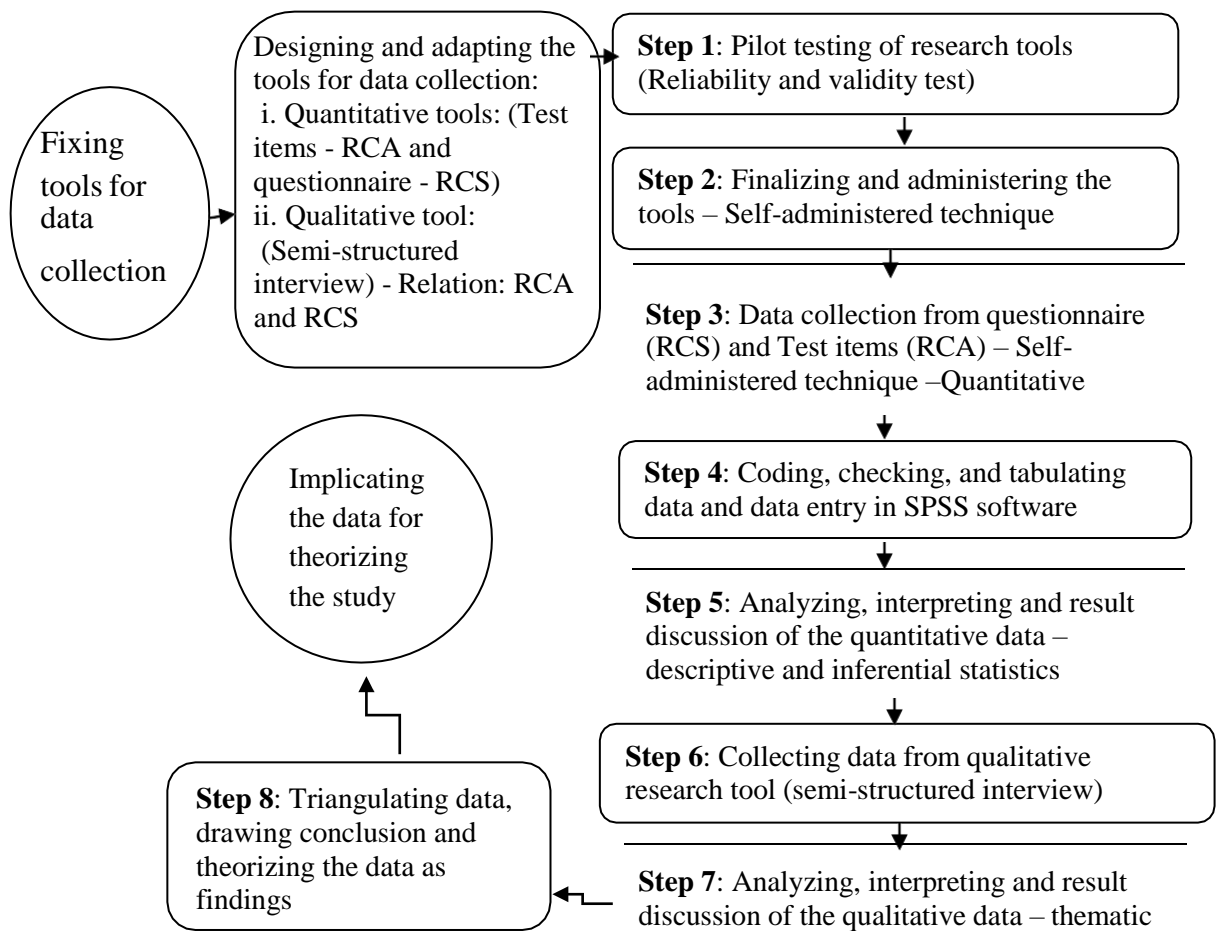
Figure 6

Three Cs of Qualitative Data Analysis: Codes, Categories and Concepts



Source: Lichtman (2013)

Firstly, the researcher reviewed the interview transcripts and assigned codes to different data segments. Codes are labels or tags that represent specific themes, ideas, or concepts found in the data. This process helps to identify patterns and recurring themes in participants' responses. Secondly, after coding the data, the researcher grouped similar codes to form categories. Categories are broader themes that encompass multiple codes. This step allows for a higher level of organization and helps understand the overall patterns and trends in participants' experiences and perceptions. Finally, the researcher examined the categories and identified key concepts or ideas from the data. Concepts are abstract ideas or theories that provide a deeper understanding of the phenomenon being studied. The overall procedure for designing the tools, data collection procedure, and data analysis and interpretation framework in this research is presented as follows:

Figure 7*Procedure for Data Collection, Analysis and Interpretation***Quality Standards**

The researcher maintained the quality of the research. As a researcher, the researcher followed every step based on the set standard of a mixed-methods research design. Furthermore, the researcher also maintained certain standards that authenticated the quality of a research study. The researcher considered four aspects: creditability, transferability, dependability, and conformability, as defined by Denzin and Lincoln (2018). Among them, the researcher adhered to in this research and guided me were trustworthiness, authenticity, and transferability, which are mentioned as follows:

Trustworthiness

To ensure trustworthiness in research, researchers need to utilize diverse data sources and methodologies, establish clear participant selection criteria, and maintain rigorous and transparent data analysis procedures. In this study, the researcher employed a mixed-methods approach, integrating quantitative data from tests and questionnaires with qualitative insights from interviews, offering a comprehensive view of undergraduate students across various disciplines. Upholding the principles outlined by Guba and Lincoln (1989), the researcher prioritized presenting findings honestly and accurately, reflecting participants' genuine experiences and perspectives on adaptation RCSs and RCA in English texts. These measures were aimed at minimizing bias and enhancing the validity of the study's outcomes.

Transferability

In this study, transferability was a critical quality standard considered by the researcher, assessing the extent to which findings can be applied beyond the original research context. By evaluating the RCA of students using authentic research tools aligned with the CEFR standards, administered in real-world settings, the study's findings provide insights into students' RCA levels in EFL contexts. These insights are potentially applicable to similar educational settings, reflecting the experiences and strategies identified through questionnaire responses and interviews.

Authenticity

In this research, the researcher did not fabricate the data obtained from both the quantitative and qualitative data in my way. The researcher presented the data as they were in the process of analyzing and interpreting the data, which was the result of interaction, as mentioned by Guba and Lincoln (1989), negotiated understanding

that makes both the researcher and research participants informed with a rich understanding about reading comprehension in English texts in EFL context.

Ethical Considerations

The word ethics comes from the Greek word *ethos*, which means *character*. Ethics involve morality, integrity, fairness, and truthfulness (Leavy, 2022, p. 24). Ethics is ‘a matter of principled sensitivity to the rights of others’ (Cavan, 1977, p. 810, as cited in Cohen et al., 2018). It is the understanding that the researcher follows prescribed norms of behavior and practices and avoids other behavior and practices (Creswell, 2014). The researcher maintained the following ethical criteria during this study:

Informed Consent

Informed consent involves procedures where individuals decide whether to participate in research after understanding its purpose, methods, and potential impacts on their decision-making (Diener & Crandall, 1978, p. 57, as cited in Cohen et al., 2018). All participants in this study were fully briefed on the research objectives, methods, risks, benefits, and their rights. They provided informed consent by signing an acknowledgement of their understanding and voluntary participation in this research.

Voluntary Participation

Voluntary participation in research ensures that individuals freely choose whether to participate, understanding the risks and benefits involved (Cohen et al., 2018, p. 122). In this study, all participants were informed that their involvement was voluntary and solely for academic purposes. They were provided with comprehensive information about the research's objectives, methods, potential risks, and benefits.

Each participant had the autonomy to decide whether or not to participate without any coercion.

Privacy, Confidentiality and Anonymity

To safeguard participants' privacy and prevent harm, anonymity was maintained throughout the study. According to Frankfort-Nachmias and Nachmias (1992, as cited in Cohen et al., 2018, p. 122), the confidentiality of participants' identities was strictly upheld, with any breaches requiring participant consent. Participants were treated ethically and with full transparency regarding the research objectives and methods. They were not coerced or misled into providing biased data and had the right to withdraw from the study at any time.

Confidentiality was rigorously maintained by assigning pseudonyms and using acronyms for graduate schools and programs, as Kvale (1996) suggested. This ensured that participants' identities remained anonymous throughout data collection, analysis, and reporting. Participants were assured that their data, including recordings and transcripts, would be kept confidential and would not be disclosed publicly.

Justice

While analyzing and interpreting the information, the researcher treated it equally and confirmed with them if any contradictory ideas emerged (in different settings). Finally, before submitting the report to the evaluation committee, the report was sent to them to confirm that their RCSs and RCA levels with their relation were represented and captured fully.

Harm and Risk

The researcher strictly adhered to ethical principles regarding harm and risk throughout the study. Participants reported feeling no threat or pressure during the research. They were encouraged to respond freely to questions without coercion, and

their queries were clarified patiently and repeatedly to ensure understanding. The administration of tests, questionnaires, and interviews was conducted in a welcoming and supportive environment, ensuring participants' comfort and willingness to participate. Central to the researcher's ethical approach was a commitment to honesty and integrity in the reporting and interpreting field data, emphasizing transparency throughout the information-gathering and analysis processes.

Chapter Summary

The chapter has discussed the philosophical viewpoint, methodological standpoint, and assumptions underlying the study. It has outlined the ontology (the nature of reality), epistemology (how knowledge is acquired), and axiology (the researcher's values and role) that underpinned the study. Moreover, it also specifies the study's research design, i.e., the explanatory sequential mixed-method design with the rationale for using it.

The chapter has specified the data collection tools and procedures that cover selecting and implementing data collection tools and procedures, ensuring adherence to quality standards and ethical considerations. Furthermore, it has presented the quality standards and ethical considerations.

Chapter Four

Assessment of Reading Comprehension Ability and Strategies in English Texts

This chapter presents, analyzes, and interprets the quantitative data from the reading comprehension test related to assessing RCA in English texts. Specifically, it deals with the presentation, analysis, and interpretations of the quantitative data regarding gender, texts, program, and aggregate level of RCA of the students in English texts. In addition, this chapter also deals with testing the null hypothesis regarding the relationship between the RCA about gender, text types, and program of the study using descriptive and inferential statistical measures such as frequency, percentage, mean, standard deviation, chi-square test, t-test, and ANOVA test.

Assessment of Reading Comprehension Ability

In this research, two reading texts (fiction and non-fiction in nature) were adapted from the B2 level CEFER test items, and ten multiple-choice questions were created for each text. After administering the test, checking, coding, and entering the data into the SPSS software, the raw data were analyzed using descriptive and inferential statistics to address the first research objectives and questions.

Table 6

RCA of the Students across Academic Programs

RCA in English Texts			
Academic Programs	Mean	N	Std. Deviation
GSM (BBS)	8.12	50	3.336
GSE (B Ed)	8.11	62	3.079
GSER (BE)	12.15	60	3.439
GSHS (BA)	8.36	50	3.148
GSL (BALLB)	9.93	59	2.709
GSST (BSc)	8.10	61	2.942
Total	9.17	342	3.445

Table 6 analyzes students' RCA in English texts across the students' academic programs. According to the data, the BE students had the highest mean RCA (12.15). In contrast, students in the BSc program had the lowest mean (8.11), indicating that students in the BE program have a stronger RCA than their other counterparts. Similarly, the students of BE had a Std. Deviation of 3.439, while B Ed had a Std. deviation of 3.079 also further clarifies that BE implies a more significant variability in RCA among BE students compared to other students.

Table 7

RCA of the Students across Gender

RCA in English Texts					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
RCA	Male	194	9.04	3.488	.250
	Female	148	9.34	3.392	.279

Table 7 analyzes students' RCA in English texts across the genders of the students. According to the data, the female students had a slightly higher mean RCA (9.34) compared to male students (9.04), suggesting a slight difference in mean RCA between male and female students, with females having a slightly higher mean. Likewise, the male students had a higher standard deviation (3.488) compared to female students (3.392), indicating greater variability in RCA among male students.

Table 8*Relation of RCA across Academic Programs*

Equal variances assumed Schools/ Academic programs	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F.	Sig.	t	df	Sig. (2- tailed)	Mean Differ- ence	Std. Error Differ- ence	95% Confidence Interval of the Difference	
								Lower	Upper
GSM (BBS)	.127	.724	-1.008	48	.318	-.952	.944	-2.850	.946
GSE (BEEd)	1.289	.261	.524	60	.602	.413	.787	-1.162	1.987
GSER (BE)	.023	.880	-.842	58	.403	-.817	.971	-2.761	1.126
GSHS (BA)	.023	.879	-1.485	48	.144	-1.311	.882	-3.085	.463
GSL (BALLB)	.001	.969	-1.041	57	.302	-.742	.713	-2.171	.686
GSST (BSc)	4.193	.045	-1.260	59	.213	-.984	.781	-2.546	.578

Table 8 presents the t-test result to determine if there are statistically significant differences in the means of RCA scores between the academic programs. According to the data, the t-test result is not a statistically significant difference in RCA between GSM (BBS: $p = 0.318$), GSE (BEEd: $p = 0.602$), GSER (BE: $p = 0.403$), GSHS (BA: $p = 0.144$), GSL (BALLB: $p = 0.302$), GSST (BSc: $p = 0.213$) and other programs. The t-test result reflects that the p-values for all pairs are greater than 0.05 (the conventional significance level), indicating no statistically significant difference in RCA scores between any two academic programs.

Program-Texts-wise Assessment of RCA in English

One of the research questions related to the first research objective was the assessment of the RCA of the students in English text types in terms of the program of the study. In terms of program-wise assessment of RCA with text types (i.e., non-

fiction and fiction reading texts), the levels of the students were identified as per the category of CEFR level:

Table 9

RCA Level of the Students across Academic Programs in Non-Fiction English Texts

<i>School/ Program</i>	<i>RCA Level in English Non-fiction Text</i>					<i>Total</i>
	BR-A1	BR-A2	IR-B1	IR-B2	PR-C1	
GSM	12	17	18	3	0	50
(BBS)	24.0%	34.0%	36.0%	6.0%	0.0%	100.0%
GSE	10	27	16	8	1	62
(BED)	16.1%	43.5%	25.8%	12.9%	1.6%	100.0%
GER	0	6	30	24	0	60
(BE)	0.0%	10.0%	50.0%	40.0%	0.0%	100.0%
GSHS	13	18	15	4	0	50
(BA)	26.0%	36.0%	30.0%	8.0%	0.0%	100.0%
GSL	4	19	20	15	1	59
(BALLB)	6.8%	32.2%	33.9%	25.4%	1.7%	100.0%
GSST	9	33	14	4	1	61
(BSC)	14.8%	54.1%	23.0%	6.6%	1.6%	100.0%
	48	120	113	58	3	342
Total	14.0%	35.1%	33.0%	17.0%	0.9%	100.0%

Table 9 presents a crosstab analysis of RCA levels among the students in various non-fiction English reading programs. The data revealed that among the students, the highest percentage of BBS students were found to be categorized into the IR-B1 (36%) level; B Ed students into the BR-A2 (43.5%) level; BE students into the IR-B1 (50%) level; BA students into the BR-A2 (36%) level; BALLB students into the IR-B1 (33.9%) level; and BSc students into the BR-A2 (54.1%) level. In aggregate, the highest percentage of the students in terms of their RCA level were found to be categorized into upper basic level (BR - A2: 35.1%) followed by lower independent level (IR – B1: 33.0%) which reflects that the majority of students across

all programs were found to be in the BR-A2 and IR-B1 categories indicating that a significant portion of the students had lower intermediate to upper-basic RCA level in non-fiction English texts.

Table 10

Assessment of RCA Level in Non-Fiction Texts

	<i>Value</i>	<i>Df</i>	<i>p-value</i>
Pearson Chi-Square	80.652 ^a	20	.000
Likelihood Ratio	89.398	20	.000
Linear-by-Linear Association	.004	1	.947
N of Valid Cases	342		

Table 10 presents the outcomes of Chi-square tests examining the connection between the RCA level and the program of study in English non-fiction reading texts. The analysis was based on a Chi-Square value of 80.652 with 20 degrees of freedom and an asymptotic significance of .000, indicating a statistically significant association between RCA and the program of study at a significance level below .05. This finding is further supported by the Likelihood Ratio test, which yielded an 89.398 value with a significance of .000. However, the Linear-by-Linear Association test showed a chi-square value of .004 and an asymptotic significance of .947, indicating that there is no significant linear trend in the relationship between RCA level and the program of study.

Table 11*RCA Level of the Students Regarding Academic Programs in English Fiction Texts*

<i>School/ Program</i>	<i>RCA Level in English Fiction Texts</i>					<i>Total</i>
	BR-A1	BR-A2	IR-B1	IR-B2	PR-C1	
GSM	15	14	15	6	0	50
(BBS)	30.0%	28.0%	30.0%	12.0%	0.0%	100.0%
GSE	19	20	18	5	0	62
(BED)	30.6%	32.3%	29.0%	8.1%	0.0%	100.0%
GSER	2	13	26	18	1	60
(BE)	3.3%	21.7%	43.3%	30.0%	1.7%	100.0%
GSHS	9	16	19	6	0	50
(BA)	18.0%	32.0%	38.0%	12.0%	0.0%	100.0%
GSL	5	21	24	9	0	59
(BALLB)	8.5%	35.6%	40.7%	15.3%	0.0%	100.0%
GSST	8	30	19	4	0	61
(BSC)	13.1%	49.2%	31.1%	6.6%	0.0%	100.0%
Total	58	114	121	48	1	342
	17.0%	33.3%	35.4%	14.0%	0.3%	100.0%

Table 11 presents a crosstab analysis of RCA among the students in various fiction English reading texts. The data revealed that among the students, the highest percentage of BBS students were found to be categorized into the BR-A1 (30.0%) and IR-B1 (30.0%) levels; B Ed students into the BR-A2 (32.3%) levels; BE students into the IR-B1 (43.3%) level; BA students into the IR-B1(38.0%) level; BALLB students into the IR-B1 (40.7%) level; and BSc students into the BR-A2 (49.2%) level. In aggregate, the highest percentage of the students in terms of their RCA level were found to be categorized into lower independent level (IR – B1: 35.4%) followed by upper basic level (BR – A2: 33.3%), which reflects that the majority of students across all programs were found to be in the IR-B1 and BR-A2 categories indicating that a significant portion of the students had lower intermediate to upper-basic RCA

in fiction English texts.

Table 12

Assessment of RCA level in English Fiction Texts

	<i>Value</i>	<i>Df</i>	<i>p-value</i>
Pearson Chi-Square	52.130 ^a	20	.000
Likelihood Ratio	50.487	20	.000
Linear-by-Linear Association	1.052	1	.305
N of Valid Cases	342		

Table 12 shows the chi-square test results analyzing the relationship between the RCA level and the program of study in English fiction reading texts. The Pearson Chi-Square test yielded a value of 52.130 with 20 degrees of freedom, and the associated p-value was .000, indicating a statistically significant association between the program of study and RCA. The Likelihood Ratio test also confirmed this significant association, with a value of 50.487 and a p-value of .000. The Linear-by-Linear Association test resulted in a value of 1.052 with 1 degree of freedom and a p-value of .305. The above data analysis suggests that the program of study among the students is significantly associated with their RCA level.

Table 13

Assesmet of RCA Level of Students Regarding Academic Program in English Texts

	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>p-value</i>
Between Groups	794.365	5	158.873	16.416	.000
Within Groups	3251.798	336	9.678		
Total	4046.164	341			

Table 13 presents the results of an ANOVA test to assess whether there are statistically significant differences in the mean RCA levels across the various academic programs. The ANOVA test resulted in a significant finding, as indicated by

a highly significant p-value of .000. This value is below the standard alpha level of 0.05, indicating strong evidence of a statistically significant difference in RCA among the students based on their program of study.

Gender-Texts-wise Assessment of RCA in English Texts

The RCA in English texts in terms of the gender of the students and text types was assessed based on the CEFR reading level (A1, A2, b1, B2, C1, and C2) and analyzed and interpreted using descriptive and inferential statistical measurements as follows:

Table 14

Program-wise RCA across Gender

RCA across Genders and Academic Programs					
Academic Programs	Gender	N	Mean	Std. Deviation	Std. Error Mean
GSM (BBS)	Male	24	7.63	3.255	.664
	Female	26	8.58	3.408	.668
GSE (B Ed)	Male	32	8.31	2.799	.495
	Female	30	7.90	3.387	.618
GSER (BE)	Male	42	11.90	3.747	.578
	Female	18	12.72	2.585	.609
GSHS (BA)	Male	23	7.65	3.185	.664
	Female	27	8.96	3.044	.586
GSL (BALLB)	Male	34	9.62	2.730	.468
	Female	25	10.36	2.675	.535
GSST (BSc)	Male	39	7.74	2.741	.439
	Female	22	8.73	3.239	.691

Table 14 presents data on RCA across different academic programs and genders. According to the data, the distribution of RCA of GSM (BBS) students across gender was found to be males (N=24): Mean=7.63, Std. Deviation=3.255 and

females (N=26): Mean=8.58, Std. Deviation=3.408; GSE (B Ed) students as males (N=32): Mean=8.31, Std. Deviation=2.799 and females (N=30): Mean=7.90, Std. Deviation=3.387; GSER (BE) students as males (N=42): Mean=11.90, Std. Deviation=3.747 and females (N=18): Mean=12.72, Std. Deviation=2.585; GSHS (BA) students as males (N=23): Mean=7.65, Std. Deviation=3.185 and females (N=27): Mean=8.96, Std. Deviation=3.044; GSL (BALLB) students as males (N=34): Mean=9.62, Std. Deviation=2.730 and females (N=25): Mean=10.36, Std. Deviation=2.675; and GSST (BSc) students as males (N=39): Mean=7.74, Std. Deviation=2.741 and females (N=22): Mean=8.73, Std. Deviation=3.239. These results show that females tend to have slightly higher mean RCA level than males in most programs, but this is inconsistent across all programs. The variation in scores (standard deviation) varies across programs and genders. For example, GSER (BE) has relatively higher standard deviations than other programs, indicating greater variability in scores, especially among males. The standard error of the mean is relatively consistent across programs for each gender.

Table 15

RCA Level of Students across the Gender in Non-Fiction English Texts

<i>RCA of UGS across gender</i>		<i>RCA level in Non-Fiction English Texts</i>					<i>Total</i>
		<i>BR-A1</i>	<i>BR-A2</i>	<i>IR-B1</i>	<i>IR-B2</i>	<i>PR-C1</i>	
Gender	Male	23	79	69	22	1	194
		11.9%	40.7%	35.6%	11.3%	0.5%	100.0%
	Female	25	41	44	36	2	148
		16.9%	27.7%	29.7%	24.3%	1.4%	100.0%
Total		48	120	113	58	3	342
		14.0%	35.1%	33.0%	17.0%	0.9%	100.0%

Table 15 presents the distribution of RCA levels among the students based on gender in non-fiction English reading texts. Among male students (194 participants),

the majority of them were found to be in the "BR-A2" (40.7%) followed by "IR-B1" (35.6%). On the other hand, among female students (148 participants), the highest percentage was observed in the "IR-B1" (29.7%), followed by "BR-A2" (27.7%). The data reflects that a majority of students' RCA level fell into the upper basic level (BR-A2) and lower independent level (IR –B1), with the highest percentage in BR-A2 (35.1%). It also shows that females, on average, have a slightly higher representation in higher RCA levels. In comparison, males have a slightly higher representation in the lowest RCA level in non-fiction texts.

Table 16

RCA Level of Students Regarding Gender in English Non-Fiction Texts

	Value	Df	p-value
Pearson Chi-Square	15.453 ^a	4	.004
Likelihood Ratio	15.450	4	.004
Linear-by-Linear Association	2.821	1	.093
N of Valid Cases	342		

Table 16 presents the results of statistical tests that analyze the relationship between RCA and gender in English non-fiction texts among the students. The Pearson Chi-Square value obtained was 15.453 with 4 degrees of freedom. The associated p-value was found to be .004, which is less than the conventional alpha level of 0.05. Therefore, the p-value indicates a statistically significant association between RCA and gender in non-fiction texts.

Table 17*RCA Level of Students across Gender in Fiction Texts*

<i>RCA across Gender</i>	<i>RCA level in Fiction English Texts</i>					<i>Total</i>
	BR-A1	BR-A2	IR-B1	IR-B2	PR-C1	
Gender Male	35 18.0%	63 32.5%	64 33.0%	31 16.0%	1 0.5%	194 100 %
Female	23 15.5%	51 34.5%	57 38.5%	17 11.5%	0 0.0%	148 100 %
Total	58 17.0%	114 33.3%	121 35.4%	48 14.0%	1 0.3%	342 100 %

Table 17 presents the results of a crosstab analysis examining the relationship between the RCA level of the students across genders in English fiction texts. Among male students (194 participants), the majority of them were found to be in the "IR-B1" (33.0%), followed by "BR-A2" (32.5%). On the other hand, among female students (148 participants), the highest percentage was observed in the "IR-B1" (38.5%), followed by "BR-A2" (34.5%). The data reflects that a majority of students' RCA level fell into the lower independent level (IR –B1) and upper basic level (BR-A2), with the highest percentage in IR-A1 (35.4%). In comparison, males have a slightly higher representation in the lowest level RCA in non-fiction texts.

Table 18*RCA Regarding Gender in English Fiction Texts*

	Value	Df	p-value
Pearson Chi-Square	3.103 ^a	4	.541
Likelihood Ratio	3.495	4	.479
Linear-by-Linear Association	.059	1	.808
No. of Valid Cases	342		

Table 18 presents the results of the Pearson Chi-Square value obtained was

3.103 with 4 degrees of freedom. The associated p-value was .541, higher than the conventional alpha level 0.05 having no statistically significant association between RCA and gender among students. It suggests that gender does not significantly determine RCA among students when reading English fiction texts.

Table 19

RCA of Students in English Texts across Gender

RCA	<i>Levene's Test for Equality of Variances</i>		<i>t-test for Equality of Means</i>				
	F	Sig.	T	Df	Sig. (2-tailed)	95% C I of the Difference Lower Upper	
Equal variances assumed	.704	.402	-.789	340	.431	-1.036	.443

Table 19 presents the results of statistical tests to analyze the relationship between RCA and gender in English texts among the students. Levene's test indicates an F-value of 0.704 with a p-value of 0.402. The p-value was greater than the conventional alpha level of 0.05, indicating no statistically significant difference in the variances of RCA between male and female students. Likewise, the t-test was performed with the assumption of equal variances, and it showed a t-value of -0.789 and a two-tailed p-value of 0.431. The p-value was greater than the conventional alpha level of 0.05, indicating no statistically significant difference in RCA between male and female students when assuming equal variances.

Table 20*Gender-wise RCA Level of Students across Academic Programs*

Program of the Study	Equal variances assumed	Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	p-value
GSM (BBS)		.127	.724	-1.008	48	.318
GSE (B Ed)		1.2.89	.261	.524	60	.602
GSER (BE)		0.023	.880	-0.842	58	.403
GSHS (BA)		0.023	.879	1.485	48	.144
GSL (BALLB)		.001	.969	-1.041	57	.302
GSST (BSc)		4.193	.045	-1.260	59	.213

Table 20 presents the data on gender-wise RCA among students in English texts across different academic programs. According to the above data, the p-value for Levene's test was 0.724, suggesting that variances are not significantly different between genders. The t-test p-value was 0.318, indicating no significant difference in RCA between male and female students in the GSM (BBS) program. Similar to the GSM (BBS) program, the variances were insignificant ($p = 0.261$). The t-test also shows no significant difference in RCA between genders ($p = 0.602$) in the GSE (BEd) program. Again, Levene's test indicates similar variances ($p = 0.880$), and the t-test finds no significant difference in RCA ($p = 0.403$) between male and female students in the GSER (BE) program.

Levene's test indicates no notable distinction in variances ($p = 0.879$). Nevertheless, the t-test p-value ($p = 0.144$) shows a significant difference in RCA level between genders in the GSHS (BA) program. On the contrary, both Levene's test ($p = 0.969$) and the t-test ($p = 0.302$) suggest that there was no significant variation in RCA between male and female students of the GSL (BALLB) program. Lastly,

Levene's test points to a meaningful distinction in variances ($p = 0.045$), but the t-test also implies that there was no substantial difference in RCA between genders ($p = 0.213$) in the GSST (BSc) program.

Based on the above analysis of the data, for the majority of the academic programs (GSM, GSE, GSER, GSL), there is no significant difference in RCA between male and female students. However, although there is a significant difference in the GSHS (BA) program, the evidence is not strong. Although there are variances in the GSST (BSc) program, there is still no significant difference in RCA between genders.

Assessment of Aggregate RCA in English Texts

Figure 8

Program-wise Aggregate Reading Comprehension Ability in English Text

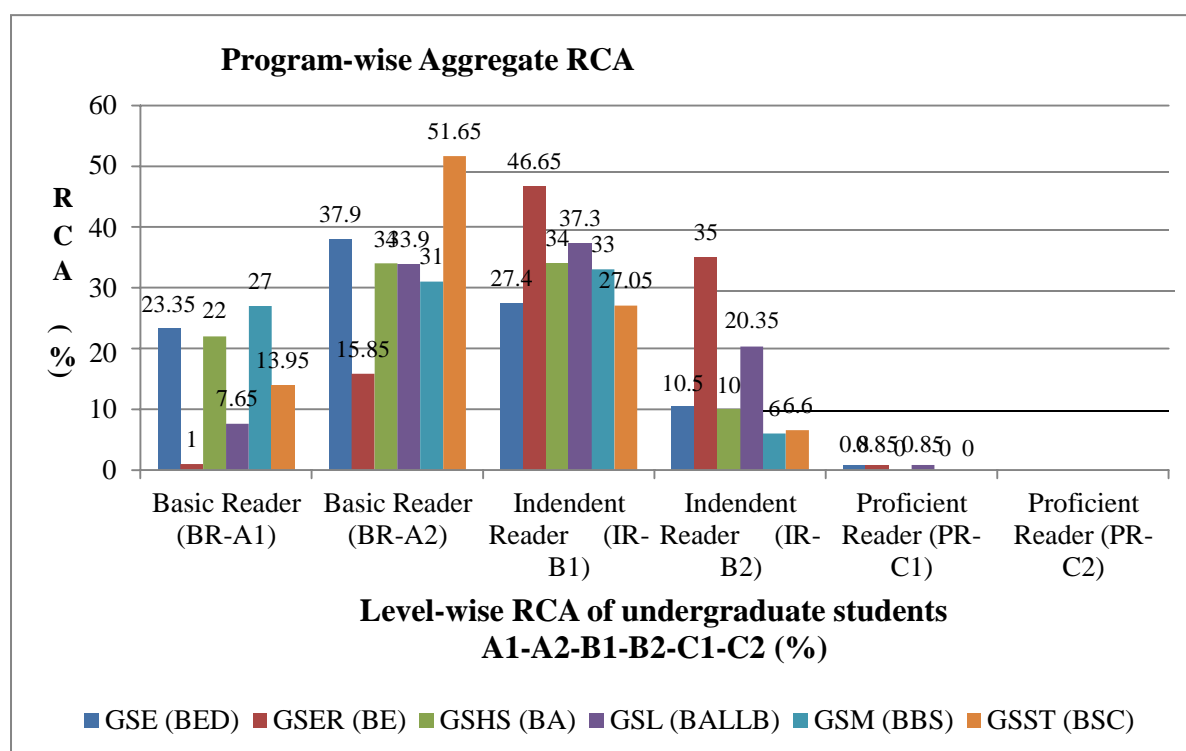
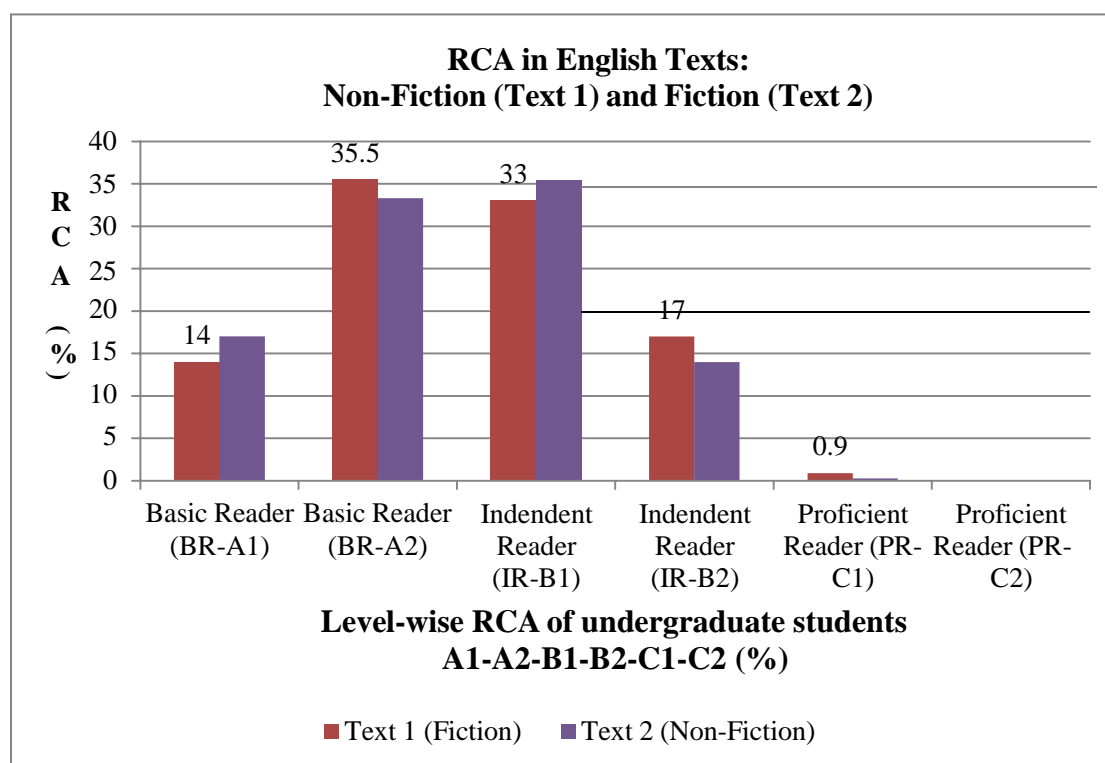


Figure 8 presents a crosstab analysis of undergraduate students' RCA across different programs and proficiency levels in English reading texts. The data revealed that majority of students had BR-A2 (51.65%) level followed by the IR-B1 (46.65%)

level RCA in English texts across the academic programs. The BE (B2: 66.6%) students stood out with the highest RCA among all the programs, followed by the BA-LLB (B2: 35.0%) program, showed notable percentages of Independent Readers, while the students of BSc (A2: 51.65%) and the BE (A2: 37.9%) program had significant proportions of students at the upper basic level (A2). In contrast, BBS (A1:27%) students had the highest percentage, followed by B Ed (A1: 23.35%) students in reading English texts.

Figure 9

Text-wise Aggregate RCA in English Text



The Figure 9 analysis reveals the distribution of students' RCA in English reading texts. The data show that approximately an equal percentage of students were found at the upper basic level (A2:35.10%) and at a lower independent level (B1:35.00%) in reading non-fiction English texts while at a lower independent level (IR-B1: 35.40%) and upper basic level (A2: 33.30%) in reading fiction English texts.

The data indicates a balance between the "upper basic" and "lower independent" levels of RCA among students in non-fiction and fiction English texts.

Figure 10

Gender-wise Aggregate RCA in English Texts

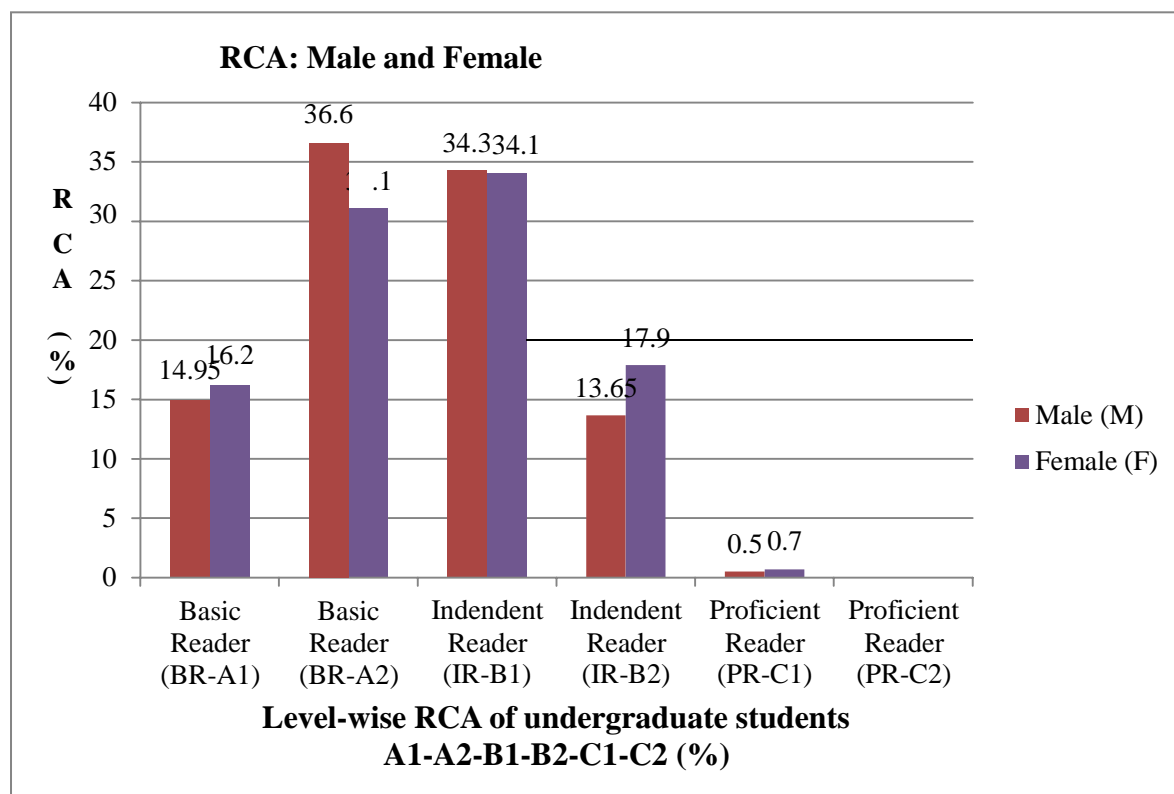


Figure 10 presents the crosstab analysis of students' aggregate reading RCA in English reading text across the genders. More than one third male students were found to be in the upper basic level (A2: 36.6%), having approximately an equal percentage of female students (A2: 31.1%). On the other hand, more than one third female students were found to be at a lower independent level (B1: 34.1%). In comparison, approximately an equal percentage of male students were also found at a lower independent level (B1: 34.3%) in reading English texts. The data reflects that majority male and female students were found to be into the upper BR (A2) and lower IR (B2) levels, indicating a moderate to good understanding of English reading texts.

Figure 11

Aggregate RCA in the English Texts

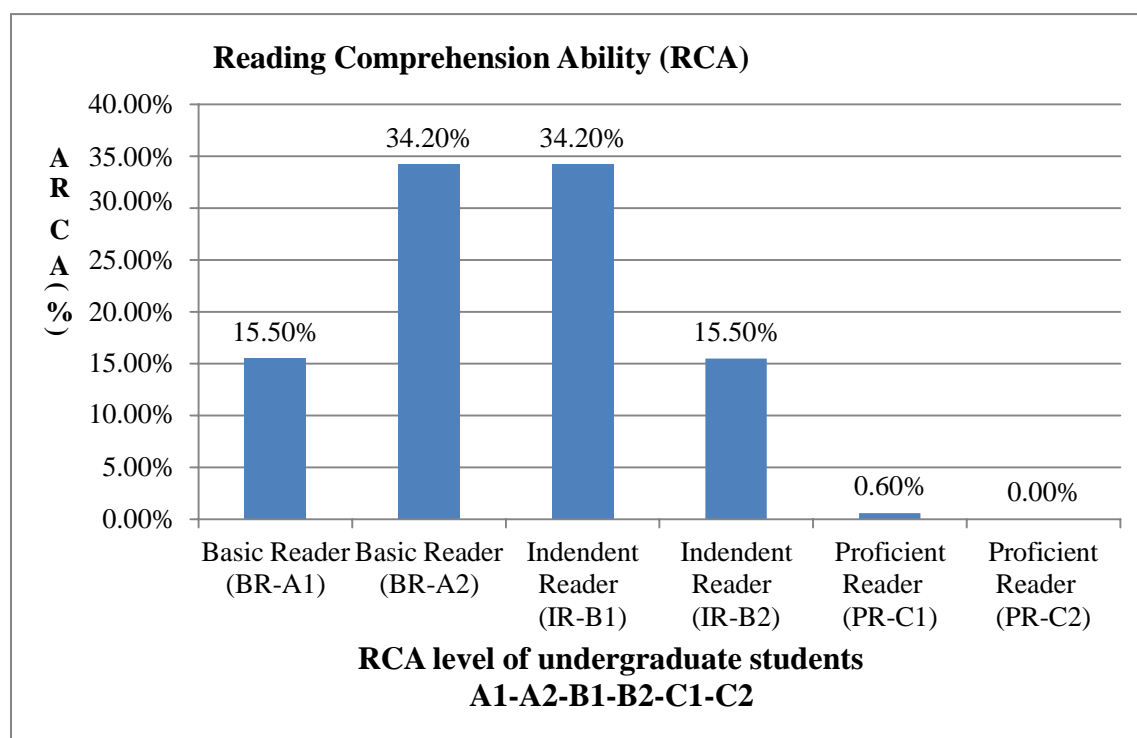


Figure 11 presents the crosstab analysis of the aggregate RCA of students in both English reading texts. The data revealed that more than one third of the students were in the upper BR (A2:34.20%) and lower IR (B1: 43.20%) levels. This indicates that most students at MU have reasonable RCA in English texts, allowing them to understand and interpret texts.

After assessing the RCA level of the students in English texts from various perspectives, the analysis of the data regarding use of RCSs was analysed and interpreted which has been discussed in the following sections:

Reading Comprehension Strategies in English Texts

This section addresses the data related to determining the most frequently used RCSs by the students of MU while reading English texts. To be more specific, it deals with the two research questions: which reading strategies are used by the students of MU in terms of their academic programs and text types while reading English texts?

How do RCA and RCS relate to each other? Furthermore, it illustrates the presentation, analysis, and interpretation of the quantitative data obtained from the questionnaire based on a five-point Likert scale ranging from "never" to "always."

The data analysis is presented in tabulation and bar graphs and analyzed using descriptive and inferential statistical measures such as frequency, percentage, mean, standard deviation, t-test, and Chi-square test after conducting the normality test and post-hoc test. According to the result of the data regarding the normality test, the test results showed that the dataset was approximately normally distributed (p-value of $0.215 > 0.05$) for SARS, (p-value of $0.157 > 0.05$) for CRS and (p-value of $0.175 > 0.05$) for MCRS suggesting that the SARS dataset was confirmed normally distributed according to the Shapiro-Wilk test.

In addition, based on the multicollinearity test, the tolerance values were found to be 0.456 (CRS), 0.713 (MCRS), and 0.463 (SARS), and the VIF values were found to be 2.191(CRS), 1.403 (MCRS), and 2.162 (SARS) suggesting moderate multicollinearity (see Appendix I). Moreover, the post hoc test using the Tukey Honestly Significant Difference (HSD) method was conducted to compare the means of reading strategies between different categories of graduate schools and academic programs (see Appendix J).

Table 21*Descriptive Statistical Analysis of Reading Comprehension Strategies Use*

<i>Reading strategies</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Reading strategy 1	342	1	5	2.94	1.153
Reading strategy 2	342	1	5	3.20	1.151
Reading strategy 3	342	1	5	3.20	1.142
Reading strategy 4	342	1	5	3.18	1.209
Reading strategy 5	342	1	5	3.25	1.164
Reading strategy 6	342	1	5	3.18	1.120
Reading strategy 7	342	1	5	3.29	1.144
Reading strategy 8	342	1	5	3.29	1.204
Reading strategy 9	342	1	5	3.30	1.133
Reading strategy 10	342	1	5	3.41	1.187
Reading strategy 11	342	1	5	3.33	1.105
Reading strategy 12	342	1	5	3.27	1.123
Reading strategy 13	342	1	5	3.35	1.151
Reading strategy 14	341	1	5	3.18	1.112
Reading strategy 15	342	1	5	3.29	1.139
Reading strategy 16	342	1	5	3.28	1.121
Reading strategy 17	342	1	5	3.16	1.212
Reading strategy 18	342	1	5	3.31	1.161
Reading strategy 19	342	1	5	3.31	1.106
Reading strategy 20	342	1	5	3.35	1.049
Reading strategy 21	342	1	5	3.37	1.135
Reading strategy 22	342	1	5	3.25	1.085
Reading strategy 23	342	1	5	3.20	1.189
Reading strategy 24	342	1	5	3.27	1.060
Reading strategy 25	342	1	5	3.25	1.107
Reading strategy 26	342	1	5	3.34	1.057
Reading strategy 27	342	1	5	3.23	1.087
Reading strategy 28	342	1	5	3.29	1.092
Reading strategy 29	342	1	5	3.22	1.179
Reading strategy 30	342	1	5	3.33	1.234

Table 21 presents the descriptive statistical analysis of students' reading strategies in English texts. The mean (average) value for each strategy was between 2.94 and 3.41, indicating that, on average, students use these reading strategies "sometimes." The mean score for each strategy ranges from 2.94 to 3.41, with a mean score of 3.25 across all strategies. The mean score represents the average level of use of each strategy among the respondents, suggesting that the participants generally used these reading strategies to a moderate extent. It shows the average level of use of each strategy among the participants and suggests that, on average, the participants reported using these reading strategies "sometimes".

The standard deviation for each strategy ranges from 1.049 to 1.234, with a standard deviation of 1.144 across all strategies, which indicates the degree of variability or dispersion to some extent to which participants used these strategies. A larger standard deviation means that the data is more spread out, indicating greater variability in using that strategy. Conversely, a smaller standard deviation means that the data is more clustered around the mean. The data suggest that these students generally use the strategies to a moderate extent, with some variation in the frequency of usage across different strategies.

Strategy-wise Use of RCSs

Though there are various types of RCSs, for this study purpose, they are categorized into three broad types: cognitive, meta-cognitive, and socio-affective reading strategies. The respondents have not indicated the types of reading strategies while surveying; however, the reading strategies are categorically analyzed and interpreted based on the responses as follows:

Cognitive Reading Strategies

The overall CRSs were selected and interpreted from all the strategies used in this survey. They include CRS1-Skimming; CRS2- Predicting theme (title); CRS3- Guessing (clues); CRS4- Guessing the meaning of a new word from context, CRS5- Resourcing, CRS6- Rereading; CRS7- Summarizing; CRS8- Scanning; CRS9- Analyzing expressions, and CRS10- Translating, CRS11- Visualizing information; CRS12- Highlighting information, CRS13- Taking notes, and CRS14- Paying attention) which can be presented, analyzed and interpreted as follows:

Table 22

Use of CRSs

CRS	Never		Occasionally		Sometimes		Usually		Always		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
CRS 1	24	7.0	75	21.9	105	30.7	86	25.1	52	15.2	342	100
CRS 2	34	9.9	67	19.6	100	29.2	86	25.1	55	16.1	342	100
CRS 3	27	7.9	66	19.3	111	32.5	96	28.1	42	12.3	342	100
CRS 4	31	9.1	56	16.4	101	29.5	91	26.6	63	18.4	342	100
CRS 5	26	7.6	54	15.8	105	30.7	106	31.0	51	14.9	342	100
CRS 6	24	7.0	54	15.8	124	36.3	85	24.9	55	16.1	342	100
CRS 7	25	7.3	63	18.5	125	36.7	81	23.8	47	13.8	341	100
CRS 8	21	6.1	67	19.6	102	29.8	96	28.1	56	16.4	342	100
CRS 9	21	6.1	65	19.0	106	31.0	98	28.7	52	15.2	342	100
CRS 10	34	9.9	70	20.5	99	28.9	84	24.6	55	16.1	342	100
CRS 11	25	7.3	58	17.0	104	30.4	95	27.8	60	17.5	342	100
CRS 12	22	6.4	50	14.6	126	36.8	88	25.7	56	16.4	342	100
CRS 13	17	5.0	53	15.5	117	34.2	107	31.3	48	14.0	342	100
CRS 14	17	5.0	73	21.3	113	33.0	92	26.9	47	13.7	342	100

Table 22 presents the descriptive analysis of CRS from CRS1-CRS14.

According to the table, CRS4, which refers to "Guessing the meaning of a new word from context," was found to be the most commonly used reading strategy. Out of 342

respondents, 63 (18.4%) reported *'always'* using this strategy, 91 (26.6%) reported usually using it, 101 (29.5%) reported sometimes using it, 56 (16.4%) reported occasionally using it, and only 30 (8.8%) reported never using it. On the other hand, CRS13 - Taking notes and CRS14 - Paying attention have the lowest "Always" percentage responses, both at 14.0%. The data suggest that a relatively smaller number of students consistently use CRS actively taking notes and paying attention while reading. The CRS requires students to be actively engaged and conscious during their reading process.

Metacognitive Reading Strategies

The MCRS was selected and interpreted from all the strategies used, which include MCRS1- Identifying a purpose for readings; MCRS2- Previewing text; MCRS3- Deciding to read or ignore; MCRS4- Self-evaluating; MCRS5- Paraphrasing; MCRS6- Connecting ideas; and MCRS7- Asking self for clarification which can be presented, analyzed and interpreted as follows:

Table 23

Use of MCRSs

MCRS	Never		Occasionally		Sometimes		Usually		Always		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
MCRS 1	44	12.9	73	21.3	118	34.5	74	21.6	33	9.6	342	100
MCRS 2	25	7.3	68	19.9	101	29.5	92	26.9	56	16.4	342	100
MCRS 3	19	5.6	55	16.1	119	34.8	91	26.6	58	17.0	342	100
MCRS 4	14	4.1	58	17.0	114	33.3	107	31.3	49	14.3	342	100
MCRS 5	19	5.6	63	18.4	93	27.2	107	31.3	60	17.5	342	100
MCRS 6	25	7.3	50	14.6	127	37.1	96	28.1	44	12.9	342	100
MCRS 7	32	9.4	60	17.5	104	30.4	94	27.5	52	15.2	342	100

Table 23 displays the results of the descriptive analysis of MCRs (MCRS1-7). The data reveals that "Paraphrasing" (MCRS5) is the most frequently used, with 60 (17.5%) indicating they always use it, 107 (31.3%) usually use it, 93 (27.2%) sometimes use it, and 73 (21.3%) occasionally use it. Only 19 (5.6%) never use it. Conversely, "Identifying a purpose for readings" (MCRS1) is the least employed meta-cognitive reading strategy. Among the 342 respondents, 33 (9.6%) stated they always use it, 74 (21.6%) usually use it, 118 (34.5%) sometimes use it, 73 (21.3%) occasionally use it, and 44 (12.9%) never use it. These data suggest that most students actively paraphrase, which involves restating information in their own words to improve their understanding. However, a smaller proportion of students consistently have a clear objective in mind when reading to acquire new knowledge or insights.

Socio-Affective Reading Strategies

The overall SARSs were selected and interpreted from all the strategies used, which include SARS1- Discussing feelings with someone else; SARS2- Peer correction (text); SARS3- Consulting others; SARS4- Group-reading; SARS5- Teacher explanation; SARS6- Checking with a peer; SARS7- Sharing attitudes to reading, SARS8- Verifying-peer (unfamiliar text), and SARS9- relaxing with other people while feeling difficulty in reading which can be presented, analyzed and interpreted as follows:

Table 24*Use of SARS*

SARS	Never		Occasionally		Sometimes		Usually		Always		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
SARS 1	25	7.3	67	19.6	118	34.5	79	23.1	53	15.5	342	100
SARS 2	25	7.3	57	16.7	110	32.2	94	27.5	56	16.4	342	100
SARS 3	21	6.1	60	17.5	95	27.8	90	26.3	76	22.2	342	100
SARS 4	19	5.6	67	19.6	94	27.5	99	28.9	63	18.4	342	100
SARS 5	30	8.8	70	20.5	98	28.7	90	26.3	54	15.8	342	100
SARS 6	18	5.3	58	17.0	126	36.8	94	27.5	46	13.5	342	100
SARS 7	23	6.7	63	18.4	107	31.3	104	30.4	45	13.2	342	100
SARS 8	20	5.8	56	16.4	122	35.7	92	26.9	52	15.2	342	100
SARS 9	30	8.8	98	28.7	70	20.5	90	26.3	54	15.8	342	100

Table 24 presents the descriptive analysis of SARSs from 1-9. The data shows that SARS3, involving "Consulting others," emerged as the most frequently used SARS. Among the 342 respondents, 76 (22.2%) reported always using this strategy, 90 (26.3%) reported usually using it, 95 (27.8%) reported sometimes using it, 60 (17.5%) reported occasionally using it, and only 21 (6.1%) reported never using it. On the other hand, SARS7 - Sharing attitudes to reading was the least used SARS. Among the 342 respondents, only 45 (13.2%) reported always using this strategy, 104 (30.4%) reported usually using it, and 107 (31.3%) reported sometimes using it, 63 (18.4%) reported occasionally using it, and only 20 (5.8%) reported never using it. The data suggest that fewer students actively express their attitudes or emotions about reading with others. Sharing personal experiences and opinions about reading might be less common than other SARSs.

Program-strategy-wise Use of Reading Strategies

Figure 12

Use of CRSs by Students of GSE

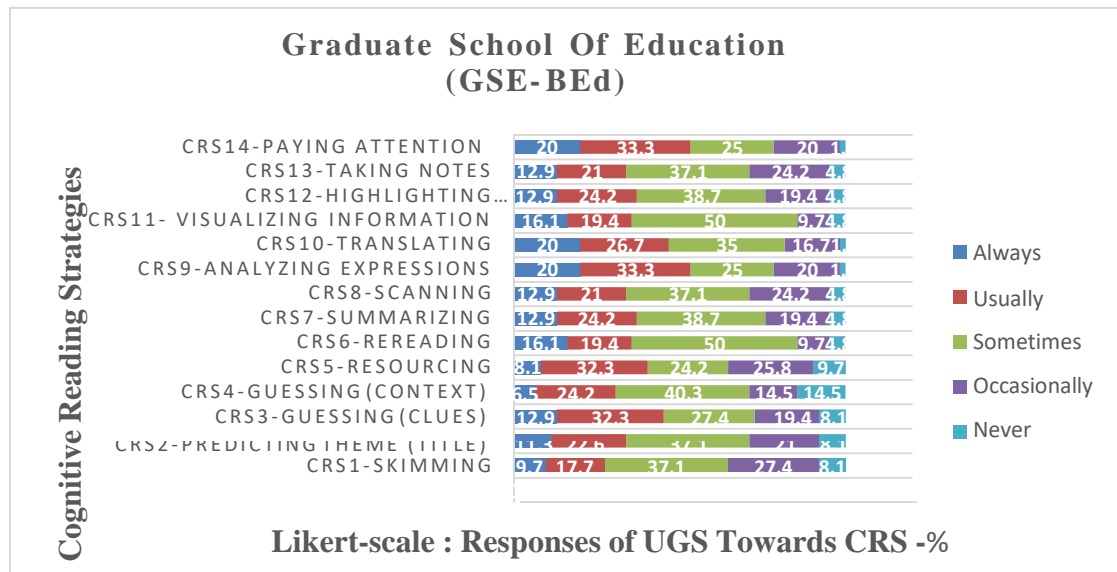


Figure 12 presents the descriptive analysis of CRSs by the students from GSE in CRS 1 to CRS 14. The most commonly used CRS was CRS14 - paying attention, with 20.0% of students reporting 'always' using it, 33.3% 'usually' using it, 25.0% 'sometimes' using it, 20.0% 'occasionally' using it, and only 1.7% 'never' using it. On the other hand, CRS4 - guessing the meaning of a new word from context, emerged as the least used cognitive reading strategy, with 6.5% of students reporting 'always' using it, 24.2% 'usually' using it, 40.3% 'sometimes' using it, 14.5% 'occasionally' using it, and 14.5% 'never' using it. The data suggest that most students at GSE-BEd reported paying attention as their most commonly employed CRS, while guessing the meaning of new words from context was the least utilized strategy.

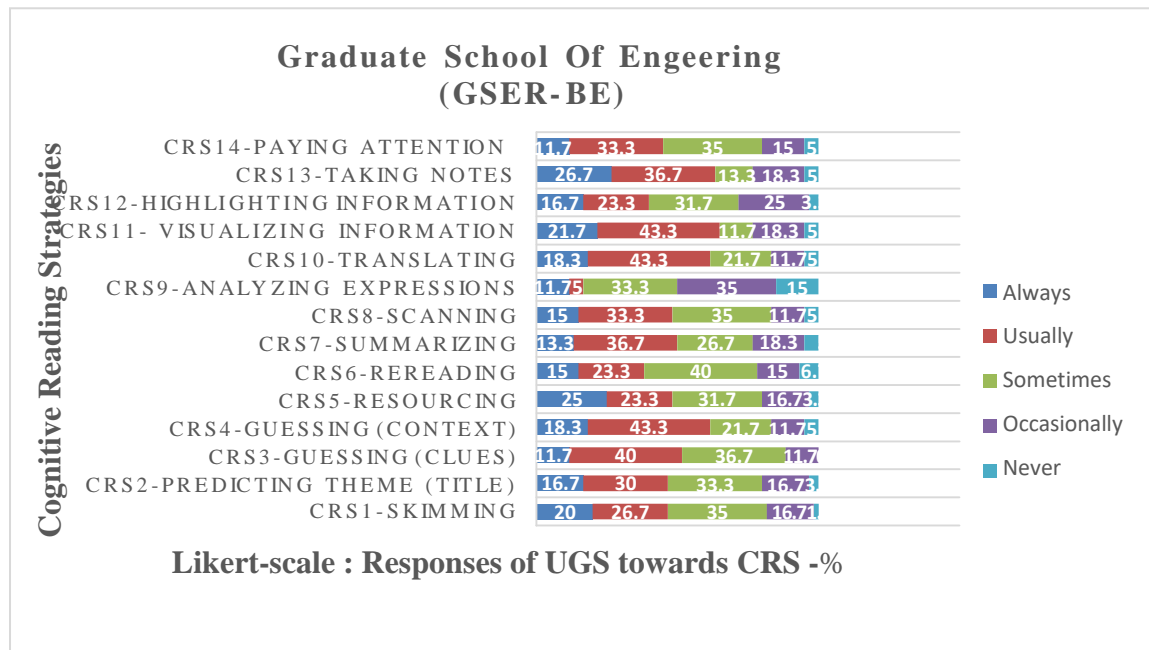
Figure 13*Use of CRSs by Students of GSER*

Figure 13 displays the descriptive analysis of CRS used by the GSER (BE) students in CRS 1 to CRS 14. The most commonly used CRS was CRS13 - taking notes, with 26.7% of students reporting 'always' using it, 36.7% 'usually' using it, 13.3% 'sometimes' using it, 18.3% 'occasionally' using it, and only 5% 'never' using it. On the other hand, CRS9 - analyzing expressions, emerged as the least used CRS, with 11.7% of students reporting 'always' using it, 5% 'usually' using it, 33.3% 'sometimes' using it, 35.0% 'occasionally' using it, and 15.0% 'never' using it. The data suggest that most undergraduate students at GSER-BE reported taking notes as their most frequently employed CRS, while analyzing linguistic expressions was the least utilized strategy.

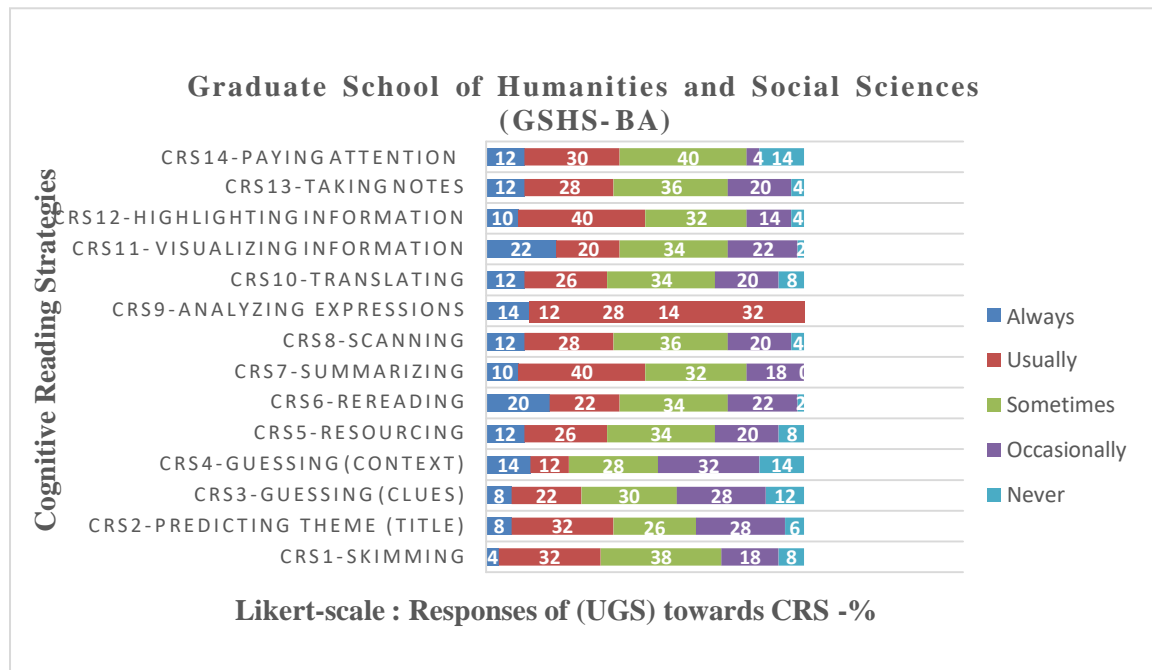
Figure 14*Use of CRSs by Students of the GSHS*

Figure 14 presents the descriptive analysis of CRS used by students from GSHS (BA) in CRS 1 to CRS 14. The most commonly used CRS was CRS11 - visualizing information, with 22% of students reporting 'always' using it, 20% 'usually' using it, 34.0% 'sometimes' using it, 22.0% 'occasionally' using it, and only 2% 'never' using it. On the other hand, CRS9 - analyzing expressions, emerged as the least used CRS, with 32.0% of students reporting 'always' using it, 14.0% 'usually' using it, 28.0% 'sometimes' using it, 12.0% 'occasionally' using it, and 14.0% 'never' using it. The data suggest that most students at GSHS-BA reported visualizing information as their most frequently employed CRS while analyzing linguistic expressions was the least utilized strategy.

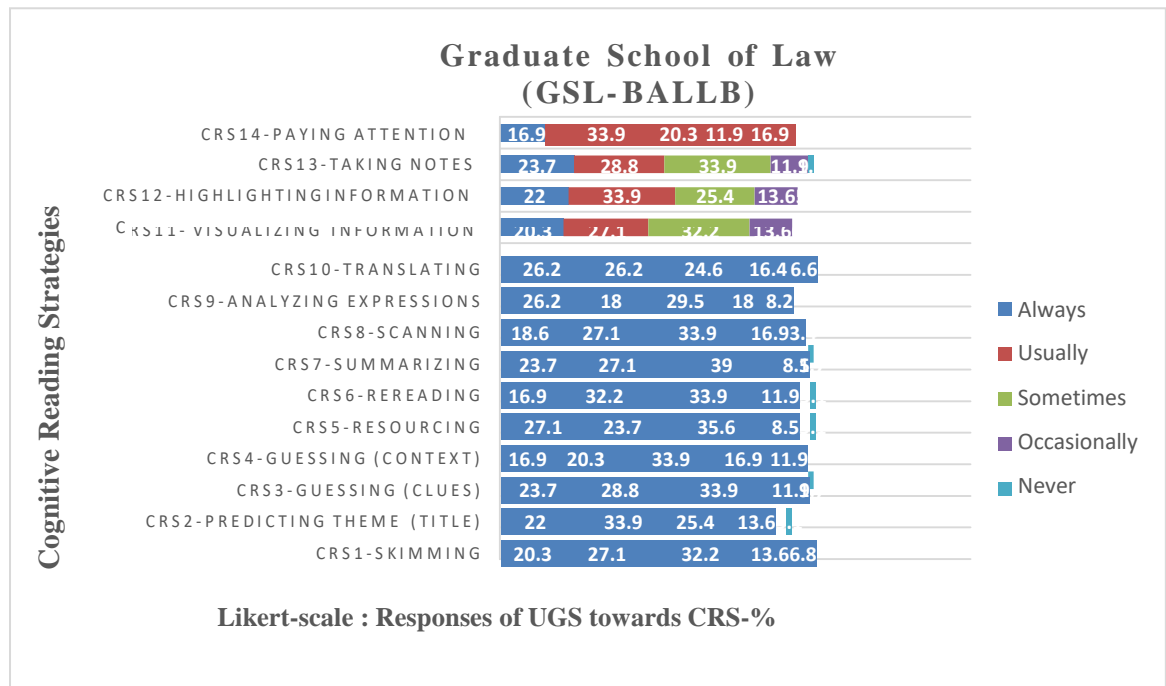
Figure 15*Use of CRSs by Students of GSL*

Figure 15 indicates the descriptive analysis of CRS used by the GSL (BALLB) students from CRS 1-14. Among these strategies, CRS5 (Resourcing) was reported to be the most commonly used strategy: always - 17 (27.1%), usually - 14 (23.7%), sometimes - 21 (36.6%), occasionally - 5 (8.5%), and never - 3 (5.1%). On the other hand, CRS14 (Paying attention) was found to be the least used cognitive reading strategy: always - 10 (16.9%), usually - 12 (20.3%), sometimes - 20 (33.9%), occasionally - 10 (16.9%), and never - 7 (11.9%). The data suggests that most students at GSL-BALLB reported using resourcing as their most commonly used cognitive reading strategy when they didn't understand something. However, the strategy 'paying attention to the English texts while reading' was the least used.

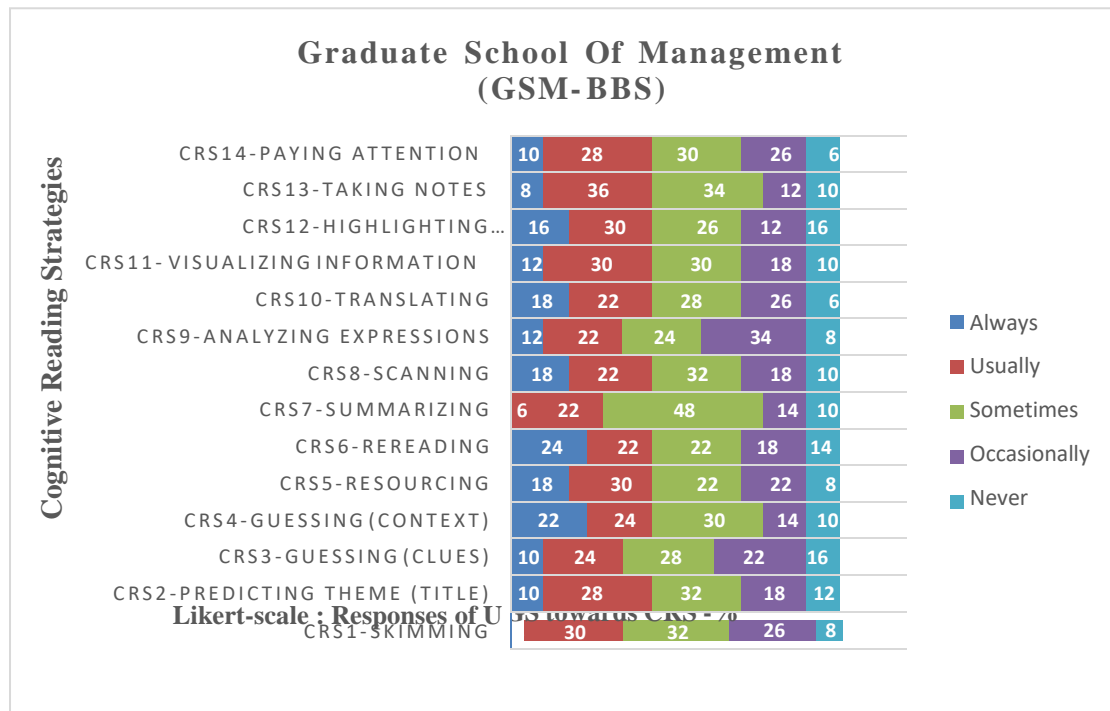
Figure 16*Use of CRSs by Students of GSM*

Figure 16 indicates the descriptive analysis of CRS used by the GSM (BBS) students from CRS 1-14. Among them, CRS6 (Rereading) was reported to be the most commonly used strategy: always - 12 (24%), usually - 11 (22.0%), sometimes - 11 (22%), occasionally - 9 (18.0%), and never - 7 (14.0%). On the other hand, highlighting information was found to be the least used cognitive reading strategy: always - 8 (16.0%), usually - 15 (30.0%), sometimes - 13 (26.0%), occasionally - 6 (12.0%), and never - 8 (16.0%). The data suggest that most students at GSM-BBS reported rereading as their most commonly used CRS, while highlighting information was the least used CRS.

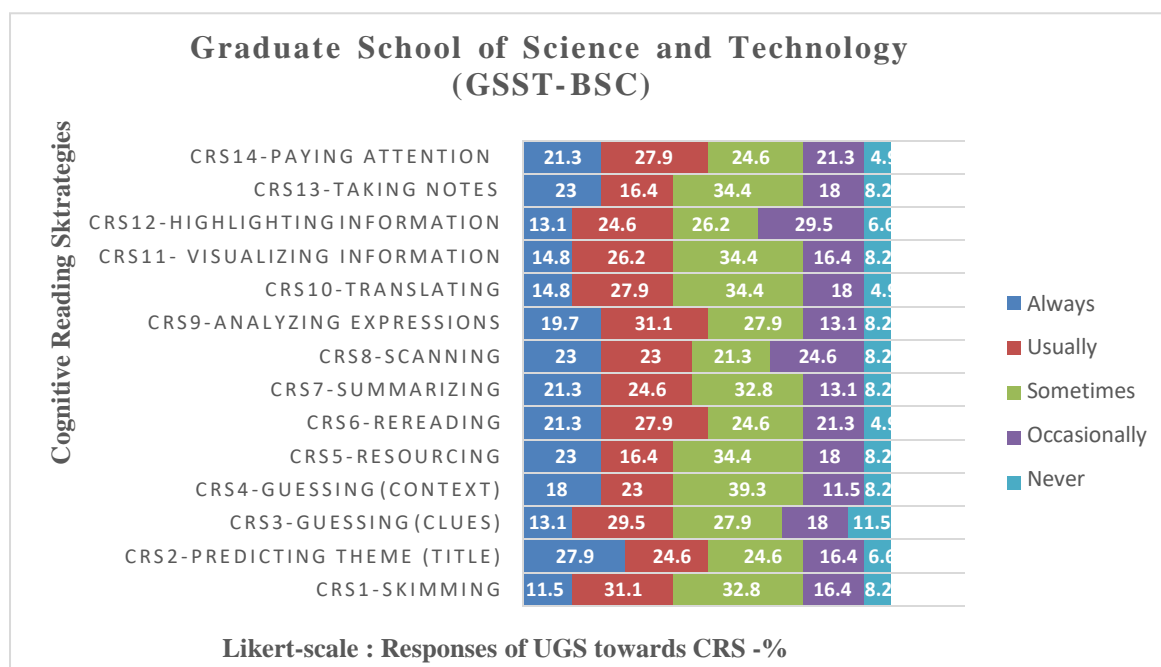
Figure 17*Use of CRSs by Students of GSST*

Figure 17 indicates the descriptive analysis of CRS used by the GSST (BSc) students from CRS 1-14. Among these strategies, CRS8 (Scanning) was reported to be the most commonly used strategy: always - 14 (23.0%), usually - 14 (23.0%), sometimes - 13 (21.3%), occasionally - 15 (24.6%), and never - 5 (8.2%). On the other hand, CRS3 (Guessing from clues) was found to be the least used CRS: always - 8 (13.1%), usually - 18 (29.5%), sometimes - 17 (27.9%), occasionally - 11 (18.0%), and never - 7 (11.5%). The data suggest that the majority of the students at GSST-BSC reported using scanning as their most commonly used CRS to find specific information in reading texts. However, guessing from clues was the least used strategy among the respondents.

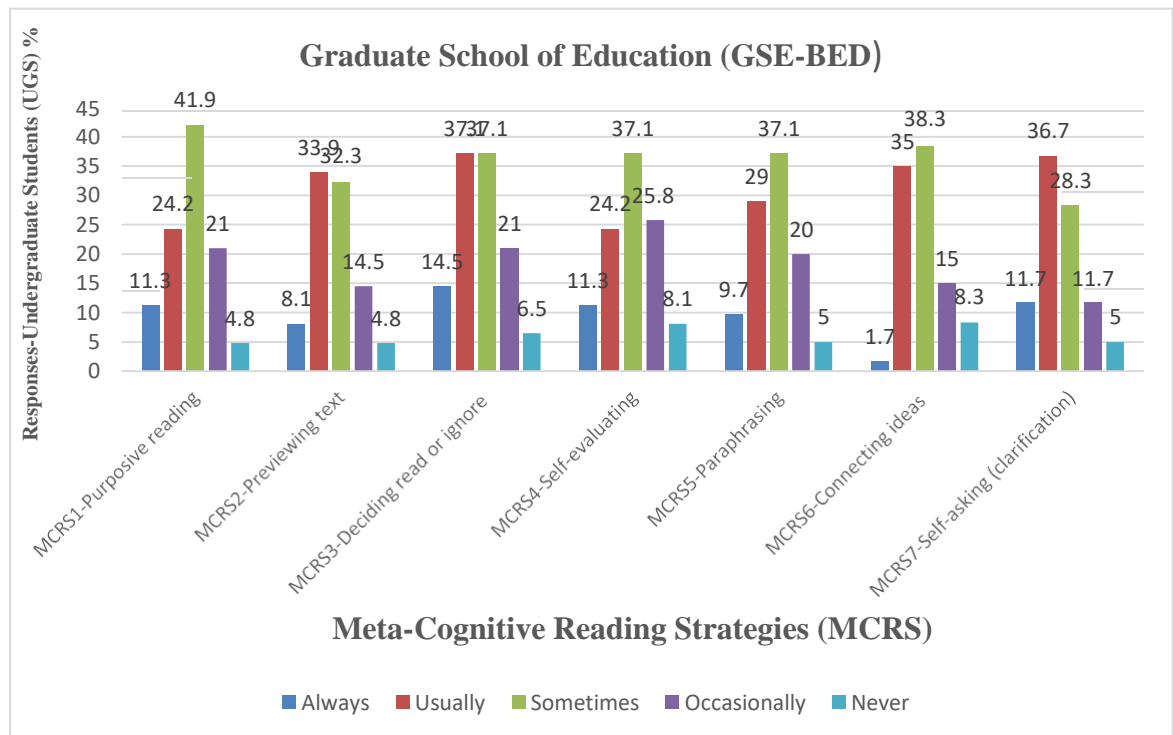
Figure 18*Use of MCRSs by Students of GSE*

Figure 18 presents the descriptive analysis of MCRS used by the GSER-BE students from MCRS 1-7. According to the data, it was found that MCRS6 (Connecting ideas) was the most frequently used MCRS among GSER-BE students. The data shows that 23.0% of respondents use it, 16.4% usually use it, 34.4% sometimes use it, 18.0% occasionally use it, and only 8.2% never use it. On the other hand, MCRS4 (Self-evaluation) was reported as the least-used MCRS among GSER-BE students. Only 6.7% of respondents reported always using it, 31.7% usually use it, 33.3% sometimes use it, 20.0% occasionally use it, and 8.3% never use it. The data indicate that the majority of students in the GSER-BE prioritize connecting ideas and considering their existing knowledge when reading. This reflects their focus on integrating new information with their prior understanding.

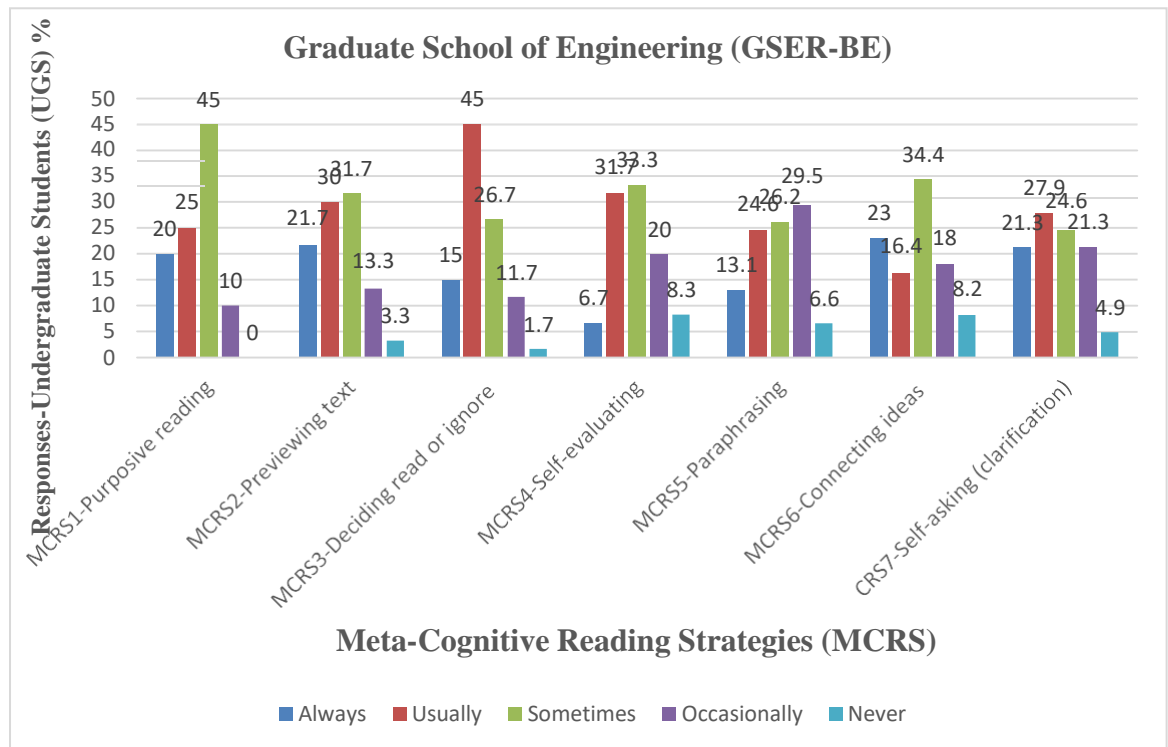
Figure 19*Use of MCRSs by Students of GSE*

Figure 19 presents the descriptive analysis of MCRS used by the GSER-BE students from MCRS 1-7. According to the data, MCRS6 (Connecting ideas) was the most frequently used MCRS among GSER-BE students. The data shows that 23.0% of respondents use it, 16.4% usually use it, 34.4% sometimes use it, 18.0% occasionally use it, and only 8.2% never use it. On the other hand, MCRS4 (Self-evaluation) was reported as the least-used MCRS among GSER-BE students. Only 6.7% of respondents reported always using it, 31.7% usually use it, 33.3% sometimes use it, 20.0% occasionally use it, and 8.3% never use it. The data indicate that the majority of students in the GSER-BE prioritize connecting ideas and considering their existing knowledge when reading. This reflects their focus on integrating new information with their prior understanding.

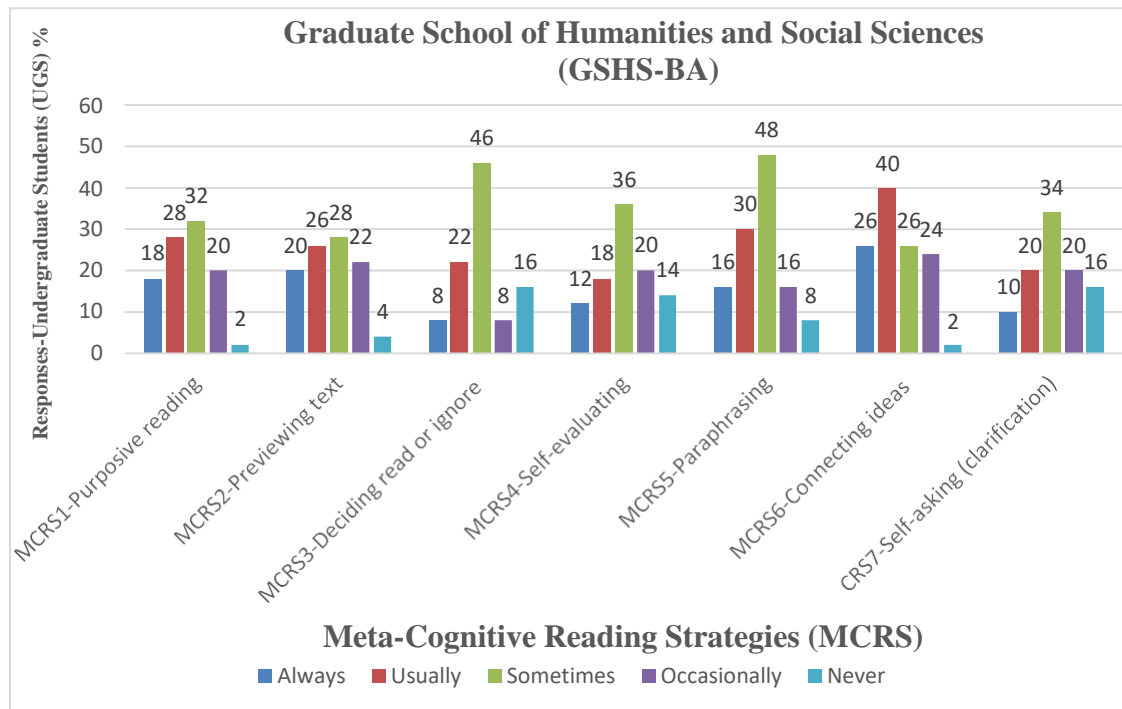
Figure 20*Use of MCRSs by Students of GSHS*

Figure 20 presents the descriptive analysis of MCRS used by the GSHS-BA students from MCRS1-7. Based on the data, the most commonly used MCRS among GSHS-BA students was MCRS6- Connecting ideas: always: 12 (26.0%), usually: 20 (40.0%), sometimes: 13 (26.0%), occasionally: 12 (24.0%), and never: 1 (2.0%) out of 50 respondents. On the other hand, the least used MCRS is MCRS3- Deciding reading or ignoring: always: 4 (8.0%), usually: 11 (22.0%), sometimes: 23 (46.0%), occasionally: 4 (8.0%), and never: 8 (16.0%) out of 50 respondents. The data reveal that the majority of students in the GSHS-BA prioritize connecting ideas and considering their existing knowledge when engaging in reading activities.

Figure 21

Use of MCRSs by Students of GSL

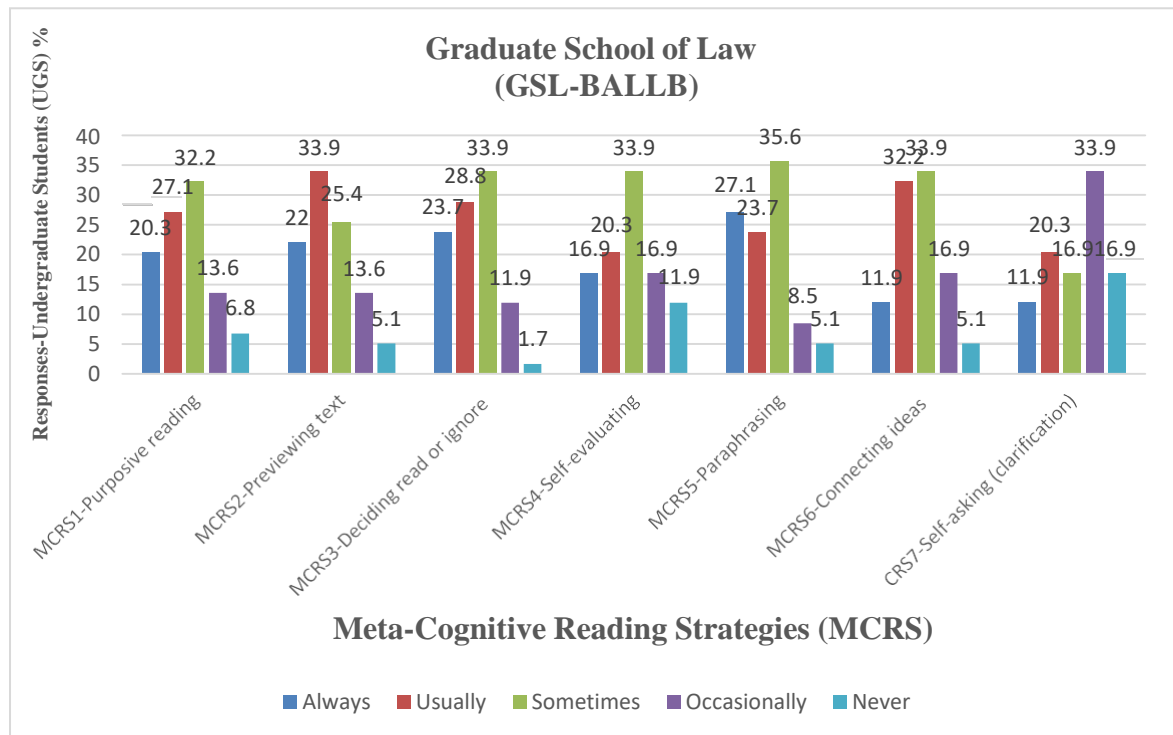


Figure 21 presents the descriptive analysis of MCRS used by the GSL-BALLB students from MCRS 1-7. According to the data, the most commonly used MCRS among GSL-BALLB students was MCRS5- *Paraphrasing*: always: 16 (27.1%), usually: 14 (23.7%), sometimes: 21 (35.6%), occasionally: 5 (8.5%), and never: 3 (5.1%) out of 59 respondents. On the other hand, the least used MCRS is MCRS7- *Self-asking for clarification*: always: 7 (11.9%), usually: 12 (20.3%), sometimes: 10 (16.9%), occasionally: 20 (33.9%), and never: 10 (16.9%) out of 59 respondents. The data indicate that the majority of the students in the GSL-BALLB prioritize the strategy of paraphrasing to enhance their reading comprehension. However, fewer students actively engage in self-asking for clarification, reflecting a lower tendency to seek clarity and understanding while reading English texts proactively.

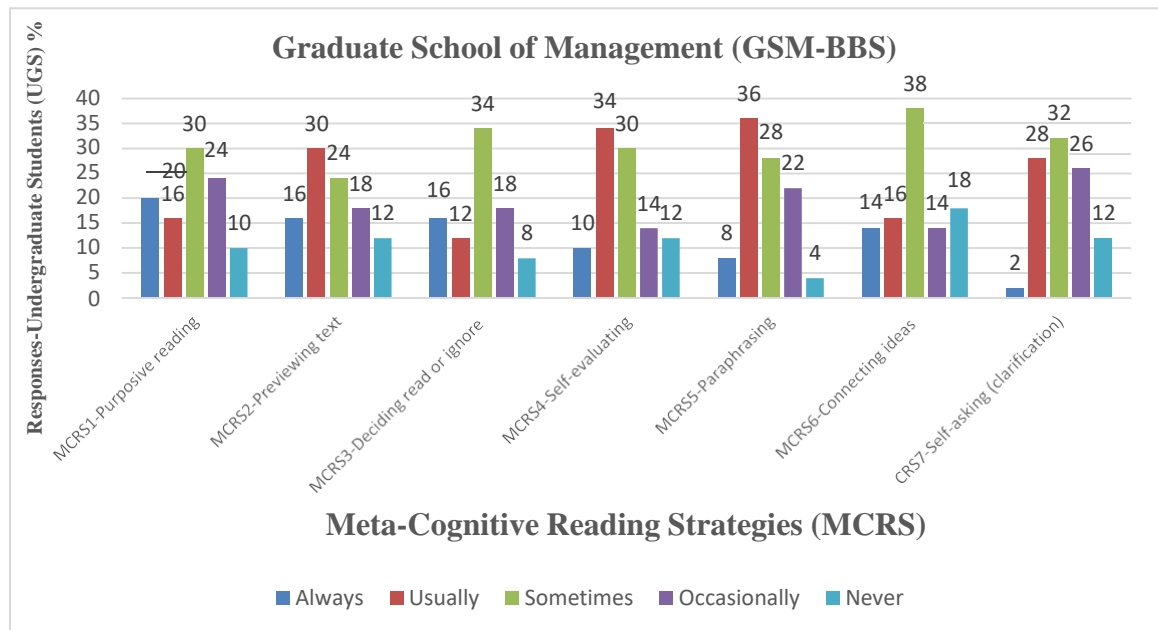
Figure 22*Use of MCRSs by Students of GSM*

Figure 22 presents the descriptive analysis of MCRS used by the GSM-BBS students from MCRS1-7. According to the data, the most commonly used MCRSs among GSM-BBS students is MCRS1- Identifying a purpose for readings (purposive reading): always: 10 (20.0%), usually: 8 (16.0%), sometimes: 15 (30.0%), occasionally: 12 (24.0%), and never: 5 (10.0%) out of 50 respondents. On the other hand, the least used MCRS is MCRS6- Connecting ideas: always: 7 (14.0%), usually: 8 (16.0%), sometimes: 19 (38.0%), occasionally: 7 (14.0%), and never: 9 (18.0%) out of 50 respondents. The data reveal that most students in the GSM-BBS prioritize identifying a purpose for their readings, emphasizing the importance of having specific goals when engaging with texts. However, fewer students actively connect ideas and consider their existing knowledge, indicating a lesser tendency to connect and integrate their prior knowledge during the reading process.

Figure 23

Use of MCRS by Students of the GSST

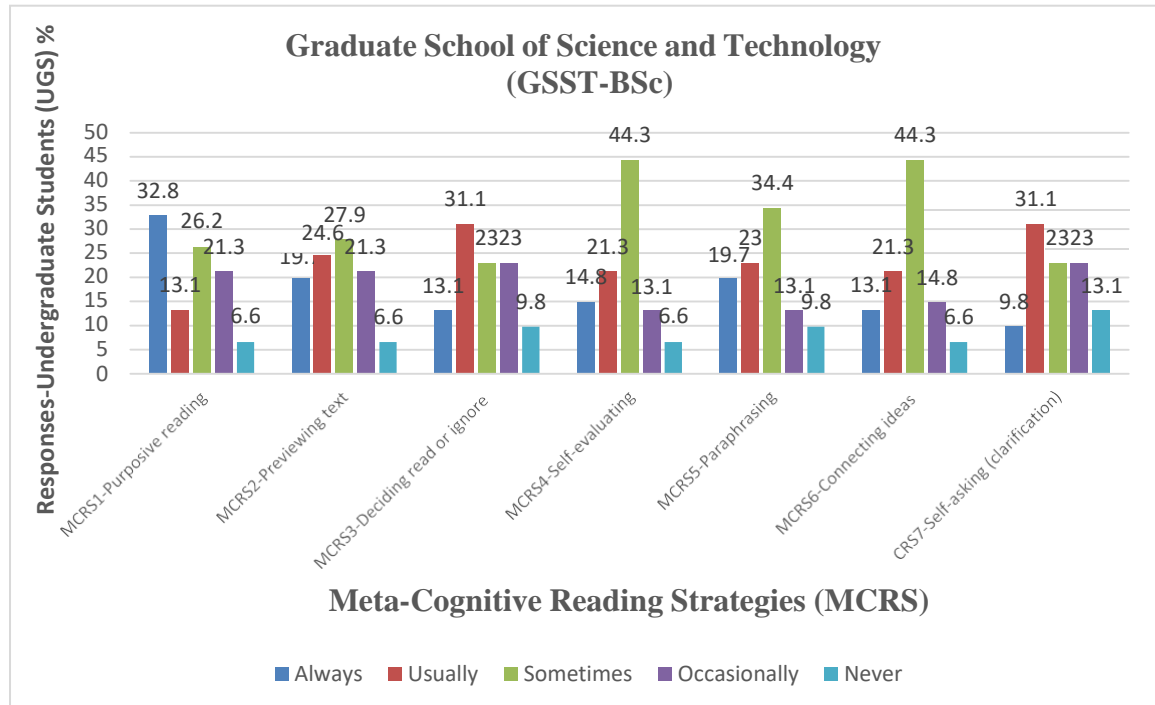


Figure 23 presents the descriptive analysis of MCRS used by the GSST-BSc students from MCRS 1-7. According to the data, the most commonly used MCRS among GSST-BSc students was MCRS1- *Identifying a purpose for readings*: always: 20 (32.8%), usually: 8 (13.1%), sometimes: 16 (26.2%), occasionally: 13 (21.3%), and never: 4 (6.6%) out of 61 respondents. On the other hand, the least used MCRS is MCRS7- *Self-asking for clarification*: always: 6 (9.8%), usually: 19 (31.1%), sometimes: 14 (23.0%), occasionally: 14 (23.0%), and never: 8 (13.1%) out of 61 respondents. The data reveal that the majority of students in the GSST-BSc prioritize identifying a purpose for their readings, emphasizing the importance of having specific goals or objectives. However, fewer students actively engage in self-asking for clarification, indicating a lesser tendency to seek clarification and enhance their understanding while reading actively.

Figure 24

Use of SARS by Students of GSE

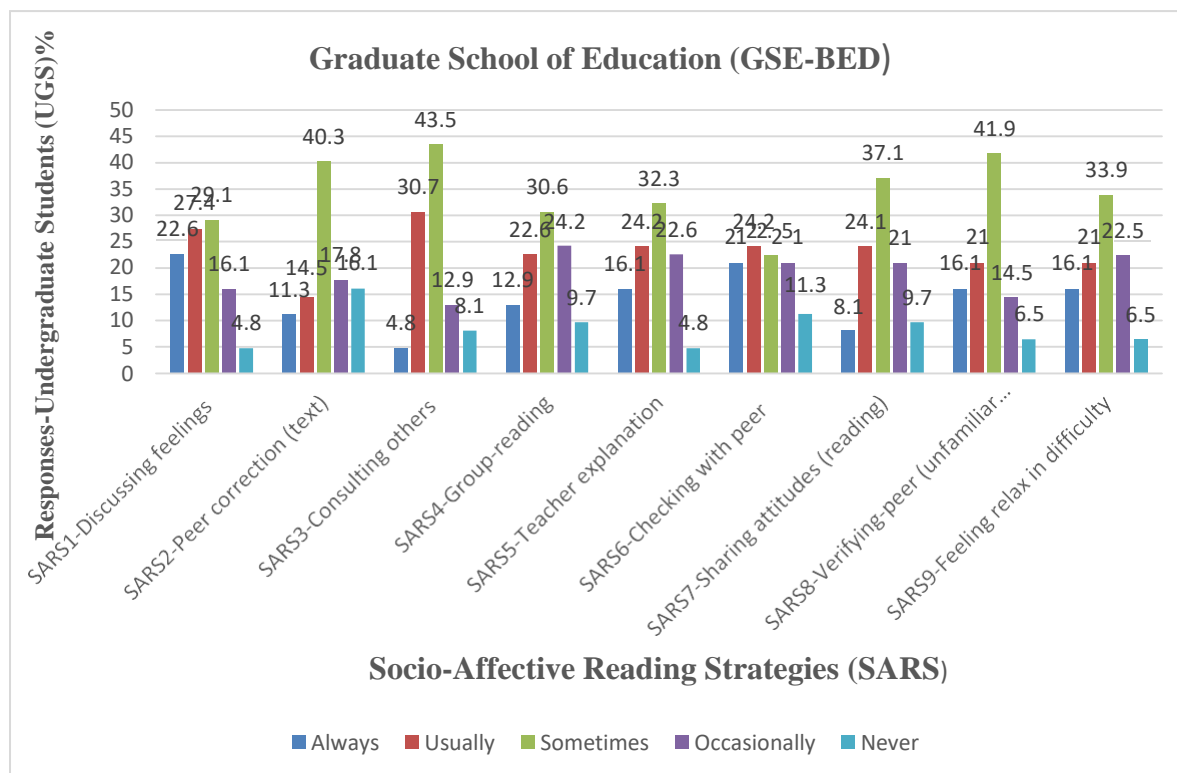


Figure 24 presents the descriptive analysis of SARS used by the GSE-B.Ed. students from SARS1-9. According to the data, the most commonly used SARS among GSE-BEd students was SARS1- *Discussing feelings with someone else*: always: 14 (22.6%), usually: 17 (27.4%), sometimes: 18 (29.1%), occasionally: 10 (16.1%), and never: 3 (4.8%) out of 62 respondents. On the other hand, the least used SARS was SARS2- *Peer correction (text) for clarification*: always: 7 (11.3%), usually: 9 (14.5%), sometimes: 25 (40.3%), occasionally: 11 (17.7%), and never: 10 (16.1%) out of 62 respondents. The data from the SARS analysis highlight that students in the GSE-BED frequently discuss their feelings about reading with others, emphasizing the significance of social interaction in their reading experiences.

Figure 25

Use of SARSs by Students of GSE

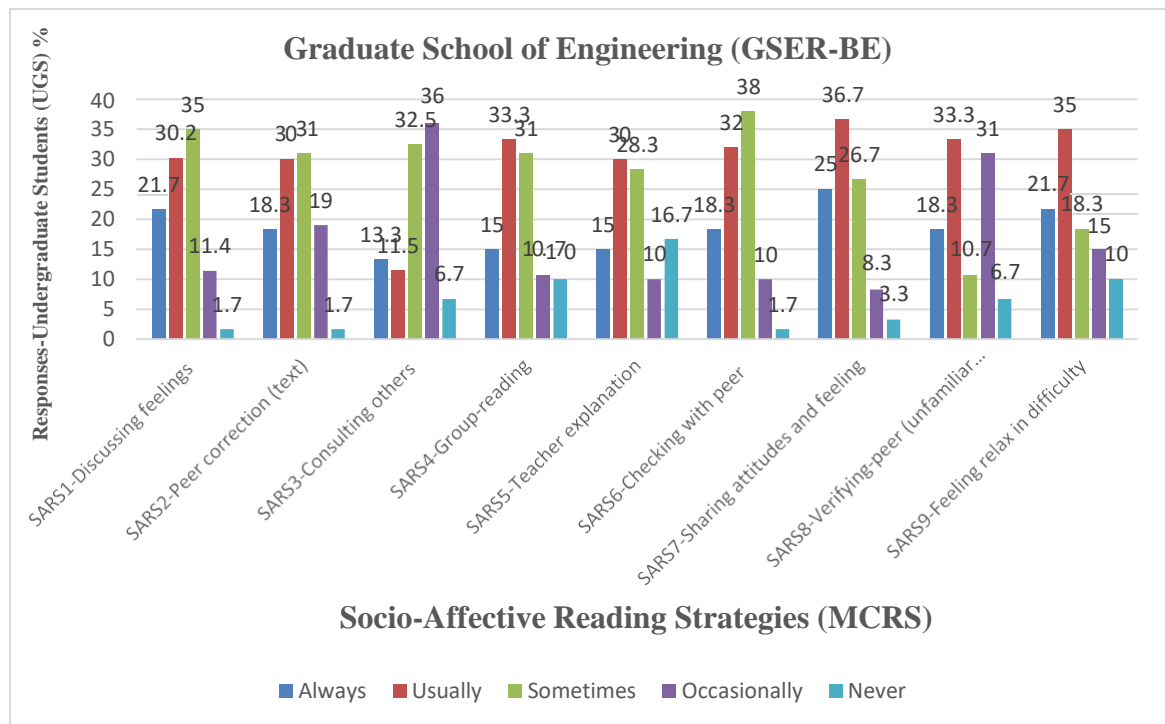


Figure 25 reflects the descriptive analysis of SARS used by the GSEE-BE students from SARS 1-9. According to the data, the most commonly used SARS among GSER-BE students was SARS7- *Sharing attitudes and feelings concerning reading materials*: always: 15 (25.0%), usually: 18 (36.7%), sometimes: 16 (26.7%), occasionally: 5 (8.3%), and never: 2 (3.3%). On the other hand, the least used SARS was SARS5- *Asking teachers for explanation*: always: 9 (15.0%), usually: 18 (30.0%), sometimes: 17 (28.3%), occasionally: 6 (10.0%), and never: 10 (16.7%). This suggests that a smaller proportion of GSER-BE undergraduate students actively seek clarification from their teachers when encountering difficulties while reading, indicating a lesser reliance on direct teacher support for the explanation.

Figure 26

Use of SARSs by Students of GSHS

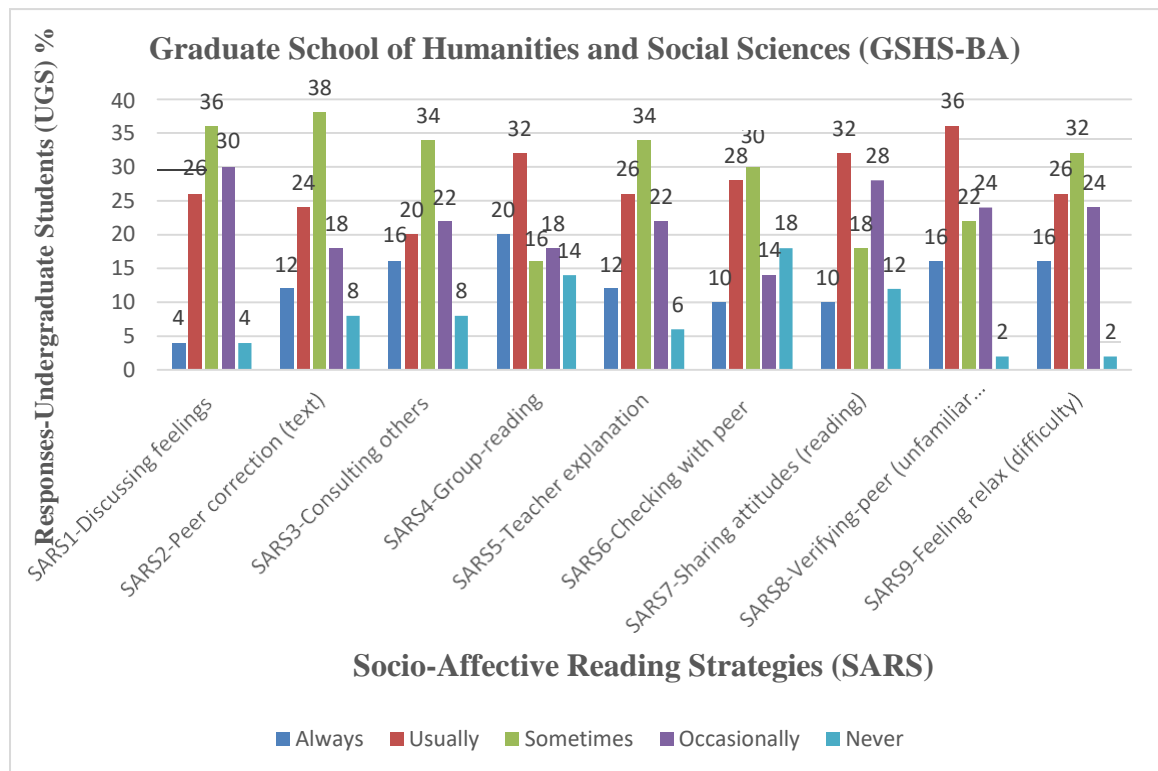


Figure 26 reflects the descriptive analysis of SARS used by the students of the GSHS-BA from SARS1-9. According to the data, the most frequent SARS among GSHS-BA students was SARS4- *Group-reading*: always: 10 (20.0%), usually: 16 (32.0%), sometimes: 8 (16.0%), occasionally: 9 (18.0%), and never: 7 (14.0%). On the other hand, the least used SARS was SARS6- *Checking with peers for clarification*: always: 5 (10.0%), usually: 14 (28.0%), sometimes: 15 (30.0%), occasionally: 7 (14.0%), and never: 9 (18.0%). The data suggest that fewer GSHS-BA students actively seek clarification from their peers when encountering difficulties in reading, indicating a lesser reliance on peer support for clarification during the reading process.

Figure 27

Use of SARs by Students of GSL

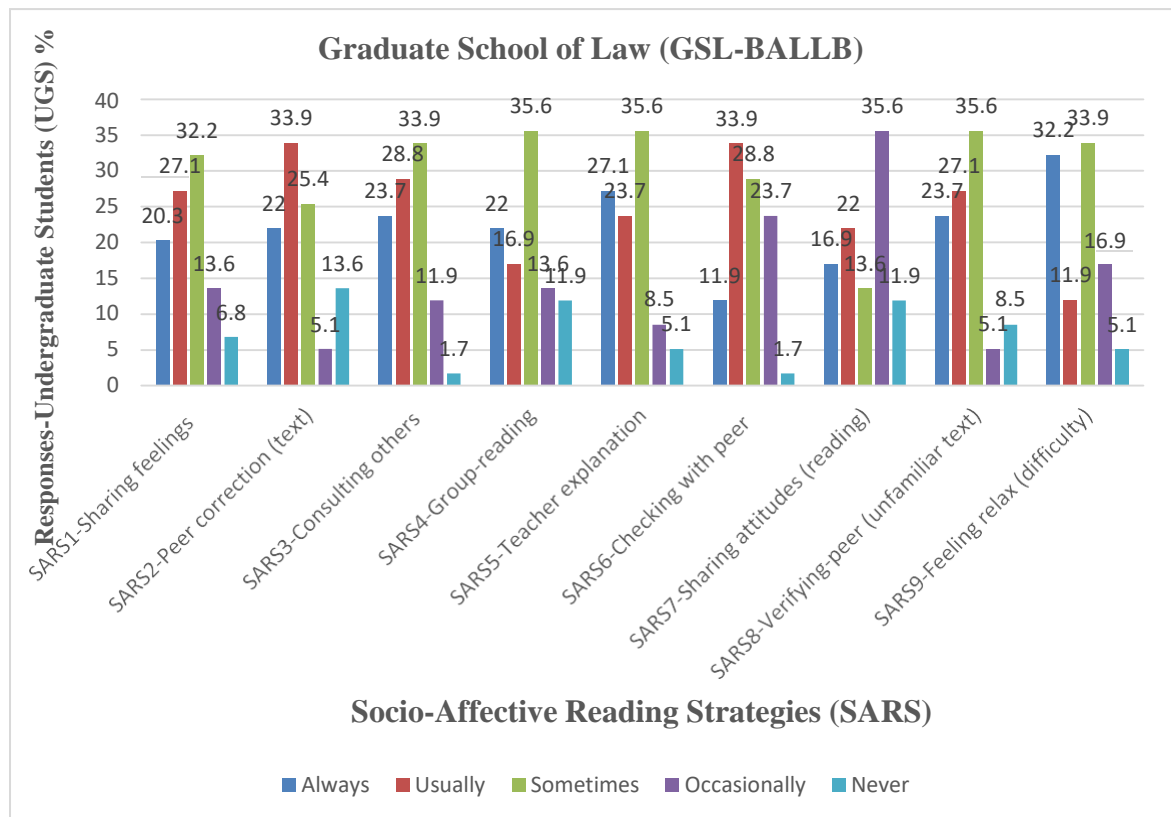


Figure 27 reflects the descriptive analysis of SARS used by the GSL-BALLB students from SARS 1-9. According to the data, the most frequently used SARS among GSL-BALLB students was SARS9- *Sharing feeling relaxed in difficulty*: always: 19 (32.2%), usually: 7 (11.9%), sometimes: 20 (33.9%), occasionally: 10 (16.9%), and never: 3 (5.1%). On the other hand, the least used SARS was SARS2- *Peer correction (text) for clarification*: always: 13 (22.0%), usually: 20 (33.9%), sometimes: 15 (25.4%), occasionally: 3 (5.1%), and never: 8 (13.6%). The data suggest that fewer GSL-BALLB students engage in peer correction activities to clarify their reading text. They may be less inclined to seek peer assistance to address comprehension or interpretation difficulties.

Figure 28

Use of SARs by Students of GSM

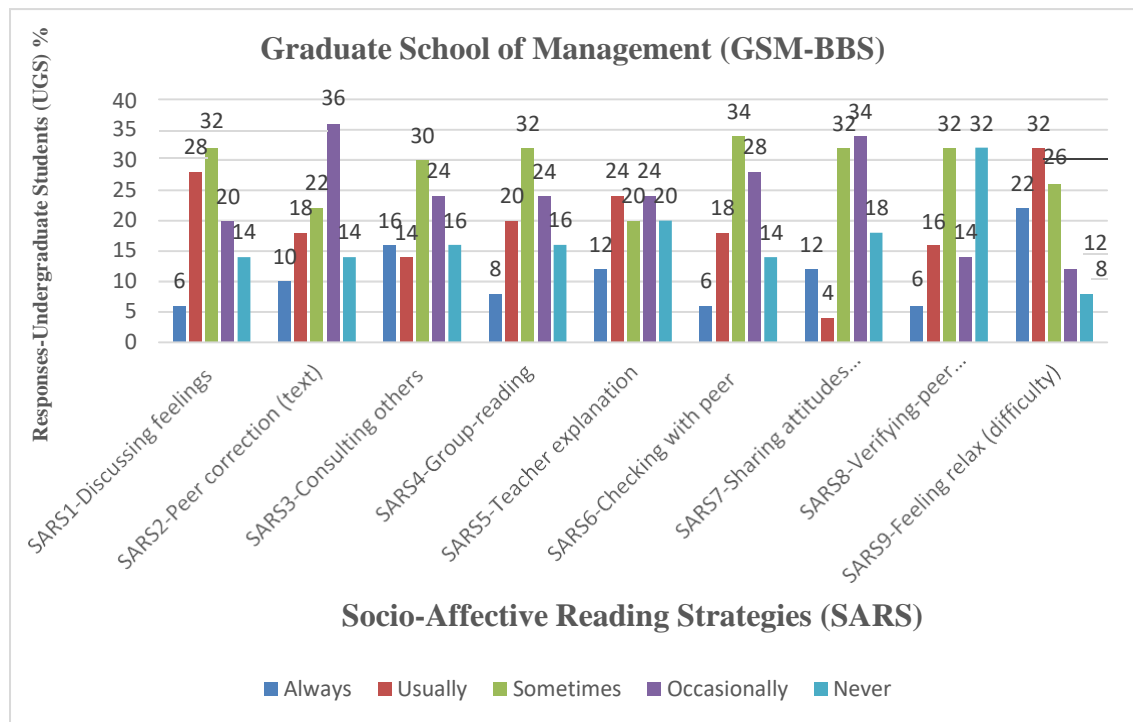


Figure 28 reflects the descriptive analysis of SARS used by the GSM-BBS students from SARS 1-9. Among the above SARS, SARS9- Feeling relaxed in difficulty was the most used reading strategy. Specifically, 22.0% of the respondents reported always using this strategy, 32.0% usually, 26.0% sometimes, 12.0% occasionally, and 8.0% never, out of 50 respondents. On the other hand, SARS8- Applying peer correction was the least used reading strategy. Only 6.0% of the respondents reported always using this strategy, 16.0% usually, 32.0% sometimes, 14.0% occasionally and 32.0% never. The data revealed that most students in the GSM-BBS tend to seek relaxation with others when they encounter difficulty in reading texts. Conversely, the least utilized strategy among the students is applying peer correction while reading complex texts.

Figure 29

Use of SARSs by Students of GSST

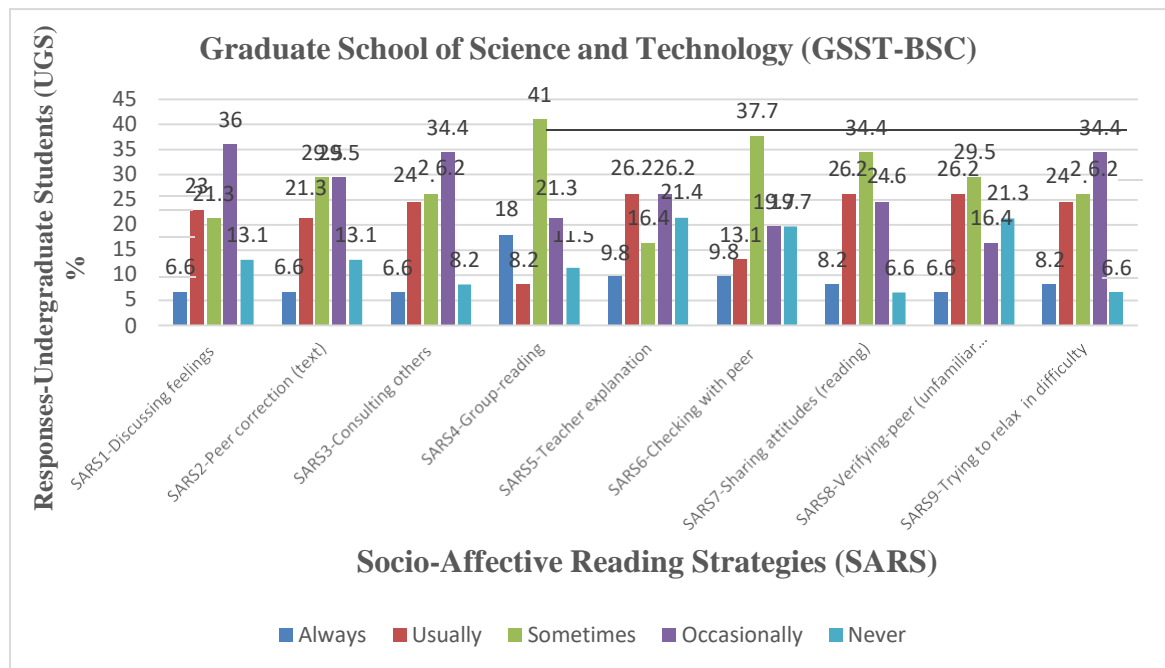


Figure 29 reflects the descriptive analysis of SARS used by the GSST-BSC students from SARS1. Among the above SARS, SARS4- *Group-reading* – was the most frequently used. The data indicates that 18.0% of respondents reported using this strategy "always," 8.2% reported using it "usually," 25.0% reported using it "sometimes," 21.3% reported using it "occasionally," and 11.5% reported never using it. On the other hand, SARS6- *Checking with peers for clarification* - was found to be the least used by the students. The data shows that only 9.8% reported using this strategy "always," 13.1% reported using it "usually," 37.7% reported using it "sometimes," 19.7% reported using it "occasionally," and 39.3% reported never using it. The data indicate that the majority of students at GSST-BSC prefer group reading as a SARS. In contrast, fewer students utilize the strategy of checking with peers for clarification when encountering difficult texts.

After analyzing the data regarding use of RCSs while reading English texts, the following section discusses the quantitative data related to the relationship between RCA and RCS:

Reading Comprehension Strategies across Academic Programs

Regarding the relationship between the respondents' RCS and their academic programs, the analysis was done using descriptive and inferential statistics to determine whether there was a significant relation between the academic program students and their RCS use while reading English texts.

Table 25

Program-wise Use of RCSs

Program of study	Mean Difference (I-J)	p-value	95% Confidence Interval	
			Lower Bound	Upper Bound
BBS	BEd	1.000	-.28	.24
	BE	.010	-.57	-.05
	BA	1.000	-.25	.29
	BA-LLB	.001	-.62	-.10
	BSc	.553	-.41	.11
BEd	BBS	1.000	-.24	.28
	BE	.011	-.53	-.04
	BA	.998	-.22	.30
	BA-LLB	.001	-.58	-.09
	BSc	.626	-.38	.11
BE	BBS	.010	.05	.57
	BED	.011	.04	.53
	BA	.004	.07	.59
	BA-LLB	.992	-.30	.20
	BSc	.456	-.09	.40
BA	BBS	1.000	-.29	.25
	BEd	.998	-.30	.22
	BE	.004	-.59	-.07
	BA-LLB	.001	-.64	-.12
	BSc	.387	-.43	.08
BA-LLB	BBS	.001	.10	.62
	BEd	.001	.09	.58
	BE	.992	-.20	.30
	BA	.001	.12	.64
	BSc	.160	-.04	.45
BSc	BBS	.553	-.11	.41
	BEd	.626	-.11	.38
	BE	.456	-.40	.09
	BA	.387	-.08	.43
	BA-LLB	.160	-.45	.04

Table 25 presents the relationship between the use of RCS and different academic programs among the students. As per the above data, BE students were found to have used significantly higher RCS than BBS students (mean difference = 0.306, p-value = 0.010) and BA students (mean difference = -0.329, p-value = 0.004). Likewise, BA-LLB students were found to have used significantly higher RCS use than BBS students (mean difference = 0.357, p-value = 0.001) and BA students (mean difference = 0.379, p-value = 0.001). In contrast, there is no significant difference in RCS use between BA-LLB and BE students (p-value = 0.992). In addition, BSc students were found to have used significantly higher RCS use than BBS students (mean difference = 0.151, p-value = 0.553). However, there is no significant difference in RCS use between BSc and BE students (p-value = 0.456). The above data suggest that the choice of academic program may impact students' RCS use. Students in certain programs, such as BE and BA-LLB, tend to have higher RCS use than students in other programs like BBS.

Table 26

Program-wise RCSs Use

	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	7.636	5	1.527	6.891	.000
Within Groups	74.237	335	.222		
Total	81.873	340			

Table 26 presents the statistical analysis results of the RCS used by the students categorized by different academic programs. The obtained F-ratio, which measures the ratio between group variability and within-group variability, was 6.891. Furthermore, the associated p-value was determined to be 0.000, which indicates that the probability of obtaining these results by chance is very low. With a p-value of less than 0.05 ($p < 0.05$), we can conclude that the students across academic programs use

a significant difference in the RCS. This indicates that the use of RCS differs significantly across various academic programs among students. This finding implies that the program of study plays a role in shaping how students use RCS highlighting the importance of considering program-specific factors in understanding the use of RCSs.

RCSs Use across Genders and Strategies

Regarding the relationship between the use of different types of RCSs and the respondents' gender, the analysis used inferential statistics to determine whether there was a significant relation between the use of different RCS types and their genders.

Table 27

Use of RCSs across Gender and Strategy Types

		Sum of	Df	Mean	F	p-value
		Squares		Square		
MCRS	Between Groups	.202	1	.202	.608	.436
	Within Groups	112.560	339	.332		
	Total	112.762	340			
CRS	Between Groups	.005	1	.005	.017	.896
	Within Groups	100.065	339	.295		
	Total	100.071	340			
SARS	Between Groups	.300	1	.300	.743	.389
	Within Groups	136.855	339	.404		
	Total	137.155	340			

Table 27 presents data on using RCSs across the RCS types (Meta-Cognitive, Cognitive, and Socio-Affective) and the respondents' gender. Regarding using MCRS, the F-value was 0.608, and the associated p-value was 0.436. Since the p-value is higher than the significance level of 0.05, no statistically significant relationship exists between the uses of MCRS and gender. Similarly, regarding CRS, the F-value was 0.017 and the associated p-value was 0.896. Again, the p-value is higher than the

significance level of 0.05, indicating no statistically significant relationship between using CRS and gender. Regarding the use of SARS, the F-value was 0.743, and the associated p-value was 0.389, where the p-value is higher than 0.05, indicating no statistically significant relationship exists between the use of SARS and gender. The data show no significant relationship between the use of different types of RCS (MCR, CRS, and SARS) and the respondents' gender among the students. In all three types of RCS (MCRS, CRS, SARS), the p-values are notably higher than the conventional alpha level of 0.05 ($p > 0.05$), indicating that gender does not appear to be a significant factor in explaining the differences in strategy use.

Table 28

Aggregate RCSs Use across Gender

	Value	Df	p-value
Pearson Chi-Square	102.750 ^a	81	.052
Likelihood Ratio	127.650	81	.001
Linear-by-Linear Association	.370	1	.543
N of Valid Cases	341		

Table 28 presents data on using aggregate RCS use across the gender of the respondents to determine if there is a significant relationship between RCS use and the gender of the respondents. The result of the Pearson Chi-Square test indicated that the p-value of 0.052, which is slightly above the conventional significance level of 0.05, indicates no substantial or statistically significant relationship between aggregate RCS use and the respondents' gender. Therefore, it can be concluded that the use of RCS does not seem to be influenced by the students' gender while reading English texts.

Relationship between RCA and RCS Use

This section presents the quantitative analysis and interpretation of the relationship between RCA and RCS regarding the reading strategy types concerning the CEFR level of reading categories. Based on the inferential analysis, the level of RCA of the students and the use of reading strategy types have been tested, analyzed and interpreted, as follows:

Table 29

Correlation between RCS and RCA Levels of Students in English Texts

		<i>RCA Level</i>	<i>CRS</i>	<i>MCRS</i>	<i>SARS</i>
RCA	Pearson Correlation	1			
	Sig. (2-tailed)				
CRS	Pearson Correlation	.380**	1		
	Sig. (2-tailed)	.000			
MCRS	Pearson Correlation	.325**	.501**	1	
	Sig. (2-tailed)	.000	.000		
SARS	Pearson Correlation	.348**	.717**	.491**	1
	Sig. (2-tailed)	.000	.000	.000	

Table 29 presents the correlations between RCS and RCA among the students in English texts. The table reveals a significant positive correlation between RCA and all three types of RCSs (CRS, MCRS, and SARS), with correlation coefficients ranging from .325 to .380. The correlation between RCA and CRS indicates a significant positive relationship, with a coefficient of .380. Likewise, there is a significant positive correlation between RCA and MCRS, with a correlation coefficient of .325. Similarly, there is a significant positive correlation between RCA and SARS, with a correlation coefficient of .348. The highest correlation coefficient is observed between SARS and RCA ($r = .717$) followed by CRS and RCA ($r = .501$), and MCRS and RCA ($r = .491$). All these correlations are statistically significant at the 0.01 level (2-tailed), indicating that the observed relationships are improbable to

occur by chance. The data suggest that using RCS is positively associated with RCA level among the students in English texts.

Table 30

Strategy-wise Relationship between RCSs Use and RCA of Students in English Texts

Reading Comprehension Strategies	Unstandardized Coefficients		Standardized Coefficients	T	R-square	Sig.
	B	Std. Error	Beta			
(Constant)	-.456	1.156		-.394	.149	.694
CRS	1.434	.481	.218	2.982		.003
MCRS	.8	.303	.160	2.736		.007
SARS	.693	.445	.113	1.558		.120

Table 30 presents the regression analysis results examining the relationship between RCS and RCA strategy types. The constant coefficient, represented by -.456, indicates that when all types of RCSs (CRS, MCRS, and SARS) are held constant, the expected value of RCA is -.456. The R-square value of 0.149 indicates that the predictors included in the model can explain approximately 14.9% of the variance in the RCA level. Moving on to the individual predictor variables, it was found that CRS and MCRS have statistically significant positive relationships with RCA levels. The coefficient for CRS was found to be 1.434, with a p-value of 0.003, while the coefficient for MCRS was 0.828, with a p-value of 0.007. This means that for a one-unit increase in CRS, the expected value of RCA increases by 1.434 units, and for a one-unit increase in MCRS, the expected value of RCA increases by 0.828 units. The low p-values for CRS and MCRS (less than 0.05) indicate that these relationships are statistically significant.

On the other hand, the coefficient for SARS was found to be 0.693, but the p-value was 0.120, greater than 0.05. This means that the relationship between SARS

and RCA is not statistically significant at the 0.05 level. In other words, no strong evidence suggests a significant effect of SARS on the RCA level. The data analysis claims that both CRS and MCRS are positively associated with RCA levels. However, there is no significant relationship between SARS and RCA levels.

Chapter Summary

This chapter has presented the assessment of undergraduate students' RCA level in English texts based on the research questions in terms of gender, text types (non-fiction and fiction), and academic programs (BEd, BA, BE, BBS, BALLB, and BSc). It has provided a comprehensive assessment of the RCA of students in English texts from various perspectives. In addition, it has presented the analysis and interpretation of quantitative data related to the research objective, i.e., identifying the use of RCS in English texts. The data analysis has been visually presented through tabulation and bar graphs, employing descriptive and inferential statistical measures like frequency, percentage, mean, standard deviation, t-test, Chi-square test, and ANOVA. Furthermore, the chapter has explored the connection between RCSs use and the academic program and gender of the respondents. Finally, this chapter also reflects the relationship between RCA levels and RCSs use by the students in English texts.

Chapter Five

Reading Comprehension Ability, Strategies, Practices, Problems and Challenges

The quantitative analysis revealed several significant insights into the reading comprehension ability (RCA) and strategies (RCS) among Nepali undergraduate students. Female students exhibited a slightly higher mean RCA (9.34) compared to male students (9.04), although the standard deviation was greater among male students, indicating more variability. The Chi-Square test results indicated a statistically significant association between RCA and the program of study for both fiction and non-fiction texts, with highly significant p-values below the alpha level of 0.05. The ANOVA test further confirmed a significant difference in RCA among different academic programs. However, no significant association was found between RCA and gender in fiction texts, while a significant association was observed in non-fiction texts. Additionally, t-tests across various programs (GSM, GSE, GSER, GSL) showed no significant difference in RCA between male and female students, suggesting gender does not play a significant role in RCA within these programs.

In terms of reading comprehension strategies, the study identified cognitive strategies such as guessing the meaning of new words from context as the most frequently used, while taking notes and paying attention were the least used. Metacognitive strategies like paraphrasing were also commonly employed, whereas identifying a purpose for reading was the least used. The Chi-Square test indicated a significant difference in RCS usage across academic programs, but not by gender. Regression analysis showed a positive and significant relationship between RCA and both cognitive (CRS) and metacognitive (MCRS) strategies, with coefficients of 1.434 and 0.828, respectively. However, no significant relationship was found between RCA and social-affective reading strategies (SARS). These findings suggest

that students' RCA is enhanced using cognitive and metacognitive strategies, while gender does not significantly influence RCS usage.

The need for qualitative research in this study is required to provide a deeper understanding of the quantitative findings and to explore the underlying reasons and contextual factors influencing reading comprehension abilities and strategy usage. The explanatory sequential mixed-method design necessitates qualitative inquiry to interpret the significant associations and differences identified in the quantitative phase. For instance, while the quantitative results highlight a significant impact of academic programs on RCA, qualitative research can explore how specific program of the study, curricular content, and learning environments within these programs contribute to these differences. Additionally, understanding why certain cognitive and metacognitive strategies are preferred or avoided by students requires insights into their personal experiences, challenges, and motivations, which quantitative data alone cannot capture.

Moreover, the lack of significant gender differences in RCA and RCS usage in most academic programs, as indicated by quantitative analysis, prompts further qualitative investigation to explore any subtle or contextual gender-related dynamics that might not be evident in numerical data. Interviews, focus groups, and classroom observations can provide nuanced perspectives on how male and female students approach reading comprehension tasks, their attitudes towards different strategies, and the socio-cultural factors influencing their learning processes. By integrating qualitative findings, the research can offer comprehensive recommendations for educational interventions tailored to enhance reading comprehension abilities and strategies among Nepali undergraduate students, addressing both broad trends and individual experiences.

This chapter aims to provide a comprehensive analysis and interpretation of the qualitative data obtained from the semi-structured interview regarding the RCAs, RCSs and the relationship between RCA levels and RCSs use from different perspectives, addressing the research questions one to three. Hence, this chapter focuses on the practices, problems, and challenges of reading English texts. The presentation, analysis, and interpretation of the qualitative data obtained from the interview related to the practices, problems, and challenges of reading in English texts regarding RCA and RCS are discussed in this chapter. They have been explored thematically and the results have been presented, creating sub-themes with analysis and interpretations in this chapter.

RCA in English Texts

In this section, I explored the participants' perceptions and perspectives towards their reading comprehension ability in English text.

Confident Level of Readers

The confidence levels of students when engaging with English reading texts play a crucial role in their overall comprehension and academic success. Confidence in reading comprehension not only influences students' ability to understand and interpret texts but also affects their motivation and approach towards learning. Many students, however, struggle with low confidence in their reading abilities, which often leads to difficulties in comprehending texts and accurately answering related questions. This issue is prevalent among both male and female students, who frequently report challenges in grasping the content and resort to various coping strategies, such as guessing answers. Understanding the factors that contribute to students' confidence levels in reading English texts is essential for developing effective educational strategies that can enhance their reading comprehension skills

and boost their academic performance. In this regard, among the participants, one of the male participants shared his views as follows:

“I found the reading texts very new . . . When answering the questions, it was difficult to find the accurate answer of them . . . Honestly, I am not confident about my reading comprehension ability . . .” (Field Note March 4, 2022)

Reflecting on her views regarding the RCA in reading English texts in a similar vein, one of the female participants (F6-01) had similar views:

-I found reading text one more technical than reading text two while reading... I tried to find the best answer but was not sure. I think I did my best but was not confident about my answer . . . I am sure my reading comprehension ability is not good, and I want to improve it . . . (Field Note: March 10, 2022)

The above statements present the views of two participants, one male (M6-04) and one female (F6-01), and their experiences and confidence levels while reading English texts and comprehension questions. M6-04 and F6-01 participants shared a common sentiment of low confidence in their RCA in English texts. They both described challenges in understanding the texts and selecting the correct answers. The participant (M6-04) guessed the answer relying on similarities between options and text content, while another participant (F6-01) expressed a lack of confidence in reading.

Reading as a Guessing Game

Reading comprehension in English texts often becomes a guessing game for many students, reflecting a broader challenge in language education. When students encounter difficulties in understanding the content, they tend to rely on guessing strategies to navigate through comprehension questions. This approach underscores a significant gap between reading proficiency and the ability to accurately interpret

texts. Students frequently guess answers based on similarities between the text and the provided options, indicating a superficial engagement with the material rather than a deep comprehension. Reflecting on the reading practices of English texts, another female participant (F9-04) shared similar views,

-I am not good at reading English texts . . . First, I read the reading passage, and then the questions and options . . . I just tried to find similar words in the options and the reading texts . . . I ticked the option with similar words in the question and in the sentences of the reading passage . . . I know that my reading comprehension ability in English is not so good . . . (Field Note: March, 23 2022)

Among the participants, one of the male participants (M6-04) shared his views as follows:

-I read the options in the multiple-choice items and similar words and sentences in the texts. After that, I chose a similar option, although I did not know the meaning of the words and sentences in the texts . . . For me, it was a guessing game . . . (Field Note: March 4, 2022)

In this additional excerpt, a female (F9-04) and a male (M7-01) shared their experiences and perspectives on their RCA in English texts. Their comments were also aligned with the previous participants' reading experiences of approaching reading comprehension as a "guessing game." The female participant (F9-04) expressed her lack of confidence in reading English texts and having low self-assurance in comprehension abilities. Her strategy was identifying similar words between the options and the reading text and selecting the option with words similar to those in the question and passage.

Likewise, another participant (M7-01) shared a strategy similar to the participant (F9-04) regarding relying on similarities between the options and the reading text. He also chose options based on similarities even when he didn't understand the meaning of the words and sentences in the texts. Based on their experience, they used reading as a "guessing game" with the uncertainty and lack of confidence in their reading comprehension skills.

Reading as Tricky Game of Comprehension

Reading comprehension in English texts often presents itself as a tricky game for students, where understanding the material goes beyond mere word recognition and involves deciphering nuanced meanings and contextual clues. Many students find themselves grappling with this complex process, frequently relying on guessing strategies to answer comprehension questions. This reliance on guesswork highlights a significant challenge in the educational landscape, where the intricate nature of comprehension tasks can obscure true understanding. The tricky game of reading comprehension not only impacts students' academic performance but also their confidence and motivation in engaging with English texts. Regarding their RCA in English texts, one of the female participants (F10-02) reflected her opinion as follows:

-I think I have done well in the reading comprehension test . . . Although it was tough regarding the nature of text type and words used in the sentences, I tried to find the best answer from the options that answered the questions . . . I found it not so difficult but more tricky types . . . So, I analysed the texts and used linguistic tricks to solve the questions . . . I think I did my best in reading . . . || (Field Note: March 23, 2022)

Likewise, one of the male participants (M3-06) in this research reflected his opinions as follows:

-I am satisfied with my reading performance on the test because it was new for me . . . I shared with other friends later and found my answers were not wrong. I think, I have given around 50% of the right answers in both texts...||

(Field Note: March 28, 2022)

In contrast to the previous participants who expressed low confidence and described reading comprehension as a "guessing game," the two participants, a female (F10-02) and a male (M3-06), had a more positive perspective on their reading comprehension ability in English texts. In this study, both participants used a proactive approach to answering questions by actively searching for the best answers among the options, perceiving the test as "tricky" rather than "difficult," indicating their ability to navigate and solve complex questions. They used a "linguistic trick" to solve questions, i.e., linguistic analysis or contextual clues, with confidence in their answers.

Reading Comprehension Strategies

No such best RCS can be proved as the panacea for reading comprehension. However, some effective RCSs can accelerate the reading comprehension ability of the readers.

Teacher Explanations, Translation and Group Reading

Reading strategies such as teacher explanations, translation, and group reading play pivotal roles in this enhancement. Teacher explanations help demystify complex texts and provide students with clear, guided interpretations. Translation offers a bridge between students' native language and English, facilitating a better grasp of the material. Group reading fosters collaborative learning, where students can discuss and dissect texts collectively, enriching their understanding through shared insights. In

this connection, the participants (M1-04) shared their perception regarding the RCSs used while reading English texts as follows:

-I understand English texts better if the teacher explains and paraphrases the texts . . . Reading by underlining and highlighting the difficult words in the texts and asking the teachers or friends can improve our reading ability...||

(Field Note: March 4, 2022)

Reflecting on her views regarding RCSs while reading English texts, one of the female participants (F1-01) opined:

-For me, translation is the best strategy for understanding English texts...I can't understand English texts unless the teacher translates in Nepali...I like to read and discuss in group...|| (Field Note: March 10, 2022)

Regarding RCSs as used by two participants (M1-04 and F1-01), the male participant (M1-04) opined that the teacher explanations and paraphrases are effective reading strategies with the belief that English texts are better understood when a teacher explains and rephrases the texts. Additionally, he preferred underlining and highlighting difficult words in the texts and seeking clarification from teachers or friends to improve his reading ability.

On the other hand, female participants (F1-01) preferred translation as the best strategy for comprehending English texts and group reading and discussion. From this analysis, it can be concluded that while there is no one-size-fits-all strategy for reading comprehension, readers may benefit from a combination of strategies, including seeking explanations from teachers, using translation when necessary, and engaging in group discussions to enhance their comprehension abilities.

Rereading, Consulting Resources and Persons

Effective reading comprehension often requires more than a single pass through a text; strategies such as rereading, consulting resources, and seeking assistance from knowledgeable individuals can significantly enhance understanding. Rereading allows students to clarify ambiguities and solidify their grasp of the material. Consulting resources, such as dictionaries, online references, and supplementary materials provides additional context and explanations that can aid comprehension. Engaging with teachers, peers, or experts for clarification and discussion offers personalized insights and different perspectives, further deepening understanding. These strategies collectively empower students to navigate complex texts more effectively, fostering a more thorough and confident approach to reading comprehension. Regarding RCSs use, one of the female participants (F1-04) shared her views as follows:

-I read and again read if I don't understand the texts . . . When I read next time, I think it is better to use a dictionary to find the meaning of difficult words or consult seniors, friends, or teachers to explain better . . . I feel easy when I read with friends rather than reading alone . . . || (Field Note: March 23, 2022)

Regarding effective RCSs, while reading English texts, another male participant (M4-05) said,

-In my view, reading the text, again and again, is the only way to read and comprehend... I like using a dictionary to find the meaning of the difficult words in the texts... I prefer to ask my teachers, seniors, or friends to understand the texts better...|| (Field Note: March 14, 2022)

One of the female participants (F1-04) in this study claimed that English texts are better when she reads repeatedly. She preferred using a dictionary to find the meaning of difficult words or consulting with seniors, friends, or teachers for better explanations. She opined that reading with friends was more comfortable than reading alone. Likewise, the male participant (M4-05) shared a similar view on rereading as an effective strategy for comprehending texts, claiming that reading the text repeatedly is essential.

These perspectives highlight different effective RCSs employed by the participants, such as consulting with peers or teachers and using dictionaries, group discussions and collaborative reading, etc., to improve comprehension. When I compared these participants' RCA levels, I found that the students with low reading comprehension ability levels prefer using translation, group reading, using a dictionary, consulting seniors and friends, asking teachers for paraphrasing and translation, etc., as their effective RCSs.

Guessing, Reading with Purpose, Note-taking, Asking, and Summarizing

Effective reading comprehension in English texts often involves a combination of strategies that help readers engage with and understand the material more deeply. Guessing allows readers to make educated inferences when they encounter unfamiliar words or concepts. Reading with a clear purpose focuses attention and helps retain key information. Note-taking provides a method for capturing important points and organizing thoughts, facilitating better recall and understanding. Asking questions promotes active engagement with the text, encouraging readers to think critically and seek clarification when needed. Summarizing helps consolidate comprehension by distilling the main ideas and details into a coherent overview. Together, these strategies create a comprehensive approach

to reading that enhances comprehension and retention, making the reading process more effective and meaningful. Regarding the use of RCSs while reading English texts, another male participant (M8-03) said,

-I think guessing the main idea from the titles, pictures, clues, etc., to understand text is the best way to read... I prefer to ask my teachers, seniors, or friends to understand the texts better...|| (Field Note: March 14, 2022)

Similarly, one of the female participants (F4-02) reflected on her opinion regarding effective RCSs in English texts as follows:

-Reading with purpose is the best way to read for me... I read for the exam... If there is no exam, no reading...I like to take notes and summarize while reading, which helps me to remember the texts better... connecting important ideas and linking to previous experiences... I prefer guessing the main theme by the figures, pictures, titles/headings...|| (Field Note: March 2022)

Regarding the use of RCSs by two participants (M8-03 and F4-02) and their perspectives on these strategies for improving reading comprehension, the male participant (M8-03) claimed that guessing the main idea from various textual cues such as titles, pictures, and clues was the best way for him to understand a text. Additionally, my preference for seeking assistance from teachers, seniors, or friends was useful in understanding the texts better. On the other hand, the female participant (F4-02) prioritized "reading with purpose" as her preferred RCSs, especially for passing examinations.

In addition, she liked to read by taking notes and summarizing, connecting important ideas and linking them to previous experiences, guessing the main theme based on figures, pictures, titles, and headings, and demonstrating her ability to utilize visual and contextual cues for comprehension. These strategies align with established

practices for improving reading comprehension by encouraging active and purposeful reading.

Highlighting, Previewing, Sharing Feelings, and Using Background Knowledge

Highlighting key points helps readers identify and remember important information, making it easier to review and recall later. Previewing a text before fully engaging with it sets the stage for better comprehension by providing an overview of the main ideas and structure. Sharing feelings about the text encourages emotional engagement and personal connection, which can improve memory and understanding. Using background knowledge allows readers to connect new information with what they already know, creating a richer and more meaningful reading experience. These strategies collectively foster a more interactive and effective approach to reading, helping readers to fully grasp and appreciate the texts. In this regard, one of the male participants (M7-06) in this research reflected his opinions regarding the use of RCSs while reading English texts as follows:

-I think reading highlights the important points in the sentences. ... Finding the particular information that is related to the questions in the texts... relating the text to background knowledge and previewing before reading... reading in a group with my classmate and discussing the main theme of the texts, etc....sharing feelings and attitudes with friends,... Predicting from the clues...|| (Field Note March 28, 2022)

The male participant (M7-06) believed in reading with a focus on highlighting important points in sentences and searching for specific information relevant to the questions in the text, connecting the text to his background knowledge and previewing it before reading. Reading in a group with classmates, discussing the main theme of the texts, emphasizing the importance of sharing feelings and attitudes with

friends, and making predictions based on clues were useful RCSs while reading English texts.

Based on the analysis and interpretation of the participants' opinions, it can be argued that reading strategies such as repeated reading, guessing the main idea, using dictionaries, seeking assistance from teachers and peers, taking notes, summarizing, making connections, and engaging in group discussions are useful to enhance reading comprehension and understanding of the texts. Among them, CRSs were found to be more effective, followed by metacognitive and socio-affective reading strategies in terms of their effectiveness while reading English texts, which are aligned with the data analysis and interpretation of the quantitative strand of this study.

Reading Comprehension Strategies and Reading Comprehension Ability

In line with the research objectives and research questions, I explored the RCSs employed by students while reading English texts and their relation to their RCA levels.

Comprehension as a Result of Reading Strategy Use

Reading comprehension is often the direct result of employing effective reading strategies, which play a crucial role in understanding and interpreting texts. The use of targeted strategies, such as summarizing, questioning, and making connections, can significantly enhance a reader's ability to grasp complex material and retain information. These strategies help readers actively engage with the text, facilitating a deeper comprehension by breaking down information, clarifying meanings, and linking new knowledge with existing understanding. By systematically applying these strategies, readers can improve their comprehension skills, leading to more meaningful and accurate interpretations of the material. Understanding how different reading strategies contribute to comprehension provides valuable insights

into optimizing reading practices and supporting effective learning. Regarding the use of RCSs, one of the male participants (M1-04) shared his views as follows:

-While reading English texts, I sometimes get lost during reading. I occasionally quit reading if I don't understand what I am reading... I sometimes consult the English teacher to translate texts into the Nepali language.... I sometimes talk to my friends about their attitudes and feelings towards reading texts in English.... I try to relax with other people if I feel difficulty about reading texts...|| (Field Note: March 4, 2022)

Reflecting on her views regarding the use of RCSs while reading English texts, one of the female participants (F1-01) had similar views:

-I read English texts by translating in Nepali.... I sometimes consult my elder brother to help me read....I usually read and answer the questions in the classroom consulting with my classmates.... I usually read slowly and carefully, underlining the difficult words in the sentence...|| (Field Note:10 March, 2022)

Regarding the use of RCSs and experiences of reading, the participants (M1-04 and F1-01) shared their use of RCSs to enhance their RCA. To facilitate his RCA, the male participant (M1-04) was found to be consulting with his English teacher to translate English texts into his mother tongue, Nepali, which indicates his reliance on translation to bridge the language gap and comprehension of the texts.

Furthermore, he shared his attitudes and feelings towards reading texts in English and trying to relax when facing difficulty, i.e., seeking peer motivation and support when facing difficulties in reading English texts. Similar to the male participant (M1-04), the female participant (F1-01) also shared that she read English texts by translating them into Nepali, consulting her elder brother for help with

reading, engaging with her classmates to read and answer questions, and underlining difficult words in sentences to enhance their RCA. Thus, the participants' experiences and strategies emphasize the significance of language support, collaboration, and active engagement as crucial strategies to improve the students' reading comprehension of English texts.

Reading as a Strategy-based Meaning-making Process

Reading is fundamentally a strategy-based meaning-making process, where readers actively construct understanding through the application of various cognitive and metacognitive strategies. This dynamic process involves employing techniques such as predicting, inferring, and questioning to interpret and derive meaning from texts. Rather than passively receiving information, effective readers engage with the text by using strategies to connect new insights with prior knowledge, clarify ambiguities, and make sense of complex content. By viewing reading as an active, strategy-driven activity, we acknowledge the essential role that strategic approaches play in enhancing comprehension and facilitating a deeper interaction with the material. This perspective underscores the importance of developing and utilizing a repertoire of reading strategies to improve the overall meaning-making process. Regarding the use of RCSs while reading English texts, the male participant (M2-05) said,

-When I found the text more difficult, I usually re-read the text again and again... I try to predict the theme of the texts from the titles, contextual clues, etc., to understand texts... I sometimes check if my guesses are right or wrong...I sometimes use a dictionary if the word is unfamiliar on my mobile... I usually translate the texts in my language and understand the

theme of the texts.... If I don't understand, I consult my teachers, seniors, or classmates to understand the texts better...|| (Field Note: March 14, 2022)

Likewise, another female participant (F2-04) shared her views as follows:

-To be honest, I have no idea about reading in English texts.... Everyone says read, read-only, but nobody says how to read. I don't know how to read English texts and understand easily... I always read to the meaning of the texts... I use English-Nepali dictionary if I do not know the word meaning....|| (Field Note: March 23, 2022)

The reading strategies used by two participants (M2-05 and F2-04) shared their perspectives on reading as a meaning-making process. In this regard, the male participant (M2-05) tended to re-read the texts multiple times, trying to understand the text and extract meaning. Both participants (M2-05 and F2-04) preferred using an English-Nepali dictionary when they found unfamiliar words to facilitate the meaning of the texts.

Furthermore, the participant (M2-05) consulted teachers, seniors, or classmates to understand the text, highlighting the significance of seeking help from others as part of the meaning-making process. Both participants recognize the importance of actively engaging with texts and using various strategies to make meaning from them. Thus, it can be argued that reading is a dynamic, meaning-making process that involves a range of strategies, including cognitive, metacognitive and socio-affective reading strategies to comprehend and interpret texts in a foreign language context.

Reading as a Goal-oriented Collaborative Activity

Reading can be understood as a goal-oriented collaborative activity that extends beyond individual efforts to encompass shared objectives and collective

engagement. In educational settings, reading often involves working together to achieve common learning goals, whether through group discussions, peer reviews, or collaborative projects. This collaborative approach allows readers to pool their insights, challenge each other's interpretations, and build a richer understanding of the text. By setting shared goals and engaging in dialogue, participants can enhance their comprehension and retention, leveraging diverse perspectives and insights to achieve a deeper grasp of the material. Viewing reading as a collaborative endeavor highlights the value of cooperative learning and mutual support in achieving successful outcomes and fostering a more comprehensive learning experience. In this connection, one of the female participants (F8-02) reflected on her opinion regarding the use of RCSs for achieving the goals in reading English texts as follows:

-When reading English texts for exams, I usually take notes and summarize them... In English class, I sometimes ask the teacher if I don't understand the word meaning in the texts and request for paraphrase.... If the text is difficult for me to understand, I try to relax myself, and later I re-read again... I try to connect important ideas and link text to previous experiences... I usually guess about the possible content by the figures, pictures, titles/headings||
(Field Note: March 23, 2022)

Likewise, one of the male participants (M8-06) in this research reflected his opinions as follows:

-While reading English texts, I always highlight the important sentence points. ... I sometimes pinpoint the information related to the questions in the texts... I occasionally relate the text to my background knowledge and preview it before I read... I prefer reading in groups with my classmates and discussing the main theme of the texts....|| (Field Note: March 28, 2022)

The above excerpts of two participants, a female (F8-02) and a male (M8-06) focused on the goal-oriented and collaborative nature of reading activities. Both participants used their RCSs to achieve specific reading goals, such as comprehending English texts and preparing for exams, highlighting the importance of collaboration and interaction. In this regard, the female participant (F8-02) used -taking and summarizing the texts when reading for the exam, demonstrating a goal-oriented approach to reading.

Furthermore, she asked the teacher for word meanings to overcome language barriers and enhance comprehension through clarification and paraphrasing. On the other hand, the male participant (M8-06) highlighted important points and pinpointed specific information related to questions in the text with specific information related to questions in the text, focusing on extracting information relevant to goals, such as answering questions or retaining key details.

The readers were found to be using various strategies to achieve these goals, including notetaking, seeking clarification, making connections, and using visual cues. Additionally, their willingness to engage in collaborative reading activities reflects the social dimension of reading, where discussions and interactions with peers contribute to a deeper understanding of the text. In other words, reading is not merely a passive act of decoding words but an active, strategic, and goal-driven process. Moreover, collaboration and interaction with others can enhance RCA and contribute to achieving reading-related goals more effectively.

Reading Practices

Textbook and Translation-Based Reading

Reading practices are essential for developing effective comprehension and critical engagement with texts, and different approaches can significantly impact this

process. Textbook-based reading, a traditional method of learning, often emphasizes structured content and systematic progression through academic material. This approach provides a solid foundation of knowledge and aligns with curriculum goals. On the other hand, translation-based reading involves converting text from one language to another, which can facilitate understanding by bridging linguistic and cultural gaps. This method allows readers to grasp concepts more easily and make connections between their native language and the target language. Both textbook and translation-based reading practices offer unique benefits, and integrating these methods can enhance overall reading proficiency and comprehension. Understanding how these practices contribute to reading skills is crucial for developing effective educational strategies and improving literacy outcomes. Regarding the overall situation of reading practices in English in terms of the reading texts in the university, one of the male participants (M1-04) said,

-Generally, I read the texts given in the textbooks and the texts the teachers teach us in class... We have compulsory English... English reading is difficult for me... For me, reading English texts means reading the English textbooks and notes provided by the teachers.¶ (Field Note: March 4, 2022)

On the same query, one of the female participants (F1-01) had similar opinions regarding reading English text as follows:

-I read English texts from the textbooks and the notes... I read English to pass the exam... It isn't easy to read in English because I studied in a government school... My English teacher translates English texts into Nepali while teaching... I only understand when he explains in the Nepali language.¶ (Field Note: March 10, 2022)

The participants' responses highlighted a common perception and practice among some students when reading English texts. Both participants mentioned that they primarily read texts from their textbooks and notes provided by teachers. They also find reading English texts challenging and rely on their teachers to translate the content into Nepali during class as they find it easier to understand in their native language. The reliance on translated explanations suggests a preference for comprehension in their native language instead of directly engaging with the English text. Their readings seem to depend on the textbooks, teacher's translation and handouts based on their classroom teachings.

Resource-Based Self-Reading Practices

Reading resource-based self-reading practices involve the use of various tools and materials to enhance individual reading experiences and comprehension. These practices include utilizing supplementary resources such as dictionaries, online databases, and educational websites, which support and expand the reader's understanding of the text. Self-reading practices also encompass strategies like annotating, summarizing, and reviewing supplementary materials that align with personal reading goals. By leveraging these resources, readers can independently address gaps in their understanding, deepen their engagement with the material, and improve their overall reading proficiency. Emphasizing resource-based self-reading practices underscores the importance of proactive and autonomous approaches to learning, empowering readers to take control of their educational journey and achieve a more nuanced and comprehensive understanding of texts. In this contexts, some other participants opined that they consult the resource books, newspaper reports and articles in English and consult the library for reading. Among them, one of the male participants (M3-06) said,

“I read English texts from textbooks and other resources such as social media, newspapers, film dialogues, etc. I like reading articles, stories, the latest news, etc... Although I did not find English newspapers on our campus or even in the library, I loved reading them when I found them. I want to develop my English for my career and study abroad... So, I read English texts because it helps me learn new vocabulary and grammar and supports my study.” (Field Note: March 23, 2022)

In contrast to the textbooks and teacher-provided notes-provided notes-dependent reading practices, one of the female participants shared a more positive attitude towards reading English texts. She reads from textbooks and actively seeks additional resources like newspapers and film dialogues. Her interests extend to various genres, such as articles, stories, and the latest news. Despite the scarcity of English newspapers on her campus and library, she actively searches for them, driven by her motivation to develop her English skills for her career and potential studies abroad. She recognizes the benefits of reading English texts in learning new vocabulary and grammar and supporting her overall studies.

Reading for Passing Examinations

Reading for passing examinations represents a strategic approach where students focus on extracting and memorizing key information to succeed in tests. This method often involves targeted reading practices designed to highlight essential concepts, practice past exam questions, and review important topics. The primary goal is to align reading activities with exam requirements and ensure that students can effectively recall and apply the information under test conditions. While this approach can be effective for achieving short-term academic success, it may also limit deeper engagement with the material and the development of broader comprehension skills.

Understanding how reading for examinations impacts learning outcomes can help educators and students balance test preparation with more comprehensive reading practices that foster long-term knowledge and critical thinking skills. Regarding this reading practice in English texts, another male (M2-05) participant stated,

-I read English textbooks and the notes... Our English teacher prescribes to read to us in class because they are asked in the exam... We have to pass the exam... I read the English passage because they are asked in the exam... I have never read English newspapers and other types of texts except from English textbooks because they are not important to read for exams.¶ (Field Note: March 14, 2022)

Talking about reading preference for English texts, another female participant (F3-06) reported,

-I think reading English text helps our study because the books that I need to study are written in English, and I need to write in English in the exam as well... If we read books written in English, we can write in an Exam.... We don't have any option except reading in English because no books and reading materials are available in Nepali, and we need to write in English for the exam...¶ (Field Note: March 28, 2022)

Sharing her desire to read English texts, one of the female participants (F4-04) said,

-I am always afraid of failing the English exam from my school level until now... I memorize the notes the teachers give and try to remember them in exams to pass...¶ (Field Note: April 5, 2022)

These insights provided by the male and female participants shed light on their reading preferences and experiences with English texts. The responses from these participants indicate that their motivation for reading English texts is driven by the

necessity to pass exams, as English is a compulsory subject in their academic curriculum. Regarding reading preferences for English texts, the male participant expressed his belief that reading English texts benefits his studies as the required books and exams are in English. On the other hand, one female participant shared that the fear of failing English exams has led her to memorize notes provided by teachers rather than fully understanding the content.

Bottom-up Practices of Reading

Bottom-up practices of reading focus on the fundamental processes of decoding and interpreting individual elements of text to build understanding. This approach emphasizes the systematic analysis of letters, words, and sentences, starting from the most basic units of language and gradually constructing meaning. By concentrating on phonics, vocabulary, and grammatical structures, bottom-up practices aim to develop a strong foundation for comprehension. These practices are essential for readers to accurately interpret text and form coherent meanings from the smallest components. Understanding bottom-up reading practices highlights the importance of foundational skills in literacy development, providing a crucial basis upon which more complex reading strategies and deeper comprehension can be built.

Reading English texts requires linguistic knowledge, cognitive skills, and strategic approaches to comprehend and interpret the content effectively. In this connection, in terms of the reading process, one of the male participants (M10-04) shared his reading practices as follows:

-I read the texts word by word... If I don't know the word, then I stop reading. I search for word meanings in bilingual dictionaries if I don't understand the meaning... I make a list of difficult words while reading English texts...

Reading English text is equal to understanding the meaning of a word at first.¶

(Field Note: 4 March 2022)

In a similar vein, one of the female participants (F8-01) had similar opinions regarding practices on reading English text as follows:

-When I read English texts, I can't continue reading if there is an unfamiliar word... I often try to understand by guessing the meaning at first, then checking in the dictionary... I can't understand the meaning of the grammar of the texts. I only derive the meaning of the texts from words. I guess the meaning of whole texts by the words of the sentence...¶ (Field Note: March 10, 2022)

The participants' accounts highlight a reliance on word-level comprehension and their struggles with unfamiliar vocabulary. Both participants, M10-04 and F8-01, emphasize the importance of individual words in their reading process. They share a common practice of focusing on words and their meanings as the foundation of their comprehension. They mentioned that encountering an unfamiliar word causes them to pause in their reading. These participants' reading practices are consistent with a bottom-up reading strategy. They prioritize understanding individual words and rely on vocabulary comprehension to make sense of English texts.

Top-down Practices of Reading

Top-down practices of reading focus on the broader cognitive processes that shape understanding and interpretation of texts. This approach emphasizes the use of prior knowledge, context, and overall text structure to make predictions and infer meanings, rather than solely relying on the detailed analysis of individual words and sentences. By engaging with the text at a higher level, readers apply their existing knowledge and experience to anticipate content, make sense of complex ideas, and

integrate new information into their understanding. Top-down practices are crucial for developing critical reading skills, as they enable readers to connect themes, grasp the author's intent, and engage with the material more holistically. Sharing the experience of reading practices in English texts, another male participant (M12-05) said,

-I read the texts thoroughly and then underline the difficult words... After that, I try to find their meaning and generate the meaning of the sentences from the main words in the sentence... I sometimes guess the meaning of the words...|| (Field Note: March 14, 2022)

Reflecting on the reading practices of English texts, one of the female participants (F12-02) said,

-Before I read the texts of the passage, I read the title at first and predict the theme of the texts... Then, I read the questions in case of reading in the exam and searched for similar sentences in the passage... I try to guess the sense of the sentence from the words and context of use... In the case of regular reading, I analyze the grammatical structure of the sentences in the texts and link them with the sentences in the texts. If I don't grasp the sentence's meaning, I continue reading the next sentence and guess the meaning linking with the sentence...|| (Field Note: March 23, 2022)

The statements by the male participant (M12-05) and the female participant (F12-02) illustrate top-down reading practices used when engaging with English texts. These practices emphasize a holistic and contextual approach to reading comprehension. The male participant mentioned generating the meaning of sentences from the main words, which suggests an attempt to integrate the meaning of words into larger linguistic units. On the other hand, the female participant shared a more top-down approach to reading. She starts by reading the title and predicting the text's

theme, which indicates using prior knowledge and expectations to guide comprehension. She also mentioned analyzing the grammatical structure of sentences and linking them together, suggesting an understanding of the text's overall structure and coherence.

Both participants mentioned guessing the meaning of words or sentences, indicating using context clues to aid comprehension. This is a common strategy in both bottom-up and top-down reading processes. It is important to note that effective reading comprehension often involves a combination of these approaches. By integrating bottom-up and top-down processes, readers can develop a more comprehensive understanding of the text.

Interactive Practices of Reading

Interactive practices of reading involve a dynamic and engaged approach where readers actively interact with the text to enhance comprehension and retention. This method integrates top-down and bottom-up strategies, encouraging readers to use their background knowledge while simultaneously analyzing textual details. Interactive practices include techniques such as questioning, annotating, and discussing content with others, which facilitate a deeper engagement with the material. By actively participating in the reading process, readers can clarify meanings, make connections, and evaluate their understanding as they progress through the text. Talking about reading practices of English texts, another male participant (M3-06) reported,

-I read the whole texts at first and then read the questions. ...I quickly read the sentences and underlined the words that were not familiar to me. I sometimes guess word meanings and generate the meaning of the sentences in the texts...

I generally tally the words in the question sentence and sentences in the texts...

I analyze the sentence structure to find the answer to the question in the texts.... When I read the texts from the newspaper and English textbooks, I read the title and instructions before I read the texts... (Field Note: March 28, 2022)

The statements provided by the male participant (M3-06) illustrate interactive reading practices of reading English texts. He actively engaged with the text by setting goals (answering questions), identifying unfamiliar words, making educated guesses about word meanings, and analyzing sentence structure.

Furthermore, his practice of comparing words in questions with sentences in the text and reading titles and instructions demonstrates an awareness of the importance of context and guidance. This indicates an awareness of the relationship between sentence structure and comprehension and the ability to locate specific information within the text. The participant's reading practices involve previewing, skimming, underlining, guessing, and analyzing sentence structure. These strategies reflect an active engagement with the text and a conscious effort to comprehend the content and answer specific questions.

Problems and Challenges in Reading English Texts

Background Knowledge of English

Problems and challenges in reading English texts are often significantly influenced by students' background knowledge of the language. The extent of their familiarity with English—ranging from vocabulary and grammar to cultural nuances—affects their ability to comprehend and engage with texts effectively. Students with limited exposure to English may struggle with understanding complex structures, interpreting idiomatic expressions, and grasping context-specific meanings, which can impede their reading comprehension. Conversely, those with a stronger

foundation in English may find it easier to navigate and analyze texts, though they might still encounter challenges related to advanced or specialized content. In this regard, one of the female participants (F9-04) reported,

-I studied in an English medium private school; I am habituated to read in English than in Nepali from when I was a student of school level up to now..I enjoy while reading English texts.¶ (Field Note: March 28, 2022)

Sharing the challenges to read English texts, another female participant (F3-04) said,

-I want to read English texts, but they are difficult. I studied in a government-funded community school in the village... My English background is weak, and nobody helped to improve my English at home as well...¶ (Field Note: April 5, 2022)

The statements from the female participants (F9-04 and F3-04) emphasized the influence of background knowledge and experiences with the English language on reading proficiency and the challenges they face when reading English texts. These two participants' experiences illustrate the significant impact of background knowledge and education on individuals' abilities and attitudes towards reading English texts. For example, the participant (F9-04) had a positive reading experience due to English background knowledge, reflecting how the exposure and habit of reading English can lead to proficiency and enjoyment when reading English texts. In her case, reading in English was a comfortable and enjoyable experience. In contrast, another participant (F3-04) had challenges reading English texts due to her limited English background. She was educated at a Nepali medium government-funded community school with limited resources and support for English language learning.

The interview data revealed two distinct perspectives on reading English texts regarding the background knowledge of English. The female one (F9-04) was from an

English boarding school with a relatively strong English background, which helped him read in English. Conversely, the two female (F3-04) participants faced challenges reading English texts due to their weak English background as she was from a Nepali medium government-funded community school.

Unfamiliar Vocabulary

Problems and challenges in reading English texts often stem from unfamiliar vocabulary, which can significantly hinder comprehension and engagement.

Encountering new or complex words can disrupt a reader's understanding of the text, leading to difficulties in grasping the overall meaning and context. This issue is particularly pronounced for students who are still building their vocabulary or are not familiar with the nuances of word usage. Unfamiliar vocabulary can create barriers to interpreting content accurately, reducing reading fluency and causing frustration.

Regarding the unfamiliarity of word meaning of the unfamiliar vocabulary, while reading English texts, one of the female participants (F9-04) said,

-When I start reading English texts, I read all the words loudly one by one... If I don't know the words, I check in the bilingual dictionary and try to understand the meaning of the sentence... If I fail to understand, I quit reading the texts...|| (Field Note: April 5, 2022)

Regarding the problems and challenges while reading English texts due to unfamiliar vocabulary, one of the male participants (M11-04) shared his experiences as follows:

-I am very poor in the English language... English is a challenging subject for me from my school level... I would be happy if English was not compulsory. I don't need any English in my career... I am not interested in learning English, but I need to study it because it is in the course and pass the exam...|| (Field Note: March 4, 2022)

The opinion of the female participant (F9-04) and the male participant (M11-04) shed light on the challenges associated with unfamiliar vocabulary while reading English texts. The participant (F9-04) read all the words loudly one by one, indicating her willingness to engage actively with the text to understand it better. She consulted a bilingual dictionary when she could not grasp the meaning of unfamiliar vocabulary. On the other hand, another participant (M11-04) faced difficulty deriving the meaning of different kinds of words used in sentences, which was his main problem. This difficulty in grasping the contextual usage of words was a major barrier to understanding a text. The interview data reveal that the male and female participants rely heavily on understanding word meanings to comprehend English texts. They use strategies such as checking bilingual dictionaries to find the meanings when encountering unfamiliar words.

Reading Habit and Genre of the Texts

Problems and challenges in reading English texts are often influenced by readers' habits and the genre of the texts they encounter. Reading habits, including the frequency and nature of reading activities, significantly impact comprehension and engagement. Students who lack consistent reading practices or are accustomed to limited types of texts may struggle with diverse or complex material. Additionally, the genre of the text—whether it is narrative, expository, technical, or academic—can present unique challenges, requiring different skills and strategies for effective understanding. In this regard, sharing her problems in reading English texts, one of the female participants (F11-01) opined:

-I have no habit of regularly reading English text... I just read English texts for classroom and examination purposes when the teacher teaches in the classroom and provides homework... I habitually read handouts provided by

the teachers and textbook texts only, which are useful for examination. ..I prefer reading stories, comics, novels if they are simple to understand...||

(Field Note: March 10, 2022)

Reflecting on the reading practices of English texts, another female participant (F7-04) shared similar views,

-When I read English texts, I don't understand the meaning of the words. ..I can't remember the meaning of the words I knew earlier when reading....Even if I knew the word, I can't make meaning in the sentence...Generally, the reading passages are taught directly from the books written in foreign language contexts by foreign writers...I like to read factual rather than literary and indirect texts...|| (Field Note: March 23, 2022)

The experiences shared by the participants highlight some common problems and challenges students encounter while reading English texts. Both participants expressed that they do not regularly read English texts outside of what is required for classroom and examination purposes. In this regard, the female participant (F11-01) primarily read handouts provided by teachers and textbook texts relevant to exams. This limited exposure to English texts hinders the development of vocabulary and reading comprehension skills.

On the other hand, another female participant (F7-04) stated that reading passages were often from books written in foreign language contexts by foreign writers. These challenges include a lack of regular reading habits, limited exposure to English texts, fear and anxiety, vocabulary and comprehension difficulties, and a lack of contextual familiarity. The students from social science backgrounds were found to be reading fiction texts, and the students from natural sciences and technical streams preferred to read factual and non-fictional English texts.

Technical Vocabulary and Complex Text Structure

Problems and challenges in reading English texts often arise from the presence of technical vocabulary and complex text structures. Technical vocabulary, which includes specialized terms and jargon specific to a particular field or subject, can create significant barriers for readers who are not familiar with the terminology. This lack of understanding can impede their ability to grasp the core concepts and nuances of the text. Similarly, complex text structures, such as intricate sentence formations, non-linear narratives, or dense academic writing, can make it difficult for readers to follow the flow of information and extract key points. Sharing the problems and challenges of reading in English texts, another male participant (M4-05) said,

-I find the reading texts in my textbooks are difficult to understand. Foreigners write English textbooks in their contexts, and we need to read them in our context... The examples and vocabulary used in the texts are difficult for me to contextualize in my context... (Field Note: March 14, 2022)

Reflecting on the problems and challenges while reading English texts, one of the female participants (F4-02) said,

-I face difficulty reading the technical vocabulary and complex text structure that the usual English structure... The textbooks and handouts the teachers provide us are in English, so I read them thoroughly... They are difficult to understand for me. The content of the reading text is so tough to understand... I try to summarise the texts after reading them, but it is not easy for me. The reading texts are so technical and full of technical terms... (Field Note: March 23, 2022)

The experiences shared by the participants highlight some specific challenges second-language readers face when reading English texts. One common challenge

mentioned is difficulty understanding the texts in their context. The participants expressed that foreign authors often write textbooks and reading materials, and the examples and vocabulary may not easily align with their cultural and contextual background. This disconnect can make it challenging to comprehend and contextualize the information presented in the texts fully.

Another challenge mentioned was difficulty understanding technical vocabulary and complex text structures. Both participants expressed difficulties related to technical vocabulary. The participant (F4-02) faced difficulty reading technical vocabulary and complex text structures. This suggests that unfamiliar and specialized terminology used in English texts poses a significant barrier to comprehension. Similarly, another participant (F4-02) further illustrated the complexity of text structures in English texts. Both participants express difficulties related to technical vocabulary and complex text structures in English texts. These challenges are compounded by the foreign or global contexts in which many English textbooks are written, making it hard for learners to relate to the content.

These identified problems and challenges provide insights into the participant's struggles with reading English texts, highlighting areas that need improvement and potential areas to address in language learning and instruction. Based on the participant's report, it is evident that he faces challenges in understanding the meaning of English texts, identifying the main ideas, and allocating time for reading practice. These difficulties could be attributed to a lack of vocabulary and prior knowledge and potential issues with motivation and time management.

Chapter Summary

This chapter has investigated the comprehension level of readers concerning reading comprehension ability and strategy-based reading activities to enhance their

reading comprehension. In addition, it has explored the relationship between RCA and reading RCS in English texts based on qualitative data. It has also discussed three major research problems that have already been analysed and interpreted in chapters four and five in terms of the quantitative strand with the supportive and subjective perspectives on RCA, RCS and their relationship.

Furthermore, this chapter has analyzed the qualitative data regarding the practices, problems, and challenges of reading English texts. It has addressed the fourth objective of the study, which aims to identify the major reading practices, problems, and challenges the students face while reading English texts. In this chapter, the qualitative analysis and interpretation employ thematic analysis, creating the sub-themes related to the research problem.

Chapter Six

Findings and Discussion

This chapter presents research findings related to research objectives and questions based on the research objectives analyzed and interpreted in the previous chapters. The major findings of this research are compatible with constructivism theory along with Piaget's cognitive constructivism theory and Vygotsky's social constructivism theory.

The research study examined the quantitative data concerning RCA and RCS and their relationship. These data were analyzed and interpreted to address the research objectives and questions outlined in chapter four. Additionally, qualitative data were collected and analyzed in chapter five, which explored aspects such as RCA and RCS, their relationship, reading practices, problems, and challenges faced by undergraduate students of MU while reading English texts.

This chapter aims to present and discuss the study's key findings by combining quantitative and qualitative data analysis and interpretation. These findings are presented categorically and thematically, allowing for a comprehensive examination of the research outcomes based on both quantitative and qualitative data analysis and interpretation, which are discussed in the following sections:

Findings of Quantitative Research

The quantitative research portion of the study focused on examining the relationship between RCA and RCS among the students in English texts. Descriptive and inferential statistics were used to analyze and interpret the findings. It's important to note that the quantitative component played a more dominant role than the qualitative part in this explanatory sequential mixed-method research design.

Assessment of Reading Comprehension Ability in English Texts

The findings related to the assessment of RCA in English texts are presented and discussed based on the quantitative analysis and interpretation of the scores obtained from the English reading comprehension test. The major findings based on the assessment of RCA, the program-wise, gender-wise and text-wise reading comprehension are specified as follows:

Reading Comprehension Ability

The findings claim that most of the students were in the upper BR (A2:34.20%) and lower IR (B1: 43.20%) levels. The findings indicate that the majority of students possess reasonable RCA. The findings align with those of Thai first-year university students, where 57.8% were classified as A2-level readers (Waluyo, 2019). This suggests a common challenge in EFL (English as a Foreign Language) contexts in Southeast Asia, possibly due to similar educational practices and language exposure levels. Conversely, the contrast in Taiwan, where advanced-level students are at B2 (46.21%) and C1 (33.33%) levels, and intermediate-level students are at B1 (42.86%) and B2 (42.27%) levels (Yu et al., 2022), highlights a different scenario. These findings may be attributed to more effective language education policies, better resources, or a higher emphasis on English proficiency.

Students with reasonable RCA may have more confidence in their language abilities, motivating them to continue improving their skills. Conversely, those at lower proficiency levels might struggle with self-esteem and motivation. The findings underscore the need for improved teaching methods, better resources, and supportive policies to enhance reading comprehension abilities among students. By addressing these issues, educational institutions can help students achieve higher proficiency levels, leading to better academic and professional outcomes.

Program-wise Reading Comprehension Ability

The program-wise analysis of RCA of students in English reading text revealed findings that reveal the distribution of RCA levels across various academic programs. The findings revealed that most students had BR-A2 (51.65%) level followed by the IR-B1 (46.65%) level RCA in English texts across the academic programs. The BE (B2: 66.6%) students stood out with the highest RCA among all the programs, followed by the BA-LLB (B2: 35.0%) program, showed notable percentages of Independent Readers, while the students of BSc (A2: 51.65%) and the BE (A2: 37.9%) program had significant proportions of students at the upper basic level (A2). In contrast, BBS (A1:27%) students had the highest percentage, followed by B Ed (A1: 23.35%) reading English texts.

The findings from the ANOVA test showed a highly significant p-value of .000, indicating strong confidence in the findings with robust evidence of a statistically significant difference in RCA among the students based on their program of study. Regarding the ARCA of the students in English texts across different academic programs, the choice of the academic program had varying impacts on RCA among the students. Notably, BE ($p < 0.05$) students exhibited higher RCA compared to other programs, while BA-LLB ($p < 0.05$) and BSc ($p < 0.05$) students showed lower ability in specific comparisons. However, there were no significant differences in RCA between BBS ($p > 0.05$), BED ($p > 0.05$), and BA ($p > 0.05$) students and students from other programs. The findings revealed a statistically significant difference in the RCA of the students across the various academic programs.

While the assessment of RCA based on CEFR levels in the university context of Nepal is new, similar studies have demonstrated variations in RCA among different faculties or programs of study. For instance, like Nepal, Thai first-year university

students were mostly classified as Basic-level readers (A1 and A2 levels), indicating a beginner's level of proficiency (Waluyo, 2019). This suggests a common challenge in EFL contexts, where students start with lower proficiency levels. In the EFL context of Nepal, a study among graduate students at TU found that the Faculty of Education had higher RCA than the Faculty of Humanities students based on IELTS scores (Shrestha, 2018). This aligns with the current study, showing variations in RCA across different academic disciplines.

The program-wise analysis of RCA among students in English texts reveals significant variations across different academic programs. Among the various reasons, students' prior exposure to English and their foundational language skills plays a crucial role. Programs attracting students with stronger pre-university English backgrounds tend to show higher RCA as the research findings showed higher RCA levels of BE students compared to others. Likewise, programs with more interactive and comprehensive teaching methods for English, such as those emphasizing critical thinking and analysis, tend to develop better RCA among students. Moreover, access to quality reading materials and language learning resources varies by program, affecting students' opportunities to enhance their reading skills in English texts.

The program-wise findings of RCA highlight significant variations in reading comprehension abilities among students in different academic programs. These differences are influenced by curriculum focus, teaching methods, resource availability, and student background. Addressing these disparities through tailored support and curricular revisions can enhance RCA, leading to improved academic performance and better career opportunities for all students.

Gender-wise Reading Comprehension Ability

The gender-wise RCA of students in English reading text revealed that the majority of male students were in the upper basic level (A2: 36.6%), having approximately an equal percentage of female students (A2: 31.1%). On the other hand, most female students were found to be at a lower independent level (B1: 34.1%). In comparison, approximately an equal percentage of male students were also found at lower independent levels (B1: 34.3%) reading English texts. The findings reflect that most male and female students fall into the upper BR (A2) and lower IR (B2) levels, indicating a moderate to good understanding of English reading texts.

Regarding the findings of the RCA of students in English texts across genders, the t-test showed that there was no significant difference in mean scores between male and female students ($t = -0.941$, $p > 0.05$). Likewise, the findings concerning gender-specific RCA across a program of the study revealed that there was no statistically significant difference in the variances of RCA between male and female students within the GSM-BBS program (t-value of -1.008 and p-value of 0.318); GSE-BED program (t-value of 0.524 and p-value of 0.602); GSER-BE program (t-value -0.842 and p-value of 0.403); GSHS-BA program (t-value of 1.485 and p-value of 0.144); GSL-BALLB program (t-value of -1.041 and p-value of 0.302) and GSST-BSC program (t-value of -1.260 and p-value of 0.213). Thus, the findings indicated no statistically significant difference in RCA between male and female students in English texts in RCA and across the academic programs.

The gender-wise findings of RCA among students in English reading texts reveal that both male and female students predominantly fall into the upper Basic Reader (BR-A2) and lower Independent Reader (IR-B1) levels. The t-test results indicated no statistically significant difference in RCA between male and female

students overall and across various academic programs. In this regard, Rianto (2021) found no significant gender differences in self-assessed online reading ability and English proficiency, although female students had slightly higher mean scores. This aligns with the current findings, suggesting minimal gender differences in RCA. Likewise, Studies in Iran found that female learners outperformed male learners, but both groups had many learners below the B1 level (Duncan et al., 2016; Taghizadeh & Kazemzadeh, 2019). This indicates lower overall proficiency compared to the Nepali context, where gender does not significantly influence RCA.

The lack of significant gender differences in RCA suggests that male and female students likely have similar access to educational resources and opportunities for learning English, reflecting an environment of gender equity in education. Both genders experiencing the same curriculum and teaching methods can contribute to similar RCA levels. Uniformity in educational practices ensures that neither gender is at a disadvantage. The findings indicate no significant differences between male and female student which suggest that both genders have similar educational opportunities, societal influences, and motivation levels, contributing to comparable reading comprehension abilities. The findings highlight the effectiveness of inclusive educational practices and the importance of maintaining gender-neutral policies and support systems.

Text-wise Reading Comprehension Ability

The findings of text-wise RCA of students in English texts revealed that approximately an equal percentage of students were found at the upper basic level (A2:35.10%) and at a lower independent level (B1:35.00%) in reading non-fiction English texts while at lower independent level (IR-B1: 35.40%) and upper basic level (A2: 33.30%) in reading fiction English texts. The data indicates a balance between

the "upper basic" and "lower independent" levels of RCA among the students in non-fiction and fiction English texts.

Regarding the relationship between RCA and the academic program in English non-fiction texts, the findings showed that there was a statistically significant association between RCA and the program of study indicated by a Pearson Chi-Square value of 80.652 and an asymptotic significance of .000 (p -value $< .05$) for non-fiction texts and with a Pearson Chi-Square value 52.130 and a p -value .000 for fiction texts. The study examined undergraduate students' RCA in non-fiction and fiction texts and found that their performance was similar in both genres. However, the students showed slightly higher RCA in non-fiction than fiction texts. This finding aligns with prior research that explored the relationship between text genre and gender during early adolescence, where females scored better in fiction. At the same time, males had better comprehension of non-fiction (Duncan et al., 2016).

In the context of Nepal, Shrestha (2018) found that the graduate students at TU from the arts faculty deserved (37.52%) lower scores than students from the education faculty (44.64%) since the texts were not literary and the majority of students (357 or 67.9%) were found to prefer print medium than the electronic reading texts (169 or 32.1%) (Sharma, 2019); the students were found to have performed better in the easy passage than that of difficult ones based on the type of text (Shrestha, 2018) and authentic texts from newspapers, magazines, and short story books seemed to be more effective than non-authentic ones to enhance the reading skill of the bilinguals learners (Subedi, 2022).

The findings on text-wise RCA of students in English texts show that students have similar performance levels in both non-fiction and fiction texts, with a balance between the "upper basic" (A2) and "lower independent" (B1) levels. Specifically,

students scored slightly higher in non-fiction than in fiction texts. The findings also indicate a significant relationship between RCA and the program of study for both types of texts.

Non-fiction texts often contain factual information and straightforward language, which might be easier to understand, compared to the often more complex and nuanced language of fiction texts. Moreover, students' preferences for reading non-fiction or fiction can influence their RCA. Some students might find non-fiction more engaging due to its direct relevance to their studies or future careers, leading to better comprehension. In addition, different academic programs may emphasize different types of texts. For example, science and engineering programs might focus more on non-fiction, and technical reading, while education and humanities programs might include more literary fiction, impacting students' RCA in these genres. The findings highlight the importance of a balanced curriculum that includes diverse reading materials and the need for targeted support to help students develop strong comprehension skills across all genres.

Reading Comprehension Strategies

The findings related to the second research objective, i.e. to determine the frequently used RCS by the students in English texts in terms of academic programs and strategy types. At first, based on analysis and interpretation of the quantitative data, the findings can be discussed as follows:

Use of Reading Comprehension Strategies

The findings related to the use of RCS among the students in English texts reveal that the most frequently used reading strategy was "Approaching mentors or teachers (Asking for clarification or verification)," with a high percentage of "Always" responses (22.2%) followed by which indicate that many students actively

seek clarification or verification from mentors or teachers after reading a text. In addition, the strategies with the highest frequency of use include "Relaxing with other people whenever felt difficulty reading texts," "Self-evaluating," "Paraphrasing," "Highlighting information," "Visualizing information," and "Translating." On the other hand, the strategy "Identifying a purpose for readings - Having a purpose while reading" was found to be the least used, with only 9.6% of students reporting "Always" usage.

The findings on using RCSs among students reading English texts reveal a preference for seeking clarification or verification from mentors or teachers. The findings of this study are consistent with previous research by Bano and Abdulaziz (2022), Li et al. (2022), Daguay-James and Bulusan (2020), Suraprajit (2019), Rianto (2021), Al-Mekhlafi (2018), Mustajab Ahmed (2020), and others also explored the use of various reading strategies in different contexts. These studies highlight common patterns in strategy use, indicating similar challenges and preferences across different educational contexts.

The findings on the use of RCSs among undergraduate students highlight a strong reliance on teacher support and social strategies, with less emphasis on setting a purpose for reading, suggesting a teacher-centered learning environment where students rely heavily on instructors for understanding and interpreting texts. This can limit the development of independent reading skills. In many educational contexts, particularly in Asian countries, students are often encouraged to seek guidance from teachers, which can explain the high reliance on mentors for clarification.

Reading strategies like relaxing with others when facing reading difficulties indicate that students find comfort and motivation in social interaction, which can help reduce stress and improve comprehension. Using highlighting, visualizing, and

translating information indicates that students use available resources to enhance their understanding. On the other hand, the least used strategy of identifying a purpose for reading might indicate that students are not always clear about why they are reading a particular text, which can impact their engagement and comprehension.

To enhance RCA, educators should promote independent reading strategies, provide diverse resources, and emphasize the importance of setting reading goals. By addressing these issues, students can develop more effective and autonomous reading skills, leading to better comprehension and academic outcomes.

Program-wise Use of Reading Comprehension Strategies. Regarding program-wise RCSs used, the findings reveal that GSM (BBS: 22.0%) students were found to reread the text constantly. Likewise, GSE (BE: 22.6%) students tended to consult learned individuals and relax when encountering reading challenges. Among GSER (BE: 25.0%), students frequently sought explanations and translations from teachers, while GSHS (BA: 20.0%) students consistently employed visualization and paraphrasing techniques. Furthermore, GSL (BALLB: 30.5%) students often relied on relaxation strategies when facing reading difficulties. In contrast, GSST (BSC39.3%) students were inclined to share feelings and attitudes about reading materials.

Regarding the relationship between the use of RCSs and the program of the study, the findings indicated that BE students used significantly higher RCS compared to BBS students (mean difference = 0.306, p-value = 0.010) and BA students (mean difference = -0.329, p-value = 0.004). Similarly, BA-LLB students used significantly higher RCS than BBS students (mean difference = 0.357, p-value = 0.001) and BA students (mean difference = 0.379, p-value = 0.001). However, there was no significant difference in RCS use between BA-LLB and BE students (p-value = 0.992). Additionally, BSc students used significantly higher RCS than BBS students

(mean difference = 0.151, p-value = 0.553), but there was no significant difference in RCS use between BSc and BE students (p-value = 0.456). Furthermore, the findings of the ANOVA also supported that the choice of the academic program was associated with different levels of RCS use among the students, as suggested by the significant F-ratio of 6.891 and extremely low p-value of 0.000 ($p < 0.05$). The findings claim that the choice of academic program significantly impacts students' RCS use in English texts, with specific programs showing higher or lower RCA levels than others.

The findings on program-wise use of RCSs among undergraduate students in English texts reveal significant differences in strategy use across various academic programs. Different programs emphasize distinct strategies, reflecting the specific needs and challenges students face in those programs. Different academic programs have varying demands and types of reading materials. For instance, Business Studies (BBS) might focus on factual, data-driven texts, leading students to reread texts to understand detailed information. In contrast, BE students might need explanations and translations for technical jargon.

On the other hand, academic programs like GSL (BALLB) and GSHS (BA) often involve extensive reading and critical analysis, which might encourage students to use visualization and paraphrasing strategies to grasp complex concepts. Strategies like relaxing and sharing feelings indicate that students in certain programs, such as HSST (BSc), used SARSs to deal with reading difficulties. Moreover, students in programs that emphasize critical thinking and active engagement with texts, such as GSL (BALLB) and GSHS (BA) were found to use visualization and paraphrasing techniques to deepen their understanding.

Understanding the specific RCS students use in different programs can help educators tailor their instructional methods. For example, in programs where students frequently reread texts, teachers can focus on teaching efficient reading strategies to improve comprehension. Programs with lower RCS usage get benefit from focused interventions to enhance students' strategic reading abilities.

Thus, program-wise findings of RCS use among undergraduate students reveal significant differences based on the nature of the academic programs, teaching methods, available resources, and student preferences. These differences highlight the importance of tailored instructional methods, diverse resource provision, and strategy training to enhance reading comprehension across all programs. Understanding and addressing the specific needs of each program can lead to improved student outcomes, better stress management, and more effective curriculum design, and support students' RCA.

Use of Cognitive Reading Strategies Regarding Academic Programs. The findings indicated that GSE (BEd: 20.0%) students always read by paying attention, GSER (BE: 26.7%) students always read by taking notes, and GSHS (BA: 22%) students always used visualization as an effective reading strategy. The GSL (BALLB: 27.1%) students always used resources, while GSM (BBS: 24%) students always reread the text. Lastly, GSST (BSc: 23.0%) students always read for specific information. Comparing these findings with Mustajab Ahmed's study on Omani EFL students, it becomes apparent that CRSs were commonly preferred across various disciplines in both contexts (Mustajab Ahmed, 2020).

The findings on using CRS among students in different academic programs reveal distinct preferences and patterns. These strategies are critical for enhancing RCA and are shaped by various academic and contextual factors. The program-wise

use of CRSs among undergraduate students highlights distinct patterns shaped by the nature of the academic programs, teaching methods, and student preferences.

Understanding these patterns allows teachers to tailor their teaching methods and curriculum design to support students' reading comprehension better. Providing resources and training on diverse cognitive strategies can enhance student engagement, comprehension, and academic success across various disciplines.

Use of Metacognitive Reading Strategies Regarding Academic Programs.

Regarding the use of MCRS in the study programs, the findings revealed that students in GSE (BE: 14.5%) consistently pay attention. Conversely, GSER (BE: 23.0%) and GSHS (BA: 26.0%) students always read with connecting ideas. The GSL (BALLB: 27.1%) students always prefer to read by paraphrasing the text, and the GSM (BBS: 20.0%) and GSST (BSc: 32.8%) students read by identifying a purpose for reading. In line with the study's findings, other researchers (Klingner et al., 2007; Pressley & Afflerbach, 1995; Pressley & Harris, 2006 as cited in Iwai, 2016) have also provided support, indicating that proficient readers possess the ability to select and effectively apply MCRs to achieve their reading goals. Furthermore, additional studies conducted by Rianto (2021), Darjito (2019), and Daguay-James and Bulusan (2020), Chan and Aryadoust (2023) have highlighted the use of MCRSs among EFL learners. These studies highlight the universal importance of MCRSs in achieving reading goals.

The findings regarding using MCRS among students in various academic programs reveal distinct preferences and patterns. MCRS involve self-awareness and regulating the reading process, such as planning, monitoring, and evaluating comprehension. These strategies are crucial for effective reading and learning, and their use varies across different programs due to various factors. Providing resources

and training on diverse MCRs can enhance student engagement, comprehension, and academic success across various disciplines.

Use of Socio-Affective Reading Strategies Regarding Academic Programs.

Regarding the use of SARS in terms of the study program, the findings revealed that the GSE (BEd: 22.6%) and GSER (BE: 25.0%) students always share their feelings about reading with friends. Likewise, the GSHS (BA: 20.0%) and GSST (BSc: 18.0%) students always read in groups and the GSL (BALLB: 32.2%) and GSM (BBS: 22.0%) students always read relaxing with friends when facing difficulty. The preference for SARSs among students in various disciplines aligns with findings from Chan and Aryadoust (2023), highlighting the significant relationship between sociocultural factors, reading metacognition, and summary writing skills. This indicates that SARSs are universally important across different educational contexts.

The findings regarding using SARS among students in various academic programs involve social interactions and emotional management to enhance RCA. Various academic, cultural, and psychological factors shape these strategies. The program-wise use of SARSs among students highlights distinct patterns shaped by the nature of the academic programs, teaching methods, and student preferences. Understanding these patterns allows educators to tailor their instructional approaches and curriculum design better to support students' reading comprehension and emotional well-being. Resources and opportunities for social and collaborative learning can enhance student engagement, comprehension, and academic success across various disciplines.

Use of Reading Comprehension Strategies Regarding Gender. Regarding the relationship between the use of RCS and the gender of the respondents, the findings revealed that there was no significant relationship between the use of

different types of RCS, i.e., Meta-Cognitive (F-value of 0.608 and a p-value of 0.436), Cognitive (F-value of 0.017 and a p-value of 0.896) and Socio-Affective (F-value of 0.743 and a p-value of 0.389) and the gender of the respondents among the students.

The findings regarding whether a significant relationship exists between RCS use and the gender of the respondents revealed that there was no significant relationship between the use of RCS and gender, as the p-value is slightly higher than the conventional significance level of 0.05. Consistent with the current research findings, numerous previous studies provide additional support, revealing that readers utilize various reading strategies during the reading process. Supporting this, Lin et al. (2023) summarize it as connecting or using background knowledge (Moghadam, 2004; Yapp et al., 2021), asking oneself questions while reading (Moghadam, 2004; Singh, 2019; Yapp et al., 2021), making predictions while reading (Karimi, 2015; Singh, 2019; Yapp et al., 2021), summarizing (Karimi, 2015; Singh, 2019), inferring (Karimi, 2015; Moghadam, 2004), identifying structures (Moghadam, 2004; Yapp et al., 2021), previewing (Moghadam, 2004), directing attention (Moghadam, 2004), comprehension monitoring (Karimi, 2015), and highlighting key information (Singh, 2019).

These findings suggest that regardless of gender, students tend to employ similar reading strategies. This result aligns with previous research that demonstrates readers use a variety of strategies during the reading process. The lack of gender-based differences in RCS utilization could imply that reading strategy preference is influenced more by individual learning styles rather than gender-specific factors. This insight underscores the importance of promoting diverse reading strategies universally, tailored to individual student needs rather than gender stereotypes.

Relationship between RCS and RCA

The findings from the correlation test revealed that the use of RCS is positively associated with RCA among the students in English texts, as the highest correlation coefficient was found between SARS and RCA ($r = .717$), followed by CRS and RCA ($r = .501$), and MCRS and RCA ($r = .491$). In addition, the findings from the regression analysis indicated that MCRS (p -value = 0.047) and CRS (p -value = 0.000) positively influence RCA among the students in English texts. However, there is no significant relationship between SARS (p -value = 0.257) and RCA.

The findings from the ANOVA test also justified the relationship between the RCS that the students used and the RCA level they achieved as indicated in the sum of squares for the model (705.442), mean square (235.147), sum of squares for the residual (3340.722); sum of squares for the total (4046.164) and F-value for the model (23.791). In addition, the findings from the regression analysis examining the relationship between RCS and RCA further supported that both CRS (coefficient: 1.434, with a p -value: 0.003) and MCRS (coefficient: 0.828, with a p -value: 0.007) have statistically significant positive relationships with RCA.

On the other hand, the coefficient for SARS was found to be 0.693, but the p -value was 0.120, which is greater than 0.05, meaning there is no strong evidence to suggest a significant effect of SARS on RCA in total. Finally, the t -value and p -value in the "t" and "Sig." test results also justified that the use of CRS was found to be more significant, i.e., $P (.003) < 0.05$ compared to other strategies (MCRS and SARS) about RCA of students in English texts. The findings are aligned with the other research findings that skilled readers tend to utilize MCRS more frequently than less-skilled readers (Israel, 2002; Israel & Massey, 2005; Israel, 2008; Myers & Paris, 1978; Paris & Myers, 1981; Sadoski, 1983 as cited in Cartwright, 2009).

The study findings underscore a significant relationship between using RCS and RCA among students reading English texts. The strong positive correlation between RCS and RCA suggests that students who utilize RCSs are likely to achieve higher RCA levels. Specifically, CRSs and MCRSs significantly contribute to RCA, indicating that these strategies are effective tools in enhancing students' comprehension skills.

Although SARS showed a high correlation with RCA, the regression analysis did not find a significant impact of SARSs on RCA. This discrepancy suggests that while SARSs, which include asking oneself questions and making connections with prior knowledge, are positively associated with RCA, they may not be as strong predictors of RCA as cognitive and MCRSs. These insights can guide educational practices and policies to better support students in developing effective reading comprehension skills.

Findings of Qualitative Research

Thematic analysis of the findings revealed distinct differences in the perceptions of RCA between students with high and low ability. High-achieving students displayed confidence and proficiency in comprehending complex texts, attributed to consistent reading habits, effective strategies, and prior knowledge. On the other hand, low-achieving students expressed frustration, struggled with grasping main ideas, and felt overwhelmed by complex texts, often needing multiple readings to understand them.

Reading Comprehension Ability in English Texts

Confident Level of Readers. The students with a high level of RCA were found to be more confident, while those with a low level of RCA were found to have a low level of confidence in reading English texts. The findings are consistent with

the findings of Neupane (2016), Bastola Neupane (2016), Naseri and Zaferanieh (2012), and Zhou and Day (2023), which also claim that there is a positive relationship between RCA level and their confidence level and self-efficacy.

The study findings reveal a clear relationship between students' RCA and their confidence levels when reading English texts. Specifically, students with a high level of RCA exhibit greater confidence, while those with a low level of RCA tend to have lower confidence. This correlation underscores the interplay between comprehension skills and self-assurance in reading.

Confidence in reading is crucial for motivating students to engage with texts. High-confidence readers are more likely to approach reading tasks positively, try challenging materials, and persist in the face of difficulties. Higher RCA correlates with greater confidence, reinforcing the importance of developing strong reading skills to foster a positive self-concept in reading. Reading strategies that address both comprehension skills and confidence can lead to more effective and motivated readers, ultimately enhancing their overall academic performance and lifelong learning attitudes.

Reading as a Guessing Game. The students who read using the strategy of identifying similar words between the options and the reading text and selecting the option that contains words identical to those in the question and passage were found to be guessers rather than readers. Based on their experience, they used to read as a "guessing game" with the uncertainty and a lack of confidence in their reading comprehension skills.

Regarding the strategy of the meaning-making process, Goodman (from the mid-to-late 1970s) views reading as a –guessing game‖ in which the –reader reconstructs, as best as he can, a message which a writer has encoded has encoded has

encoded. (1983, p. 554, as cited in Alyousef, 2006, p. 63). Conversely, in this study, the findings claim that the less confident readers were found to be guessing randomly rather than taking as the meaning-making process for comprehending the texts.

The study findings suggest that some students engage in reading as a "guessing game" rather than as a strategic process for understanding the text. These students, who rely on identifying similar words between the options and the reading text, are characterized as guessers rather than readers. These readers indicate a lack of confidence and uncertainty in their reading comprehension skills. Goodman (1970) conceptualized reading as a "guessing game" in which the reader attempts to reconstruct the writer's message. This process involves predicting, sampling, and confirming or correcting hypotheses based on the textual cues.

The study's findings highlight a concerning trend among less confident readers who treat reading as a guessing game. To address this issue, educational strategies must focus on building confidence, teaching effective comprehension strategies, and encouraging active engagement with texts. By doing so, students can move away from guessing and towards becoming proficient, confident readers.

Reading as Tricky Game of Comprehension. The tricky readers could navigate and solve complex questions using "linguistic tricks" and –extralinguistic tricks to solve questions confidently based on the texts. In this regard, Amin (2019) claims that the approaches of "Text-to-Text, Text-to-Self, and Text-to-World" are commonly used to help students build connections and deepen their understanding of the text. Furthermore, the researchers claim that skilled readers efficiently navigate texts by combining lower-level automatic linguistic processes with higher-level processes that rely on background knowledge and inferencing abilities for comprehension (Cartwright, 2009; Pang, 2008).

The study's findings highlight the sophisticated strategies that skilled readers use to navigate and comprehend texts. By viewing reading as a tricky game, these students employ a combination of linguistic and extralinguistic tricks to solve complex questions confidently. The ability of tricky readers to use both linguistic and extralinguistic strategies suggests that these students are adept at navigating the complexities of texts. The use of "Text-to-Text, Text-to-Self, and Text-to-World" connections can significantly enhance students' comprehension skills.

Reading Comprehension Strategies

Teacher Explanations, Translation, and Group Reading Strategies. The students were found to use explanations, paraphrases, and seek clarification from teachers or friends; translation, and group reading, and discussion are effective RCSs for comprehending English texts. The research findings claim that L2 readers often use mother-tongue translating strategies as a cognitive approach to comprehend L2 texts (Kern, 1994; Upton, 1997, as cited in Goh & Hashim, 2006). Skilled readers employ paraphrasing to monitor their understanding and access prior knowledge (Dreher, 2004; Kletzien, 1991, 1992; Kletzien & Meijer, Pressley & Afflerbach, 1995; Veenman, & van Hout-Wolters, 2006, as cited in Kletzien, 2009). In addition, paired and group reading contributes to reading fluency, accuracy, and increased reading comprehension (Gerdes, 2000; McDonald, 2010; Vo, 2011).

The study identifies several effective RCSs students employ, including seeking explanations and paraphrases from teachers or peers, translation, and group reading and discussion. These strategies enhance students' ability to comprehend English texts, leveraging cognitive and collaborative reading approaches. The study findings underscore the importance of teacher explanations and peer interactions in enhancing RCA. Teachers and peers play a crucial role in clarifying, paraphrasing

complex ideas, and guiding students through challenging texts. This collaborative reading strategy helps students develop a deeper understanding and retain information more effectively. By incorporating these strategies into teaching-learning practices, teachers can help students become more confident and proficient readers.

Rereading, Consulting Resources, and Persons. The students were found to read repeatedly, use a dictionary to find the meaning of difficult words or consult with seniors, friends, or teachers for better explanations as an effective strategy for comprehending texts. The previous studies also support the findings that repeated reading, resourcing, and consulting the learned persons can positively impact reading abilities and confidence among L2 readers (Chang, 2012; Malakowsky, 2023; Milliner, 2021; Oxford, 1990; Shimono, 2018).

The study's findings highlight the effectiveness of rereading, using dictionaries, and consulting with knowledgeable individuals as strategies for enhancing reading comprehension. These reading strategies, supported by previous research, demonstrate their positive impact on reading abilities and confidence among L2 readers. Teachers should create an environment that encourages students to seek help from peers and mentors. Group discussions, peer tutoring, and collaborative projects can facilitate this interaction and support students in developing a deeper understanding of texts.

Guessing, Reading with Purpose, Note-taking, Asking, and Summarizing. The students were found to be guessing the main idea from various textual cues such as titles, pictures, and clues; seeking assistance from teachers, seniors, or friends; reading with purpose, especially for passing examinations; taking notes, summarizing, connecting important ideas and linking them to previous experiences for better comprehension. Research supports the notion that having a purpose reading improves

comprehension (Blanton et al., 1991; Oxford, 1990); the effectiveness of note-taking strategies in improving reading skills and comprehension (Carrel, 1998; O'Malley & Chamot, 1990; Motallebzadeh & Mamdoodi, 2011; Phakiti, 2006; Taraban, 2004, as cited in Bahrami & Nosratzadeh, 2017). In addition, proficient readers use questioning to construct meaning, improve understanding, and discover new information within a text (Harvey & Goudvis, 2000, as cited in Amin, 2019).

The study's findings emphasize the effectiveness of strategies such as guessing, reading with purpose, note-taking, asking for help, and summarizing in enhancing reading comprehension. Supported by research, these strategies provide students with practical tools to navigate and understand complex texts. The study findings underscore the importance of reading with a specific purpose. Teachers should encourage students to set clear goals for their reading activities, whether it be for examinations, assignments, or personal enrichment. Purposeful reading helps students stay focused, engage more deeply with the text, and retain information more effectively.

Likewise, the findings also highlight the significance of notetaking as a strategy for organizing and retaining information. Teachers should provide instruction on effective note-taking techniques and encourage students to practice these skills regularly. Moreover, promoting a culture of asking questions and seeking help from peers and mentors is crucial for enhancing reading comprehension. Encouraging students to ask questions and seek clarification helps develop a deeper understanding of the text. Additionally, summarizing reading strategy helps students consolidate their understanding and retain key information.

Highlighting, Previewing, Sharing Feelings, and Using Background Knowledge. The students were found to read and highlight, connect the text to

background knowledge, and share feelings and attitudes with friends as effective reading strategies while reading English texts. Previous studies consistently claim that background knowledge significantly impacts text comprehension (Alderson, 2000; Clapham, 1996; Lin, 2002; Singhal, 1998, as cited in Mckee, 2012). Previewing enhances comprehension and prepares readers for the upcoming text (Chen & Graves, 1995; Huang, 2009). Likewise, research studies by Leroy et al. (2021), Winchell et al. (2020), and Ponce and Mayer (2014) suggest that highlighting serves as an encoding function by allowing readers to decide which parts of the text to highlight actively. Additionally, it has been found that background knowledge, also known as schema, significantly influences reading comprehension, while its absence can hinder comprehension (Al-Jarrah & Ismail, 2018; Cho & Ma, 2020).

The study findings identify various reading strategies employed by students to enhance their comprehension of English texts. These strategies include highlighting, connecting the text to background knowledge, sharing feelings and attitudes with friends, and previewing the text. The effectiveness of these strategies is supported by previous research, which underscores their positive impact on RCA. The study findings emphasize the significance of highlighting as a strategy for focusing attention and aiding retention. Teachers should encourage students to highlight key information while reading and provide guidance on how to do this effectively. Similarly, the findings also highlight the significance of using background knowledge to enhance comprehension. Teachers should help students activate their prior knowledge before reading by discussing related topics, providing background information, and encouraging students to connect to their experiences.

Furthermore, sharing feelings and attitudes about the text with friends emphasizes the value of social interaction in reading comprehension. Teachers should

create opportunities for students to discuss their readings in pairs or small groups, allowing them to express their thoughts and gain different perspectives. Additionally, previewing the text is an effective reading strategy for preparing students for reading. Teachers should incorporate previewing activities into their lessons, such as skimming headings, looking at illustrations, and discussing the purpose of the text.

Reading Comprehension Strategies and Reading Comprehension Ability

Comprehension as a Result of Reading Strategy Use. The students were found to be consulting with their English teacher to translate English texts into their mother tongue to bridge the language gap and comprehension of the texts, engaging with classmates to read and answer questions and highlighting the text to enhance their RCA. Research studies on second/foreign language reading have consistently confirmed the importance of RCSs in developing language learners' reading comprehension skills (Zare & Nooreen, 2011; Brantmeier, 2002; Slataci & Akyel, 2002; Song, 1998; Carrell, 1989 as cited in Zare & Othman, 2013, p. 187).

The findings underscore the importance of strategic reading approaches, such as consulting teachers for translation, engaging with classmates, and highlighting texts, in enhancing comprehension among second/foreign language learners. The findings emphasize the importance of using translation to bridge the language gap. Teachers should encourage students to seek help from teachers when needed and provide support in translating complex texts. Group activities, such as reading circles and study groups, can foster deeper comprehension through shared insights and collective problem-solving. Teachers can include lessons on different reading strategies and provide opportunities for students to practice and reflect on their use.

Reading as a Strategy-Based Meaning-making Process. The students were found to re-read the texts, use an English-Nepali dictionary, and consult teachers,

seniors, or classmates seeking help from others to understand the text and extract meaning. They were found to use a range of strategies, including cognitive, metacognitive and socio-affective reading strategies, to comprehend and interpret texts in English texts. The findings corroborate with prior research summarized by Lin et al. (2023), which identifies various reading strategies proficient readers employ. These strategies include connecting background knowledge, asking questions, making predictions, summarizing, inferring, identifying text structures, previewing, directing attention, monitoring comprehension, and highlighting key information. Research contributors such as Moghadam (2004), Singh (2019), Karimi (2015), and Yapp et al. (2021) underscore the effectiveness of these strategies in facilitating deeper comprehension and interpretation of texts.

The findings highlight students' diverse array of strategies to comprehend and interpret English texts effectively. These strategies include re-reading texts, using bilingual dictionaries, and seeking assistance from teachers, seniors, or classmates. The findings underscore the role of reading as a strategy-based meaning-making process among students learning English as a second or foreign language. By utilizing cognitive, metacognitive, and socio-affective reading strategies, students enhance their ability to comprehend and interpret texts effectively.

Reading as a Goal-Oriented Collaborative Activity. The students were found to be engaged in goal-oriented and collaborative nature of reading activities such as reading for exams, note taking, asking the teachers, paraphrasing, highlighting important points and pinpointing specific information, reading in groups with classmates and discussing the main theme of the texts to enhance their RCA. Research supports that having a purpose reading improves comprehension (Blanton et al., 1991; Oxford, 1990) and a collaborative activity as supported by various research (Abidin &

Riswanto, 2012; Alqarni, 2015; Boardman et al., 2011; Cash & Schumm, 2006; Elkaomy, 2004; Khonamri, 2015; Ross, 2020; Jannah, 2020; Sembiring, 2020, as cited in Anwar, 2020).

The findings underline the importance of goal-oriented and collaborative reading activities in enhancing students' reading comprehension abilities. Students engage in strategic activities such as reading for exams, note-taking, consulting teachers, paraphrasing, highlighting key points, participating in group readings, and discussing main themes. These practices not only facilitate a deeper understanding of texts but also align with research indicating that purpose-driven reading and collaborative learning significantly improve comprehension. Integrating purposeful and collaborative reading strategies into educational settings can empower students to become proficient and confident readers, preparing them for lifelong learning and academic achievement.

Reading Practices in English Texts

Textbook and Translation-Based Reading. Regarding the reading practices, the students' reading was found to be dependent on the textbooks, teachers' translations, and handouts based on their classroom teachings. The researchers critically examine the findings that although the readers are found to be independent of textbook-based and translation-based reading (Kern, 1994; Upton, 1997, as cited in Goh & Hashim, 2006), they are to be used judiciously combining them with other reading strategies to promote comprehension and language learning (AD-Heisat et al., 2009; Alsheikh & Mokhtari, 2011; Guo, 2013; Kasemsap & Lee, 2015; Küçükoğlu, 2012; Lai, 2017; Pinninti, 2016; Semtin & Maniam, 2015; Tercanlioglu, 2004; Solak & Altay, 2014; Teba, 2017; Yukselir, 2014 as cited in Ali & Razali, 2019).

The findings suggest that students heavily depend on textbooks, teachers' translations, and handouts derived from classroom teachings as primary resources for their reading practices. This dependence on structured materials can influence comprehension and language learning outcomes. However, researchers critically examine this reliance by advocating for a balanced approach that integrates these resources with other reading strategies to enhance overall understanding and proficiency. While these resources provide structure and support, their exclusive use may limit students' development of comprehensive reading skills. Teachers can foster deeper comprehension, language acquisition, and cultural awareness among students by advocating for a balanced approach that integrates diverse reading strategies.

Resource-Based Self-Reading Practices. The students' reading was found to be based on the resource books, newspaper reports and articles in the English consulting library. The findings are further supported by researchers such as Dewi (2018), Duncan et al. (2016), Hollis (2021), Oxford (1990), Owen et al. (2021), Bhandari (2016), Loudari (2014), Parajuli (2011), Poudel (2013), and Subedi (2022).

The findings stress the value of resource-based self-reading practices in enhancing students' reading comprehension and language skills. Educators can foster independent learning, critical thinking, and cultural awareness by encouraging students to engage with diverse materials such as resource books, newspaper reports, and library articles. The findings also emphasize the proactive role that the students play in seeking diverse materials beyond prescribed textbooks to enhance their reading comprehension and language proficiency. Supported by scholarly research, these practices provide a robust framework for promoting lifelong learning and academic success among students in multilingual educational settings. Resource-

based reading enriches learning experiences and empowers students to navigate and thrive in an increasingly interconnected global society.

Reading for Passing Examinations. The students were found to read English texts, mainly passing exams, as English was a compulsory subject in their academic curriculum. Since passing examinations is one of the goals of reading, the findings are further supported by the reaches that skilled readers set clear goals, adapt their strategies, and monitor progress towards these goals (Britt et al., 2017) and readers set goals based on their needs and motivations, guiding their reading processes and influencing their selection of texts and comprehension depth (Oxford, 1990).

The findings indicate that students predominantly read English texts to pass examinations, as English is a mandatory subject in their academic curriculum. This goal-oriented approach to reading underscores the significant role examinations play in shaping students' reading practices and comprehension strategies. By acknowledging students' motivations and aligning instructional practices with their goals, educators can foster effective reading habits, enhance comprehension skills, and support overall academic success. Integrating goal-setting strategies and promoting a positive reading culture prepares students for academic assessments and equips them with lifelong skills essential for personal and professional growth in diverse educational and professional contexts.

Bottom-Up Practices of Reading. The students with relatively low reading comprehension found a common practice of focusing on words and their meanings as the foundation of their comprehension. The findings are aligned with the findings that reading comprehension results from decoding the texts word by word (Gough & Tunmer, 1986; Hoover & Gough, 1990, as cited in Ke, 2022) and in the works of Gough (1992) and LaBerge and Samuels (1974).

The findings emphasize on the foundational role of bottom-up reading practices, particularly in developing students' word-level processing skills and initial comprehension abilities. By highlighting accurate word recognition and vocabulary development, teachers can lay a robust foundation for students to build upon as they progress toward more complex reading tasks and deeper comprehension. Integrating theoretical insights with practical instructional strategies enhances educational practices, equipping students with essential skills for academic success and lifelong learning in diverse reading contexts.

Top-Down Practices of Reading. The students with relatively high levels of reading comprehension ability were found to read the title and predict the text's theme, analyze the grammatical structure of sentences, and link them together for reading comprehension. The findings are consistent with the works of Goodman (1967, 1986, 1994, 1996); Smith (1985, 1983, 1971), Manzo and Manzo (1990), and Urquhart and Weir (1998).

The findings highlight the effectiveness of top-down reading practices in fostering holistic comprehension skills among students with higher reading proficiency levels. By underlining predictive reading, contextual analysis, and the integration of prior knowledge, teachers can empower students to become strategic readers capable of comprehending and critically engaging with diverse texts.

Interactive Practices of Reading. The students who were strategic readers were found to be engaged with the text by setting goals (answering questions), identifying unfamiliar words, making educated guesses about word meanings, and analyzing sentence structure while actively engaged with the text and making a conscious effort to comprehend the content of English texts. The findings are aligned with the works of Bernhardt (2011; 1991), Birch (2007), Alderson (2000), Urquhart

and Weir (1998), Nuttall (1996), Manzo and Manzo (1990), Perfetti (1985a), and Harris and Sipay (1984).

The findings highlight that strategic readers engage interactively with texts by employing goal-setting strategies, identifying and deciphering unfamiliar words, making informed guesses about meanings, and analyzing sentence structures. These interactive reading practices enable active engagement and conscious comprehension efforts among students, aligning with established research on effective reading strategies.

Problems and Challenges in Reading English Texts

Background Knowledge of English. The background knowledge of English was found to have a crucial impact on developing reading abilities in English texts. The students from English medium boarding schools with relatively strong English backgrounds were found to have higher reading ability with confident and anxiety-free reading in English. Conversely, the other students from Nepali medium government-funded community schools faced challenges in reading English due to their weak English background. These findings are consistent with the National Assessment for Reading and Numeracy Report (2020), which claims that students who studied in English-medium schools did significantly better in ‘_Reading’ than Nepali-medium schools (p. 32). Additionally, home language is one of the major characteristics of children that significantly affect the students' reading achievement (p. 14). Furthermore, reading comprehension occurs when readers link their background knowledge with the text and within it (Pressley, 2006, as cited in Woolley, 2011).

The study findings highlighted the critical role of background knowledge in English proficiency and its impact on reading abilities. Students from English medium

boarding schools, characterized by strong English backgrounds, demonstrated higher reading abilities and exhibited confidence and reduced anxiety when reading English texts. In contrast, students from Nepali medium government-funded community schools faced significant challenges in English reading due to their weaker English language foundations.

Unfamiliar Vocabulary. The students were found to be struggling to read English texts due to the difficulty in grasping the contextual usage of vocabulary, which was a major barrier to comprehending the text. The reading fluency and comprehension rate were found to rely heavily on understanding word meanings as they used strategies such as checking bilingual dictionaries to find the meanings when encountering unfamiliar words. Several studies have highlighted the importance of vocabulary knowledge in reading comprehension (Anderson & Freebody, 1981; Beck et al., 1982; Graves, 2000; Nagy et al., 1987, as cited in Wharton-McDonald & Swiger, 2014) that influences reading comprehension ability (Nagy & Scott, 2000; Tompkins & Blanchfield, 2008).

The study findings identified a significant challenge among students in reading English texts due to difficulties comprehending unfamiliar vocabulary's contextual usage. This barrier was found to hinder both reading fluency and comprehension rates substantially. To enhance the students' reading comprehension ability, the teacher should prioritize vocabulary instruction alongside reading comprehension activities to help students overcome barriers posed by unfamiliar words. Teaching techniques such as pre-teaching key vocabulary, providing context clues, and fostering vocabulary expansion exercises can enhance students' ability to comprehend English texts more effectively.

Reading Habit and Genre of the Texts. The students did not regularly read English texts except when required for classroom and examination purposes. They found only reading handouts provided by teachers and textbook texts relevant to exams, which was a challenge for reading comprehension. In addition, they were found to have fear and anxiety due to the uninteresting genre of texts as the students from social science background were found to be reading fiction texts than the students from natural sciences and technical stream preferred to read factual and non-fictional English texts. The findings align with other researchers' findings that reading habits influence reading comprehension (Sangkaeo, 1999, as cited in Akanda et al., 2013; Samrotul, 2014).

The study findings revealed that students primarily engaged with English texts when required for classroom instruction and examinations, relying heavily on handouts provided by teachers and textbooks pertinent to exam preparation. This limited exposure outside of academic requirements significantly challenged their reading comprehension skills. The lack of regular reading habits beyond mandatory reading assignments hindered their ability to engage deeply with English texts.

Furthermore, the study highlighted a disparity in genre preferences among students based on their academic backgrounds. Students from social science backgrounds preferred fiction texts, whereas those from natural sciences and technical streams gravitated towards factual and non-fictional texts. Teachers can adopt a balanced approach to reading instruction that includes exposure to diverse genres and encourages independent reading habits beyond compulsory academic requirements.

Teaching strategies such as incorporating literature circles, book clubs, and genre-based reading challenges can cultivate a broader appreciation for different types of texts and enhance students' reading comprehension skills across varied genres. In

conclusion, the study findings underline the critical role of reading habits and genre preferences in shaping students' RCA levels.

Technical Vocabulary and Complex Text Structure. The students faced challenges in reading textbooks and texts by foreign writers as the examples and vocabulary used did not match their cultural and contextual background. Another challenge they faced was difficulty in understanding technical vocabulary and complex text structures. McNamara (2007) argues that reading can be challenging, particularly when the material is unfamiliar, technical, or complex (p. xi). In addition, understanding the structure of texts is important for enhancing reading comprehension (Alderson, 2000; Dennis, 2008; Gilakjani & Sabouri, 2016).

The study findings highlight the multifaceted challenges posed by technical vocabulary and complex text structures in students' reading comprehension. These challenges stemmed from discrepancies between the examples and vocabulary used in the texts and the students' cultural and contextual backgrounds. This mismatch hindered their ability to fully comprehend and engage with the material, impacting their reading comprehension skills. Texts authored by foreign writers may incorporate cultural references, examples, and idiomatic expressions that are unfamiliar to students, posing barriers to comprehension and engagement.

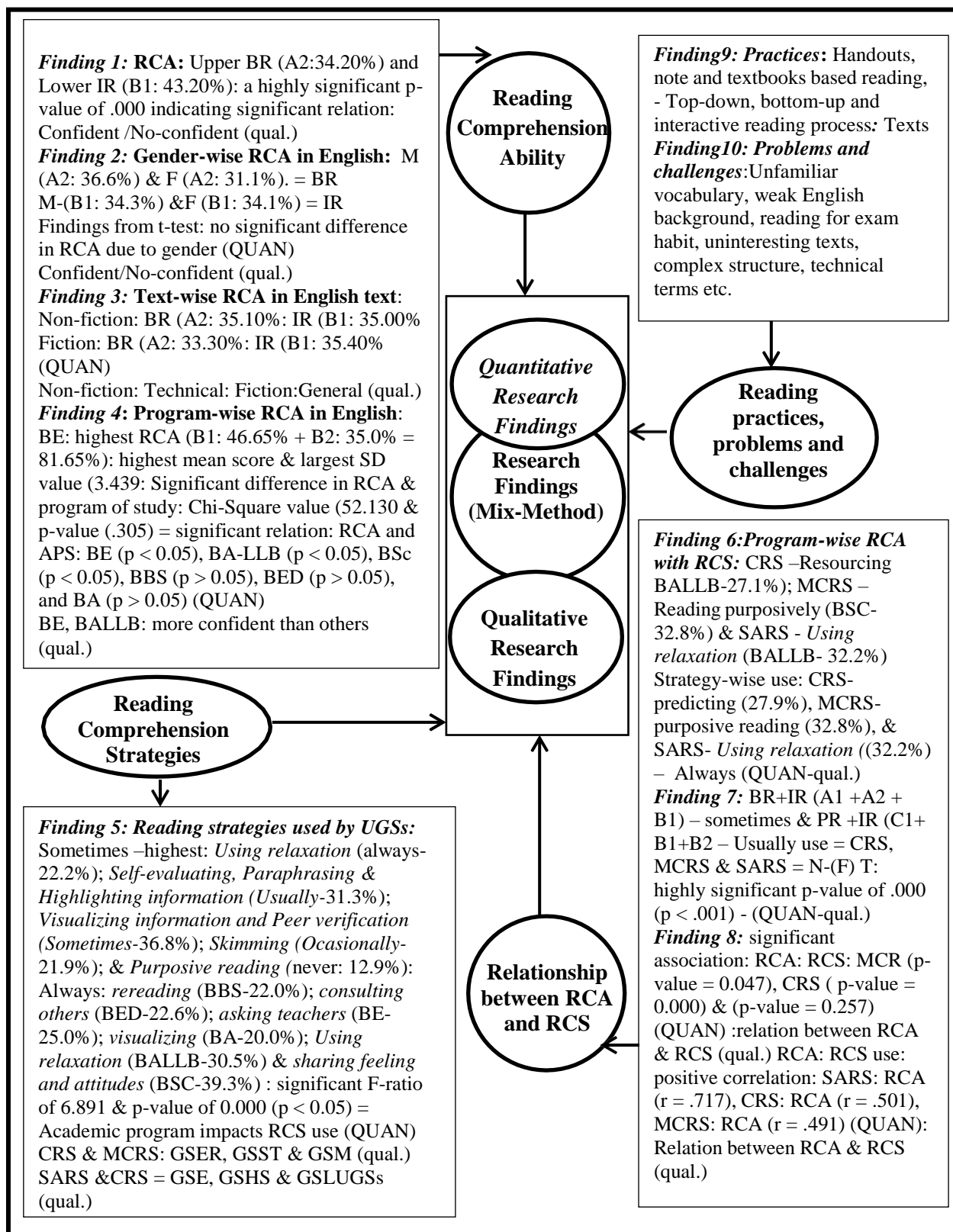
The complexity of technical vocabulary within disciplinary texts presents another significant barrier. Technical terms often carry specific meanings and nuances that require prior knowledge and familiarity for accurate interpretation.

Triangulation of Quantitative and Qualitative Research Findings and Discussion

Figure 30 presents the triangulation map of the findings from the quantitative and qualitative research design following the explanatory sequential mixed-method design as follows:

Figure 30

Triangulation Map of Quantitative and Qualitative Research Findings



The above triangulation map of quantitative and qualitative research findings presents the brief scenario of research objective and research question-wise major findings in terms of various strata and perspectives as follows:

Reading Comprehension Ability in English Texts

The findings (Finding1-4) regarding RCA in English texts are categorically specified in terms of the various themes, such as RCA in the aggregate, in terms of gender and academic program of the respondents, and text types from the quantitative and qualitative data analysis and interpretation. Furthermore, the findings are further discussed and supported by the theoretical foundations and empirical research findings as follows:

Finding 1. The findings claim that most students were in the upper BR (A2:34.20%) and lower IR (B1: 43.20%) levels. The findings indicate that the majority of students possess reasonable RCA. The qualitative research findings claim that basic-level readers were less confident in their reading comprehension test and guessed while answering the questions as they were not confident in their reading. In contrast, the independent-level students were found to be more confident in their reading and try to generate meaning while reading the texts. These findings are consistent with previous research conducted by Shrestha (2018), Waluyo (2019), Bastola Neupane (2020), and Yu et al. (2022) also reported variations in RCA among the students.

The findings suggest various impacts on educational practices. Firstly, teachers should implement confidence-building strategies for basic-level readers, such as providing scaffolded support and positive reinforcement. Encouraging active reading strategies and meaning-making activities can help these students transition from surface-level engagement to deeper comprehension. Secondly, differentiated

instruction tailored to students' proficiency levels can ensure that both basic and independent readers receive the support and challenges they need to progress.

Finding 2. The research findings regarding the gender-wise RCA of the students in English texts showed that most male students were found to be in the upper basic level (A2: 36.6%), having approximately an equal percentage of female students (A2: 31.1%). On the other hand, most female students were found to be at a lower independent level (B1: 34.1%). In comparison, approximately an equal percentage of male students were also found at a lower independent level (B1: 34.3%) in reading English texts. The findings reflect that most male and female students fall into the upper BR (A2) and lower IR (B2) levels, indicating a moderate to good understanding of English reading texts. The findings from the t-test showed that there was no significant difference in mean scores between male and female students ($t = -0.941$, $p > 0.05$) and no statistically significant difference in the variances of RCA between male and female students within each program (BBS, BEd, BE, BA, BALLB, and BSc).

In addition, the qualitative research findings further support this conclusion, emphasizing that there was no major difference in their confidence level while reading English texts between male and female students. However, there might be individual variations within each gender. These findings align with the research of Duncan et al. (2016), and Taghizadeh and Kazemzadeh (2019) also found no significant difference and even suggested that female readers might perform better than their male counterparts.

The study findings highlight no significant gender difference in reading comprehension abilities among students, with both male and female students demonstrating moderate to good understanding of English texts. Despite the overall

lack of significant gender differences, individual variations within each gender were observed. These variations could be attributed to personal motivation, exposure to English texts, and individual learning strategies, which can influence RCA irrespective of gender. Focusing on personalized learning strategies that cater to individual needs and preferences can help enhance reading comprehension skills.

Finding 3. The findings regarding text-wise RCA of the students in English revealed that approximately an equal percentage of students were found at the upper basic level (A2:35.10%) and at a lower independent level (B1:35.00%) in reading non-fiction English texts while at lower independent level (IR-B1: 35.40%) and upper basic level (A2: 33.30%) in reading fiction English texts. The data indicates a balance between the "upper basic" and "lower independent" levels of RCA among students in non-fiction and fiction English texts.

In addition, there was a statistically significant association between RCA and the program of study indicated by a Pearson Chi-Square value (80.652) and an asymptotic significance of .000 (p-value < .05) for non-fiction texts and with a Pearson Chi-Square value (52.130) and a p-value (.000) for fiction texts. The qualitative data findings also support that students heavily depend on prescribed course materials such as textbooks, handouts, and exam notes, indicating a curriculum-driven approach to reading English texts. The students from social science backgrounds (BA, BALLB, and B Ed) were found to be reading fiction texts, and those from the natural sciences and technical stream (BBS, BSc, and BE) preferred reading factual and non-fictional English texts.

The findings align with prior studies by Dewi (2018), Duncan et al. (2016), and Hollis (2021). Furthermore, the research highlights that many university students in Nepal predominantly read books and articles in English written by Nepali authors

and published within the country, regardless of the fiction or non-fiction genre (Owen et al., 2021). In the context of Nepal, Shrestha (2018) conducted a study involving graduate students at TU and found that students from the education faculty achieved higher scores (44.64%) compared to those from the arts faculty (37.52%) due to the nature of the texts. Furthermore, Shrestha (2018) also discovered that students performed better in easy passages than in difficult ones, depending on the type of text. Moreover, Subedi's (2022) research indicated that authentic texts from newspapers, magazines, and short story books were more effective than non-authentic texts in enhancing reading skills among bilingual learners.

The study findings focus on the balanced distribution of RCA levels among students in both non-fiction and fiction texts. A mix of fiction and non-fiction texts can cater to varied interests and promote balanced reading comprehension skills. Additionally, providing access to authentic texts can also enhance reading skills more effectively than relying solely on non-authentic texts.

Finding 4. The findings regarding program-wise analysis of RCA among the students in English texts revealed varying distributions of RCA across different academic programs. The findings revealed that most students had BR-A2 (51.65%) level followed by the IR-B1 (46.65%) level RCA in English texts across the academic programs. The BE (B2: 66.6%) students stood out with the highest RCA among all the programs, followed by the BA-LLB (B2: 35.0%) program, showed notable percentages of Independent Readers, while the students of BSc (A2: 51.65%) and the BE (A2: 37.9%) program had significant proportions of students at the upper basic level (A2). In contrast, BBS (A1:27%) students had the highest percentage, followed by B Ed (A1: 23.35%) students reading English texts.

The BE students were found to have significantly higher RCA compared to students from other programs ($p < 0.05$); the BALLB and BSc programs had lower RCA ($p < 0.05$). However, no significant differences in RCA were observed between students from the BBS, B Ed, and BA programs and students from other programs ($p > 0.05$). So, the findings revealed a statistically significant difference in the RCA of undergraduate students across the various academic programs supported by the findings from the qualitative data.

The findings from the qualitative study revealed that the students of BE, BSc, BALLB, and BBS were more confident and enjoyed reading English texts due to their relatively strong English background and habit of reading and writing in English from their school education. On the other hand, the BA, B Ed, and BBS students were found to expect the teachers and other friends to translate and paraphrase to understand English texts due to the relatively weak English background from their school education as most of them were from Nepali medium government-funded community schools.

The research findings aligned with some related areas of previous studies, such as critical evaluation of texts, reading types and requirements, use of graphic organizers, cultural perception towards texts, and effects of digital vs. printed texts were not directly aligned with this specific research, they provide relevant and supportive insights (Imsa-ard, 2022; Javorcikova & Badinská, 2022; Karakoç et al., 2022; Orabah, 2022; Nur Asima Sidabutar et al., 2022). Other studies in the Nepali context also contributed to the understanding of reading comprehension challenges and proficiency levels (Basnet, 2021; Bhattarai, 2020; Luitel, 2016; Neupane, 2016; Neupane Bastola, 2020; Pandey, 2021; Sharma, 2019; Shrestha, 2018).

Various learning theories and reading models further justify the findings of reading comprehension ability. For example, the RCA level of BE, BSc, and BALLB students was better than the others from English medium boarding school backgrounds. Furthermore, there was an individual variation in terms of their gender and texts, indicating that there was no significant relationship between the gender and RCA level. It reflects that their background knowledge is supported to achieve their better RCA level, supported by the schema theory first suggested by Bartlett (1932) and extended by Rosenblatt (1978). They claim that using existing schemas assists new reading experiences and emphasizes individualized reading experiences based on readers' unique background schemas (Tracey & Morrow, 2012). Rosenblatt (1978), in his Transactional/Reader Response Theory, claims that readers construct meaning from texts based on their background schemas, highlighting the active role of readers in meaning-making.

In addition, the findings align with the claim of Piaget's cognitive constructivism theory, which focuses more on facts and constructing knowledge within one's schemas (Kalina & Powell, 2009). It further claims that readers construct meaning by assimilating information into their schema and accommodating it to form new knowledge and concepts (Piaget, 1965, as cited in Woolley, 2011, p. 41).

The study highlights significant variations in RCA among students across different academic programs, influenced by their educational background and reading habits. The study findings further suggest that educational strategies should focus on strengthening the English language foundation for students, particularly those from Nepali medium backgrounds. Providing additional support and resources to enhance their reading skills can help bridge the gap in RCA levels.

Moreover, incorporating a diverse range of reading materials that cater to different academic disciplines can foster a more balanced development of reading comprehension skills.

Reading Comprehension Strategies in English Texts

The findings (Finding 5-7) regarding RCS in English texts are categorically specified in terms of the various themes, such as RCS in the aggregate, regarding gender and academic program of the respondents, and text types from the quantitative and qualitative data analysis and interpretation. Furthermore, the findings are further discussed and supported by the theoretical foundations and empirical research findings as follows:

Finding 5. The findings related to the use of RCS among the students in English texts reveal that the most frequently used reading strategy was "Approaching mentors or teachers (Asking for clarification or verification)," with a high percentage of "Always" responses (22.2%) which indicate that many students actively seek clarification or verification from mentors or teachers after reading a text. In addition, the strategies with the highest frequency of use include "Relaxing with other people whenever felt difficulty reading texts," "Self-evaluating," "Paraphrasing," "Highlighting information," "Visualizing information," and "Translating." On the other hand, the strategy "Identifying a purpose for readings - Having a purpose while reading" was found to be the least used, with only 9.6% of students reporting "Always" usage.

The qualitative research findings were also aligned with the quantitative research, such as approaching a teacher for clarification and paraphrasing, translation, and asking questions. Some other frequently used reading strategies, such as connecting or using background knowledge, making predictions, summarizing,

inferring, identifying text structures, previewing, directing attention, comprehension monitoring, and highlighting key information, also have a high percentage in use in quantitative findings.

The study's findings align with previous research by Bano and Abdulaziz (2022), Li et al. (2022), Daguay-James and Bulusan (2020), Suraprajit (2019), Rianto (2021), Al-Mekhlafi (2018), Mustajab Ahmed (2020), and others have also investigated the use of various reading strategies in different contexts.

The study findings highlight the frequent use of various reading strategies among students, particularly seeking external assistance and employing active reading techniques. Addressing the underutilization of purpose-driven reading and promoting a balanced approach to independent and collaborative reading can enhance students' reading comprehension skills and increase academic success. Based on the findings, the study suggests that teaching strategies should emphasize the importance of identifying a clear purpose for reading to promote more active and goal-oriented reading habits. Additionally, encouraging students to balance their reliance on external assistance with developing independent reading skills can enhance their reading comprehension abilities.

Finding 6. In terms of program-wise reading strategies use, the findings revealed that BBS (22.0%) students always reread the text; BEd (22.6%) students consult learned individuals and relaxed when encountering reading challenges; BE (25.0%) students frequently sought explanations and translations from teachers; BA (20.0%) students consistently used visualization and paraphrasing strategies; BALLB (30.5%) students always use relaxation strategies when facing reading difficulties, and BSc (39.3%) students shared feelings and attitudes about reading. Furthermore, the BE students used significantly higher RCS than BBS students (mean difference = 0.306,

p-value = 0.010) and BA students (mean difference = -0.329, p-value = 0.004). Similarly, BA-LLB students used significantly higher RCS than BBS students (mean difference = 0.357, p-value = 0.001) and BA students (mean difference = 0.379, p-value = 0.001). However, there was no significant difference in RCS use between BA-LLB and BE students (p-value = 0.992). Additionally, BSc students used significantly higher RCS than BBS students (mean difference = 0.151, p-value = 0.553), but there was no significant difference in RCS use between BSc and BE students (p-value = 0.456). Additionally, the choice of the academic program was associated with different levels of RCS use among the students, as suggested by the significant F-ratio of 6.891 and extremely low p-value of 0.000 ($p < 0.05$).

The qualitative research findings provided additional evidence for the previously mentioned reading strategies. The study findings revealed that students from various academic disciplines adopted specific approaches to enhance their reading comprehension. For instance, BBS, BA, B Ed, and BALLB students tended to use visualization techniques and progressive relaxation methods and sought input from friends, teachers, and parents. Additionally, they would re-read texts when facing difficulties. Conversely, BE and BSc students were more inclined to approach teachers for assistance, discuss their thoughts and emotions about the texts with friends, and seek help from others to aid their understanding.

The findings of this research are in line with several other studies conducted by various researchers (Alharbi, 2021; Al-Mekhlafi, 2018; Alshammari, 2021; Altalhab, Basnet, 2021; 2019; Dawadi, 2017; Li et al., 2022) supporting the idea that readers use a wide range of reading strategies to enhance their RCA. Furthermore, other studies have explored various aspects related to metacognitive reading strategies, such as metacognitive online reading strategies under specific learning

conditions (Rianto, 2021), metacognitive reading strategies interventions (Al-Kiyumi et al., 2021), and metacognitive strategies used by EFL graduate learners (Daguay-James & Bulusan, 2020). Moreover, there are studies investigating the awareness and use of cognitive and metacognitive reading strategies (Mustajab Ahmed, 2020), the application of bottom-up and top-down models in academic and business texts (Suraprajit, 2019), the utilization of reading strategies (Altalhab, 2019), and students' metacognitive strategies in reading (Bria & Mbato, 2019), all of which have contributed to shaping the findings related to reading in this research.

The findings based on program-wise use of reading comprehension strategies among students reveal significant variations influenced by academic demands and educational backgrounds. Using diverse RCS across programs enhances students' reading comprehension by allowing them to engage with texts in ways that suit their learning preferences and academic needs. Strategies such as visualization, paraphrasing, and seeking explanations help students process information more effectively, leading to better understanding and retention. However, an over-reliance on specific strategies, such as rereading or seeking external assistance, may limit students' ability to develop independent reading skills. Thus, emphasizing a balanced approach to using diverse reading strategies can help students develop more comprehensive reading skills.

Finding7. The findings regarding the relationship between RCS and using different types of RCS (CRS, MCRS, and SARS) in non-fiction and fiction English texts among the students indicated that most basic-level and independent-level readers tended to employ cognitive reading strategies while reading non-fiction and fiction texts. In non-fiction texts, approximately 69.0% of A1 readers reported using CRS sometimes, while 22.9% said they usually used them. Similarly, 61.4% of A2 readers

sometimes used these strategies, with 32.5% reporting usually. Among B1 readers, 65.5% reported using CRS sometimes, and 29.2% said they usually did. For B2 readers, 43.1% sometimes used these strategies, whereas 53.4% usually employed them when reading non-fiction. A similar trend was observed with basic-level and independent-level readers using CRS in fiction texts.

The findings from qualitative data also claimed that the undergraduate students were using various reading strategies, such as cognitive, metacognitive, and socio-affective reading strategies in general. In this connection, their reading strategies aligned with the different types of learning theories and reading models. For example, the RCS findings revealed that the most frequently used reading strategies were ‘_approaching mentors or teachers, relaxing with other people whenever felt difficulty reading texts, group reading strategies, peer reading strategies, and peer correction strategies’ in the findings are in aligned with theoretical foundations of Vygotsky's social constructivism theory which emphasizes using social interactions and learning in cultural context.

In addition, the findings are also consistent with Dewey's theory of inquiry learning, emphasizing problem-solving, social collaboration, and motivation in reading (Woolfolk, 1998, as cited in Tracey & Morrow, 2012) and Interactive Model, which offer insights into the cognitive processes involved in reading (Gough, 1972; Holmes, 1953; LaBerge & Samuels, 1974; Rumelhart, 1977).

Moreover, the findings are consistent with the ‘_Interactive Compensatory Model’ by Stanovich (1980), which suggests that readers rely on different knowledge sources depending on their reading abilities (Stanovich, 1986). Likewise, the cognitive and metacognitive reading strategies are found to be associated with Piaget’s cognitive constructivism theory.

To be more specific, they are aligned with cognitive models such as the Substrata-Factor Theory, Gough's Model, Automatic Information Processing Model, and Interactive Model (Gough, 1972; Holmes, 1953; LaBerge & Samuels, 1974; Rumelhart, 1977) that address various processes like decoding, comprehension, memory, attention, and the integration of linguistic and conceptual representations (Ehri, 1980; Kintsch, 1994; Perfetti, 1985; Samuels, 1994; Stanovich, 1980) while reading texts. These findings are also supported by Engagement Theory (Guthrie, 2004; Guthrie & Wigfield, 1997, 2000), which incorporates the central features of metacognitive theory that engaged readers, who are intrinsically motivated to read, therefore read frequently, are mentally active, and use metacognitive strategies to build their understanding of the conceptual content of reading texts (Tracey & Morrow, 2012).

The findings highlight the nuanced relationship between RCS and the strategies used by undergraduate students when reading non-fiction and fiction English texts. These findings provide insights into how students navigate and comprehend texts through diverse cognitive, metacognitive, and socio-affective strategies by aligning with educational theories and models. The diverse use of reading strategies supports enhanced reading comprehension by allowing students to approach texts critically, monitor their understanding, and adapt their reading processes according to genre and complexity. Emphasizing a balanced approach to cognitive, metacognitive, and socio-affective strategies can empower students to become more autonomous and proficient readers.

Relationship between RCA and RCS in English Texts

Finding eight regarding the relationship between RCA and RCS in English texts categorically specified in terms of the various themes, such as in aggregate, in terms of gender and academic program of the respondents, and text types from the

quantitative and qualitative data analysis and interpretation. Furthermore, the findings are further discussed and supported by the theoretical foundations and empirical research findings as follows:

Finding 8. The quantitative research findings indicate a significant positive correlation between RCA and three types of RCS: CRS, MCRS, and SARS. The correlation test revealed positive associations between the use of these strategies and RCA. The highest correlation coefficient was found between SARS and RCA ($r = 0.717$), followed by CRS and RCA ($r = 0.501$), and MCRS and RCA ($r = 0.491$). Moreover, the regression analysis showed that CRS (p -value = 0.000) and MCRS (p -value = 0.007) had statistically significant positive relationships with RCA. However, no significant relationship was found between SARS and RCA (p -value = 0.257). The findings from the ANOVA test further supported the relationship between RCS and RCA, with a significant F -value for the model ($F = 23.791$).

The research findings are further supported by the qualitative data, which identified specific preferences for certain reading strategies among students, including seeking explanations and paraphrases from teachers, highlighting important information, using translation, engaging in rereading, consulting peers and friends, making educated guesses based on context, utilizing dictionaries, reading with a specific purpose, summarizing information, focusing on the main idea and specific details, attempting to relax when facing difficulty, and participating in group reading. They were found to be reading as a strategy-based, goal-oriented activity for making meaning from the texts.

The research findings align with prior studies investigating the relationship between RCA and the use of RCS. Examples of such studies include investigations into the correlation between MCRS awareness, offline reading ability, and overall

English proficiency (Anggraini et al., 2022); the link between RCS use and RCA using Weinstein and Mayer's reading strategy model (Sun et al., 2021); the relationship between RCS and RCA among EFL students (Par, 2020); the application of S2R strategies in English reading comprehension (Nguyen, 2020); the effectiveness of using a Think-Aloud strategy in improving reading comprehension and attitudes toward learning (Al-Qahtani, 2020); the effects of schema activation and reading strategy use on L2 learners' reading comprehension, strategy use, motivation, and learner beliefs (Cho & Ma, 2020); and the relationship between metacognitive reading strategies, reading motivation, and reading comprehension performance (Meniado, 2016).

These quantitative research findings are consistent with the qualitative research findings including works by Raphael et al. (2006), Hansen & Hubbard (1984), Hansen & Pearson (1983), Ogle (1986), Schwartz & Raphael (1985), Raphael & Pearson (1985), Raphael & Wonnacott (1985), Paris et al. (1986), Tierney & Cunningham (1984), and Pearson & Fielding (1991) further support the identified RCS for improving RCA.

The findings regarding the relationship between RCA and RCS also aligned with the theoretical backup of both Piaget's cognitive constructivism theory and Vygotsky's social constructivism theory. With the application of the schema theory of Piaget in reading as an interactive process, the higher RCA level students were found to be creating meaning from the text by activating their stored knowledge and extending with the new information supplied by the text (Grabe & Swaffar, 1988, as cited in Bormanaki & Khoshhal, 2017). Likewise, regarding the trend of using RCS of higher RCA level students, the findings also seem to be guided by Vygotsky's theory of social constructivism with the claim that knowledge is constructed rather than

received (Cohen et al., 2018), which is developed due to the zone of proximal development (ZPD) and scaffolding. As Vygotsky (1978) claims, "ZPD is determined by independent problem solving, and the level of potential development is determined through problem-solving under adult guidance or in collaboration with more capable peers" (p. 86, as cited in Alkhudiry, 2022). As aligned with the theoretical orientation of Vygotsky's (1978) claim, the undergraduate students were found to be consulting with their teachers, friends, guardians, and other senior and learned persons for having their support and guidance to solve the problem while facing difficulty in reading English texts by paraphrasing, translating, explaining, and group reading activities.

To sum up, the significant positive correlations between RCA and RCS demonstrate the crucial role that reading strategies play in enhancing comprehension. The findings suggest that a balanced approach, incorporating cognitive, metacognitive, and social strategies, can improve reading skills. The findings suggest that instructional design should incorporate a mix of cognitive, metacognitive, and social strategies. Teachers should focus on teaching students how to use these strategies effectively and autonomously to foster better comprehension skills.

Reading Practices, Problems and Challenges

Based on the qualitative research findings, the findings (Findings 9-10) regarding reading practices, problems, and challenges undergraduate students encounter when reading English texts have been presented as follows:

Finding 9. Regarding the reading practices, the students' reading was found to be dependent on the textbooks, teachers' translations, and handouts based on their classroom teachings. It was also found that some of the students' reading was based on the resource books, newspaper reports, and articles in the English consulting

library for the students. They were found to read English texts, mainly passing exams, as English was a compulsory subject in their academic curriculum.

The students with relatively low levels of RCA were found to have a common practice of focusing on reading word by word. In contrast, those with relatively high RCA levels were found to be reading the title and predicting the text's theme, analyzing the grammatical structure of sentences, and linking them together for reading comprehension. In addition, the students who were strategic readers were found to be engaged with the text by setting goals (answering questions), identifying unfamiliar words, making educated guesses about word meanings, and analyzing sentence structure while actively engaged with the text and a conscious effort to comprehend the content of English texts. This finding aligns with the works of Suraprajit (2019), Holmes (2009), and Owen et al. (2021), which discuss variations in reading processes adopted by different readers.

The findings claimed that various factors influence a reader's understanding of a text, including motivation, interest, vocabulary knowledge, general knowledge, subject-specific knowledge, word identification skills, reasoning ability, and effective use of strategies. These findings align with the theoretical foundations of various reading models, such as bottom-up, top-down, and interactive reading models. The lower RCA level students were found to be using the bottom-up approach of reading as Gough's (1972) bottom-up model (Gough, 1972; LaBerge & Samuels, 1974; Samuels & LaBerge, 1983) in which a reader would focus on analyzing and breaking the words into segments, and 'plod through the sentence, letter by letter, word by word' (Gough, 1972, p. 354). On the other hand, comparatively higher RCA-level students were found to have the practice of top-down and/or interactive reading approaches. These findings are aligned with the Top-Down Model of Reading by Goodman (1967), who claims that "reading is a precise process involving exact,

detailed, sequential perception, and identification of letters, words, spelling patterns and larger word units" (p. 126). Likewise, they are also supported by the interactive approach (Kintsch, 1988, 1998; Rumelhart, 2004; Stanovich, 1980, 1988; van Dijk & Kintsch, 1983) and claim that while reading textual information and readers' mental activities simultaneously impact readers' comprehension.

The study findings reveal several major issues in the reading practices of undergraduate students. The dependency on textbooks, teachers' translations, and handouts highlights a reliance on structured and guided materials. Students with lower reading comprehension ability (RCA) tend to focus on reading word by word, reflecting a bottom-up approach to reading. This practice often results in a fragmented understanding of texts, making it difficult for students to grasp the overall meaning and context. Students with higher RCA engage in more sophisticated reading strategies. They read titles and predict themes, analyze grammatical structures, and link sentences to form a coherent understanding of the text. This indicates a shift towards top-down and interactive reading approaches, which are more effective for comprehensive understanding. In this regard, strategic reading practices, such as setting goals and making educated guesses, are crucial for comprehensive understanding.

Finding 10. The students from English medium boarding schools with relatively strong English backgrounds had higher reading ability with confident and anxiety-free reading in English. Conversely, the other students from Nepali medium government-funded community schools faced challenges in reading English due to their weak English background. Likewise, the reading fluency and comprehension rate were found to rely heavily on understanding word meanings. They used strategies such as checking bilingual dictionaries to find the meanings of unfamiliar vocabulary items.

The students were found only to read handouts provided by teachers and textbook texts relevant to exams, which was a challenge for reading comprehension. In addition, they were found to have fear and anxiety due to the uninteresting genre of texts as the students from social science background were found to be reading fiction texts than the students from natural sciences and technical stream preferred to read factual and non-fictional English texts. Finally, the students faced challenges in reading textbooks and texts by foreign writers as the examples and vocabulary used did not match their cultural and contextual background. Another challenge they faced was difficulty in understanding technical vocabulary and complex text structures.

These findings are inconsistent with the findings of previous studies by Dewi (2018), Duncan et al. (2016), Hollis (2021), Owen et al. (2021), Bhandari (2016), Loudari (2014), Parajuli (2011), Poudel (2013), and Subedi (2022) also underscored the dependence of English learners on prescribed course materials. The research findings indicated that the students struggle to understand the meaning of vocabulary items used in sentences and comprehend the texts. The challenges, such as a weak background in English, reading primarily for examination purposes, lack of interest in English, complex sentence structures, technical terminologies, and uninteresting and unfamiliar contextual texts, were identified as major challenges faced by students when reading English texts. These findings align with the conclusions of other researchers, such as Rizqon et al. (2021), Satriani (2018), Nurjanah (2018), Kasim and Raisha (2017), and Yusuf and Fauzan (2016).

The findings highlight significant challenges in reading comprehension among undergraduate students, particularly those from weaker English backgrounds. Students from English medium boarding schools demonstrate higher reading abilities and confident and anxiety-free reading experiences in English. Conversely, Nepali medium government-funded community school students struggle with reading due to

their weaker English backgrounds. Addressing these issues requires a multi-faceted approach, including enhancing students' foundational English skills, promoting diverse and engaging reading materials, and teaching effective reading strategies.

Chapter Summary

This chapter thoroughly discussed the research findings based on the research objectives, questions, and hypotheses by integrating quantitative and qualitative research findings. It has categorically and thematically presented the key findings with a comprehensive examination of the research outcomes. It has covered the findings of an assessment of RCA, program-wise, strategy-wise, level-wise, text-wise, and gender-wise RCA in English texts. Moreover, it presented findings related to the relationship between RCS and RCA through quantitative and qualitative research.

The chapter has reflected on the findings related to the relationship between RCS and different types of texts, showing significant associations between CRS, MCRS, and SARC and fiction and non-fiction texts. The qualitative findings have revealed that most students heavily rely on prescribed textbooks and materials provided by their teachers, especially for exam preparation, aligning with previous research studies. Furthermore, the research findings related to reading problems and challenges have been presented and discussed in this chapter.

Chapter Seven

Reading Comprehension Ability Framework

This chapter discusses a proposed framework for reading comprehension ability. The framework comprises three main components: Reading (R), Comprehension (C), and Ability (A). Each component comprises sub-components representing the key elements and processes in reading comprehension. Based on the research findings and theoretical and empirical literature review, the researcher has developed the Reading Comprehension Ability Framework as the product of this study. This chapter, therefore, illustrates the concept, components, and diagrammatical presentation with an explanation of RCA as the framework for reading. In addition, it also discusses the linkage of RCA as the framework for reading with the research findings.

Concept of Reading Comprehension Framework

Reading Comprehension Ability Framework is a proposed framework for reading that provides a systematic and comprehensive approach to understanding reading comprehension ability. The first component of the framework is 'Reading' represented by the acronym R + E + A + D + I + N + G. Each letter in the acronym corresponds to a step or assumption involved in the reading process. These sub-components capture the sequential nature of reading in that the readers are supposed to consider the different stages and aspects while engaging with a reading text.

The second component is 'Comprehension', represented by the C + O + M + P + R + E + H + E + N + S + I + O + N. This component elucidates the importance of reading comprehension strategies employed by readers. Each letter in the acronym represents a strategy or reading technique used to comprehend and make meaning from the text.

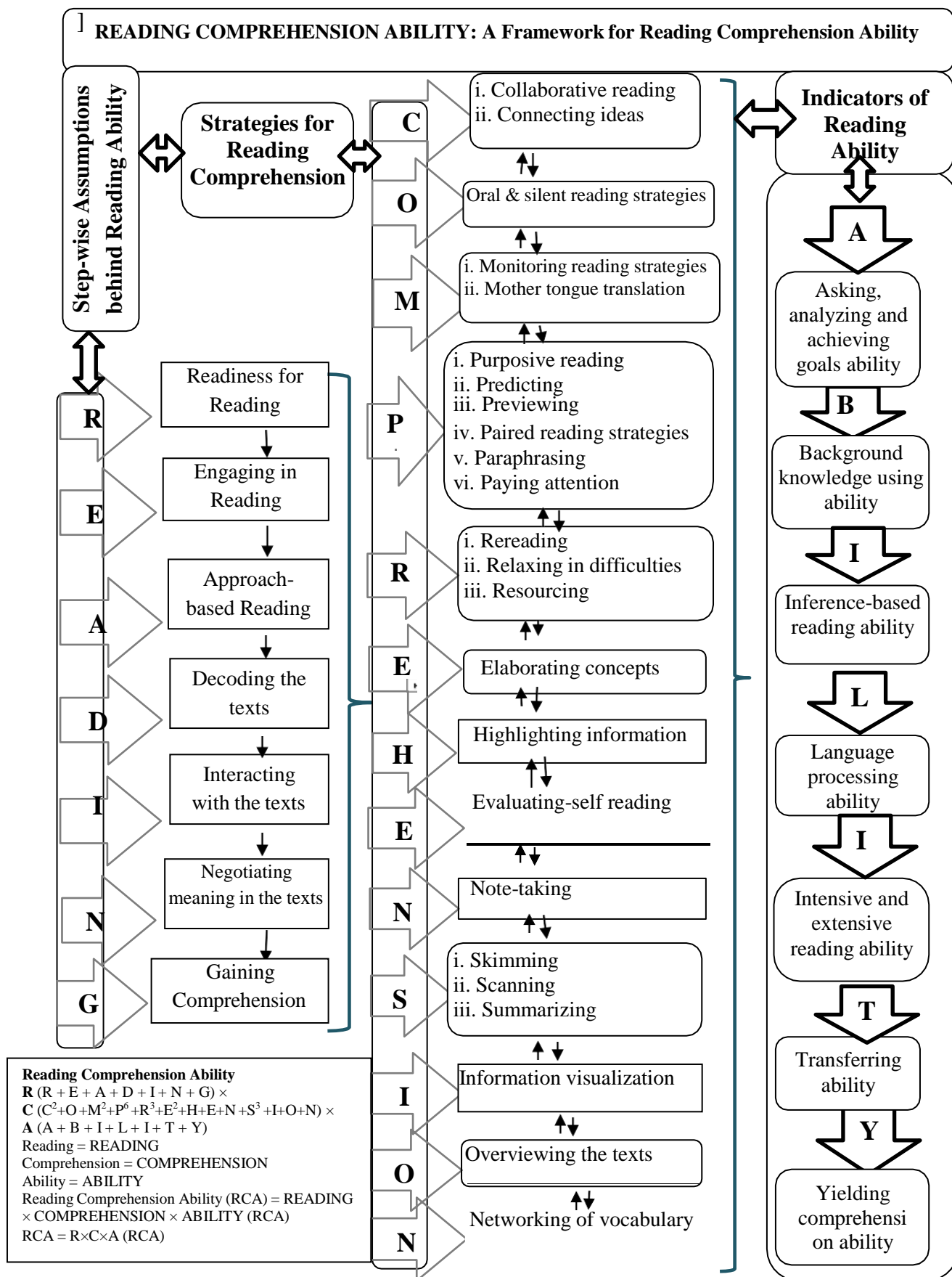
The third component is 'Ability' represented by the acronym A + B + I + L + I + T + Y. This component illustrates the indicators of reading comprehension ability. Each letter represents certain abilities that the readers need to develop for comprehension.

The proposed framework claims that 'Reading Comprehension Ability' results from multiplying three components: Reading, Comprehension, and Ability. To be more specific, it is argued that 'Reading Comprehension Ability' is the product of 'Reading Comprehension Ability': Reading Comprehension Ability (RCA) = $READING \times COMPREHENSION \times ABILITY$: $RCA = R \times C \times A$ (RCA). This equation signifies that reading comprehension ability is a complex construct that emerges from the interplay of reading processes, comprehension strategies, and various indicators of ability.

By multiplying the three components together, we obtain the formulaic representation of the framework: $RCA = R \times C \times A$. This formula emphasizes the interconnectedness and interdependence of reading, comprehension, and ability to develop reading comprehension ability. The 'Reading Comprehension Ability' Framework has been presented as follows:

Figure 31

Reading Comprehension Ability Framework



The three components of the RCA Framework— *Reading*, *Comprehension*, and *Ability*— can be further discussed as follows:

Reading

Based on the reviews and insights from my research findings, the researcher propose the '*Reading*' component as a step-wise assumption of reading comprehension ability, where *R* stands for reader's readiness for reading; *E* stands for engaging in reading; *A* stands for approach-based reading; *D* stands for decoding the texts, *I* stands for interacting with the texts; *N* stands for negotiating meaning in the texts; and *G* stands for gaining the comprehension. These stepwise assumptions are considered prerequisites for developing reading comprehension ability. Each element represents a specific aspect or action involved in the reading process, and they collectively contribute to the comprehension of the text, which can be discussed as follows:

Readiness for Reading. Readiness for reading refers to the preparedness of readers to engage in the reading process and comprehend texts, including having the necessary mindset, focus, and concentration. Without readers ready to read and understand texts, no effort will lead to successful comprehension. –Readiness in learning to read refers to the ability to recognize that words are made up of sounds and that sounds are composed of letters and letter combinations (Gunning, 1996, as cited in Karen, 2003, p. 6). Understanding the relationship between sounds and words is crucial for effective reading (Snow et al., 1998).

Additionally, readers must be mentally, physically, emotionally, and socially prepared to read texts. According to Harris and Sipay (1980), reading readiness encompasses general maturity, including attitudes, learned knowledge, and skills that enable a child to read in specific instructional conditions. Thus, the readiness of

readers to engage in the reading process is crucial for developing reading skills. Factors such as motivation, positive reinforcement, anxiety reduction, and fostering a love for reading play important roles in sustaining this readiness (Woolley, 2011).

Engaging in Reading. The engaging in reading sub-component elucidates the significance of actively participating once readers are ready. Without active engagement, no actual reading occurs. Therefore, in this step, readers are encouraged to involve themselves in real reading activities actively. In this regard, Karen (2003) argues that effective reading for comprehension is a thoughtful and actively engaged process. When engaged, readers are more likely to comprehend and gain a deeper understanding of the text. Using reading strategies that maximize student engagement with the reading material is, therefore, crucial. Similarly, Woolley (2011) asserts that research on –reading engagement focuses on students' behavior, particularly their participation in reading activities (p. 148). When readers actively participate in the reading process, they are more likely to comprehend and understand the text.

Approach-based Reading. The third component of 'Reading' refers to approach-based reading, which means using various reading approaches and processes while reading the texts. In this regard, Blachowicz and Ogle (2017) argue that good readers actively read and use multiple approaches to comprehend the text. Some readers may use a bottom-up approach, which involves decoding individual words and building meaning from the smaller units to larger ones. On the other hand, some readers may use a top-down approach, relying on prior knowledge, context, and overall understanding to make sense of the text. There are also interactive approaches to reading, emphasizing the interaction between the reader and the text, incorporating bottom-up and top-down processing. Interactive reading approaches view reading as a bi-directional process where the reader actively engages with the text, utilizing

bottom-up and top-down processes (Block, 1992; Goh & Hashim, 2006). By combining bottom-up, top-down, and interactive strategies, readers can enhance their understanding and engagement with the text.

Decoding Texts. Decoding refers to accurately interpreting and understanding the texts. Once readers read using various approaches, they decode the texts effectively to comprehend them. It involves visual, syntactic, and semantic cues to derive meaning from words and sentences. Effective readers understand how to apply decoding skills to rapidly and efficiently recognize words (Karen, 2003). Therefore, it is argued that skilled readers are proficient decoders who can quickly recognize words and read fluently (Wharton-McDonald & Swiger, 2014). The Simple View of Reading (SVR) posits that reading comprehension results from decoding and language comprehension (Gough & Tunmer, 1986; Hoover & Gough, 1990, as cited in Ke, 2022). By developing a strong linguistic knowledge base and employing effective decoding strategies, readers can enhance their ability to understand and make sense of the texts they read.

Interacting with Texts. Interacting with the texts means actively engaging with the text and deriving meaning from it. Reading comprehension involves a complex interaction among texts, readers, and tasks (van den Broek et al., 2001, as cited in Kimura, 2022). Once readers have successfully decoded the texts, they are expected to interact effectively with the texts to understand them. This step involves connecting the linguistic meaning of the texts with the pragmatic meaning. Readers explore the texts' explicit and implicit meanings, drawing on their prior knowledge and experiences. Effective interaction with the texts entails active engagement, critical thinking, and connecting the text with one's knowledge. To interact effectively with texts, readers employ various comprehension strategies such as questioning,

summarizing, making predictions, drawing inferences, and evaluating information. By actively interacting with the texts, readers deepen their understanding, extract relevant information, and construct meaning.

Negotiating Meaning. Negotiating meaning refers to modifying communication to overcome difficulties in comprehensibility (Pica, 1994, as cited in Silve et al., 2020). In reading, negotiating meaning involves actively engaging with the text and adjusting with understanding to achieve comprehension. According to the Rand Reading Study Group (2002), reading comprehension is the simultaneous process of extracting and constructing meaning through interaction with written language. Reading involves both reconstructing the author's message and constructing personal meaning (Hayes, 1991). Constructing meaning in reading involves building knowledge, promoting understanding, acquiring and using knowledge, monitoring comprehension, and developing insight (Harvey & Goudvis, 2000). By negotiating meaning, readers enhance comprehension and deepen their understanding of the texts.

Gaining Comprehension. After decoding, interacting, and negotiating meaning, the ultimate aim of readers is to comprehend the content of the text. Karen (2003) argues that comprehension is the central goal of reading. Prior knowledge and experiences facilitate making connections, drawing upon existing schema, and better understanding the context and meaning of the text. By prioritizing comprehension, readers can extract meaning, gain insights, and fully engage with the text's content.

Comprehension

The second component of the RCA Framework is 'Comprehension', represented by the acronym C + O + M + P + R + E + H + E + N + S + I + O + N. This component underlines the significance of reading comprehension strategies employed by readers. Each letter in the acronym represents a specific strategy or

cognitive process used to understand and make meaning from the text. In my research findings, I have found the students use a variety of reading strategies to comprehend the texts; however, no single strategy has the magic power to comprehend the texts accurately and effectively. From the insights of my research findings and others, the researcher proposes the „Comprehension “ component that represents the reading comprehension strategies for developing the reading comprehension ability.

The sub-components of the 'Comprehension' component represent the various strategies to enhance reading comprehension. The 'C' sub-component emphasizes collaborative and connecting reading strategies, such as engaging in discussions and connecting with prior knowledge. 'O' focuses on developing oral and silent reading strategies. 'M' addresses monitoring strategies and mother tongue translation strategies. 'P' involves purposive reading, predicting, previewing, paired reading, paraphrasing, and paying attention strategies. 'R' emphasizes rereading, relaxation in difficulty, and resourcing strategies. 'E' stands for elaborating concepts, while 'H' means highlighting information. Another 'E' refers to evaluation strategies and expressing feelings and attitudes. 'N' stands for note-taking reading strategy. 'S' covers three reading strategies: skimming, scanning, and summarizing. 'I' focuses on information visualization, 'O' involves overviewing the text, and 'N' addresses networking of vocabulary strategies. By employing these reading strategies, readers can improve their comprehension skills and deepen their understanding of the text, which can be further discussed as follows:

Collaborative and Connecting Reading Strategies. Collaborative reading strategies involve engaging in discussions and interactions with others, such as in book clubs or study groups, to enhance comprehension by sharing different perspectives and interpretations of the text. It incorporates previewing, click and

clunk, getting the gist, and wrap-up strategies to improve reading comprehension (Abidin & Riswanto, 2012; Alqarni, 2015; Boardman et al., 2011; Cash & Schumm, 2006; Elkaumy, 2004; Khonamri, 2015; Ross, 2020; Jannah, 2020; Sembiring, 2020, as cited in Anwar, 2020).

Connecting reading strategy involves connecting the text and one's prior knowledge or personal experiences, which help readers better understand and relate to the content by activating their background knowledge. Making connections based on similarities, differences, cause-effect relationships, or personal associations is vital to comprehension (Pearson et al., 1979). Successful readers can connect ideas and materials to their prior knowledge, enhancing reading comprehension (Karen, 2003). The approaches of "Text-to-Text, Text-to-Self, and Text-to-World" are commonly used to help students build connections and deepen their understanding of the text (Amin, 2019). Research consistently shows that background knowledge significantly impacts text comprehension (Alderson, 2000; Clapham, 1996; Lin, 2002; Singhal, 1998, as cited in Mckee, 2012). By connecting prior knowledge to the text, readers can enhance understanding, make inferences, and engage in critical thinking.

Oral and Silent Reading Strategies. Oral reading provides insights into a reader's application of reading strategies, while silent reading is considered a better method for assessing reading comprehension (Johns & Lenski, 2001, as cited in Karen, 2003). Employing oral and silent reading strategies to develop reading comprehension is recommended. Oral reading strategies help students practice reading aloud with accuracy and expression, while silent reading strategies allow them to read faster without vocalization, focusing more on comprehension. By incorporating both strategies, students can enhance their reading fluency and comprehension of texts.

Monitoring and Mother Tongue Translating. Monitoring strategies involve readers actively monitoring their comprehension and taking appropriate actions to improve understanding. Monitoring strategies are essential for identifying comprehension difficulties and adjusting to enhance understanding. Skilled readers exhibit a higher comprehension monitoring level than less skilled readers (Garner & Kraus, 1982; Grabe & Mann, 1984; Paris & Myers, 1981, as cited in Kolić Vehovec & Bajšanski, 2007). Actively monitoring comprehension helps readers catch misunderstandings and confusion, improving reading performance.

Mother tongue translating strategies involve translating unfamiliar words or phrases from a second language text into one's native language to aid comprehension. Generally, L2 readers often use mother-tongue translating strategies as a cognitive approach to comprehend L2 texts (Kern, 1994; Upton, 1997, as cited in Goh & Hashim, 2006). However, relying too heavily on translation can impede language proficiency development and hinder direct engagement with the second language text. It is important to use these strategies judiciously, combining them with other reading strategies to promote comprehension and language learning (AD-Heisat et al., 2009; Alsheikh & Mokhtari, 2011; Guo, 2013; Kasemsap & Lee, 2015; Küçükoğlu, 2012; Lai, 2017; Pinninti, 2016; Semtin & Maniam, 2015; Tercanlioglu, 2004; Solak & Altay, 2014; Teba, 2017; Yukselir, 2014 as cited in Ali & Razali, 2019).

‘P⁶’ Reading Strategies. The ‘P⁶’ reading strategies include purposive reading, predicting, previewing, paraphrasing, paying attention, and paired reading strategies. These strategies play a role in improving reading comprehension by encouraging active involvement, strategic thinking, and the construction of meaning.

Purposive reading involves setting specific goals or intentions for reading, which enhances comprehension by directing the reader's attention and extracting

relevant information. Research supports the notion that having a purpose in reading improves comprehension (Blanton et al., 1991; Oxford, 1990).

Predicting utilizes available clues and prior knowledge to make informed guesses about the text's content. It activates background knowledge, establishes connections, and improves comprehension (Oxford, 1990; Woolley, 2011).

Previewing enhances comprehension and prepares readers for the upcoming text (Chen & Graves, 1995; Huang, 2009). It allows readers to make assumptions about the text based on illustrations, captions, headings, keywords, titles, pictures, tables, graphics, subtitles, etc. (Chia, 2001; Coutant & Perchemlides, 2005; Garriott & Jones, 2005, as cited in Reese, 2006). Previewing also helps readers analyze the implicit message in the reading texts (Daiek & Anter, 2004) and make predictions about the climax and resolutions stated in the text (Hina, 2013, as cited in Iklima et al., 2020).

Paraphrasing involves restating ideas or information from the text in one's own words. It aids in processing and comprehending the text by internalizing and accurately expressing its meaning. Skilled readers employ paraphrasing to monitor their understanding and access prior knowledge (Dreher, 2004; Kletzien, 1991, 1992; Kletzien & Meijer, Pressley & Afflerbach, 1995; Veenman, & van Hout-Wolters, 2006, as cited in Kletzien, 2009).

Paying attention involves maintaining focus and concentration while reading. It directs the reader's attention to the task, facilitates comprehension, and helps identify key details or main ideas. According to the automatization theory proposed by LaBerge and Samuels (1974), attention is essential for reading fluency and comprehension. Efficient reading necessitates sustained attention as it ensures an

active preparation process during which the reader strives to read the text thoroughly (Yildiz & Çetinkaya, 2017).

Paired reading is a collaborative strategy where two readers work together, one reading aloud and the other following silently. It is a research-based reading strategy that pairs a skilled reader with a less skilled reader, with the skilled reader reading the connected texts first and then the less skilled reader reading the same texts (Mathes et al., 1994; Schneider, 2007, as cited in Li & Nes, 2001). Pairing a weaker reader with a stronger reader and engaging in discussions about the text and reading aloud independently or together can improve reading. Paired reading contributes to reading fluency, accuracy, and increased reading comprehension (Gerdes, 2000; McDonald, 2010; Vo, 2011).

‘R³’ Strategies. The 'R³' reading strategies include three reading strategies: repeated reading, resourcing, and relaxation. These strategies enhance reading comprehension by improving fluency, accessing resources, and managing difficulties or anxieties.

Repeated reading involves reading a text multiple times to improve fluency, accuracy, and comprehension, in which learners read the same passage repeatedly to automatize word recognition, leading to increased comprehension (Shimono, 2023, p.192). It can be done silently or orally, improving reading rates, attitudes, and skills in second language (L2) contexts (Chang, 2012; Malakowsky, 2023; Milliner, 2021). Implementing repeated reading can positively impact reading abilities and confidence among L2 readers (Chang, 2012; Shimono, 2018).

Resourcing is a strategy that involves using various resources, such as dictionaries, word lists, grammar books, and online tools, to enhance understanding

and acquire information in a new language (Oxford, 1990). Students utilize print and digital resources to support reading comprehension and expand their vocabulary.

Relaxation in difficulty is a reading strategy that helps readers manage challenges and anxieties encountered during reading. Techniques such as progressive relaxation and deep breathing can promote a calm and focused mindset, reducing reading anxiety and improving concentration (Oxford, 1990). Seeking support from others and sharing reading difficulties can also contribute to developing reading.

Evaluating Reading Strategies. Evaluating reading strategies involves assessing and reflecting on the effectiveness of reading to determine one's comprehension and reading progress. In this regard, Oxford (1990) argues that self-evaluation in reading is a commonly employed reading strategy, such as assessing reading speed, identifying errors in understanding, recognizing important information, tracking the sources of errors, and working towards eliminating them. It entails evaluating one's reading strategies, techniques, and habits to gauge effectiveness. Readers can reflect on various aspects of their reading, including speed, comprehension, accuracy, engagement, and overall understanding of the text.

Highlighting Reading Strategy. The highlighting reading strategy emphasises important points visually impactfully, such as using color, underlining, capital letters, big writing, bold writing, stars, boxes, circles, etc. (Oxford, 1990, p. 89). This strategy aims to direct attention to important details, facilitate the organization and recall of information, and promote deeper engagement with the text. Active text highlighting encourages a deeper level of processing (Craik & Lockhart, 1972, as cited in Winchell et al., 2020). Actively highlighting specific portions of the text prompts individuals to engage more deeply with the material. Additionally, research studies by Leroy et al. (2021), Winchell et al. (2020), and Ponce and Mayer

(2014) suggest that highlighting serves as an encoding function by allowing readers to decide which parts of the text to highlight actively. In this regard, Yue et al. (2015) propose that highlighted text stands out during the retrieval process, aiding in the recall of information.

Experience-based Reading Strategy. The experience-based reading strategy involves utilizing one's experiences and recognizing the significance of prior knowledge and personal experiences in interpreting and comprehending a text. As one of the components of the FIVES strategy, Shea and Roberts (2016) argue that —readers elaborate, expand, evaluate, and make connections based on their experiences (p. 10). By incorporating personal experiences into the reading process, readers can improve their comprehension and ability to construct meaning from the text.

Note-taking. Taking notes while reading enables readers to actively engage with the text and focus on essential information. It requires them to process the material, identify main ideas, and summarize key points. By documenting crucial information in their notes, readers reinforce their comprehension of the text and enhance overall understanding. When readers actively participate in selecting and recording key information, they solidify their learning and create a tangible resource for future reference. Research supports the effectiveness of note-taking strategies in improving reading skills and comprehension (Carrel, 1998; O'Malley & Chamot, 1990; Motallebzadeh & Mamdoodi, 2011; Phakiti, 2006; Taraban, 2004, as cited in Bahrami & Nosratzadeh, 2017) have demonstrated that notetaking enhances reading performance, encourages active engagement with the text, and aids in extracting essential information.

‘S³’ Reading Strategies. The ‘S³’ reading strategies include skimming, scanning, and summarizing reading strategies. Skimming is a reading strategy that

involves quickly glancing through a text to grasp its main ideas or gist without reading every word or sentence in detail (Grellet, 1999; Nuttall, 1996). It allows readers to preview, overview, and survey the content to assess its relevance or usefulness (Grabe & Stoller, 2013; Liao, 2011). Skimming saves time, makes decisions about further reading, and efficiently navigates large amounts of information.

Scanning is a reading strategy that rapidly searches a text to locate specific information or keywords (Grellet, 2002; Nuttall, 1996). Readers look through the text to find particular words, names, dates, or other details (Grabe & Stoller, 2013; Liao, 2011). Scanning allows readers to determine what keywords to look for, quickly locate them in the text, and read the surrounding sentences to find the relevant information (Wiriyaichitra & Apichattrakul, 1999). It is an effective strategy for targeted information retrieval and timesaving when searching for specific facts or details within a text.

Summarizing involves condensing and expressing a text's main ideas or key points concisely and accurately (Guthrie, 2004). It requires readers to rephrase the main ideas or important details using their own words, demonstrating their comprehension of the text, which serves as a tool for assessing comprehension, as readers identify essential information and synthesize it into a coherent summary (Shea & Roberts, 2016).

Information Visualization Strategy. Information visualization involves mentally creating images or visual representations of the information being read. This technique has the potential to enhance reading comprehension and improve memory retention. Visualization can be facilitated through various methods, such as discussing book illustrations, drawing pictures, manipulating objects, using descriptive language,

and considering different character perspectives (Woolley, 2011). It is a comprehension strategy that benefits readers of all proficiency levels. When readers actively visualize the information while reading, employing sensory details to create vivid mental images, they enhance their understanding and retention of the content (Keene & Zimmermann, 1997; Pearson et al., 1992; Zimmermann & Hutchins, 2003, as cited in Karen, 2003).

Overviewing. Overviewing the text before reading is commonly used to enhance comprehension. When employing this strategy, readers quickly skim through the text to grasp its structure, main ideas, and unfamiliar vocabulary. In this regard, Oxford (1990) describes this strategy as previewing basic principles and/or materials, including new vocabulary, and linking it to learners' prior knowledge (p. 152). By overviewing the text, readers can activate their existing knowledge, establish a framework for understanding, and pinpoint key points or areas that require closer attention.

Networking of Vocabulary. Networking of vocabulary refers to establishing connections and relationships between words to improve comprehension during reading. It encompasses understanding the meanings, multiple contexts, syntactic structures, synonyms, antonyms, and interconnections of words within a sentence or text. The "V" component of the FIVES strategy, proposed by Shea and Roberts (2016), emphasizes the significance of words and vocabulary in comprehending texts. A strong vocabulary foundation is essential for readers to comprehend the words, phrases, and expressions used within the context of a text (Shea & Roberts, 2016). Research consistently demonstrates the direct impact of vocabulary knowledge on comprehension. Studies have highlighted the pivotal role of vocabulary in reading comprehension (Anderson & Freebody, 1981; Beck et al., 1982; Graves, 2000; Nagy

et al., 1987, as cited in Wharton-McDonald & Swiger, 2014). Vocabulary knowledge significantly influences a student's ability to comprehend text (Nagy & Scott, 2000; Tompkins & Blanchfield, 2008).

Ability

Based on the reviews of the related literature and insights from this research, the researcher proposed the third component of the RCA Framework 'Ability' as represented by the acronym A + B + I + L + I + T + Y, which deals with the indicators of reading comprehension ability, where A stands for asking questions, analyzing expressions and achieving goals ability, B stands for background knowledge using ability, I stands for inferencing reading ability, L stands for language processing ability, I stands for intensive and extensive reading ability, T stands for transferring ability, and finally, Y stands for yielding comprehension ability. These indicators encompass various aspects of reading comprehension ability, which are further discussed as follows:

‘A³’ Reading Ability. *The „A³“ reading ability involves ‘Asking Questions, Analyzing Expression and Achieving Goals Ability.’* Proficient readers use questioning to construct meaning, improve understanding, and discover new information within a text (Harvey & Goudvis, 2000, as cited in Amin, 2019). Comprehension is fundamentally about answering questions, as readers seek answers within the text to validate their understanding and construct a coherent mental representation of the information (Smith 1979, as cited in Woolley, 2011, p. 107). Readers actively participate in meaning-making and enhance their comprehension by continually asking and seeking answers to their questions.

Analyzing ability involves the reader's capacity to break down and understand expressions within a text. This includes analyzing expressions, deciphering unfamiliar

words or phrases, and analyzing contrastively by comparing linguistic elements (Oxford, 1990). Analyzing ability pertains to the reader's capacity to break down and comprehend expressions in the text. Skilled readers use strategies like context clues and knowledge of word parts to understand unfamiliar expressions (Woolley, 2011). By employing these analytical skills, readers can overcome obstacles when encountering new words or phrases and effectively engage with the text.

Achieving reading goals refer to readers' strategic control of their reading processes to fulfill specific objectives. Skilled readers set clear goals, adapt their strategies, and monitor progress toward these goals (Britt et al., 2017). In second language (L2) and English as a Foreign Language (EFL) reading contexts, readers set goals based on their needs and motivations, guiding their reading processes and influencing their selection of texts and comprehension depth (Oxford, 1990). These goals guide readers' reading processes and influence their selection of texts, reading strategies, and depth of comprehension.

Background Knowledge Using Ability. Skilled readers effectively use their prior knowledge and experiences to establish connections and construct meaning while reading (Woolley, 2011). Reading comprehension occurs when readers link their background knowledge with the text and within it (Pressley, 2006, as cited in Woolley, 2011). Background knowledge, also known as schema, plays a crucial role in reading comprehension by providing a foundation for a better understanding of the topics discussed in the text (Cho & Ma, 2020). It significantly influences reading comprehension, while its absence can hinder comprehension (Al-Jarrah & Ismail, 2018).

Inference-based Reading Ability. Skilled readers can make logical deductions and draw conclusions based on information provided explicitly or

implicitly in the text (Shea & Roberts, 2016). Effective readers apply their world knowledge and background information to make valid inferences and synthesize information within and across texts (Karen, 2003). Research has shown that less-skilled readers may struggle with making appropriate inferences while reading, while skilled readers excel at making inferences and integrating information (Perfetti et al., 2005). Making inferences is crucial for developing a deeper understanding of the text and enhancing comprehension.

Language Processing Ability. The fourth sub-component of the 'Ability' framework is 'L,' which represents language processing ability. This component is crucial for reading comprehension as it encompasses the reader's competence in decoding words, understanding grammar and sentence structures, and effectively using vocabulary. The language processing ability of L2 readers is crucial as it directly impacts their reading fluency and comprehension (Pang, 2008). Skilled readers efficiently navigate texts by combining lower-level automatic linguistic processes with higher-level processes that rely on background knowledge and inferencing abilities for comprehension (Cartwright, 2009).

Intensive and Extensive Reading Ability. Skilled readers demonstrate proficiency in both intensive reading, involving a detailed examination of shorter texts for in-depth understanding, and extensive reading, involving reading larger quantities of texts to develop a broad understanding across various topics (Grabe & Stoller, 2013; Scrivener, 2005; Watkins, 2017). This ability allows readers to adapt their reading strategies based on the purpose and nature of the text.

Transferring Ability. Skilled readers can apply knowledge and skills from previous reading experiences to new and unfamiliar texts. This includes transferring comprehension strategies, critical thinking skills, and domain-specific knowledge

from one context to another, allowing readers to navigate various genres, subjects, and contexts effectively (Oxford, 1990). The ability to transfer linguistic knowledge, comprehension strategies, critical thinking skills, and domain-specific knowledge from one context to another is crucial to reading comprehension.

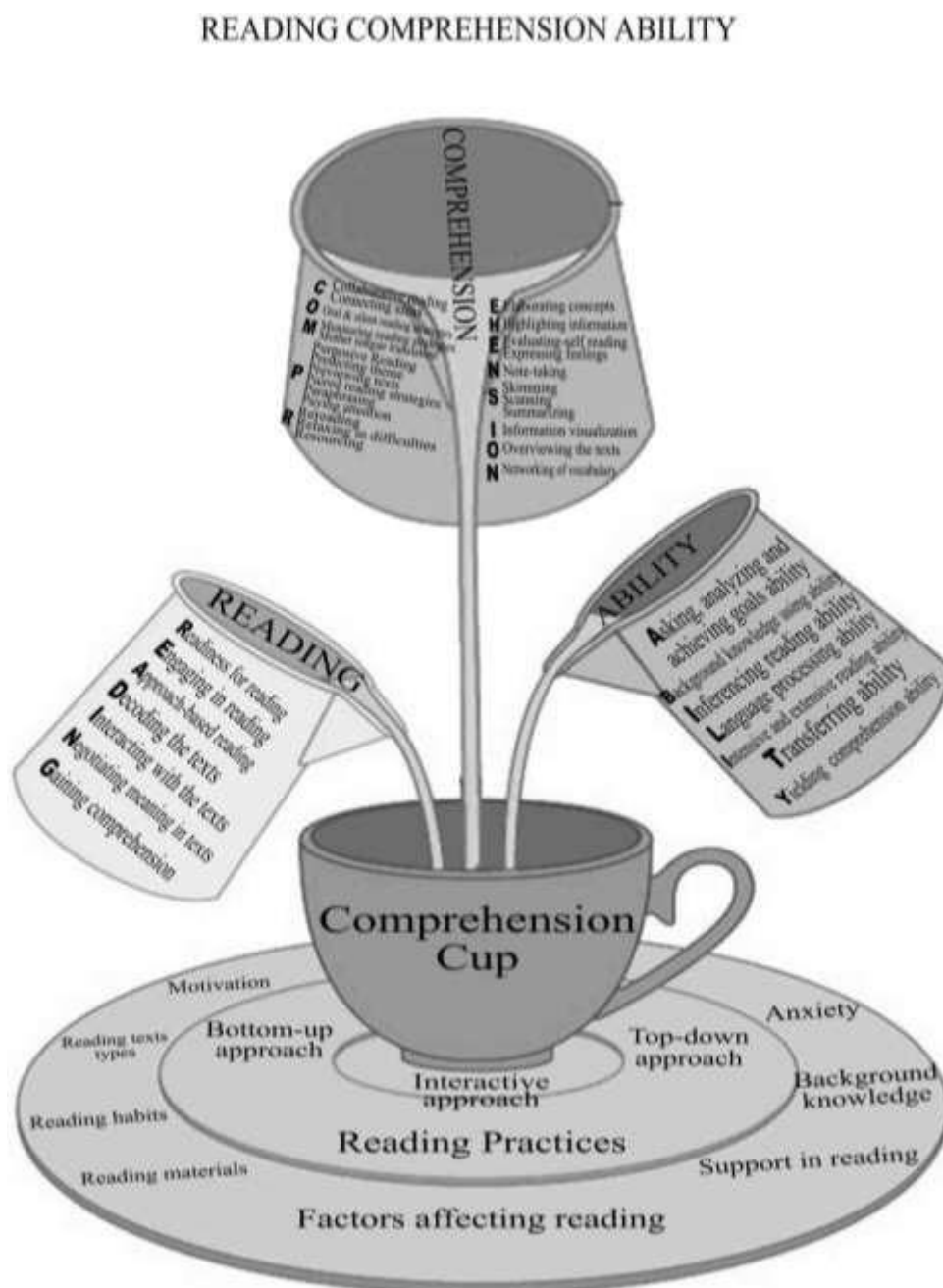
Yielding Comprehension Ability. Yielding comprehension ability represents the ultimate goal of skilled reading: comprehending and extracting meaning from the text. Proficient readers can synthesize information, summarize key points, and connect within and across texts. They can extract the main ideas, identify supporting details, and evaluate the credibility and relevance of the information from the texts. Proficient readers can synthesize information, combining different ideas and concepts from the text to form a cohesive understanding.

The Reading, Comprehension, and Ability, the three components of the Reading Comprehension Ability Framework are interconnected and interdependent. Each component contributes to and relies on the others and cannot exist in isolation. The first component, Reading, is a prerequisite for Reading as the readers should be ready for reading with fundamental skills and preparation, engage in reading activities, decode the texts, interact with the texts, and negotiate the meaning resulting from the comprehension. The second component, Comprehension, is essential for reading comprehension as the readers should read various books. Finally, the last component, Ability, determines the indicators for Ability.

Based on the Reading Comprehension Ability Framework Reading Comprehension Cup (RCC) has been developed in which all the framework components are included and added affecting factors for achieving reading comprehension ability.

Figure 32

Reading Comprehension Cup



Cup adapted from Snow and Douglas (2017)

The Reading Comprehension Cup (RCC) illustrates the various factors that affect the reading comprehension ability of the readers. These factors include personal, linguistic, and environmental factors such as reading practices, reading habits, text types, reading materials, motivation, anxiety, and interest. The researchers

have identified numerous factors that impact an individual's ability to comprehend what they read. These factors encompass text complexity, environmental surroundings, anxiety levels, personal interest, motivation, reading routines, and the materials being read (Alderson, 2000; Dennis, 2008; Gilakjani & Sabouri, 2016; Grabe, 2009; Pham, 2021; RAND, 2002; Williams, 2007).

Reading Text Types. Text complexity is intertwined with language proficiency and the grasp of meanings (Dennis, 2008; Gilakjani & Sabouri, 2016). Understanding the structure of texts is vital for aiding comprehension (Alderson, 2000). In the comprehension process, various text representations, including the surface code, text base, and mental models embedded within the text, are constructed (RAND, 2002). Recognizing the underlying structure of the text enhances comprehension (Williams, 2007), with the text itself offering guidance for comprehension (Grabe, 2009).

Environment. The physical environment also wields a substantial influence on reading comprehension. Comprehension is enhanced when reading occurs in an organized and tranquil setting, while external distractions, like noise, can disrupt concentration (Dennis, 2008; Gilakjani & Sabouri, 2016).

Anxiety. Anxiety experienced during reading can harm understanding, especially when learners are under pressure during exams or assignments (Dennis, 2008; Gilakjani & Sabouri, 2016).

Interest and Motivation. Interest and motivation are pivotal for honing reading comprehension abilities. Learners who exhibit a genuine interest in the material and are motivated to read typically achieve better comprehension outcomes, whereas monotony can lead to reduced understanding (Dennis, 2008; Gilakjani & Sabouri, 2016). Motivated readers actively engage with the text and invest the more

cognitive effort to achieve comprehensive understanding (Guthrie & Wigfield, 2000; Unrau and Alvermann, 2013).

Reading Habit. Reader's reading habits also wield significant influence over reading comprehension. Possessing commendable reading habits positively impacts students' reading comprehension achievements (Pham, 2021). Environmental conditions, personal interests, and motivation can either hinder or encourage the development of reading habits among students (Sangkaeo, 1999, as cited in Akanda et al., 2013; Samrotul, 2014).

In essence, the Reading Comprehension Ability Framework illustrates that reading comprehension is not a one-dimensional skill but a complex interplay of several factors. These factors encompass various personal, linguistic, and environmental variables, including reading practices, habits, text types, materials, motivation, anxiety levels, and personal interests.

Linkage between Framework and the Research

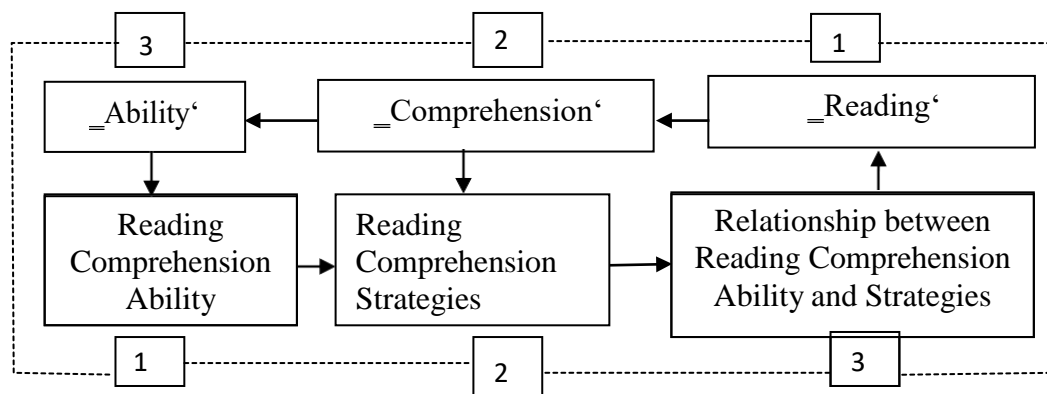
The 'Reading Comprehension Ability Framework' has been developed based on research findings regarding reading comprehension ability and the strategies used in English reading texts. The findings claimed a strong relationship between the reading comprehension ability achieved and the reading strategies employed while reading English texts. Finally, the research findings revealed that the students primarily relied on prescribed textbooks, notes, and handouts provided by teachers, employing top-down, bottom-up, and interactive reading approaches. They also encountered various reading problems and challenges, such as vocabulary, sentence structure, meaning, contextual guessing, weak background knowledge, and uninteresting reading materials.

The research findings and the RCA Framework developed based on the research are linked through their alignment. The findings support the framework's

components and align with the research objectives and questions. The linkage between the research and the framework is illustrated in Figure 33, emphasizing the associative link between the three components of the RCA Framework and the three research problems addressed in the study.

Figure 33

Linkage between the Framework and Research



The 'Ability' component directly addresses the research problem concerning reading comprehension ability. The readers' assessed reading ability aligns with the assumptions made in this component of the RCA Framework. Similarly, the 'Comprehension' component is closely related to the research problem focusing on reading comprehension strategies. It assumes that readers employ multiple strategies to achieve reading comprehension. Lastly, the 'Reading' component directly relates to the research problem investigating the relationship between reading comprehension ability and strategies. It assumes that readers use strategies while reading to attain comprehension ability, especially in English texts.

The research conducted is inherently connected to the proposed RCA Framework as a framework for reading, as the findings support and align with the components and perspectives of the RCA Framework. The research provides evidence

for the validity and relevance of the framework in understanding reading comprehension abilities and strategies.

Chapter Summary

This chapter has introduced the new concept of developing a Reading Comprehension Ability Framework for developing reading skills in general and reading in English texts. It has dealt with three fundamental components of reading: Reading, Comprehension, and Ability and it has also discussed several factors, reading problems and challenges, such as vocabulary, sentence structure, meaning, contextual guessing, weak background knowledge, and uninteresting reading materials. In addition, this chapter also linked the relationship between the research findings and the components of the Reading Comprehension Ability Framework.

Chapter Eight

Conclusions, Implications and Reflections

This chapter synthesizes the critical findings of the research on reading comprehension among Nepali undergraduate students. It highlights the study's implications that span policy, practice, and research levels, recommending curriculum design, differentiated instruction, professional development for teachers, and further research on reading strategies and comprehension challenges. The chapter concludes with reflections on the Ph.D. journey, highlighting the academic and personal growth experienced, and the lessons learned in overcoming the challenges of research and data analysis.

Conclusion

Reading and comprehending the sense of the text is one of the most fundamental skills for learners in general and English language learners in particular. Reading English texts in a non-native foreign language context is a challenging and tough activity for Nepali readers, from school to university level.

Reading comprehension is essential for learners, especially those navigating English texts in a non-native context, such as Nepali students. This study highlights that reading English texts from school through university levels present significant challenges for Nepali readers, primarily due to a foundational lack of exposure to diverse English materials and practice. The research underscores students' low reading comprehension ability (RCA) in English can be attributed to a weak English background, limited to textbooks, handouts, and teacher-provided notes. This restricted exposure impedes their ability to engage effectively with English texts and develop advanced reading skills.

The RCA level of the students in English texts is to be developed from the

general streams such as education, humanities and social sciences, and management. The root cause behind low RCA level has been their weak English background from their school education to undergraduate level where they read English texts only from textbooks and handouts and notes provided by the teachers with limited or no exposure to and practice reading in English.

Reading is a key to learning because without reading, no learning is possible, and learning reading leads to reading to learning in general and English in particular. Effective RCSs are recommended to develop their RCA in English. Reading problems and challenges like unfamiliar vocabulary, uninteresting reading texts, low motivation, weak English background, less supportive environment, lack of regular reading habits, and readily available reading texts in English can be addressed by motivating the students to read authentic English texts regularly. It is almost difficult to develop reading skills unless they begin reading and continuously read English texts.

To address these challenges, it is essential to implement effective reading comprehension strategies tailored to students' needs. The research suggests focusing on various RCSs, including cognitive reading strategies, metacognitive reading strategies, and socio-affective reading strategies, to improve reading comprehension ability (RCA). A critical component of this process is the 'Reading Comprehension Ability Framework,' which provides a structured approach for enhancing RCA by integrating different RCSs. Educators can foster significant improvements in reading comprehension by encouraging students to engage with authentic English texts regularly and addressing issues such as unfamiliar vocabulary, lack of motivation, and insufficient reading habits. Thus, continuous practice and the strategic use of RCSs are vital for developing robust reading skills and overcoming the inherent challenges

of reading English texts in a non-native context.

Implications of the Study

The implication of the research findings is directly related to learning and teaching reading skills in general and English language teaching learning contexts in particular. To be more specific, this study has implications at different levels, ranging from the policy to the practice levels of teaching-learning and research studies in the field of applied linguistics and language teaching.

Policy Level Implications

The research findings have important policy implications for the teaching and learning English texts in higher education. Assessing RCA level, using RCSs, and identifying reading situations, practices, problems, and challenges provide valuable insights for policymakers and stakeholders in English language education. Some of the policy level implications can be specified as follows:

For Curriculum Designers. The research findings can inform the design and development of English language curricula at the university level. Policymakers can develop curricula that cater to varying levels of RCA, incorporating differentiated instruction to support both upper-basic readers (A2) and lower-independent readers (B1). Ensure curricula include a balanced mix of fiction and non-fiction texts to cater to diverse reading preferences and improve overall RCA.

For Textbook Writers and Material Designers. Policymakers can consider incorporating explicit teaching in RCSs, focusing on developing CRS, MCRSs, and SARSs. The findings can guide the selection and sequencing of reading materials and the integration of different text types and genres to cater to diverse learner needs.

The research findings can guide textbook writers in creating texts that align with university-level students' RCA level and RCSs. Textbooks can include a range of

texts, from non-fiction to fiction, to provide opportunities for students to practice different reading skills and strategies. The findings can also inform the development of comprehension questions and tasks that target specific reading comprehension components.

For Test Designers and Evaluators. The research findings can influence the design of reading comprehension assessments at the university level. Test designers can ensure that assessments align with students' identified RCA level and RCSs. The findings can guide the selection and construction of reading passages and questions that reflect Nepali English readers' contextualized reading demands and challenges.

For Developing Policies for Professional Development. Policymakers can promote professional development opportunities for English language teachers, focusing on improving their knowledge and skills in teaching reading comprehension. Workshops, seminars, and training programs can be organized to enhance teachers' understanding of effective RCSs and their application in diverse classroom contexts.

Policymakers can implement teacher training programs that focus on strategies to boost students' confidence in reading comprehension, particularly for those at the basic level, and encourage training on the use of both traditional and digital texts, acknowledging the influence of text types on RCA.

For Inclusive Policies for Education. Policy makers can promote gender-sensitive educational policies recognizing individual differences rather than relying on generalized gender-based assumptions about RCA. They can encourage initiatives that support equal access to resources and opportunities for both male and female students. They can develop inclusive educational policies that recognize the diverse

needs of students and support the implementation of effective RCSs and practices in schools.

The 'Reading Comprehension Ability: A Framework for Reading' can be a foundation for developing teaching-learning resources. Policymakers can support the creation of materials, such as teacher guides, lesson plans, and supplementary resources that explicitly address the identified reading comprehension challenges and provide guidance on effective RCSs. These resources can be available to teachers to enhance their instructional practices and support student learning.

By incorporating the research findings into policy decisions, policymakers can contribute to improving reading comprehension instruction and the overall English language proficiency of university-level students in Nepal. The 'Reading Comprehension Ability' framework can guide policymakers, curriculum designers, textbook writers, test designers, and teaching-learning resource developers. It enables them to make informed decisions and develop effective policies and programs for teaching and learning reading skills at all levels.

Practice Level Implications

The research inputs are more useful for using the RCSs while teaching reading in real classrooms. Furthermore, assessing the level of readers can be useful for using the teaching-learning process concerning RCSs to enhance the overall RCA in English texts. The research findings have significant implications for classroom practices and can guide teachers in enhancing reading comprehension instruction. Some of the practice-level implications can be specified as follows:

For Teachers

Application of Reading Strategies. Teachers can apply the identified RCSs in their instruction, such as questioning, summarizing, clarifying, predicting, and

metacognitive strategies, to improve students' skills. By modeling and providing guided practice, teachers can help students build a repertoire of effective RCSs.

Use of Differentiated Instruction. Assessment of students' RCA can help teachers understand their diverse needs and proficiency levels. This information can be used to tailor reading activities and materials, provide additional support for students at lower proficiency levels, and challenge higher-level readers with more complex texts and tasks.

Selection of Reading Materials. Teachers can choose authentic reading materials that align with students' RCA levels. By incorporating a variety of text types, genres, and topics, teachers can offer meaningful and engaging reading experiences that foster comprehension skills.

Teaching Metacognitive Strategies. Teachers can instruct students on how to monitor their understanding, reflect on their reading processes, and adjust when comprehension breaks down, empowering students to take control of their reading comprehension and become more independent readers.

For Classroom Discussions and Reflections. Facilitating discussions and reflections on reading comprehension can promote deeper understanding and critical thinking. Teachers can encourage students to discuss the texts they read and reflect on their reading strategies, strengths, and areas for improvement.

Implementing Formative Assessments. Implementing regular assessments, such as quizzes, reading response activities, and discussions, can provide valuable feedback on students' understanding and the effectiveness of instruction. This feedback can help teachers adjust their instructional strategies, provide targeted interventions, and offer individualized feedback.

Fostering a Reading Culture. Teachers can encourage a reading culture by integrating reading activities into daily routines, promoting reading clubs and peer reading programs, and establishing reading support programs for students with lower RCA levels.

For Parents

Encouraging Reading Habits. Parents can support their children's reading development by encouraging regular reading habits at home, providing a variety of reading materials, and creating a positive reading environment.

Supporting Reading Strategies. Parents can learn about and reinforce the RCSs taught at school, helping their children practice these strategies during reading activities at home.

Engaging in Reading Activities. Parents can participate in reading activities with their children, such as reading together, discussing books, and asking questions about the texts, to enhance their children's reading comprehension skills.

Providing Resources. Ensuring that children have access to a wide range of reading materials, both academic and recreational, can help improve their RCA.

For Students

Applying Reading Strategies. Students can actively use the CRS, MCRS, SARS taught by their teachers to improve their reading comprehension skills.

Self-monitoring. By monitoring their understanding, reflecting on their reading processes, and adjusting when comprehension breaks down, students can become more independent and strategic readers.

Engaging in Reading Activities. Participating in reading clubs, peer reading programs, and other reading-related activities can help students enhance their RCA levels and foster a love for reading.

Seeking Support. Students with lower RCA levels can seek additional help through tutoring or supplementary classes to improve their skills.

Research Level Implications

The research findings have important implications at the research level, providing valuable insights and guidance for future studies in reading comprehension. The research is a valuable resource for researchers interested in conducting further studies in reading in general and English texts. Researchers interested in exploring this area can refer to the literature reviewed in this research to gain a comprehensive understanding of the theoretical foundations, previous studies, and gaps in the existing literature. It provides a foundation for further research and theoretical development in reading comprehension. The research level implications can be further discussed and specified as follows:

Longitudinal Studies. Researchers can track the development of RCA over time and examine the long-term effects of instructional strategies and curricular changes.

Individual Variations. Further investigation into gender-specific factors and the impact of background education on RCA can be conducted.

Comparative Studies. Comparative studies across academic programs can identify specific challenges and needs.

Cultural and Contextual Factors. Researchers can explore the influence of cultural and contextual factors and the effectiveness of culturally relevant texts.

Digital Texts. The impact of digital texts and online platforms on RCA can be investigated.

Qualitative Research. Deeper insights into students' experiences and perceptions of RCSs can be gained through qualitative research.

Contributions of the Study

The study has assessed undergraduate students' reading comprehension ability level in English texts in the Nepali EFL context regarding CEFR level for the first time. This can be very useful for designing and revising the English language curriculum at school and university levels. Furthermore, the teachers can take this reference to place their students into different levels of readers and plan to improve their RCA further.

The study has determined the most frequent RCSs and recommended effective strategies to develop their RCA in English texts. No in-depth study about RCSs at the tertiary level in Nepali EFL contexts has been conducted before having a list of RCSs, including CRS, MCRS, SARS types. So, based on the research findings, textbook writers, reading material developers, English teachers, teacher trainers, and other stakeholders can be benefited from this study.

Furthermore, the research identified a strong relationship between RCA and using RCSs. Skilled readers utilized MCRS more frequently than less-skilled readers, highlighting the importance of metacognitive awareness in reading comprehension. The research also identified common challenges faced by the readers, including difficulties with vocabulary, reading materials, weak English background, appropriate reading strategies, and lack of knowledge and skills in grammar and structure. This can contribute greatly to shaping and planning teaching, learning, and testing of reading in English language education for policymakers and classroom practitioners.

Based on the findings, the proposed 'Reading Comprehension Ability Framework', a framework for reading, serves as a comprehensive model which illustrates the interrelationships and interdependence among the three components: RCA, RCSs, reading practices and challenges. It also provides factors that enhance

reading comprehension skills among English readers. This is the new framework for developing RCA, which is useful for the readers, researchers, and teachers for the literature review and guide for further investigation in reading in English.

The study has reviewed extensive literature on the research areas addressing research problems and methodology. To be more specific, it has reviewed the thematic, theoretical, and empirical reviews, so the researchers can benefit from the literature review and find the research gap for further research in the new areas of reading in English text.

Finally, the findings of this study can guide practitioners, policymakers, and academicians in the English language teaching and learning field in Nepal. Educators can integrate explicit reading instruction and strategies into their pedagogical practices to enhance students' reading comprehension skills. Policymakers can consider the importance of reading as a fundamental language skill and provide support and resources for professional development initiatives in this area. Academicians can build upon this research by conducting further studies that explore additional aspects of reading comprehension and strategies among Nepali English readers.

Reflecting on My Ph.D. Journey

In this section, I am sharing the Ph.D. as my dream degree as a part of my professional career and learning experiences of carrying out research works practically. In addition, I am also narrating the ups and downs in the junctures and bends of my Ph.D. journey and the lessons learnt from it as follows:

PhD as My Dream Degree. I was born in an illiterate family in the village of Dailekh district, where both my father and mother were illiterate, and still, they couldn't read and write but had a passion for knowledge and learning. I was so lucky

enough that my maternal grandfather was the *‘Mukhiya’*, a literate and respectful person among the villagers as educated and learnt person, and my maternal uncles used to study at campuses and schools. As the eldest grandson of his eldest daughter, my grandfather wanted me to study a lot and become a teacher. Following my maternal uncle’s path, I was admitted to I Ed, majoring in English and History in Surkhet Campus Education with the hope of either being an English teacher or an Education officer at the government office. As a B Ed level student, I took M Ed level classes at the Department of English Education at Kirtipur. I used to sit on the last bench and took the classes of Prof. Dr. Shishir Kumar Sthapit, Prof. Dr. Jai Raj Awasthi, Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Anjana Bhattarai, and many others secretly. While I was studying M Ed in English Education, I came to know about the one year B Ed in Special Needs Education/Inclusive Education having the provision of scholarship. Fortunately, I got the opportunity to meet with Prof. Dr. Basu Dev Kafle from whose inspiration I did my M Ed level research in reading and disability. I was so impressed with their classes and knew the value of a Ph.D. degree, and the hidden desire to have Ph.D. degree in the future sprouted like a dream.

As I searched for a teaching career at the tertiary level, fortunately, I got a part-time faculty position at Surkhet Campus Education, TU and at the then School of Pedagogy and Freedom under the Faculty of Education, MU, in 2013. Two years later, as an Assistant Professor of English Education at MU, I realized the need for and importance of a Ph.D. degree in my profession and was admitted to TU.

Ph.D. Journey at the Crossroad. My Ph.D. journey was initiated when I saw the admission notice from the Faculty of Education, TU. As I saw the notice, I consulted Prof. Dr. Chitra Bahadur Budhathoki, the then Assistant Dean, now, Dean of the Faculty of Education. I asked for the eligibility criteria and necessary things to

be done. I also consulted Mr. Lal Bahadur Rana, Lecturer of English Education, TU, and a senior ELT brother. He also encouraged me to go for a PhD degree. We both were accepted as the PhD students at TU. After getting admitted, I requested Prof. Dr. Jai Raj Awasthi to show me the way towards my Ph.D. journey as my Ph.D. supervisor, who easily accepted me and further inspired me. I was, the first faculty member to admit a Ph.D. from the then Central Campus of Education, now the Graduate School of Education, MU.

When I initiated my PhD journey, I was a temporary faculty member at MU, working as an assistant professor, and the secretariat member at the Office of the Vice-Chancellor and Registrar with the responsibility of information officer as a whole timer. Because of these heavily loaded extra roles and responsibilities, my newly started family life, having my first child daughter, and having no study leave, I could not consult frequently with my PhD supervisor. Nevertheless, I continuously worked on the research by exploring the literature, reviewing it, shaping the research methodology, consulting with the supervisor, etc. I collected the data during this period as my respondents were easily available at my university.

As soon as I completed the quantitative data collection, the COVID-19 pandemic appeared and forced to close the physical mode of working. I worked on the quantitative data collected from the test and questionnaire during this period. As the analysis and interpretation of the quantitative part of my research were completed, I collected data from qualitative tools, i.e., semi-structured interviews. While I am working on the qualitative data analysis, I was selected for Global Korea Scholarship 2022 for Ph.D. in Special Education at Daegu University, South Korea. Although I was physically far away, I was sharing the progress via email and virtual communication with my supervisor. I was sent to the Busan University of Foreign Studies (BUFS) for

a Korean language course for a year, where I got the opportunity to visit the resourceful library. I started analyzing and interpreting the qualitative data, prepared the draft, and learned the Korean language. I emailed the draft report to the supervisor, who sent me back with corrections and feedback during this period. After returning to Nepal for the summer vacation, I consulted with my supervisor about the draft. He rigorously suggested and provided me with very useful resources and guidance to finalize this dissertation.

Lesson Learnt and Way Forward. The PhD journey made me feel the knowledge and skill gap that I had before I started this journey. I learnt to explore the literature, develop academic writing skills and work with both quantitative and qualitative data. I develop my knowledge and skills not only by carrying out research work but also by guiding and supervising my students.

I always enjoy playing with words rather than numbers and statistical figures. I was never good at numbers, as many years have passed playing with calculations and analysis. As a language and linguistics student, I was habituated to playing with words and senses. During the PhD journey, I needed to play with numbers and statistical values, figures, and interpretations with technical language and jargon as per the nature of this research. I was nearly hopeless with this rigorous and tired work, which made me sometimes feel guilty for not proceeding smoothly.

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Appendices

Appendix A

Reading Comprehension Ability and Strategies of Undergraduate Students in

English Texts

A1: Letter of Request

Dear respondent,

I am Bishnu Kumar Khadka. I have been undergoing a doctoral dissertation research entitled *Reading Comprehension Ability and Strategies of Undergraduate Students in English Texts* under the supervision of Prof. Dr. Jai Raj Awasthi. As per my plan of action, I need to administer the primary data collection with systematically selected undergraduate level students of Mid-West University (MU).

I am delighted to inform you that you are selected as one of the valuable respondents in this research. Your selection was done through systematic random sampling. Therefore, I humbly request you to grant me your consent to participate in this survey. The overall task will take about an hour. I assure that your personal information will be treated confidentially and will be used for this research. I wish you have no problem participating in this activity.

Please feel free to provide your consent without any pressure or compulsion.

With best regards,

Bishnu Kumar Khadka

Researcher

Ph.No. 9858059411

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A2: Participant Consent

I understand that I have been asked to participate in a PhD research entitled *Reading Comprehension Ability and Strategies of Undergraduate Students in English Texts*. I understand that the objectives of the study are to – i. identify the reading strategies and comprehension ability of university undergraduate students in English texts, ii. Establish the relationship between reading strategies and comprehension ability used by them, and iii. explore the factors affecting reading comprehension in English texts as EFL/ESL at undergraduate level.

I have thoroughly read, understood and retained a copy of the Letter of Request, and I have had any questions answered by the researcher to my satisfaction.

I understand that my participation in the reading comprehension test administered by the researcher requires me to respond to a set of questions. In addition, I will also be asked to participate in an indepth interview as one of the selected and be assessed to my reading and learning experiences. My answers will be recorded on paper or in a computer.

I, hereby agree to take part in this research voluntarily and I understand all data will be kept confidential and anonymous. All information obtained will be used for research purposes. Participants will not be identified by name in any report of the complete study.

I consent to participate in the *Reading Strategies and Comprehension Ability of Undergraduate Students in English Texts*.

I give permission for the researcher to access my reading comprehension tests and reading strategies I prefer to use while reading the English texts.

I give permission for the researcher to access my reading comprehension test scores that I may have achieved in these test items.

Participant's Name: _____

Signature: _____

Date: _____

Section A: Personal Information

Please answer questions 1 through 4 by either placing a suitable number in the box provided along the statement or completing the given statements.

Q1. Please specify your gender.

- Male 1
 Female..... 2

Q2. Institution of the study: _____

Q3. Program of the study:

- Bachelor of Business Studies/Administration (BBS/BBA)..... 1
 Bachelor of Education (BE)..... 2
 Bachelor of Engineering (BE)3
 Bachelor of Humanities and Social Sciences (BA)...4
 Bachelor of Law (BALLB)... 5
 Bachelor of Science and Technology (BSc)... 6

Section B: Reading Comprehension Test

Reading Text 1(Non-Fiction)

Q4. Read the text about consumer habits in times of economic weakness, then choose the correct answer (A, B, C or D) for questions 1-8. Write the correct alphabet in the box on the answer sheet.

Fashion during recession

Current economic trends present an opportunity for many people to look at fashion in a way they have not before. Many consumers are looking for fashion that is not only affordable, but stylish as well. According to some fashion experts, this has forced designers and retailers to lose the excess fluff and get back to the meat and potatoes of their lines and offerings. That can mean clothes with a better fit and designs that are more in tune with their target markets, says Amanda Lovell, department chair of Fashion Design at The Art Institute of New York City. –By making less and offering less, there is a stronger focus on producing items that are known sellers,|| Lovell says. –Designers and retailers need to get the most out of every purchase a customer makes, due to the fact that customers are thinking twice before buying excess pieces.|| Each fashion brand, designer, and retailer has items that are known sellers, Lovell explains. –For example, the Gap most likely sells their shortsleeve Crewneck or V-neck, black fitted T-shirts for both men and women season after season regardless of the economy or forces in the trend cycle,|| she offers.

Designers also have responded by offering lower-priced bridge lines, adds Mary Hall, who provides money-saving tips on fashion, dining out, and entertainment in her blog The Recessionista. –There are fewer and fewer high-end collections with high prices coming out,|| says Hall, a Los Angeles marketing manager. –Now we have Norma Kamali at Walmart, Vera Wang and Dana Buchman at Kohl’s, and the annual H&M designers. It makes fashion so much more accessible to consumers.|| And as fashion focuses on getting more bang for the buck, shoppers are on the hunt for versatile clothing items that have a long shelf life. –We all just got a little wiser and started exercising the power of the purse,|| Hall states. –We are shopping smarter. The new differentiator is value along with the best price.|| Lovell agrees. –I believe from a consumer point of view, they are looking for pieces to add to their wardrobes that will take them further and have more staying power,|| she offers. –Classic pieces have

been trending well. To keep them looking up to date, many designers just give them a slightly newer spin. Pieces such as the basic cardigan are receiving a face-lift with added bobbles and trimmings and simple touches in updating the buttons, or the cut, Lovell comments. This is an example of a classic piece that women can wear and depend on year-round. I see customers buying these pieces that they can get more wear out of. Classic items are not the only things popular in the down economy. Many thrift stores are seeing a boost in sales.

According to a member survey by the National Association of Resale & Thrift Shops, slightly more than 64% of stores had an average increase in sales of 31%. Lovell also says there is a resurgence of people mending their clothes and accessories before replacing them with new items. For example, shoe repair shops have noticed an increase in business, as consumers bring in their shoes to be repaired as opposed to purchasing a new pair, she explains. Overall, trends in consumer buying behaviors change with what is going on socially, politically, and economically in the world. The fashion industry just needs to ride out this wave and consumers will soon be spending in excess as before, Lovell opines. However, some say the recession has prompted them to become more responsible in their spending habits – a change that could be permanent for many consumers.

- 4.1. Economic developments have made fashion professionals
- A. look for new consumer groups.
 - B. focus on more basic things again.
 - C. use only cheap materials.
 - D. design more stylish clothes.
- 4.2. As designers reduce the range of products, they
- A. increase the price consumers have to pay.
 - B. have to sell double the amount of goods.
 - C. have their sales a little earlier than usual.
 - D. put more emphasis on what consumers buy.
- 4.3. As the number of expensive designs is decreasing,
- A. fashion is more readily available.
 - B. people worry less about the costs.
 - C. more people work as designers.
 - D. fashion has become more important.
- 4.4. As consumers think more carefully about what they buy, they
- A. limit the number of clothes they own.
 - B. spend more time shopping for clothes.
 - C. focus more on quality and cost.
 - D. prefer cheaper prices over quality.

- 4.5. It has become a trend to
- A. design or change your clothes yourself.
 - B. make traditional clothes more fashionable.
 - C. combine knitwear with other types of clothes.
 - D. stick to the same clothing style for one year.
- 4.6. Another trend is to
- A. fix old clothes rather than get new ones.
 - B. spend more on accessories rather than clothes.
 - C. sell your old shoes to repair businesses.
 - D. exchange broken or damaged things for new ones.
- 4.7. Lovell believes that after the recession
- A. fashion trends will become very different.
 - B. shoppers will be buying as much as ever.
 - C. the social and political world will improve.
 - D. the fashion industry will continue to suffer.
- 4.8. Experts think that through the economic crisis
- A. people care less about their lifestyle.
 - B. saving money has become harder.
 - C. consumers prefer to shop online.
 - D. shopping habits have improved.
- 4.9. Which of the following statement is true?
- A. Most of the consumers search for affordable but not stylish fashion.
 - B. The consumers look for affordable but less stylish fashion.
 - C. Customers do not think twice before buying excess pieces.
 - D. The consumers look for affordable as well stylish fashion.
- 4.10. The fashion industry needs to ride out ... wave.
- A. change in social
 - B. change in political
 - C. change economic
 - D. All of the above

Reading Text 2 (Fiction)

Q5. You will read a blog about a woman looking for a flat. Read the following text.

Answer the multiple-choice questions about it and choose the correct answer (A, B, C or D) for questions 11-20. Write the correct alphabet in the box on the answer sheet.

Jasmine Porter's Blog

Today has been a difficult day filled with arguments. I left university after completing my graphic design course in the summer. Until then I had lived in various subsidised university accommodation over four years. So leaving a sheltered life and having to find accommodation in the market place was a real shock. We decided, two girls and two boys, to find a flat, and I volunteered to speak to the flat-owners. At first sight, one would think that our university town would be an easy place to find accommodation. All the heavy industry and manufacturing industries closed down a couple of decades ago and many people moved away to find work, so compared with the country as a whole house prices are low here. Flats of various sizes are available, but finding a cheap flat of a reasonable size affordable for four young people was challenging. Like any sizeable town, ours has districts with different housing. Goldmark in the west contains most of the wealthy housing and we didn't bother looking there. New town way out to the south is mostly prefabricated housing blocks with high levels of unemployment but very little going on at the cultural level. After eliminating those areas, we confined our search to Babylon in the east with its multicultural background. Of the four of us three were living on savings and welfare payments. Paul, one of the boys, had a night job working in a twenty-four hour mini-supermarket in the town centre. Our poor economic profile meant that flat owners were reluctant to rent to us, fearing that we would default on our rent payments. In the end we claimed to have jobs that we did not. If we hadn't done so, we wouldn't have found anywhere. By far the most disturbing aspect during our search was the run-down character of so much of the property on offer. Much of it fell far below legal standards: the gas and electricity systems were poorly maintained and the sewage systems were below standard. Usually these properties were meagerly furnished and were extremely dirty. We had to choose the least worst option which was a three-roomed flat on the fourth floor of a tenement building. We moved in today. The landlord asked for a thousand Euro deposit and three months rent in advance. With great difficulty we complied. The place is filthy and I have drawn up a list of work that needs to be done to make the place liveable. As we only have three rooms we drew lots to see who would end up with the kitchen: the other girl, Dora, chose the short straw. Well, she can make cups of tea during the night. Anyway I must sign off now as I have work to do.

5.1. Before searching for her current flat Jasmine...

- A. had only lived in one place at university.
- B. had received financial assistance for housing.
- C. didn't realise that she would have to move.
- D. knew much about the difficulties in renting accommodation.

- 5.2. Jasmine says that housing in the town is...
- A. in shorter supply than elsewhere.
 - B. not easily obtainable by the young.
 - C. becoming expensive.
 - D. unsuitable for young people.
- 5.3. Concerning the geography of the town, Jasmine says...
- A. housing price and quality is broadly uniform.
 - B. she rejected some parts for reasons other than price.
 - C. she would have liked to live in Goldmark.
 - D. Babylon was desirable because it was populated mainly by young people.
- 5.4. Concerning finance, Jasmine says...
- A. they were collectively unable to pay the rent.
 - B. Paul had to subsidise his flatmates.
 - C. Paul's employment was decisive in getting the flat.
 - D. they were able to rent their flat only by lying.
- 5.5. Concerning the quality of rented accommodation Janice says...
- A. the maintenance level of the flats was not the most pressing issue.
 - B. no furniture was provided.
 - C. there was nothing good to choose from.
 - D. she was pleased with their final choice.
- 5.6. After moving in...
- A. they were unable to pay the landlord the amount demanded.
 - B. some of them will have to share a room.
 - C. the allocation of rooms was done unfairly.
 - D. somebody will sleep in the kitchen.
- 5.7. Jasmine could best be described as...
- A. practical
 - B. selfish
 - C. naïve
 - D. pessimistic

- 5.8. Jasmine left university after completing ... course in the summer.
- A. graphic
B. design
C. graphic design
D. None of the above
- 5.9. Which of the following statement is not true?
- A. Flats of various sizes are available.
B. Finding a cheap flat for four young people was challenging.
C. Poor economic profile meant that flat owners were reluctant to rent.
D. Jasmine choose the best option of a tenement building.
- 5.10. Dora chose the...
- A. short straw
B. kitchen
C. three rooms
D. best room

Section C: Questionnaire for Reading Strategies

Q6. Please respond to each of the statements provided in the questionnaire truthfully, applicable to your case. The responses are used for research purpose only. To answer the questionnaire, please choose the right answer you think most appropriate.

Directions: When you read English reading texts from textbooks and other learning materials, what would you typically prefer to do? There are five options and tick ✓ for your case to each statement. Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means the following:

- 1 = Never
2 = Occasionally
3 = Sometimes
4 = Usually
5 = Always

SN	Reading Strategies	Frequency of Use				
		1	2	3	4	5
6.1	I always have a purpose in mind when I read to learn something.					
6.2	I like to read from multiple sources or texts to make better understanding of what I have been reading.					
6.3	After I complete reading a text, I often allow my friends to ask me the questions about it.					
6.4	I have a habit of making a prediction of the possible theme covered by a reading text through its title.					
6.5	I read and relate the text to my background knowledge.					
6.6	I often make guess of the possible content by the figures, pictures, titles/headings, introduction,					

	transitions, etc.					
6.7	I usually apply a peer correction strategy while complex texts.					
6.8	I guess the meaning of words from their context in the text.					
6.9	I use dictionary if I do not know the word meaning.					
6.10	I am not hesitant to approach to my mentors or teachers to make it clear for me after reading a text.					
6.11	I have a habit of underlining or making circle of important texts that I read.					
6.12	I reread the text more than once to understand its meaning.					
6.13	I often consult the learned persons in my family and neighborhood if I do not understand what I read.					
6.14	I make a summary for what I read.					
6.15	I read quickly to get specific piece of information that I want.					
6.16	I would like to apply group-reading strategy while reading course texts.					
6.17	I use my own English structure knowledge to comprehend the text.					
6.18	I translate the English reading texts into my native language to understand.					
6.19	I visualize information to remember what I read and understand					
6.20	After I read, I check if my guesses about text are right or wrong.					
6.21	I establish purposes for reading, before I start reading.					
6.22	I connect important ideas, and link text to previous experiences and knowledge.					
6.24	I ask my teacher to paraphrase or explain something that is not clear or does not make sense to me.					
6.24	I continuously check with my peer members and clarify for understanding while reading a text unfamiliar to me.					
6.25	I work with my classmates to solve reading problems.					
6.26	I often read slowly and carefully to make sure I understand what I am reading.					
6.27	I take notes while reading to help me better understand what I read.					
6.28	I talk to my friends about my attitudes and feelings concerning reading materials in English.					
6.29	When the text becomes difficult, I pay closer attention what I am reading.					
6.30	I try to relax with other people whenever I feel difficulty about reading texts.					

Thank you so much for your valuable responses !

Appendix B

Reading Comprehension Ability and Strategies of Undergraduate Students in

English Texts

Schedule for Interview

[Request for Consent]

Dear Participants,

I am delighted to inform you that I have been conducting a systematic inquiry on exploration of Reading Comprehension Strategies and Ability of Undergraduate Students in English Texts. This work primarily aims to examine the relationship between various reading strategies used in English texts by the Nepali undergraduate students and the level of reading comprehension ability exhibited across the selected strategies. More specifically, the present study aimed to –

- a. assess the general situation and contexts of English reading texts in the Nepalese undergraduate level of education,
- b. identify the various reading strategies used in reading English texts by the Nepalese undergraduate students,
- c. examine the level of reading comprehension ability generated by different reading strategies in English texts,
- d. evaluate the overall level of outcomes of various reading strategies generating the reading comprehension ability in the context of reading English texts at Nepalese undergraduate level, and
- e. predict the selected reading strategy-wise power of effectiveness in resulting with reading comprehension ability in English texts among the Nepalese undergraduate students.

For this, may I invite you as one of the interviewee in the process of collecting some supplementary information as an undergraduate student? I entire process will require 30 minutes of your valuable time. The entire proceedings will be audio recorded for the simplicity of transcribing the information you shared during the interview.

This is a purely academic work and I would like to assure you that the information you share through this interview shall be used only for this research purpose. At the same time, your anonymity shall be fully protected at all stages of this work and report writing. Since your participation is fully voluntary and personal consent based, first of all, I request you to provide your needful consent.

.....
Name of Participants

.....
Bishnu Kumar Khadka

Name of Campus

Researcher

Ground Rules

For the purpose of this interview, I would like to propose the following ground rules to govern the overall interview process:

1. The interview process will be audio recorded.
2. The interview will be conducted on one-to-one basis.
3. The medium of communication will be fully English language based.
4. The entire interview will be completed in one seating.
5. The researcher will fully protect the anonymity of the interviewee.

Interview Questions

Regarding General Situation on English Reading Texts

IQ1: As a learner of undergraduate level education using English reading texts, how do you find the overall situation that the readers in English reading texts?

IQ2: In this respect, how do you find the situation of using English reading texts in your class?

IQ3: At the same time, how do you read while reading in English texts?

IQ4: Based in your own experience, what reading resources in English reading texts do you use while reading English texts?

Problems on English Texts Reading and Comprehension

IQ5: What do you think are the major problems, issues and challenges facing English texts reading and comprehension in context of Nepalese undergraduate education? Please share your personal experiences.

Aggregate reading comprehension ability

IQ6: Are you satisfied with your aggregate level of English texts reading comprehension ability? How do you feel about your present reading comprehension ability? Please share your personal experiences.

Examination and Evaluation of Reading Strategies and Outcomes

IQ7: What reading strategies do you use while reading English texts?

IQ8: Do you think there is relationship between reading comprehension ability and reading comprehension strategies that the readers employ while reading?

Prediction of Power of Reading Strategies

IQ9: Which reading strategy do you think is more effective compared to other strategies while reading English texts? Please share your perceptions and experiences.

IQ10 : Finally, do you want to share anything else?

.....

Thank you so much.

Appendix C

Common European Framework of Reference for Languages (CEFR)

Matrix for Assessing Reading Comprehension Level

Proficient Level Reader	C2	- Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.
	C1	- Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning. - Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of specialization, provided he/she can reread difficult sections.
	B2	- Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. - Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
Independent Level Reader	B1	- Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension
	A2	- Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language - Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
Basic Level Reader	A1	- Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required

Source: Council of Europe (2020)

Appendix D

Transcribed Script of Semi-Structured Interview of Undergraduate Students

R- Namaste ! It"s me Bishnu Kumar Khadka. I am a researcher. I am delighted to inform you that I have been conducting a systematic inquiry on exploration of Reading Comprehension Strategies and Ability of Undergraduate Students in English Texts. For this, may I invite you as one of the interviewee in the process of collecting some supplementary information as an undergraduate student? I entire process will require 30 minutes of your valuable time. The entire proceedings will be audio recorded for the simplicity of transcribing the information you shared during the interview.

This is a purely academic work and I would like to assure you that the information you share through this interview shall be used only for this research purpose. At the same time, your anonymity shall be fully protected at all stages of this work and report writing. Since your participation is fully voluntary and personal consent based, first of all, I request you to provide your needful consent. If you are ready, we can start. Are you ready to participate in this interview?

P- Namaste Sir ! Yes sir ! I am ready sir ..

R- Ok then. Let"s start. ..As a learner of undergraduate level education using English reading texts, how do you find the overall situation that the readers in English reading texts?

P - I read the texts given in the textbooks and the texts the teachers teach us in class. We have compulsory English. We have to pass the exam. For that, I read the English passage because they are asked in the exam. English reading is difficult for me. I understand when the teachers translate the English passage into the Nepali language.

R- In this respect, how do you find the situation of using English reading texts in your class?

P- I think reading English text helps our study because the books that I need to study are written in English, and I need to write in English in the exam as well... If we read books written in English, we can write in English.... Our teachers also provide notes in English but explain in Nepali, which helps me understand better.... We don't have any option except reading in English because no books and reading materials are available in Nepali, and we need to write in English for the exam.... I like to read factual articles and reading materials.... I studied in an English medium private school; I am habituated to read in English than in Nepali from when I was a student of school level up to now..."

R- At the same time, how do you read while reading in English texts?

P-I read the texts word by word. If I don't know the word, then I stop reading... I search for word meanings in bilingual dictionaries if I don't understand the meaning. .. I make a list of difficult words while reading English texts. Reading English text is equal to understanding word meaning at first.

R- Based in your own experience, what reading resources in English reading texts do you use while reading English texts?

P - I read English textbooks and the notes our English teacher prescribes to read to us in class because they are asked in the exam.... I read and tried to understand in the Nepali language.... I like reading literature-based texts rather than technical texts.... I have never read English newspapers and other types of texts except from textbooks of English because they are not important to read for exam.

R - What do you think are the major problems, issues and challenges facing English texts reading and comprehension in context of Nepalese undergraduate education?

Please share your personal experiences.

P - When I read English texts, I don't understand the meaning of the words... I can't remember the meaning of the words I knew earlier when reading. Even if I knew the word I can't make meaning in the sentence... For me, the inability to derive the meaning of the various types of words used in the sentence is the main problem... I sometimes guess the meaning of the words in the sentence; I find they have different meanings I knew before when I translated the words into my language... Generally, the reading passages are taught directly from the books written in foreign language contexts by foreign writers... When our teacher teaches those texts by translating them into our language and contexts, I don't find them useful and ignore reading them...

R- Are you satisfied with your aggregate level of English texts reading comprehension ability? How do you feel about your present reading comprehension ability? Please share your personal experiences.

P - I found the reading texts very new... When I started reading the texts and questions, I was initially surprised because I could not find any familiar vocabulary... Then I read the options in the multiple-choice items and read similar words and sentences in the texts. After that, I chose a similar option, although I did not know the meaning of the words and sentences in the texts. ...For me, it was a kind of guessing game... Honestly, I am not confident about my reading comprehension ability...

R- What reading strategies do you use while reading English texts?

P- While reading English texts, I sometimes get lost during reading. I occasionally quit reading if I don't understand what I am reading. ...I sometimes consult the English teacher to translate texts into the Nepali language.... I sometimes talk to my friends

about their attitudes and feelings towards reading texts in English.... I try to relax with other people if I feel difficulty about reading texts...

R- Do you think there is relationship between reading comprehension ability and reading comprehension strategies that the readers employ while reading?

P- To be honest, I have no idea about reading in English texts.... Everyone says read, read-only, but nobody says how to read. I don't know how to read English texts and understand easily... I always read with the purpose of passing exams... I use English-Nepali dictionary if I do not know the word meaning....I don't know about the relationship of them...

R- Which reading strategy do you think is more effective compared to other strategies while reading English texts? Please share your perceptions and experiences.

P - I understand English texts better if the teacher explains and paraphrases the texts...In my opinion, reading by underlining and highlighting the difficult words in the texts and asking the teachers or friends can improve our reading ability...

R- Finally, do you want to share anything else?

P - In my view, reading the text, again and again, is the only way to read and comprehend... I think guessing the main idea from the titles, pictures, clues, etc., to understand texts is another best way to read... I like using a dictionary to find the meaning of the difficult words in the texts... I prefer to ask my teachers, seniors, or friends to understand the texts better...Thank you for the opportunity sir...

R- Thank you so much for your time and efforts. See you... Namaste...

P- Thank you so much sir. Namaste... See you...All the best ahead...

Appendix E

Reading Comprehension Strategies Used by Undergraduate Students

Strategies	Never		Occasionally		Sometimes		Usually		Always		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
RCS 1	44	12.9	73	21.3	118	34.5	74	21.6	33	9.6	342	100
RCS 2	24	7.0	75	21.9	105	30.7	86	25.1	52	15.2	342	100
RCS 3	25	7.3	67	19.6	118	34.5	79	23.1	53	15.5	342	100
RCS 4	34	9.9	67	19.6	100	29.2	86	25.1	55	16.1	342	100
RCS 5	25	7.3	68	19.9	101	29.5	92	26.9	56	16.4	342	100
RCS 6	27	7.9	66	19.3	111	32.5	96	28.1	42	12.3	342	100
RCS 7	25	7.3	57	16.7	110	32.2	94	27.5	56	16.4	342	100
RCS 8	31	9.1	56	16.4	101	29.5	91	26.6	63	18.4	342	100
RCS 9	26	7.6	54	15.8	105	30.7	106	31.0	51	14.9	342	100
RCS 10	21	6.1	60	17.5	95	27.8	90	26.3	76	22.2	342	100
RCS 11	19	5.6	55	16.1	119	34.8	91	26.6	58	17.0	342	100
RCS 12	24	7.0	54	15.8	124	36.3	85	24.9	55	16.1	342	100
RCS 13	19	5.6	67	19.6	94	27.5	99	28.9	63	18.4	342	100
RCS 14	25	7.3	63	18.5	125	36.7	81	23.8	47	13.8	341	100
RCS 15	21	6.1	67	19.6	102	29.8	96	28.1	56	16.4	342	100
RCS 16	21	6.1	65	19.0	106	31.0	98	28.7	52	15.2	342	100
RCS 17	34	9.9	70	20.5	99	28.9	84	24.6	55	16.1	342	100
RCS 18	25	7.3	58	17.0	104	30.4	95	27.8	60	17.5	342	100
RCS 19	22	6.4	50	14.6	126	36.8	88	25.7	56	16.4	342	100
RCS 20	14	4.1	58	17.0	114	33.3	107	31.3	49	14.3	342	100
RCS 21	19	5.6	63	18.4	93	27.2	107	31.3	60	17.5	342	100
RCS 22	25	7.3	50	14.6	127	37.1	96	28.1	44	12.9	342	100
RCS 23	30	8.8	70	20.5	98	28.7	90	26.3	54	15.8	342	100
RCS 24	18	5.3	58	17.0	126	36.8	94	27.5	46	13.5	342	100
RCS 25	23	6.7	63	18.4	107	31.3	104	30.4	45	13.2	342	100
RCS 26	17	5.0	53	15.5	117	34.2	107	31.3	48	14.0	342	100
RCS 27	17	5.0	73	21.3	113	33.0	92	26.9	47	13.7	342	100
RCS 28	20	5.8	56	16.4	122	35.7	92	26.9	52	15.2	342	100
RCS 29	32	9.4	60	17.5	104	30.4	94	27.5	52	15.2	342	100
RCS 30	30	8.8	61	17.8	89	26.0	91	26.6	71	20.8	342	100

Appendix F

Use of Reading Comprehension Strategies in Likert Scale of Questionnaire and Test Scores of Undergraduate Students in Reading

Comprehension Test in English Texts across Academic Programs

Use of Reading Comprehension Strategies by Undergraduate Students of Graduate School of Education

Bachelor of Education (BED) : Fourth Semester Students: Graduate School of Education, Mid-West University, Birendranagar, Surkhet																																
SN	Name	Sex	Reading Strategies Used (1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Usually, 5 = Always)																													
			S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
1	GSE1F01	F	5	5	3	4	4	3	4	5	5	4	4	5	3	3	2	2	3	1	1	5	4	5	3	1	3	5	5	3	5	3
2	GSE1F02	F	3	4	3	3	2	1	3	1	3	4	4	3	4	2	3	3	4	4	3	3	4	1	4	1	3	4	2	4	3	5
3	GSE1F03	F	3	1	3	1	4	3	3	5	1	5	3	3	4	1	3	3	1	2	3	3	2	2	1	4	1	5	3	2	3	4
4	GSE1M04	M	2	5	3	1	4	5	5	5	4	5	5	3	4	4	5	5	4	4	3	3	5	4	3	3	3	4	5	2	1	3
5	GSE1M05	F	5	1	2	4	5	4	5	1	5	3	2	3	5	5	4	5	3	5	4	4	3	1	3	2	1	2	3	3	5	4
6	GSE1F06	F	3	4	5	5	4	4	4	3	2	4	3	3	3	3	2	2	2	2	4	4	4	1	4	5	3	3	2	5	4	
7	GSE1F07	F	4	3	4	4	4	3	3	3	4	4	3	4	2	2	3	5	1	2	4	3	5	5	3	3	4	2	5	3	1	3
8	GSE1F08	F	1	2	3	3	2	2	3	2	3	1	1	2	4	5	4	3	1	1	3	1	2	5	1	3	2	4	2	3	5	1
9	GSE1F09	F	2	3	4	2	3	4	5	1	3	4	2	4	3	2	5	4	3	4	2	5	2	3	4	5	1	4	3	4	4	5
10	GSE1F10	F	3	2	4	2	3	1	3	3	1	3	4	1	4	3	2	2	2	1	3	4	1	4	3	2	1	4	1	4	2	1
11	GSE1F11	F	3	1	5	2	3	4	1	5	2	4	2	4	1	4	2	4	1	2	3	1	4	3	2	1	2	1	2	3	1	2
12	GSE1F12	F	1	3	3	4	4	1	2	1	3	1	3	1	5	2	1	3	1	1	3	2	3	1	2	3	4	3	5	5	3	4
13	GSE1F13	F	1	2	3	4	3	4	4	5	3	2	3	4	1	3	5	4	1	3	2	4	3	4	3	5	3	4	2	4	1	2
14	GSE1M14	M	1	2	2	1	3	2	3	4	3	2	2	3	4	2	1	1	4	2	3	1	3	3	4	2	3	4	2	2	2	2
15	GSE1F15	F	3	1	4	1	3	1	2	1	2	2	2	2	1	3	4	4	2	3	3	2	4	4	1	3	1	3	2	4	4	2
16	GSE1M16	M	2	2	3	3	3	4	2	3	2	2	4	5	2	2	4	2	2	4	3	2	3	3	2	4	4	3	3	2	3	2
17	GSE1M17	M	2	3	1	2	3	3	2	1	2	1	2	2	3	1	1	3	3	1	2	3	2	1	2	3	1	1	2	3	1	2

18	GSE1M18	M	1	2	3	4	3	5	1	4	1	3	1	4	5	4	3	3	4	5	1	2	3	4	5	4	4	3	3	5	4	1
19	GSE1F19	F	2	3	4	2	4	5	3	3	4	3	4	3	4	5	3	4	1	2	3	4	3	4	5	3	4	2	4	5	3	4
20	GSE1F20	F	1	1	1	1	3	3	5	1	3	3	5	1	2	3	3	4	1	3	1	3	1	3	1	2	1	2	1	2	1	1
21	GSE1F21	F	2	3	3	4	3	4	3	2	3	2	4	3	4	3	4	3	4	2	3	4	3	4	5	4	3	4	3	5	4	5
22	GSE1F22	F	2	1	1	2	1	3	2	4	1	3	2	4	1	3	2	4	3	3	4	5	4	4	4	3	1	3	3	2	2	1
23	GSE1F23	F	2	3	1	4	3	4	4	3	3	3	3	4	4	4	5	3	2	1	3	3	4	3	1	3	2	3	4	3	3	1
24	GSE1F24	F	4	1	1	1	1	2	2	1	1	2	1	2	1	2	1	2	1	2	2	3	2	3	4	3	3	4	2	3	4	3
25	GSE1M25	M	3	3	2	4	5	4	4	4	5	4	4	5	5	4	5	4	3	4	5	3	4	5	5	4	3	3	4	5	4	4
26	GSE1M26	M	3	2	3	3	3	4	3	4	4	4	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	2	3	3	2	3
27	GSE1M27	M	3	3	2	3	2	4	3	3	3	3	5	4	3	3	3	4	3	4	3	4	2	3	3	4	3	4	3	2	3	4
28	GSE1F28	F	3	2	3	3	3	3	2	2	2	2	3	3	3	4	3	3	3	3	3	4	3	3	3	4	2	2	2	4	2	2
29	GSE1M29	M	2	1	3	3	1	3	3	4	3	2	3	3	4		3	3	4	5	3	3	3	4	3	2	3	4	3	3	2	3
30	GSE1M30	M	4	5	5	5	5	5	3	4	2	5	5	5	5	2	4	5	4	5	4	3	4	5	4	5	5	4	3	2	4	4
31	GSE1M31	M	4	3	4	5	2	4	3	3	4	5	3	2	3	2	4	5	4	5	4	5	5	5	4	4	5	5	5	5	5	5
32	GSE1F32	M	3	4	3	4	3	5	5	3	4	5	2	4	5	3	4	4	2	4	3	3	4	2	4	3	4	3	4	3	3	4
33	GSE1M33	M	2	3	2	3	4	3	2	3	4	2	3	2	4	2	4	2	2	4	3	2	4	2	4	2	3	3	2	3	2	3
34	GSE1F34	F	4	5	4	5	5	5	5	3	4	5	3	3	4	4	5	4	4	4	4	4	3	4	4	5	5	4	5	4	4	4
35	GSE1M35	M	3	2	3	4	3	2	3	4	3	2	4	3	2	2	3	1	3	2	3	4	2	1	3	2	2	2	4	3	3	2
36	GSE1M36	M	2	2	2	3	4	4	5	3	4	3	2	5	4	2	3	1	3	4	5	2	3	2	1	4	5	3	2	3	4	5
37	GSE1M37	M	3	2	3	2	3	4	3	4	5	4	3	5	3	4	5	3	4	2	3	4	2	3	4	4	3	3	4	5	4	3
38	GSE1F38	F	3	2	3	3	5	4	3	4	3	2	4	3	5	3	1	2	3	4	5	3	3	2	2	3	4	5	3	3	2	4
39	GSE1F39	M	4	3	2	3	4	3	2	3	4	2	2	3	4	3	2	2	3	4	3	2	3	2	2	3	2	3	2	3	4	3
40	GSE1M40	M	2	3	3	4	3	4	5	3	3	4	2	3	4	3	2	3	4	3	2	3	3	4	2	3	4	3	4	2	3	4
41	GSE1M41	M	4	5	4	3	4	4	3	2	3	4	2	3	5	3	3	5	3	4	2	3	4	2	1	2	3	5	3	2	2	1
42	GSE1M42	M	3	2	3	4	3	2	3	4	3	4	3	2	3	4	3	2	2	3	4	3	4	5	3	3	2	3	4	3	3	4
43	GSE1M43	M	4	3	2	4	3	4	5	4	3	2	3	4	5	3	2	2	3	4	5	4	3	2	3	4	3	2	3	4	3	2
44	GSE1M44	M	4	3	2	2	3	4	3	2	1	2	4	4	5	3	2	2	3	3	5	3	2	2	2	4	3	2	3	4	3	2
45	GSE1M45	F	3	2	3	4	3	4	3	2	3	4	3	2	3	2	3	4	3	2	3	4	3	2	3	4	3	2	3	4	3	2
46	GSE1M46	M	3	3	2	4	3	1	2	3	4	3	2	1	3	2	3	4	3	2	2	3	4	5	4	3	4	3	2	1	2	3

47	GSE1F47	F	2	3	2	1	2	3	4	3	2	1	2	3	4	2	2	2	3	4	3	2	3	2	3	2	2	2	3	4	3	2	
48	GSE1M48	M	3	4	3	2	3	4	1	2	4	3	4	5	4	3	2	3	4	3	4	3	4	3	2	4	5	3	2	2	3	3	
49	GSE1F49	F	3	2	1	3	4	3	2	3	4	3	4	3	2	1	2	3	4	3	2	2	3	4	3	2	2	2	3	3	4	2	
50	GSE1M50	M	3	4	4	5	5	4	3	2	2	3	3	4	5	2	2	2	3	3	2	2	2	2	3	3	2	2	2	2	3	2	
51	GSE1M51	M	4	3		2	2	1	2	2	3	3	4	4	5	4	3	2	3	3	4	4	4	4	4	4	5	3	4	5	5	4	4
52	GSE1F52	F	3	4	4	4	4	4	4	3	2	2	2	2	4	3	3	2	2	2	3	3	2	2	3	2	3	4	2	3	2	2	
53	GSE1M53	M	3	3	2	3	2	4	3	3	3	3	5	4	3	3	3	4	3	4	3	4	2	3	3	4	3	4	3	2	3	4	
54	GSE1F54	F	3	2	3	3	3	3	2	2	2	2	3	3	3	4	3	3	3	3	3	4	3	3	3	4	2	2	2	4	2	2	
55	GSE1M55	M	2	1	3	3	1	3	3	4	3	2	3	3	4		3	3	4	5	3	3	3	4	3	2	3	4	3	3	2	3	
56	GSE1M56	M	4	5	5	5	5	5	3	4	2	5	5	5	5	2	4	5	4	5	4	3	4	5	4	5	5	4	3	2	4	4	
57	GSE1M57	M	4	3	4	5	2	4	3	3	4	5	3	2	3	2	4	5	4	5	4	5	5	5	4	4	5	5	5	5	5	5	
58	GSE1F58	M	3	4	3	4	3	5	5	3	4	5	2	4	5	3	4	4	2	4	3	3	4	2	4	3	4	3	4	3	3	4	
59	GSE1M59	M	2	3	2	3	4	3	2	3	4	2	3	2	4	2	4	2	2	4	3	2	4	2	4	2	3	3	2	3	2	3	
60	GSE1F60	F	4	5	4	5	5	5	5	3	4	5	3	3	4	4	5	4	4	4	4	4	3	4	4	5	5	4	5	4	4	4	
61	GSE1M61	M	3	2	3	4	3	2	3	4	3	2	4	3	2	2	3	1	3	2	3	4	2	1	3	2	2	2	4	3	3	2	
62	GSE1M62	M	2	2	2	3	4	4	5	3	4	3	2	5	4	2	3	1	3	4	5	2	3	2	1	4	5	3	2	3	4	5	

Test Scores of Undergraduate Students of Graduate School of Education in Reading Comprehension Test in English Texts

BED (Fourth Semester Students), Graduate School of Education, Mid-West University, Birendranagar, Surkhet																								Total	Grand Total	Remarks
SN	Name	Sex	Obtained Marks in Non-Fiction Texts										Total	Obtained Marks in Fiction Texts												
			Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10		Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20			
1	GSE1F01	F	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	2	Lowest -F	
2	GSE1F02	F	0	0	0	1	0	0	1	0	1	0	3	0	1	1	0	1	0	1	0	0	1	5	8	
3	GSE1F03	F	0	0	1	0	0	0	1	0	1	1	4	0	0	0	0	0	0	1	1	1	3	7		
4	GSE1M04	M	0	1	1	0	1	1	0	0	1	1	6	0	0	0	0	1	0	0	1	0	0	2	8	
5	GSE1F05	F	0	0	0	1	0	0	1	0	1	1	4	0	0	0	0	0	0	1	0	1	0	2	6	
6	GSE1F06	F	0	0	1	0	0	0	0	0	1	0	2	0	0	0	0	0	0	1	0	1	0	2	4	
7	GSE1F07	F	0	0	1	1	1	0	0	1	0	1	5	1	1	0	0	0	0	1	1	0	1	5	10	
8	GSE1F08	F	0	1	0	1	1	0	1	0	1	1	6	1	0	0	0	0	0	0	1	0	0	1	7	
9	GSE1F09	F	0	0	1	0	1	0	0	0	0	0	2	1	0	1	1	0	0	0	1	1	0	5	7	
10	GSE1F10	F	0	0	0	1	1	0	0	1	0	0	3	0	0	0	0	0	1	0	1	0	1	3	6	
11	GSE1F11	F	1	0	0	0	1	0	0	1	0	0	3	0	0	0	0	0	0	1	1	0	0	2	5	
12	GSE1F12	F	0	0	0	1	0	1	1	0	0	1	4	0	0	1	0	0	0	1	1	0	0	3	7	
13	GSE1F13	F	1	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	1	1	1	0	3	5	
14	GSE1M14	M	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	3	4	Lowest-M
15	GSE1F15	F	0	1	1	1	0	0	1	0	0	0	4	0	0	0	0	1	1	1	1	1	1	6	10	
16	GSE1M16	M	1	0	0	0	1	0	0	1	0	0	3	0	0	0	0	0	1	0	1	0	0	2	5	
17	GSE1M17	M	1	1	0	0	1	0	0	1	0	1	5	1	1	0	1	0	0	0	1	1	0	5	10	
18	GSE1M18	M	1	0	0	0	0	1	0	1	0	0	3	1	0	0	1	0	0	0	0	0	0	2	5	
19	GSE1F19	F	0	1	1	0	1	1	0	1	0	1	6	0	1	0	1	1	0	1	1	0	1	6	12	
20	GSE1F20	F	0	0	1	0	0	0	0	1	0	0	2	0	0	0	0	1	0	0	0	0	0	1	3	
21	GSE1F21	F	1	0	1	0	1	1	1	1	0	1	7	1	0	1	1	1	0	1	1	1	0	7	14	
22	GSE1F22	F	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	2	3	
23	GSE1F23	F	0	0	1	1	0	1	0	0	0	0	3	1	0	1	1	0	1	1	0	0	1	6	9	
24	GSE1F24	F	1	1	1	1	0	0	1	0	1	1	7	1	1	1	0	0	0	0	0	1	0	4	11	

25	GSE1M25	M	1	1	1	1	0	1	0	1	1	1	8	0	1	1	1	1	0	1	1	0	1	8	16	Highest-M
26	GSE1M26	M	0	0	0	1	0	0	0	1	0	1	3	0	0	0	0	0	0	1	0	0	1	2	5	
27	GSE1M27	M	1	0	0	1	1	0	1	1	1	1	7	0	0	1	0	1	0	0	0	0	1	3	10	
28	GSE1F28	F	1	0	1	1	1	0	1	0	1	1	7	0	1	0	0	1	0	1	0	0	1	4	11	
29	GSE1M29	M	0	1	1	0	0	1	0	0	0	1	4	0	1	0	0	0	0	0	0	0	0	1	5	
30	GSE1M30	M	0	0	0	1	0	0	0	0	0	1	2	0	1	0	0	1	0	1	1	0	1	5	7	
31	GSE1M31	M	0	0	0	1	0	1	0	0	1	1	4	1	0	1	0	1	1	0	0	0	0	4	8	
32	GSE1M32	M	1	1	1	1	1	1	1	1	0	0	8	0	1	1	1	0	1	1	1	1	0	7	15	
33	GSE1M33	M	1	1	0	0	0	1	1	1	0	1	6	1	0	1	0	1	0	1	1	1	1	7	13	
34	GSE1F34	F	1	1	1	0	1	1	1	1	1	1	9	1	1	1	1	1	0	1	1	0	1	8	17	Highest-F
35	GSE1M35	M	0	0	0	1	1	0	1	0	0	1	4	1	0	0	1	0	0	0	1	0	0	3	7	
36	GSE1M36	M	1	0	0	1	0	1	0	1	1	0	5	0	0	1	1	1	0	1	0	0	1	5	10	
37	GSE1M37	M	1	1	1	0	0	0	1	1	1	0	6	1	1	0	0	1	0	1	1	0	0	5	11	
38	GSE1F38	F	1	0	0	1	1	0	0	1	1	0	5	0	0	1	1	1	0	0	1	0	0	4	9	
39	GSE1M39	M	1	1	1	0	0	0	1	0	0	0	4	0	0	0	0	1	1	1	0	0	1	4	8	
40	GSE1M40	M	0	0	1	1	0	0	0	1	0	0	3	1	0	0	0	0	0	0	1	0	0	2	5	
41	GSE1M41	M	1	0	0	0	1	0	0	1	0	1	4	0	1	1	0	0	1	1	0	0	1	5	9	
42	GSE1M42	M	0	1	1	0	0	0	1	1	0	1	5	1	0	0	1	1	0	0	1	1	1	6	11	
43	GSE1M43	M	1	0	0	0	0	1	1	1	0	1	5	0	1	1	0	1	0	1	0	0	0	4	9	
44	GSE1M44	M	1	0	1	1	1	0	0	1	1	0	6	1	0	0	0	0	1	0	1	1	1	5	11	
45	GSE1F45	F	1	1	1	0	0	0	1	0	1	1	6	1	1	1	1	0	0	0	1	0	0	4	10	
46	GSE1M46	M	0	0	0	1	1	0	1	0	0	0	3	0	0	0	1	1	1	0	0	0	0	3	6	
47	GSE1F47	F	1	0	0	0	0	1	0	0	0	1	3	1	0	0	0	1	0	0	0	0	0	2	5	
48	GSE1M48	M	0	0	0	1	1	1	0	0	1	0	4	0	0	0	1	0	0	1	1	0	0	3	7	
49	GSE1F49	F	1	1	1	0	0	0	0	1	1	0	5	1	1	0	0	0	0	0	1	1	0	4	9	
50	GSE1M50	M	0	1	1	0	0	0	1	0	0	1	4	0	0	0	1	1	1	1	0	0	1	5	9	
51	GSE1M51	M	0	1	1	1	0	0	1	0	0	0	4	0	0	0	0	1	1	1	1	1	1	6	10	
52	GSE1F52	F	1	0	0	0	1	0	0	1	0	0	3	0	0	0	0	0	1	0	1	0	0	2	5	
53	GSE1M53	M	1	1	0	0	1	0	0	1	0	1	5	1	1	0	1	0	0	0	1	1	0	5	10	

54	GSE1F54	M	1	0	0	0	0	1	0	1	0	0	3	1	0	0	1	0	0	0	0	0	0	2	5	
55	GSE1M55	M	0	1	1	0	1	1	0	1	0	1	6	0	1	0	1	1	0	1	1	0	1	6	12	
56	GSE1M56	M	0	0	1	0	0	0	0	1	0	0	2	0	0	0	0	1	0	0	0	0	0	1	3	
57	GSE1M57	M	1	0	1	0	1	1	1	1	0	1	7	1	0	1	1	1	0	1	1	1	0	7	14	
58	GSE1F58	M	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	2	3	
59	GSE1M59	M	0	0	1	1	0	1	0	0	0	0	3	1	0	1	1	0	1	1	0	0	1	6	9	
60	GSE1F60	F	0	1	1	1	0	0	1	0	0	0	4	0	0	0	0	1	1	1	1	1	1	6	10	
61	GSE1M61	M	1	0	0	0	1	0	0	1	0	0	3	0	0	0	0	0	1	0	1	0	0	2	5	
62	GSE1M62	M	1	1	0	0	1	0	0	1	0	1	5	1	1	0	1	0	0	0	1	1	0	5	10	

Use of Reading Comprehension Strategies by Undergraduate Students of Graduate School of Engineering

BE (Fourth Semester Students), Graduate School of Engineering, Mid-West University, Birendranagar, Surkhet																																
SN	Name	Sex	Reading Strategies Used (1 = Never, 2 = Occasionally, 3 = Sometimes, 4= Usually, 5 = Always)																													
			S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
1	GSER2F01	F	3	4	5	3	4	5	2	1	4	2	3	4	3	4	5	3	3	4	5	4	3	2	3	4	5	3	4	3	2	3
2	GSER2F02	F	3	2	4	4	4	4	5	3	4	3	4	3	5	4	4	4	3	5	4	3	4	4	3	5	5	5	5	4	5	3
3	GSER2M03	M	3	4	5	5	4	3	4	5	3	5	4	3	2	4	3	4	3	3	3	4	5	5	4	5	3	2	3	4	3	1
4	GSER2M04	M	2	4	4	3	3	4	3	2	4	4	3	2	4	5	3	4	4	5	5	5	5	3	2	4	4	4	3	2	5	3
5	GSER2F05	F	4	5	5	5	1	3		4	4	4	2	3	4	4	2	3	1	2	4	3	2	4	3	4	3	2	3	4	5	3
6	GSER2M06	M	4	3	3	5	4	3	5	4	4	4	3	3	5	3	5	5	3	5	2	3	4	4	4	4	3	2	2	1	4	4
7	GSER2M07	M	4	3	4	3	5	2	3	3	4	5	3	2	1	2	2	3	4	5	3	4	4	4	4	2	2	3	4	5	4	3
8	GSER2M08	M	2	5	3	4	4	5	4	4	4	5	2	4	3	5	5	4	4	4	3	3	5	3	5	3	2	1	4	5	3	5
9	GSER2F09	F	2	4	5	4	5	5	5	3	3	4	4	2	4	4	4	5	4	3	1	5	5	5	4	4	2	3	4	4	5	4
10	GSER2F10	F	4	2	4	5	4	4	4	4	1	5	4	3	4	3	5	4	3	2	3	4	1	4	5	3	3	4	3	4	3	5
11	GSER2F11	F	3	2	3	4	4	5	5	3	3	4	3	2	3	4	4	3	2	4	5	4	3	4	5	4	3	3	2	4	5	2
12	GSER2F12	F	3	2	1	4	3	4	5	4	3	4	5	5	4	4	3	4	4	5	4	3	3	4	4	3	4	5	5	4	3	4
13	GSER2M13	M	4	5	4	3	2	3	4	3	3	2	3	3	4	5	4	3	2	2	3	4	4	3	2	3	4	2	3	4	3	3
14	GSER2M14	M	1	3	2	3	4	2	2	3	1	3	1	1	2	2	3	3	4	3	2	2	3	4	2	3	2	2	2	2	2	3
15	GSER2M15	M	3	2	3	2	3	4	4	5	5	4	3	2	3	3	2	3	4	3	2	2	3	3	2	3	2	3	4	3	3	4
16	GSER2M16	M	4	5	5	3	5	3	2	3	3	3	3	4	4	5	4	4	5	4	5	4	4	5	5	4	4	3	3	5	3	3
17	GSER2F17	F	3	3	4	3	3	2	3	4	5	4	3	3	4	4	3	3	4	4	3	3	2	2	3	2	2	2	1	1	1	2
18	GSER2M18	M	2	3	2	3	3	4	4	5	4	5	4	4	3	3	4	5	4	5	4	5	4	3	2	2	3	4	4	5	3	1
19	GSER2M19	M	3	4	3	3	3	4	2	2	3	4	4	4	4	5	3	2	2	2	3	4	3	2	1	2	3	3	4	5	5	
20	GSER2F20	F	4	5	4	3	3	4	5	5	3	2	2	5	3	3	2	3	4	2	2	3	2	3	4	4	5	3	3	3	4	5
21	GSER2M21	M	3	2	3	1	1	2	3	2	3	2	1	3	2	2	3	2	1	2	1	2	3	4	3	3	4	5	3	3	4	2
22	GSER2M22	M	3	4	3	2	2	3	3	4	4	4	4	4	3	3	3	4	4	3	2	3	4	3	2	3	4	3	4	5	5	5
23	GSER2F23	F	4	3	3	2	3	4	3	3	3	4	3	4	5	5	4	3	3	2	1	1	2	3	3	3	2	2	3	4	4	3

24	GSER2M24	M	1	2	3	2	3	4	5	5	4	3	3	4	4	3	2	2	3	3	3	4	3	4	5	5	5	3	3	4	3	1	
25	GSER2M25	M	3	2	3	4	4	3	3	2	3	5	4	3	3	3	4	4	5	3	3	3	3	4	4	5	5	5	4	4	4	5	
26	GSER2M26	M	4	4	3	2	3	4	3	2	3	4	2	3	1	2	3	3	4	3	1	2	3	4	4	4	3	4	3	4	2	3	
27	GSER2M27	M	3	2	3	4	4	3	2	3	4	3	3	2	3	2	2	3	3	4	3	3	4	2	4	5	4	4	5	4	3	5	
28	GSER2M28	M	3	2	3	4	3	3	2	2	3	3	4	4	5	4	4	3	3	4	3	3	3	4	4	3	3	2	3	3	4	2	
29	GSER2M29	M	3	4	1	2	5	4	3	4	4	2	2	3	4	3	1	1	2	3	3	4	3	3	2	3	3	4	5	3	2	2	
30	GSER2M30	F	3	4	4	5	4	5	4	4	5	5	4	4	3	4	4	5	4	3	3	4	5	4	3	3	4	4	5	5	5	4	
31	GSER2M31	M	5	4	3	2	4	3	4	4	5	4	4	3	3	4	4	2	2	3	4	3	2	2	3	3	4	4	4	4	1	2	
32	GSER2F32	F	3	4	4	5	3	3	4	4	4	3	3	4	5	3	2	2	3	3	2	3	3	3	3	3	4	2	5	3	2	5	2
33	GSER2M33	M	3	2	4	2	1	1	2	3	4	3	5	5	5	4	3	2	2	3	3	3	2	2	3	3	2	3	3	2	4	4	
34	GSER2M34	M	4	5	3	3	2	3	3	4	3	4	3	2	2	3	4	4	5	4	3	3	4	4	3	4	3	3	2	3	4	2	
35	GSER2M35	M	3	4	2	3	4	2	3	4	4	5	5	5	3	3	3	3	4	4	5	5	4	4	3	3	4	4	5	3	3	2	
36	GSER2M36	M	4	5	4	3	2	2	3	4	4	5	4	2	3	3	4	3	3	1	2	2	2	4	5	5	4	3	3	4	3	1	
37	GSER2F37	F	3	4	3	2	2	3	4	3	3	2	2	3	3	4	4	4	4	5	5	5	4	3	3	4	4	3	3	4	4	4	
38	GSER2M38	M	2	3	3	2	2	3	2	1	2	2	3	3	2	2	1	2	4	4	4	3	3	3	4	5	5	3	3	4	2	1	
39	GSER2M39	M	2	3	3	4	5	5	4	3	3	2	2	1	2	2	3	3	4	4	3	2	1	1	1	1	2	2	3	4	5	3	
40	GSER2M40	M	3	4	4	5	3	2	2	1	2	3	4	5	3	4	3	3	2	2	2	1	2	2	4	4	4	3	5	4	3	3	
41	GSER2M41	M	4	5	4	3	2	2	2	3	4	5	5	5	5	5	5	4	3	3	3	4	4	5	5	4	3	3	3	4	4	2	
42	GSER2M42	M	2	3	4	3	2	1	1	2	3	4	4	2	3	3	4	2	2	3	4	4	5	5	5	4	4	3	4	5	3	3	
43	GSER2M43	M	4	3	2	2	1	2	2	3	4	4	5	4	3	3	2	2	4	2	3	4	4	4	4	3	3	2	2	2	1	1	
44	GSER2F44	F	3	4	5	5	4	4	3	3	3	4	4	5	5	5	4	4	4	4	3	3	3	4	5	4	3	2	2	4	4	5	
45	GSER2M45	M	3	2	2	3	4	2	2	4	4	4	3	3	2	1	1	2	3	4	4	5	5	4	3	3	2	2	2	4	4	4	
46	GSER2M46	M	4	4	3	3	2	2	3	2	3	4	4	1	3	4	4	5	4	3	2	2	2	2	3	4	4	5	5	4	3	3	
47	GSER2M47	M	4	3	3	4	4	4	5	5	5	5	5	3	3	5	5	4	4	3	5	5	3	4	4	3	3	4	5	4	3	3	
48	GSER2F48	F	3	4	4	3	2	3	2	3	4	4	5	5	4	3	3	3	2	3	4	5	5	5	5	5	5	4	4	3	4	3	
49	GSER2M49	M	4	3	3	2	3	4	4	5	4	3	3	2	2	3	4	4	1	3	3	3	4	4	4	4	3	2	2	3	4	4	
50	GSER2M50	M	2	3	4	4	3	2	2	2	2	3	4	4	3	3	2	2	3	3	3	2	2	2	3	2	3	3	4	4	4	4	
51	GSER2F51	F	4	5	4	3	3	4	5	5	3	2	2	5	3	3	2	3	4	2	2	3	2	3	4	4	5	3	3	3	4	5	
52	GSER2M52	M	3	2	3	1	1	2	3	2	3	2	1	3	2	2	3	2	1	2	1	2	3	4	3	3	4	5	3	3	4	2	

53	GSER2M53	M	3	4	3	2	2	3	3	4	4	4	4	4	4	3	3	3	4	4	3	2	3	4	3	2	3	4	3	4	5	5	5
54	GSER2F54	F	4	3	3	2	3	4	3	3	3	4	3	4	5	5	4	3	3	2	1	1	2	3	3	3	2	2	3	4	4	3	
55	GSER2M55	M	1	2	3	2	3	4	5	5	4	3	3	4	4	3	2	2	3	3	3	4	3	4	5	5	5	3	3	4	3	1	
56	GSER2M56	M	3	2	3	4	4	3	3	2	3	5	4	3	3	3	4	4	5	3	3	3	3	4	4	5	5	5	4	4	4	5	
57	GSER2M57	M	4	4	3	2	3	4	3	2	3	4	2	3	1	2	3	3	4	3	1	2	3	4	4	4	3	4	3	4	2	3	
58	GSER2M58	M	3	2	3	4	4	3	2	3	4	3	3	2	3	2	2	3	3	4	3	3	4	2	4	5	4	4	5	4	3	5	
59	GSER2M59	M	3	2	3	4	3	3	2	2	3	3	4	4	5	4	4	3	3	4	3	3	3	4	4	3	3	2	3	3	4	2	
60	GSER2M60	M	3	4	1	2	5	4	3	4	4	2	2	3	4	3	1	1	2	3	3	4	3	3	2	3	3	4	5	3	2	2	

Test Scores of Undergraduate Students of Graduate School of Engineering in Reading Comprehension Test in English Texts

SN	BE (Fourth Semester Students), Graduate School of Engineering, Mid-West University, Birendranagar, Surkhet																					Total	Grand Total	Remarks		
	Name	Sex	Obtained Marks in Non-Fiction Texts										Total	Obtained Marks in Fiction Texts												
			Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10		Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18				Q19	Q20
1	GSER2F01	F	1	0	0	1	0	0	0	0	1	0	3	0	1	0	0	0	1	1	0	0	1	4	7	Lowest-F
2	GSER2F02	F	0	1	1	1	1	1	1	0	1	1	8	0	1	0	0	0	1	1	1	1	1	6	14	
3	GSER2M03	M	0	1	0	1	1	0	0	1	1	1	6	0	1	0	0	0	0	1	1	0	1	4	10	
4	GSER2M04	M	0	1	1	1	1	0	0	0	1	1	6	1	1	0	1	0	0	1	1	1	1	7	13	
5	GSER2F05	F	1	1	0	1	0	1	0	0	1	1	6	0	0	0	0	0	1	0	1	1	0	3	9	
6	GSER2M06	M	0	0	0	1	0	0	0	0	1	1	3	0	0	0	0	1	0	0	1	1	0	3	6	Lowest-M
7	GSER2M07	M	1	1	0	1	0	1	0	1	1	1	7	0	0	0	0	0	0	0	1	1	2	9		
8	GSER2M08	M	1	0	1	1	1	0	0	1	1	1	7	0	0	0	0	1	1	1	1	0	1	5	12	
9	GSER2F09	F	0	1	1	1	1	1	1	0	1	1	8	0	1	0	0	0	1	1	1	1	1	6	14	
10	GSER2F10	F	0	1	1	1	1	1	1	0	1	1	8	0	0	0	0	1	0	0	1	1	1	4	12	
11	GSER2F11	F	1	1	0	1	1	0	1	1	0	1	7	1	1	0	0	1	1	1	0	1	0	6	13	
12	GSER2F12	F	1	1	1	1	0	1	1	1	1	0	8	0	1	1	1	1	1	0	1	0	1	7	15	
13	GSER2M13	M	0	0	1	1	1	0	0	1	1	1	6	1	1	1	0	0	1	1	0	1	1	7	13	
14	GSER2M14	M	1	0	0	0	0	1	1	0	0	1	4	1	0	1	1	0	0	1	1	0	0	5	9	
15	GSER2M15	M	0	1	1	1	1	0	0	1	1	1	7	1	1	1	1	1	1	0	0	1	8	15		
16	GSER2M16	M	1	1	1	1	0	0	0	1	1	0	6	0	1	1	1	0	0	0	1	1	1	6	12	
17	GSER2F17	F	0	0	1	1	0	1	1	0	0	1	5	1	0	0	0	1	1	0	0	0	1	4	9	
18	GSER2M18	M	1	1	0	0	0	1	1	1	1	0	6	1	1	1	1	1	0	0	1	1	0	7	13	
19	GSER2M19	M	0	0	1	1	1	1	1	0	1	1	7	0	0	1	1	0	0	1	1	1	1	6	13	
20	GSER2F20	F	1	1	1	0	1	1	1	1	1	0	8	1	1	1	0	0	1	1	1	0	0	7	15	
21	GSER2M21	M	0	0	0	1	1	1	0	0	1	1	5	0	0	1	1	1	0	0	1	1	1	6	11	
22	GSER2M22	M	1	0	1	0	0	1	1	1	0	0	5	1	1	0	0	0	1	1	0	0	1	5	10	
23	GSER2M23	M	1	1	1	1	0	0	0	1	1	0	6	0	1	1	1	1	0	0	1	1	1	7	13	

24	GSER2F24	F	0	0	1	1	1	1	1	0	1	1	7	1	1	1	0	0	0	1	1	1	0	7	14		
25	GSER2M25	M	1	1	1	1	0	0	0	1	1	0	6	0	0	1	1	1	1	0	0	1	0	5	11		
26	GSER2M26	M	0	0	1	1	1	1	1	0	0	1	6	1	1	1	1	1	0	0	0	1	1	7	13		
27	GSER2M27	M	1	0	1	1	0	0	0	1	1	0	5	0	0	1	1	0	0	1	1	1	1	6	11		
28	GSER2M28	M	1	1	1	1	1	1	0	0	0	1	7	1	1	1	1	1	1	0	0	0	0	7	14		
29	GSER2M29	M	0	0	0	1	1	1	1	1	1	0	6	0	0	1	1	1	1	0	0	1	1	6	12		
30	GSER2F30	F	1	1	1	1	1	1	0	0	1	1	8	1	1	1	1	0	0	1	1	1	1	8	16	Highest-F	
31	GSER2M31	M	0	0	0	1	1	1	1	1	0	1	6	1	0	0	1	1	1	0	0	1	0	5	11		
32	GSER2F32	F	1	1	0	0	0	1	1	1	1	1	7	0	1	1	1	1	0	0	0	1	1	6	13		
33	GSER2M33	M	0	0	1	1	1	1	1	0	0	0	5	1	1	1	0	0	1	1	1	0	0	6	11		
34	GSER2M34	M	0	0	0	1	1	1	1	1	1	0	6	0	0	1	1	1	0	0	0	1	1	5	11		
35	GSER2M35	M	1	1	0	0	1	1	1	0	1	1	7	1	0	0	1	1	1	0	0	1	1	6	13		
36	GSER2M36	M	0	1	1	1	1	0	0	1	1	0	6	1	1	1	0	0	1	1	1	0	0	6	12		
37	GSER2F37	F	1	1	1	0	0	1	1	1	0	1	7	0	1	1	1	1	1	1	0	1	1	8	15		
38	GSER2M38	M	0	0	1	1	1	0	0	1	1	0	5	0	0	0	1	1	0	0	1	1	0	4	9		
39	GSER2M39	M	1	1	0	0	1	1	1	0	0	1	6	1	1	0	0	0	0	1	1	0	0	4	10		
40	GSER2M40	M	0	1	1	1	1	0	0	1	1	1	7	0	0	0	0	1	1	1	0	0	1	4	11		
41	GSER2M41	M	1	1	1	0	0	0	1	1	0	0	5	1	1	1	0	0	0	1	1	1	1	7	12		
42	GSER2M42	M	0	0	0	0	0	1	1	1	1	0	4	0	1	0	0	1	1	1	0	0	1	5	9		
43	GSER2M43	M	1	1	1	0	0	0	1	1	1	0	6	1	1	0	0	1	1	0	0	0	0	4	10		
44	GSER2F44	F	1	1	1	1	1	0	0	0	1	1	7	1	1	1	1	0	0	0	1	1	1	7	14		
45	GSER2M45	M	0	0	1	1	1	1	1	0	0	1	6	0	1	1	0	0	1	1	0	0	0	4	10		
46	GSER2M46	M	1	1	1	0	0	1	1	1	0	0	6	1	0	0	0	0	1	1	1	1	1	6	12		
47	GSER2M47	M	1	1	1	1	1	0	0	1	1	1	8	1	1	1	1	1	1	1	0	1	1	9	17	Highest-M	
48	GSER2F48	F	0	0	1	1	1	1	0	0	1	7	0	0	1	1	1	1	1	1	1	1	1	8	15		
49	GSER2M49	M	1	1	1	1	0	0	0	1	1	0	6	1	1	1	0	0	1	1	0	1	0	7	13		
50	GSER2M50	M	1	0	0	0	0	0	1	1	0	0	3	0	0	0	1	1	0	0	1	0	1	4	7		
51	GSER2F51	F	1	1	1	0	1	1	1	1	1	0	8	1	1	1	0	0	1	1	1	0	0	1	1	1	
52	GSER2M52	M	0	0	0	1	1	1	0	0	1	1	5	0	0	1	1	1	0	0	1	1	1	0	0	0	

53	GSER2M53	M	1	0	1	0	0	1	1	1	0	0	5	1	1	0	0	0	1	1	0	0	1	1	0	1
54	GSER2F54	F	1	1	1	1	0	0	0	1	1	0	6	0	1	1	1	1	0	0	1	1	1	1	1	1
55	GSER2M55	M	0	0	1	1	1	1	1	0	1	1	7	1	1	1	0	0	0	1	1	1	0	0	0	1
56	GSER2M56	M	1	1	1	1	0	0	0	1	1	0	6	0	0	1	1	1	1	0	0	1	0	1	1	1
57	GSER2M57	M	0	0	1	1	1	1	1	0	0	1	6	1	1	1	1	1	0	0	0	1	1	0	0	1
58	GSER2M58	M	1	0	1	1	0	0	0	1	1	0	5	0	0	1	1	0	0	1	1	1	1	1	0	1
59	GSER2M59	M	1	1	1	1	1	1	0	0	0	1	7	1	1	1	1	1	1	1	0	0	0	1	1	1
60	GSER2M60	M	0	0	0	1	1	1	1	1	1	0	6	0	0	1	1	1	1	0	0	1	1	0	0	0

Use of Reading Comprehension Strategies by Undergraduate Students of Graduate School of Humanities and Social Sciences

BA (Fourth Semester Students), Graduate School of Humanities and Social Sciences, Mid-West University, Birendranagar, Surkhet																																	
SN	Name	Sex	Reading Strategies Used (1 = Never, 2 = Occasionally, 3 = Sometimes, 4= Usually, 5 = Always)																														
			S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	
1	GSHS3F01	F	2	2	3	3	4	4	4	3	3	4	5	4	3	4	5	4	3	3	2	3	4	4	2	1	2	3	2	2	1	2	
2	GSHS3M02	M	5	5	4	5	4	5	4	4	3	3	4	5	4	2	3	3	4	5	5	3	3	2	3	4	4	3	3	4	4	5	
3	GSHS3M03	M	5	4	5	4	4	3	4	3	2	4	3	2	4	3	3	3	4	5	4	4	5	4	5	4	4	5	5	4	4	4	
4	GSHS3M04	M	1	2	1	2	4	3	3	2	4	2	4	3	3	3	3	1	1	2	2	2	2	3	4	4	4	4	4	4	4	4	
5	GSHS3F05	F	1	5	3	5	5	5	5	5	2	5	5	5	1	4	5	1	5	5	5	5	1	3	5	5	3	1	5	5	1		
6	GSHS3F06	F	5	3	4	2	3	3	2	2	1	1	1	1	2	3	3	4	4	3	2	2	1	1	2	3	2	1	2	3	1	2	
7	GSHS3F07	F	3	5	3	5	4	4	4	3	4	5	5	4	4	3	3	5	3	3	3	5	3	3	5	5	3	3	3	3	3		
8	GSHS3F08	F	4	3	1	1	4	1	2	1	1	1	1	3	3	3	1	3	2	5	2	1	3	1	3	2	1	2	3	3	3	4	
9	GSHS3F09	F	3	3	4	5	1	2	3	4	5	3	2	1	2	3	4	3	5	3	3	3	3	3	5	2	3	2	3	2	1		
10	GSHS3F10	F	2	1	3	1	1	3	1	3	4	5	4	5	1	4	5	4	5	1	5	5	5	4	3	2	1	4	5	5	4	1	
11	GSHS3M11	M	3	1	3	1	2	3	1	1	4	5	4	3	2	3	4	3	2	2	2	3	4	5	2	3	3	4	3	2	2	3	
12	GSHS3F12	F	1	2	3	4	3	2	2	3	4	2	1	2	3	4	3	4	2	2	2	3	4	2	2	3	4	3	2	1	1	2	
13	GSHS3F13	F	3	4	5	3	4	5	4	3	4	5	5	5	4	4	3	3	3	4	4	5	3	3	4	4	5	4	3	5	5	5	
14	GSHS3F14	F	2	3	3	2	3	3	2	3	4	4	3	2	2	3	4	3	2	2	3	1	2	3	3	3	2	1	4	4	5	5	
15	GSHS3M15	M	2	3	3	4	2	3	3	4	5	4	3	2	2	3	4	5	5	4	3	2	2	3	4	3	3	4	3	4	4	3	
16	GSHS3F16	F	3	4	3	2	3	4	5	5	5	5	4	3	3	4	4	5	3	3	4	4	4	5	4	5	4	5	4	5	4	5	
17	GSHS3M17	M	1	2	3	4	3	2	1	3	4	4	3	3	4	4	5	5	4	3	3	2	2	3	3	5	5	5	5	3	4	5	
18	GSHS3M18	M	1	3	2	1	4	2	3	3	4	5	5	5	5	5	6	4	3	3	3	3	2	2	3	4	2	2	2	1	3	1	3
19	GSHS3F19	F	2	3	2	3	3	3	2	2	3	3	4	4	4	3	3	3	4	5	2	3	3	3	3	4	4	3	3	2	3	4	
20	GSHS3M20	M	2	1	2	3	4	3	4	3	3	4	3	3	3	4	2	4	2	3	3	4	2	2	3	4	4	4	3	2	2	2	
21	GSHS3M21	M	2	3	4	4	5	4	3	3	4	4	5	5	4	4	4	4	5	4	4	4	3	4	2	3	3	2	3	3	3	3	
22	GSHS3M22	M	1	1	1	1	1	1	1	1	2	2	1	1	1	1	2	2	1	1	3	3	3	1	1	1	1	3	3	5	5	1	
23	GSHS3M23	M	1	3	2	4	1	3	2	3	4	1	1	2	2	3	2	2	2	4	3	3	5	4	2	3	4	3	2	4	3	2	

24	GSHS3M24	M	1	2	3	3	3	2	2	1	2	3	3	2	2	1	2	3	3	4	4	3	3	4	4	3	2	3	1	3	2	1	
25	GSHS3M25	M	3	4	3	2	2	3	3	4	3	2	2	3	4	4	4	3	3	4	5	5	3	2	2	3	4	4	5	5	4	3	
26	GSHS3M26	M	4	2	2	4	5	5	6	4	3	2	3	4	5	4	3	2	2	3	4	5	5	3	4	3	2	3	4	5	5	5	
27	GSHS3F27	F	3	4	2	2	4	2	1	1	1	2	3	3	4	4	4	3	4	3	2	2	1	1	2	3	3	2	2	1	1	1	
28	GSHS3F28	F	4	4	3	2	2	3	3	3	3	4	4	4	4	2	2	1	1	2	3	3	4	4	4	2	2	3	4	2	2	3	
29	GSHS3M29	M	3	2	2	3	1	2	2	3	2	1	2	2	1	2	3	3	3	2	3	3	2	2	3	3	2	2	3	3	3	2	
30	GSHS3F30	F	1	2	2	3	3	4	2	4	2	1	4	2	3	4	4	5	5	5	3	4	3	4	4	2	3	4	3	4	4	3	
31	GSHS3F31	F	4	3	3	1	1	2	5	5	4	4	3	4	4	4	4	5	3	3	3	4	5	3	3	2	3	4	3	3	4	4	
32	GSHS3F32	F	3	2	3	4	5	3	2	3	3	4	5	5	5	4	3	2	3	3	4	5	5	5	4	3	3	4	4	5	3	3	
33	GSHS3F33	F	4	5	3	3	2	2	3	4	4	5	5	2	3	4	4	3	2	2	2	3	2	1	1	2	3	3	4	3	3	2	
34	GSHS3F34	F	2	3	1	1	2	2	3	3	4	2	2	3	4	2	2	1	2	3	4	2	1	1	1	2	3	3	2	2	1	1	
35	GSHS3F35	F	3	4	3	2	2	3	2	1	1	2	3	3	3	2	1	1	1	2	3	3	4	2	2	3	2	2	2	1	1	3	
36	GSHS3M36	M	4	3	3	2	1	1	2	2	3	4	4	3	2	2	1	2	3	2	1	2	3	4	2	1	2	2	3	3	3	4	
37	GSHS3M37	M	2	3		3	2	1	1	2	3	3	4	4	2	2	1	1	2	3	4	3	2	12	1	2	3	3	4	2	2	3	
38	GSHS3F38	F	3	4	3	3	2	3	4	5	5	4	3	2	2	2	3	3	4	5	4	3	2	2	1	3	4	4	3	2	3	4	
39	GSHS3F39	F	2	3	2	1	1	2	3	3	4	4	2	2	1	1	2	3	4	4	2	2	3	3	2	2	3	3	2	2	3	3	
40	GSHS3F40	F	2	3	2	1	2	3	2	1	1	2	3	3	4	3	2	2	3	4	5	3	3	4	5	5	5	3	3	2	2	1	
41	GSHS3M41	M	3	3	2	4	4	5	3	3	2	3	4	4	5	3	2	2	2	1	3	4	4	3	2	1	1	2	3	4	4	4	
42	GSHS3M42	M	2	2	2	3	3	4	4	4	3	2	2	3	3	4	2	2	1	2	3	4	3	3	2	1	2	3	3	4	2	2	
43	GSHS3F43	F	2	3	1	1	2	3	4	2	2	1	4	4	5	4	3	2	1	3	5	5	4	3	3	2	3	4	5	3	2	1	
44	GSHS3F44	F	2	1	1	2	2	3	4	4	3	2	2	3	4	4	2	2	1	2	3	4	2	1	1	3	3	4	4	4	5	4	
45	GSHS3M45	M	3	3	3	2	2	3	4	4	3	2	3	4	4	3	2	1	1	2	3	4	2	1	1	2	3	4	4	3	3	4	
46	GSHS3F46	F	2	3	2	2	1	2	3	3	4	5	5	3	4	3	3	2	2	2	3	4	3	3	2	1	2	3	4	3	2	3	
47	GSHS3M47	M	2	1	2	3	3	4	4	5	5	3	3	2	2	3	4	4	3	2	2	2	3	4	3	2	2	2	2	2	3	5	
48	GSHS3M48	M	4	5	4	3	3	4	4	5	5	4	3	3	3	4	4	3	2	2	3	4	4	4	4	4	5	5	5	4	3	3	4
49	GSHS3F49	F	3	2	1	1	2	3	3	3	2	2	3	3	3	2	2	3	4	4	5	5	3	3	2	3	4	4	5	5	5	5	
50	GSHS3M50	M	3	4	5	5	5	3	5	3	3	2	2	3	4	3	5	4	5	4	3	3	5	3	3	4	4	3	3	3	3	3	

Test Scores of Undergraduate Students of Graduate School of Humanities and Social Sciences in Reading Comprehension Test in English Texts

BA Fourth Semester Students), Graduate School of Humanities and Social Sciences, Mid-West University, Birendranagar, Surkhet																							Total	Grand Total	Remarks	
SN	Name	Sex	Obtained Marks in Non-Fiction Texts										Total	Obtained Marks in Fiction Texts												
			Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10		Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20			
1	GSHS3F01	F	1	0	1	1	0	1	1	0	0	0	5	1	0	0	1	0	0	1	1	1	0	5	10	
2	GSHS3M01	M	0	0	0	0	1	0	0	0	1	1	3	0	0	0	0	0	1	1	1	0	1	4	7	
3	GSHS3M03	M	0	0	0	0	1	0	0	0	1	1	3	0	0	0	0	0	1	1	1	0	1	5	8	
4	GSHS3M04	M	0	1	0	0	1	0	0	1	0	0	3	1	0	1	0	1	0	1	1	0	1	6	8	
5	GSHS3F05	F	1	0	0	1	0	1	0	0	0	1	4	0	1	1	0	1	1	0	0	1	1	6	10	
6	GSHS3F06	F	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	2	3	Lowest-F
7	GSHS3F07	F	0	1	1	1	1	0	0	0	1	1	6	1	0	0	0	0	0	1	1	1	1	5	11	
8	GSHS3F08	F	0	0	0	1	0	0	1	0	0	0	2	1	0	1	0	0	0	0	1	0	0	3	4	
9	GSHS3F09	F	0	0	0	0	0	1	1	0	0	1	3	0	0	1	1	0	1	0	0	0	1	4	7	
10	GSHS3F10	F	0	0	0	1	1	1	0	1	0	1	5	0	1	1	0	0	0	1	1	0	1	5	10	
11	GSHS3F11	F	0	1	0	1	0	1	1	0	0	0	4	1	0	0	0	0	0	0	0	0	1	2	6	
12	GSHS3F12	F	0	0	0	0	1	0	0	0	1	0	2	1	1	0	0	0	0	0	0	0	0	2	4	
13	GSHS3F13	F	0	1	0	0	1	1	0	1	1	0	5	1	1	1	1	0	0	1	0	1	0	6	11	
14	GSHS3F14	F	0	0	0	0	1	0	0	0	1	0	2	0	0	0	1	1	0	1	0	0	1	4	6	
15	GSHS3M15	M	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	2	3	
16	GSHS3F16	F	0	0	1	1	0	1	1	0	1	1	6	1	0	0	1	0	0	1	0	1	1	5	11	
17	GSHS3M17	M	0	0	0	0	0	1	0	1	0	0	2	0	0	0	0	1	1	1	1	1	1	6	8	
18	GSHS3M18	M	0	0	0	0	0	1	0	0	1	0	2	0	0	0	0	0	0	1	1	1	1	4	6	
19	GSHS3F19	F	1	0	0	1	0	0	0	0	1	1	4	1	0	0	1	0	0	1	1	1	1	6	10	
20	GSHS3M20	M	1	0	1	1	0	0	0	0	1	0	4	1	1	0	1	1	0	0	0	0	0	4	8	
21	GSHS3M21	M	1	0	1	1	1	0	0	0	1	1	6	1	4	1	0	0	0	1	1	1	1	6	12	
22	GSHS3M22	M	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	Lowest-M

23	GSHS3M23	M	0	0	0	1	1	0	0	0	0	0	2	0	1	0	0	0	0	0	0	0	1	2	4	
24	GSHS3M24	M	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	3	4		
25	GSHS3M25	M	1	1	0	0	1	1	0	0	1	0	5	1	1	0	0	0	0	1	1	1	1	6	11	
26	GSHS3M26	M	1	0	1	0	0	1	1	0	0	0	4	0	0	1	1	0	0	1	1	0	0	4	8	
27	GSHS3M27	F	0	0	1	1	0	0	1	1	1	0	5	1	0	0	0	1	1	0	0	1	1	5	10	
28	GSHS3M28	F	1	1	1	0	0	0	0	1	1	1	6	1	1	1	0	0	1	1	1	0	0	6	12	
29	GSHS3M29	M	0	0	1	1	1	0	0	0	1	1	5	0	1	1	1	1	0	0	0	1	1	6	11	
30	GSHS3F30	F	1	1	1	0	0	0	1	1	1	1	7	1	1	1	0	0	0	0	1	1	1	6	13	
31	GSHS3F31	F	1	1	1	1	1	1	0	0	1	1	8	0	0	1	1	1	1	1	1	1	1	8	16	Highest-F
32	GSHS3F32	F	0	0	1	1	0	0	1	1	0	0	4	1	1	1	0	0	0	0	1	1	1	6	10	
33	GSHS3F33	F	1	1	0	0	1	1	0	0	1	1	6	0	1	1	1	1	0	0	0	1	0	5	11	
34	GSHS3F34	F	0	0	0	0	0	1	1	1	0	0	3	1	1	1	0	0	0	0	0	1	1	5	8	
35	GSHS3F35	F	1	1	0	0	0	1	1	0	0	1	5	1	0	0	0	0	1	1	0	0	1	5	9	
36	GSHS3M36	M	0	1	1	1	0	0	0	0	1	0	4	0	0	1	1	0	0	0	0	1	1	4	8	
37	GSHS3M37	M	1	0	0	1	1	0	0	1	1	0	5	1	0	0	0	0	0	0	1	0	0	2	7	
38	GSHS3F38	F	0	0	0	0	1	1	0	0	1	0	3	0	0	0	0	1	1	0	0	0	0	2	5	
39	GSHS3F39	F	1	1	0	0	0	0	0	1	0	1	4	1	1	1	0	0	0	0	0	1	1	5	9	
40	GSHS3F40	F	0	0	0	0	0	1	1	1	0	0	3	0	0	0	0	0	1	1	0	0	0	2	5	
41	GSHS3M41	M	1	1	0	0	0	0	0	1	1	1	5	1	1	0	1	0	0	0	0	1	0	4	9	
42	GSHS3M42	M	0	0	0	0	1	1	1	0	0	0	3	1	0	0	0	0	1	1	1	0	0	4	7	
43	GSHS3M43	M	1	0	0	0	0	0	0	1	1	1	4	1	0	1	1	1	0	0	0	1	0	5	9	
44	GSHS3F44	F	0	0	1	1	1	0	0	0	1	1	5	0	0	1	1	1	1	1	0	0	1	6	11	
45	GSHS3F45	F	1	0	0	0	0	1	1	0	0	0	3	1	0	0	0	0	1	1	0	0	1	4	7	
46	GSHS3M46	M	0	0	0	1	1	1	0	0	0	1	4	0	0	1	1	1	0	0	0	0	0	3	7	
47	GSHS3F47	F	1	1	0	0	0	0	0	1	1	1	5	1	1	0	0	0	0	0	1	1	0	4	9	
48	GSHS3M48	M	0	1	1	1	1	1	1	0	0	7	0	1	1	1	1	1	1	1	0	1	8	15	Highest-M	
49	GSHS3F49	F	0	0	0	1	1	1	0	0	0	1	4	1	1	1	0	0	0	1	1	0	1	6	10	
50	GSHS3M50	M	1	1	0	0	0	1	1	0	1	1	6	1	1	1	0	0	0	0	0	1	1	5	11	

Use of Reading Comprehension Strategies by Undergraduate Students of Graduate School of Law

BALLB (Fourth Semester Students), Graduate School of Law, Mid-West University, Birendranagar, Surkhet																																	
SN	Name	Sex	Reading Strategies Used (1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Usually, 5 = Always)																														
			S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	
1	GSL4F01	F	4	3	4	5	5	5	3	2	2	3	4	4	5	4	5	4	3	3	3	2	1	3	4	3	4	2	2	4	3	5	
2	GSL4F02	F	5	5	2	3	4	1	5	3	5	5	5	5	4	5	5	5	4	5	5	5	4	4	5	4	5	5	5	4	5	5	
3	GSL4M03	M	3	2	4	2	4	3	2	1	4	3	2	3	4	2	3	2	3	4	3	4	3	1	2	3	4	3	2	3	1	3	
4	GSL4M04	M	2	4	3	5	4	3	2	2	3	4	2	3	4	3	4	3	1	4	3	5	3	2	4	2	4	5	1	4	5		
5	GSL4F05	F	5	5	3	3	4	2	5	5	5	3	5	4	5	4	4	5	5	5	4	4	5	4	5	5	5	4	4	4	5	5	
6	GSL4M06	M	5	5	1	1	5	3	1	5	3	4	1	5	1	1	5	5	5	1	2	3	3	2	2	1	1	2	3	2	3		
7	GSL4F07	F	3	5	4	2	3	4	3	3	4	4	2	4	5	5	5	5	4	4	3	2	4	4	4	5	3	4	3	4	3		
8	GSL4F08	F	4	4	2	4	3	3	4	5	3	2	3	2	1	4	1	3	1	4	3	4	4	3	2	3	4	5	5	5	4	4	
9	GSL4F09	F	1	2	5	4	1	2	2	4	4	2	3	4	4	5	4	5	4	4	3	3	4	5	5	5	4	4	5	5	3	3	
10	GSL4M10	M	3	3	2	1	4	3	3	4	5	3	4	1	3	2	3	1	2	3	2	4	1	2	4	2	3	3	3	4	5	5	
11	GSL4M11	M	4	3	3	5	2	4	4	5	4	4	5	3	3	2	2	3	1	1	5	4	5	3	1	3	3	5	5	3	5	4	
12	GSL4F12	F	3	2	4	2	4	3	5	3	4	3	4	4	5	3	4	4	2	3	4	2	4	5	3	4	4	3	3	2	1	3	
13	GSL4M13	M	2	4	5	4	4	4	5	4	3	5	5	5	5	5	1	3	2	3	4	4	4	4	4	5	5	5	5	4	4	4	
14	GSL4M14	M	3	2	4	2	4	5	3	4	2	3	4	3	2	3	4	5	4	3	5	2	3	2	1	3	4	2	3	4	4	3	
15	GSL4F15	F	1	2	3	2	3	2	3	2	3	2	1	3	2	3	4	2	1	3	3	1	2	3	2	1	3	2	1	2	3	3	
16	GSL4M16	M	3	4	3	5	3	3	4	4	5	5	4	3	4	3	4	3	5	4	4	3	5	4	3	4	3	2	3	3	3	2	
17	GSL4M17	M	4	4	3	4	4	5	5	3	5	5	5		3	5	3	4	5	5	5	4	4	4	3	3	5	5	4	5	5	5	
18	GSL4M18	M	5	4	3	3	5	2	4	4	4	4	5	3	3	1	2	5	4	5	4	1	3	5	3	4	3	4	3	3	5	4	
19	GSL4M19	M	4	5	3	2	3	4	3	4	4	5	5	5	5	5	4	4	3	4	4	4	2	2	4	4	4	2	4	4	3	4	2
20	GSL4F20	F	4	4	3	2	5	5	5	4	4	5	3	5	5	5	3	5	3	2	2	4	5	5	5	5	2	5	5	5	4	4	
21	GSL4F21	F	5	5	3	3	4	2	3	4	5	5	5	5	5	1	3	5	5	5	3	4	3	4	5	5	5	5	5	5	5	5	
22	GSL4F22	F	5	5	4	2	3	4	2	4	5	5	5	5	4	4	4	2	3	4	4	4	5	5	3	5	5	3	3	4	4	3	
23	GSL4F23	F	4	3	2	3	2	3		5	5	5	3	2	3	4	4	3	5	2	3	4	4	4	3	2	3	4	4	3	5	2	

24	GSL4F24	F	4	3	4	5	2	4	5	1	5	5	3	5	4	5	4	3	1	3	1	2	1	1	3	4	5	3	4	3	2	4	
25	GSL4M25	M	4	4	3	4	5	3	4	3	2	5	3	4	3	5	4	4	4	3	2	4	5	4	3	3	1	2	2	1	4	5	
26	GSL4M26	M	2	2	3	3	4	4	4	2	2	3	3	3	3	3	2	3	3	3	2	2	3	3	3	3	3	3	3	3	2	2	
27	GSL4M27	M	2	3	3	4	2	1	2	5	4	1	3	3	2	4	4	2	3	2	3	3	4	4	5	3	3	3	3	3	4	5	
28	GSL4M28	M	3	4	1	5	4	4	4	3	3	4	2	3	3	3	2	4	3	5	2	3	1	4	3	4	3	3	2	3	2	3	
29	GSL4M29	M	3	3	3	4	4	4	3	4	4	4	4	4	4	3	4	4	4	3	4	3	2	2	3	3	4	4	3	4	5	5	
30	GSL4M30	M	1	4	4	1	5	3	2	4	3	4	4	2	4	1	5	4	5	5	5	5	5	4	5	4	3	3	4	5	5	5	
31	GSL4M31	M	2	4	4	1	2	3	4	4	4	5	3	5	5	4	4	5	4	3	4	4	5	3	3	4	4	3	3	4	3	5	
32	GSL4F32	F	3	3	3	2	2	2	4	5	3	3	3	2	2	3	3	3	4	3	3	3	4	2	4	4	4	4	4	4	4	5	
33	GSL4F33	F	3	4	5	5	2	3	5	3	2	4	4	1	4	5	4	5	1	5	1	4	5	4	5	3	5	4	5	4	3	5	
34	GSL4M34	M	1	4	4	2	5	5	5	5	4	3	5	4	4	5	5	4	5	5	3	4	4	5	4	5	4	3	4	5	4	5	
35	GSL4F35	F	3	2	4	5	2	3	4	2	3	2	1	3	5	2	2	3	1	2	3	4	5	2	2	1	4	3	2	4	5	3	
36	GSL4M36	M	4	3	2	4	5	4	3	2	3	2	3	4	2	3	4	3	1	5	5	5	3	3	2	3	5	4	3	3	4	4	
37	GSL4M37	M	3	2	1	3	5	4	3	2	4	5	4	3	2	3	4	3	2	3	3	2	2	3	4	3	2	3	2	3	2	3	
38	GSL4M38	F	4	4	5	5	5	5	2	2	3	3	3	2	2	3	2	3	5	4	4	3	2	3	2	3	1	2	3	2	3	2	
39	GSL4M39	M	3	3	3	2	3	4	2	3	4	3	3	3	2	5	5	5	3	3	4	3	2	1	2	3	2	3	4	3	2	4	
40	GSL4F40	F	2	2	2	1	2	3	2	3	2	4	3	2	2	3	3	2	2	1	2	3	2	1	3	3	2	3	2	3	4	3	
41	GSL4F41	F	3	3	2	3	2	2	3	4	4	3	2	3	4	3	4	5	5	4	4	3	2	3	4	5	4	3	3	4	2	3	
42	GSL4M42	M	4	5	3	3	4	4	3	3	4	2	3	4	3	4	5	4	4	3	4	5	4	3	4	5	4	3	5	4	3	2	
43	GSL4M43	M	3	4	2	3	4	3	4	3	3	4	2	3	2	3	4	3	4	5	3	4	3	4	5	3	2	3	4	3	2	3	
44	GSL4F44	F	2	3	4	3	4	3	2	4	5	3	4	3	4	3	4	5	3	4	2	4	5	3	3	3	4	5	4	3	4	4	
45	GSL4M45	M	3	4	3	2	3	4	3	2	3	4	3	4	3	2	3	4	3	4	5	5	3	4	2	3	2	3	4	5	4	5	
46	GSL4M46	M	3	2	3	4	3	4	3	2	3	4	5	4	3	4	5	3	2	3	5	4	3	3	2	3	4	2	3	4	3	2	
47	GSL4F47	F	2	3	2	4	5	4	5	3	4	2	3	4	3	2	3	3	4	3	2	3	4	5	5	5	4	3	3	4	5	5	
48	GSL4M48	M	3	4	3	4	5	4	4	3	4	5	4	4	3	4	5	3	2	3	4	3	4	4	3	3	4	4	3	4	3	5	
49	GSL4F49	F	3	4	5	3	4	4	3	3	3	3	3	4	5	4	3	3	3	3	4	2	3	4	3	4	3	4	4	3	3	4	4
50	GSL4F50	M	3	4	3	3	4	5	5	5	4	3	3	3	4	4	3	4	2	3	3	3	4	4	3	3	4	4	3	3	4	4	
51	GSL4M51	M	2	4	4	1	2	3	4	4	4	5	3	5	5	4	4	5	4	3	4	4	5	3	3	4	4	3	3	4	3	5	
52	GSL4F52	F	3	3	3	2	2	2	4	5	3	3	3	2	2	3	3	3	4	3	3	3	4	2	4	4	4	4	4	4	4	5	

53	GSL4F53	F	3	4	5	5	2	3	5	3	2	4	4	1	4	5	4	5	1	5	1	4	5	4	5	3	5	4	5	4	3	5
54	GSL4M54	M	1	4	4	2	5	5	5	5	4	3	5	4	4	5	5	4	5	5	3	4	4	5	4	5	4	3	4	5	4	5
55	GSL4F55	F	3	2	4	5	2	3	4	2	3	2	1	3	5	2	2	3	1	2	3	4	5	2	2	1	4	3	2	4	5	3
56	GSL4M56	M	4	3	2	4	5	4	3	2	3	2	3	4	2	3	4	3	1	5	5	5	3	3	2	3	5	4	3	3	4	4
57	GSL4M57	M	3	2	1	3	5	4	3	2	4	5	4	3	2	3	4	3	2	3	3	2	2	3	4	3	2	3	2	3	2	3
58	GSL4M58	F	4	4	5	5	5	5	2	2	3	3	3	2	2	3	2	3	5	4	4	3	2	3	2	3	1	2	3	2	3	2
59	GSL4M59	M	3	3	3	2	3	4	2	3	4	3	3	3	2	5	5	5	3	3	4	3	2	1	2	3	2	3	4	3	2	4

Test Scores of Undergraduate Students of Graduate School of Law in Reading Comprehension Test in English Texts

BALLB (Fourth Semester Students), Graduate School of Law, Mid-West University, Birendranagar, Surkhet																									Total	Grand Total	Remarks
SN	Name	Sex 1-M 2-F	Obtained Marks in Non-Fiction Texts										Total	Obtained Marks in Fiction Texts													
			Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10		Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20				
1	GSL4F01	F	0	1	0	0	1	1	0	1	1	1	6	0	1	1	0	1	0	1	0	0	1	5	11		
2	GSL4F02	F	0	1	1	1	1	0	0	1	1	1	7	0	0	0	0	1	0	1	0	0	1	3	10		
3	GSL4M03	M	0	0	0	0	0	0	1	0	0	1	2	0	0	0	1	0	0	0	0	0	0	1	3	Lowest-M	
4	GSL4M04	M	0	1	0	1	1	0	0	1	1	1	6	0	0	0	0	0	0	1	0	0	1	2	8		
5	GSL4F05	F	0	1	1	1	1	0	0	0	1	1	6	0	1	0	0	0	0	1	1	0	1	4	10		
6	GSL4M06	M	0	0	1	1	1	0	0	0	0	1	4	0	1	0	1	0	0	0	1	0	0	3	7		
7	GSL4F07	F	0	1	0	1	0	0	0	0	1	1	4	0	0	0	0	1	0	1	0	0	1	3	7		
8	GSL4F08	F	0	1	0	1	1	0	0	0	1	1	5	0	0	0	0	1	0	1	0	0	1	3	8		
9	GSL4F09	F	0	0	0	1	0	0	0	0	1	1	3	0	1	1	0	1	0	1	1	0	1	6	9		
10	GSL4M10	M	0	1	0	0	1	0	0	1	0	0	3	1	0	1	0	0	0	1	1	0	1	5	8		
11	GSL4M11	M	0	0	1	1	1	0	0	1	1	1	6	0	1	0	0	0	1	1	1	0	0	4	10		
12	GSL4F12	F	0	1	0	0	0	0	1	0	0	0	2	0	1	1	0	1	0	1	1	0	1	6	8		
13	GSL4M13	M	0	1	1	1	1	1	0	1	1	1	8	1	1	0	1	1	1	1	1	0	1	8	16	Highest-M	
14	GSL4M14	M	0	1	0	1	0	0	1	0	0	0	3	1	1	0	0	0	0	1	0	0	1	4	7		
15	GSL4F15	F	0	0	0	0	0	0	0	1	0	0	1	0		1	0	1	1	1	1	0	0	5	6		
16	GSL4M16	M	0	1	0	0	1	0	0	1	0	0	3	0	0	1	0	0	0	0	1	0	0	2	5		
17	GSL4M17	M	0	1	0	0	1	0	0	1	0	0	3	1	0	1	1	0	0	0	1	0	0	4	7		
18	GSL4M18	M	0	0	1	1	1	0	0	1	1	1	6	0	1	0	0	0	0	1	0	0	0	2	8		
19	GSL4M19	M	0	1	1	1	1	0	1	1	1	1	8	0	1	0	0	0	0	1	1	0	1	4	12		
20	GSL4F20	F	1	1	1	1	1	0	1	1	1	1	9	0	1	0	0	0	0	1	1	1	1	6	14		
21	GSL4F21	F	0	1	1	1	1	0	1	0	1	1	7	0	1	0	0	0	0	1	0	0	1	3	10		
22	GSL4F22	F	0	1	1	1	1	0	1	1	1	0	7	0	1	0	0	0	0	1	1	0	1	4	11		
23	GSL4F23	F	0	1	1	1	1	0	1	1	1	1	8	0	1	0	0	0	0	1	1	0	1	4	12		

24	GSL4F24	F	0	1	0	1	1	1	0	1	1	1	7	0	1	1	0	1	0	1	1	0	1	6	13	
25	GSL4M25	M	0	1	1	1	1	0	0	0	1	1	6	0	0	1	0	0	1	0	1	1	1	5	11	
26	GSL4M26	M	0	0	0	1	0	1	1	1	0	1	5	0	1	0	0	0	0	0	0	0	0	1	6	
27	GSL4M27	M	0	1	0	0	0	1	1	0	0	0	3	0	1	0	0	1	1	0	0	0	1	4	7	
28	GSL4M28	M	0	0	1	1	1	0	0	1	0	0	4	0	0	0	0	1	0	0	1	0	1	3	7	
29	GSL4M29	M	0	1	0	1	1	1	0	1	1	1	7	0	0	1	1	1	1	1	1	0	1	7	14	
30	GSL4M30	M	1	1	0	1	0	1	0	0	1	1	6	0	1	0	0	0	0	1	1	1	1	5	11	
31	GSL4M31	M	0	1	0	1	1	0	0	0	1	1	5	0	0	0	1	1	1	1	1	1	1	7	12	
32	GSL4F32	F	0	1	0	1	1	1	0	1	1	1	7	0	0	1	1	1	1	1	1	1	1	8	15	Highest-F
33	GSL4M33	F	0	1	0	1	1	1	0	1	1	1	7	0	1	1	0	1	0	1	1	0	1	6	13	
34	GSL4M34	M	0	0	0	1	1	0	0	0	1	1	4	0	0	0	1	1	1	1	1	1	1	7	11	
35	GSL4F35	F	0	1	0	0	1	0	1	1	0	1	5	1	0	0	0	1	1	0	0	1	0	4	9	
36	GSL4M36	M	1	0	0	1	1	0	0	1	1	1	6	0	1	1	0	0	1	1	0	0	1	5	11	
37	GSL4M37	M	1	1	0	0	0	0	1	1	0	0	4	1	0	0	0	1	1	0	0	1	0	4	8	
38	GSL4F38	F	0	0	1	1	0	0	1	1	0	1	5	0	1	0	1	0	0	1	1	0	0	4	9	
39	GSL4M39	M	1	1	0	0	0	1	0	1	0	0	4	1	1	0	0	1	0	1	1	0	1	6	10	
40	GSL4F40	F	0	0	1	1	0	0	0	0	0	1	3	0	0	0	0	1	0	0	0	1	0	2	5	Lowest-F
41	GSL4F41	F	1	0	0	0	1	1	0	0	1	0	4	1	0	1	1	1	0	0	1	1	0	6	10	
42	GSL4M42	M	1	1	0	0	1	0	0	1	1	1	6	0	1	0	1	0	1	1	1	0	0	5	11	
43	GSL4M43	M	0	0	1	1	0	0	1	0	0	1	4	1	0	0	0	1	1	0	0	1	1	5	9	
44	GSL4F44	F	0	1	0	0	1	1	0	0	1	0	5	0	1	1	0	0	1	1	1	1	0	6	10	
45	GSL4M45	M	1	1	1	0	0	0	1	1	1	1	7	1	1	0	1	1	0	0	0	1	1	6	13	
46	GSL4M46	M	0	0	1	1	1	0	0	1	0	0	4	0	0	1	1	0	0	1	1	0	1	5	11	
47	GSL4F47	F	1	0	0	0	1	1	1	0	0	1	5	1	1	0	0	0	1	1	0	0	0	4	9	
48	GSL4M48	M	0	0	1	1	0	0	1	0	1	0	4	0	0	1	0	0	1	0	0	1	0	3	7	
49	GSL4F49	F	1	1	0	0	0	0	1	0	1	1	4	1	1	0	0	1	0	0	1	1	1	6	10	
50	GSL4M50	M	1	1	1	0	0	0	0	0	1	1	5	0	0	1	1	0	0	0	1	1	0	4	9	
51	GSL4M51	M	0	1	1	1	1	0	1	0	1	1	7	0	1	0	0	0	0	1	0	0	1	3	10	
52	GSL4F52	F	0	1	1	1	1	0	1	1	1	0	7	0	1	0	0	0	0	1	1	0	1	4	11	

53	GSL4F53	F	0	1	1	1	1	0	1	1	1	1	8	0	1	0	0	0	0	1	1	0	1	4	12	
54	GSL4M54	M	0	1	0	1	1	1	0	1	1	1	7	0	1	1	0	1	0	1	1	0	1	6	13	
55	GSL4F55	F	0	1	1	1	1	0	0	0	1	1	6	0	0	1	0	0	1	0	1	1	1	5	11	
56	GSL4M56	M	0	0	0	1	0	1	1	1	0	1	5	0	1	0	0	0	0	0	0	0	0	1	6	
57	GSL4M57	M	0	1	0	0	0	1	1	0	0	0	3	0	1	0	0	1	1	0	0	0	1	4	7	
58	GSL4M58	F	0	0	1	1	1	0	0	1	0	0	4	0	0	0	0	1	0	0	1	0	1	3	7	
59	GSL4M59	M	0	1	0	1	1	1	0	1	1	1	7	0	0	1	1	1	1	1	1	0	1	7	14	

Use of Reading Comprehension Strategies by Undergraduate Students of Graduate School of Management

BBS (Fourth Semester Students), Graduate School of Management, Mid-West University, Birendranagar, Surkhet																																	
SN	Name	Sex	Reading Strategies Used (1 = Never, 2 = Occasionally, 3 = Sometimes, 4= Usually, 5 = Always)																														
			S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	
1	GSM5M01	M	1	3	3	4	5	1	1	2	3	3	1	5	5	4	3	2	3	5	1	4	2	3	2	4	4	1	2	2	1	2	
2	GSM5M02	M	1	2	3	2	3	2	4	4	5	3	2	2	1	3	3	5	1	5	2	3	4	1	2	2	1	3	2	1	2	5	
3	GSM5F03	F	5	1	3	5	3	1	4	1	3	2	4	1	2	5	1	3	4	5	3	4	2	4	3	4	1	4	3	1	5	2	4
4	GSM5F04	F	5	3	4	3	4	3	5	4	2	2	4	3	3	2	3	2	3	3	4	5	3	3	3	3	4	1	2	3	3	4	
5	GSM5F05	F	1	2	2	3	3	2	2	3	2	3	2	3	2	3	4	3	2	4	1	2	3	2	4	3	3	3	2	3	3	2	
6	GSM5M06	M	3	4	3	3	4	3	4	5	4	3	2	3	4	2	3	3	2	3	2	3	4	4	3	4	4	3	4	4	3	3	
7	GSM5F07	F	3	4	5	5	5	4	4	4	5	5	3	3	4	4	4	5	5	5	3	3	3	5	3	3	5	5	4	4	4	5	
8	GSM5M08	M	1	4	2	1	3	1	2	1	4	1	1	2	5	3	2	5	5	1	2	3	2	1	1	3	5	1	1	1	2	1	
9	GSM5F09	F	5	3	3	1	1	3	3	4	3	3	3	3	4	5	1	3	4	1	3	4	3	4	4	1	1	4	1	4	1	3	
10	GSM5M10	M	1	2	3	3	2	5	5	5	3	5	4	5	4	5	4	2	5	2	3	2	5	1	5	4	3	4	3	3	3	5	
11	GSM5F11	F	2	1	2	3	4	4	2	3	3	2	3	4	5	4	3	4	1	1	1	2	4	2	2	5	1	2	3	2	3	4	
12	GSM5F12	F	3	4	2	2	3	3	4	4	4	3	2	2	3	3	4	3	2	2	3	4	4	5	5	4	3	2	3	4	4	3	
13	GSM5F13	F	4	5	3	2	1	1	1	2	3	4	4	5	3	2	1	1	2	3	4	4	2	1	1	3	4	4	5	5	3	2	
14	GSM5M14	M	3	4	5	5	3	2	2	3	4	5	5	4	3	2	1	2	3	4	5	3	4	3	2	2	2	3	4	5	3	3	
15	GSM5F15	F	2	3	4	3	2	3	4	5	5	4	3	2	2	3	4	2	2	3	4	5	2	1	1	2	3	4	5	3	4	4	
16	GSM5M16	M	3	4	4	5	3	2	3	4	5	5	3	3	3	4	3	2	3	4	5	5	4	3	3	4	5	4	3	2	3	4	
17	GSM5F17	F	3	2	2	3	3	3	2	2	4	4	5	5	4	3	2	2	3	4	5	5	4	2	2	1	3	4	4	5	4	4	
18	GSM5M18	M	2	3	3	4	5	5	3	2	1	1	2	3	4	5	4	3	2	2	3	4	4	3	2	3	4	4	4	2	2	3	
19	GSM5M19	M	1	2	3	3	4	4	4	3	2	1	1	2	2	3	4	4	3	2	2	4	4	3	5	5	3	3	2	4	2	3	
20	GSM5F20	F	3	4	2	2	2	3	4	5	4	3	2	3	4	5	3	2	3	4	5	3	3	4	5	3	3	4	4	2	3	4	
21	GSM5F21	F	2	3	2	2	2	3	4	3	2	1	2	3	4	3	2	1	1	2	3	4	4	3	2	2	3	3	2	3	3	2	
22	GSM5F22	F	3	4	2	2	3	4	4	5	2	2	2	3	4	3	2	3	4	2	2	2	4	4	3	3	1	2	3	4	2	3	
23	GSM5M23	M	4	5	4	4	3	4	5	4	4	5	5	5	3	3	3	4	4	5	4	3	2	3	4	5	4	3	3	4	4	3	

24	GSM5F24	F	3	4	2	1	1	2	3	3	4	4	5	5	4	3	3	3	4	3	2	2	3	4	4	5	4	3	3	4	4	3
25	GSM5M25	M	1	2	2	3	3	2	2	3	4	4	3	2	1	1	2	3	4	4	4	3	2	3	4	4	5	3	2	2	3	4
26	GSM5M26	M	2	3	4	4	3	4	3	2	3	2	3	4	3	4	3	4	4	4	4	3	4	2	5	5	5	4	4	4	3	3
27	GSM5M27	M	1	3	2	4	5	1	3	2	4	1	3	1	3	3	1	2	2	3	1	3	2	3	2	3	3	2	2	3	2	2
28	GSM5M28	M	2	3	4	1	5	4	5	3	2	3	3	4	5	2	2	3	1	3	4	5	5	3	4	2	2	2	2	3	5	4
29	GSM5M29	M	2	3	1	2	2	3	4	5	5	2	2	1	2	3	4	3	3	3	2	3	4	2	3	1	4	4	5	5	2	1
30	GSM5M30	M	3	4	4	5	3	2	3	3	3	2	4	5	3	2	3	4	1	2	3	4	3	4	2	4	3	2	2	3	4	5
31	GSM5M31	M	3	4	2	2	3	4	5	5	3	2	3	4	5	3	2	3	2	3	3	4	3	3	2	2	1	4	3	4	5	5
32	GSM5F32	F	3	2	3	2	3	4	2	1	2	3	2	4	4	4	3	2	3	4	3	3	4	3	5	5	4	3	2	1	3	2
33	GSM5M33	M	2	3	3	4	1	2	2	3	4	4	5	2	3	3	3	4	5	2	3	3	4	1	3	2	3	3	4	4	5	4
34	GSM5F34	F	3	2	2	3	3	4	3	4	4	4	5	3	4	4	3	2	2	3	3	4	4	3	3	3	2	2	2	3	3	4
35	GSM5F35	F	2	3	3	4	3	3	3	4	4	5	4	3	4	3	2	2	2	2	3	3	3	4	3	3	3	2	2	2	3	3
36	GSM5F36	F	3	3	2	3	3	3	3	4	4	3	2	4	2	3	2	2	1	2	3	3	3	4	3	2	2	3	3	2	2	3
37	GSM5F37	F	2	3	3	4		2	1	1	2	2	3	3	4	5	5	3	3	2	2	1	1	2	2	3	4	3	3	2	3	4
38	GSM5F38	F	3	4	4	5	3	3	3	3	5	5	4	3	3	2	2	3	3	4	4	3	3	2	2	3	3	4	3	2	3	3
39	GSM5M39	M	4	2	2	3	2	2	2	3	3	3	2	2	2	3	3	2	2	2	5	2	2	2	2	3	3	4	4	4	4	4
40	GSM5M40	M	3	4	3	3	2	2	3	3	3	4	4	5	3	2	2	2	3	3	2	2	2	3	3	2	2	2	2	3	3	4
41	GSM5M41	M	3	3	3	4	4	3	4	4	3	3	2	2	3	3	4	4	3	3	4	3	3	3	5	2	2	4	4	5	4	3
42	GSM5M42	M	2	3	4	4	5	3	3	2	3	3	2	2	2	4	2	1	1	1	2	3	3	4	4	3	3	2	2	2	2	3
43	GSM5F43	F	3	4	5	3	3	4	4	5	3	3	4	4	3	3	3	4	3	4	4	3	2	5	3	3	4	4	3	3	3	4
44	GSM5F44	F	5	3	2	2	2	3	2	4	5	4	3	2	2	2	2	1	2	3	3	4	4	5	5	3	4	3	2	2	1	4
45	GSM5F45	F	4	3	4	2	2	3	3	4	4	3	2	2	3	4	2	2	3	3	4	3	4	2	2	3	3	3	2	2	3	3
46	GSM5F46	F	3	4	4	5	5	4	3	2	2	2	2	3	4	4	3	3	2	2	3	4	5	3	2	2	3	4	4	3	2	2
47	GSM5F47	F	4	3	2	2	3	4	3	3	2	4	5	3	3	2	1	2	2	1	1	2	2	3	4	4	3	2	3	4	3	3
48	GSM5M48	M	3	4	4	4	3	3	3	3	4	4	4	3	3	3	3	3	4	2	2	2	2	3	3	3	3	2	2	3	3	3
49	GSM5F49	F	4	3	3	4	3	4	3	2	3	3	2	2	2	2	3	4	3	4	2	3	4	3	4	3	2	3	3	32	32	3
50	GSM5M50	M	3	4		3	2	2	2	3	3	3	4	3	2	3	3	3	2	2	3	3	3	3	3	3	3	3	2	3	3	3

Test Scores of Undergraduate Students of Graduate School of Management in Reading Comprehension Test in English Texts

BBS (Fourth Semester Students), Graduate School of Management, Mid-West University, Birendranagar, Surkhet																								Total	Grand Total	Remarks
SN	Name	Sex	Obtained Marks in Non-Fiction Texts										Total	Obtained Marks in Fiction Texts												
			Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10		Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20			
1	GSM5M01	M	0	0	0	1	0	1	0	0	0	0	2	0	1	0	0	0	0	0	0	0	1	2	4	
2	GSM5M02	M	1	0	1	0	0	0	0	1	0	0	3	1	0	0	0	0	0	1	0	0	0	1	4	
3	GSM5F03	F	0	0	0	0	0	1	0	1	0	0	2	0	0	0	0	1	0	1	0	0	0	2	4	
4	GSM5F04	F	0	0	0	0	1	0	0	1	0	1	3	0	0	0	0	0	0	1	1	0	0	2	5	
5	GSM5F05	F	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	0	2	3	Lowest-F
6	GSM5M06	M	0	0	1	1	0	0	0	1	0	0	3	0	0	1	0	0	0	1	1	0	0	3	6	
7	GSM5F07	F	0	0	0	1	1	0	0	0	0	1	3	1	0	1	1	1	0	1	0	0	1	6	9	
8	GSM5M08	M	0	0	0	0	1	1	0	0	0	0	2	0	1	0	0	0	1	0	1	0	0	3	5	
9	GSM5F09	F	0	0	0	1	0	1	0	0	1	1	4	1	0	0	0	0	0	0	1	0	0	2	6	
10	GSM5M10	M	0	0	0	1	0	1	0	1	1	1	5	0	0	0	0	0	1	0	0	0	0	1	6	
11	GSM5F11	F	0	0	0	1	1	0	0	0	0	1	3	1	0	0	0	0	0	1	0	0	0	2	5	
12	GSM5F12	F	1	1	0	0	0	1	1	1	0	0	5	0	0	1	1	1	0	0	1	1	1	6	11	
13	GSM5F13	F	0	0	1	1	1	0	0	1	1	1	6	0	0	0	0	0	1	1	1	0	0	3	9	
14	GSM5M14	M	1	1	0	0	0	1	1	0	0	0	4	1	1	0	0	0	1	1	1	0	1	6	10	
15	GSM5F15	F	1	1	1	1	0	0	0	1	1	0	7	0	1	1	1	0	0	0	1	1	1	6	13	
16	GSM5F16	F	0	0	1	1	1	0	0	1	1	0	5	1	1	0	0	0	1	1	1	0	1	6	11	
17	GSM5M17	M	1	1	1	1	0	0	0	0	1	1	6	0	1	1	1	0	0	1	1	1	0	6	12	
18	GSM5F18	F	0	0	1	1	1	1	0	0	0	1	5	1	1	0	0	1	1	1	0	0	1	6	11	
19	GSM5M19	M	1	1	0	0	0	1	1	1	1	0	6	0	0	0	0	1	1	1	1	0	0	4	10	
20	GSM5M20	M	0	0	1	1	0	0	0	0	1	1	4	1	0	0	0	0	1	0	0	1	0	3	7	
21	GSM5F21	F	1	1	0	0	0	0	1	1	1	0	5	1	1	1	0	0	0	1	1	0	1	6	11	
22	GSM5F22	F	1	1	1	1	0	0	0	0	1	1	6	0	0	1	1	1	1	1	1	1	0	7	13	
23	GSM5M23	M	1	1	1	1	1	1	1	1	0	0	8	0	1	1	1	1	1	1	1	0	1	8	16	Highest-M

24	GSM5M24	F	1	1	1	0	0	0	1	1	0	0	5	1	0	1	0	0	0	1	1	0	0	4	9	
25	GSM5M25	M	0	0	0	1	1	1	0	0	0	1	4	0	0	0	0	1	1	1	0	0	0	3	7	
26	GSM5M26	M	0	0	0	0	1	0	0	0	1	0	2	1	1	1	1	1	0	1	1	1	0	8	10	
27	GSM5M27	M	0	0	0	1	1	1	1	1	0	1	7	0	1	0	0	0	0	0	0	0	0	1	8	
28	GSM5M28	M	0	1	1	0	0	0	0	0	1	1	4	1	0	1	0	1	0	0	0	1	1	5	9	
29	GSM5M29	M	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	5	5	
30	GSM5M30	M	1	0	0	0	0	1	1	0	0	0	3	0	1	0	0	0	0	1	1	0	0	3	6	
31	GSM5M31	M	1	0	1	0	1	1	0	0	0	0	4	0	1	0	0	0	0	0	0	0	0	1	5	
32	GSM5F32	F	1	1	0	0	0	0	0	0	0	0	2	0	0	1	0	1	0	0	0	0	0	2	4	
33	GSM5M33	M	1	0	0	1	1	0	0	1	0	0	4	0	0	1	0	0	0	1	1	0	0	3	7	
34	GSM5M34	M	1	1	1	0	0	0	0	0	0	0	3	1	1	0	1	0	1	1	1	0	1	7	10	
35	GSM5F35	F	1	0	0	1	0	0	1	0	0	1	4	0	0	0	1	0	0	1	1	0	0	3	7	
36	GSM5F36	F	1	1	0	0	0	0	0	0	0	1	3	0	0	0	0	1	0	1	0	0	0	2	5	
37	GSM5F37	F	0	0	0	0	0	1	0	0	0	1	2	1	0	0	1	0	0	1	0	0	0	3	5	
38	GSM5F38	F	1	0	0	0	0	0	1	0	0	0	2	0	0	1	0	0	0	0	0	1	1	3	5	
39	GSM5M39	M	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	2	3	Lowest-M
40	GSM5M40	M	0	0	1	1	1	0	0	1	0	1	5	0	0	0	1	1	1	1	1	1	1	7	12	
41	GSM5M41	M	1	0	0	0	0	1	0	0	0	0	2	0	1	0	0	0	0	1	0	0	0	2	4	
42	GSM5M42	M	0	0	0	0	0	0	1	0	1	0	2	1	0	0	0	1	1	1	0	0	0	4	6	
43	GSM5F43	F	1	1	0	0	1	1	1	0	0	1	6	0	0	0	1	1	0	0	1	1	0	4	10	
44	GSM5F44	F	0	0	1	1	1	1	0	0	1	0	5	1	1	1	1	1	0	0	0	0	1	6	11	
45	GSM5F45	F	1	1	1	1	0	0	0	1	1	1	7	0	0	1	1	1	1	1	1	0	0	6	13	
46	GSM5F46	F	1	1	1	1	1	1	1	0	0	1	8	1	1	1	1	1	0	0	1	1	1	8	16	Highest-F
47	GSM5F47	F	0	0	1	1	0	0	1	0	1	0	4	0	0	1	0	0	1	1	0	1	1	5	9	
48	GSM5M48	M	1	0	0	1	1	1	0	0	1	1	6	1	1	0	0	0	1	1	1	1	0	6	12	
49	GSM5F49	F	0	1	1	0	0	1	1	1	0	0	5	1	1	0	0	0	1	1	0	0	0	4	9	
50	GSM5M50	M	0	0	0	0	0	1	1	1	0	0	3	0	0	0	1	1	0	0	0	0	0	2	5	

Use of Reading Comprehension Strategies by Undergraduate Students of Graduate School of Science and Technology

SN	BSc (Fourth Semester Students), Graduate School of Science and Technology, Mid-West University, Birendranagar, Surkhet																															
	Name	Sex	Reading Strategies Used (1 = Never, 2 = Occasionally, 3 = Sometimes, 4= Usually, 5 = Always)																													
			S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
1	GSST6F01	F	4	5	5	5	3	4	3	4	2	4	1	3	4	2	5	4	3	2	4	3	4	2	3	4	4	3	2	4	3	2
2	GSST6F02	F	2	3	5	4	4	2	4	4	3	4	3	1	4	4	3	3	2	2	3	4	4	3	2	1	2	1	4	2	3	3
3	GSST6M03	M	1	2	3	2	4	3	1	4	5	3	3	3	3	2	5	5	4	4	4	2	4	3	5	4	3	2	1	2	1	
4	GSST6M04	M	1	5	5	4	4	5	4	5	3	4	1	3	5	5	5	2	3	2	3	3	3	2	3	2	2	4	4	5	5	
5	GSST6M05	M	3	4	5	3	2	4	3	5	2	1	4	1	4	3	1	3	4	5	2	3	1	3	5	4	3	4	4	1	2	3
6	GSST6F06	F	4	5	5	5	5	4		4	5	5	4	3	2	1	2	1	4	3	4	5	3	3	4	4	4	5	4	4	3	2
7	GSST6M07	M	5	3	3	1	1	3	4	5	1	4	5	5	4	3	5	5	5	4	3	4	4	5	3	4	4	5	4	3	3	3
8	GSST6F08	F	2	3	5	3	4	4	2	4	4	5	2	3	3	2	3	3	4	3	3	2	3	4	5	3	2	2	3	3	4	2
9	GSST6M09	M	2	4	3	5	4	2	1	4	5	4	3	3	4	5	4	5	4	3	3	2	3	5	1	2	3	4	3	5	5	4
10	GSST6M10	M	2	5	5	5	2	1	5	5	4	5	3	3	2	5	5	2	3	2	3	5	5	5	5	4	4	2	1	2	3	4
11	GSST6M11	M	5	5	5	5	3	1	5	5	3	5	4	4	2	3	5	5	5	3	5	5	5	3	2	5	3	3	3	3	3	3
12	GSST6F12	F	1	2	2	2	2	2	1	1	1	1	1	2		2	3	4	4	4	1	2	3	4	5	1	2	3	4	5	3	5
13	GSST6M13	M	2	1	2	3	2	1	4	3	3	3	4	2	1	1	2	1	2	1	3	2	3	3	4	4	3	2	3	4	1	1
14	GSST6M14	M	1	2	3	4	5	4	3	2	1	2	3	4	5	1	2	3	4	5	4	3	2	1	2	3	4	5	4	3	5	4
15	GSST6M15	M	1	2	3	4	5	4	3	2	1	2	3	4	5	3	3	2	1	3	4	2	2	1	4	5	4	3	2	1	2	4
16	GSST6M16	M	5	2	1	2	3	3	3	2	2	4	4	2	3	4	2	4	5	4	2	2	2		4	2	2	2	3	2	3	5
17	GSST6M17	M	1	5	5	4	2	3	2	2		3	3	2	5	5	1	2	3	2	1	2	3	4	5	4	3	3	5	4	3	4
18	GSST6M18	M	3	4	2	4	5	4	4	5	1	3	2	4	2	3	4	3	3	4	4	5	3	3	3	2	3	3	4	4	4	4
19	GSST6F19	F	4	5	3	5	5	5	3	3	5	5	5	3	3	5	3	5	4	4	5	5	3	3	5	3	5	3	5	4	5	4
20	GSST6M20	M	3	1	4	2	2	3	1	5	4	5	5	5	3	2	2	4	2	3	3	2	4	4	2	3	2	4	2	2	4	2
21	GSST6M21	M	3	2	4	4	2	2	5	2	5	2	3	4	2	3	5	5	1	4	5	2	3	2	4	2	4	5	2	3	4	1
22	GSST6M22	M	3	4	3	5	5	4	3	5	4	3	5	4	3	5	3	4	5	5	4	4	4	3	3	4	4	5	5	3	5	4
23	GSST6M23	M	1	3	1	1	2	2	2	5	3	3	2	2	1	2	1	3	3	3	2	2	1	2	3	4	3	4	3	2	4	2

24	GSST6F24	F	5	3	1	3	5	2	3	3	4	1		4	1	3	2	1	4	1	4	1	2	3	1	2	1	2	2	2	3	2	
25	GSST6M25	M	2	1	4	3	5	5	5	5	1	5	5	2	5	5	3	4	5	3	3	4	5	5	4	2	2	3	5	3	1	2	
26	GSST6M26	M	2	3	2	4	2	1	3	1	3	4	4	5	5	4	5	3	5	4	4	5	4	4	5	3	4	5	3	4	3	5	
27	GSST6M27	M	2	3	2	3	3	2	3	2	1	2	3	1	3	1	3	1	3	4	2	3	2	3	2	4	2	1	3	2	3	2	
28	GSST6M28	M	3	4	3	2	3	3	3	2	2	3	3	2	3	3	2	1	1	2	2	3	3	2	3	3	4	4	2	1	3	4	
29	GSST6F29	F	4	5	4	5	5	5	4	4	5	5	4	5	4	4	4	5	4	5	4	4	5	5	4	5	5	4	4	5	5	4	5
30	GSST6M30	M	3	1	5	2	3	2	4	1	4	1	3	4	4	1	2	4	1	3	4	3	1	5	4	5	3	1	5	5	1	5	
31	GSST6M31	M	2	3	2	2	2	3	3	2	1	1	1		2	2	1	3	2	1	1	2	1	2	1	1	2	2	3	3	1	2	
32	GSST6M32	M	3	2	2	3	3	4	2	4	2	2	3	2	1	3	2	1	2	2	4	1	2	3	2	2	4	3	2	3	4	2	
33	GSST6M33	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	3	3	2	1	2	3	1	4	5	2	3	1	2	
34	GSST6M34	M	2	3	2	1	1	2	3	2	3	2	2	3	2	2	3	2	2	1	1	1	3	3	2	2	2	3	2	3	2	2	
35	GSST6M35	M	1	2	2	1	2	1	1	4	1	4	5	5	5	1	2	2	4	1	2	1	2	1	2	3	3	4	2	2	3	2	
36	GSST6M36	M	2	3	5	1	2	3	1	2	3	3	2	4	5	2	3	3	2	2	3	5	4	3	2	3	2	3	4	3	2	1	
37	GSST6F37	F	4	3	4	5	3	4	4	3	2	4	3	4	5	4	3	3	4	3	3	4	2	3	5	3	3	4	5	3	4	3	
38	GSST6F38	F	3	4	2	5	4	3	2	3	3	2	3	2	2	4	5	4	3	4	4	5	4	3	4	4	4	3	5	5	4	4	
39	GSST6F39	F	4	5	4	5	3	2	3	4	5	3	4	2	3	4	3	2	3	4	3	2	2	4	3	4	4	5	5	5	4	3	
40	GSST6F40	F	4	5	5	5	5	3	3	3	4	4	4	2	3	4	4	5	5	4	4	3	2	4	4	3	2	3	2	4	5	4	
41	GSST6F41	F	3	2	3	4	3	4	5	3	2	3	4	5	4	3	2	2	4	4	3	4	5	5	4	3	3	4	3	3	4	3	
42	GSST6M42	M	4	5	4	3	4	3	4	5	4	3	4	5	3	3	4	3	2	2	3	4	3	3	2	2	1	2	2	1	1	2	
43	GSST6F43	F	4	5	4	5	4	5	5	5	5	4	3	3	4	2	3	4	5	5	4	5	4	3	3	4	3	4	4	5	5	5	
44	GSST6F44	F	3	4	5	4	3	2	3	4	4	5	4	5	3	2	3	4	5	5	3	3	4	3	4	2	4	1	1	3	4	1	
45	GSST6F45	F	4	3	4	4	5	3	2	2	3	3	4	5	4	5	4	3	4	5	3	3	4	4	4	3	4	4	5	3	4	2	
46	GSST6M46	M	4	3	2	3	2	3	3	4	3	2	2	3	2	3	4	3	2	3	3	2	2	3	2	3	2	3	2	3	4	4	
47	GSST6F47	F	5	4	3	2	3	4	3	3	2	3	4	3	2	3	2	2	2	5	4	3	4	3	4	5	5	3	3	2	3	4	
48	GSST6F48	F	5	4	3	3	2	3	4	4	4	5	5	4	3	3	4	4	5	5	5	3	4	4	2	2	1	3	3	4	2	1	
49	GSST6M49	M	5	5	5	5	4	3	3	3	2	3	4	3	4	4	3	3	3	4	4	5	4	3	4	3	4	3	4	4	5	3	
50	GSST6M50	M	2	3	4	4	5	4	3	2	2	2	1	3	4	4	5	4	4	2	2	1	2	3	4	3	2	2	2	3	3	4	
51	GSST6M51	M	2	3	2	2	2	3	3	2	1	1	1		2	2	1	3	2	1	1	2	1	2	1	1	2	2	3	3	1	2	
52	GSST6M52	M	3	2	2	3	3	4	2	4	2	2	3	2	1	3	2	1	2	2	4	1	2	3	2	2	4	3	2	3	4	2	

53	GSST6M53	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	3	3	2	1	2	3	1	4	5	2	3	1	2		
54	GSST6M54	M	2	3	2	1	1	2	3	2	3	2	2	3	2	2	3	2	2	1	1	1	3	3	2	2	2	3	2	3	2	2	
55	GSST6M55	M	1	2	2	1	2	1	1	4	1	4	5	5	5	1	2	2	4	1	2	1	2	1	2	3	3	4	2	2	3	2	
56	GSST6M56	M	2	3	5	1	2	3	1	2	3	3	2	4	5	2	3	3	2	2	3	5	4	3	2	3	2	3	4	3	2	1	
57	GSST6F57	F	4	3	4	5	3	4	4	3	2	4	3	4	5	4	3	3	4	3	3	4	2	3	5	3	3	4	5	3	4	3	
58	GSST6F58	F	3	4	2	5	4	3	2	3	3	2	3	2	2	4	5	4	3	4	4	5	4	3	4	4	4	3	5	5	4	4	
59	GSST6F59	F	4	5	4	5	3	2	3	4	5	3	4	2	3	4	3	2	3	4	3	2	2	4	3	4	4	4	5	5	5	4	3
60	GSST6F60	F	4	5	5	5	5	3	3	3	4	4	4	2	3	4	4	5	5	4	4	3	2	4	4	3	2	3	2	4	5	4	
61	GSST6F61	F	3	2	3	4	3	4	5	3	2	3	4	5	4	3	2	2	4	4	3	4	5	5	4	3	3	4	3	3	4	3	

Test Scores of Undergraduate Students of Graduate School of Science and Technology in Reading Comprehension Test in English Texts

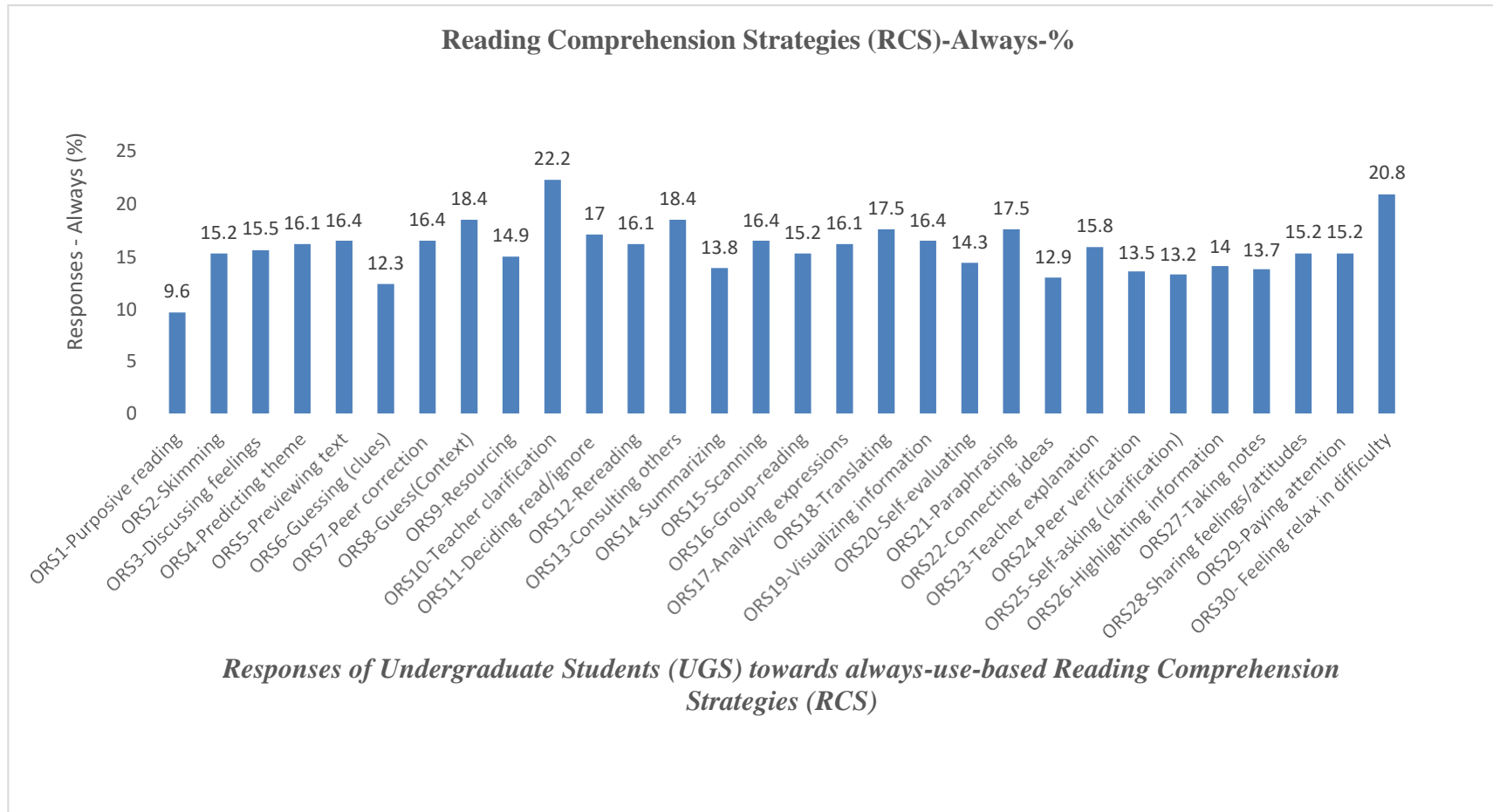
		BSc (Fourth Semester Students), Central Campus of Science and Technology, Mid-West University, Birendranagar, Surkhet																				Total	Grand Total	Remarks			
SN	Name	Sex	Obtained Marks in Non-Fiction Texts										Total	Obtained Marks in Fiction Texts													
			Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10		Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20				
1	GSST6F01	F	0	0	0	1	1	0	0	0	1	0	3	0	1	0	0	0	0	1	0	0	1	3	6		
2	GSST6F02	F	0	0	0	0	0	0		0	1	0	1	0	1	0	0	0	1	1	0	1	4	5			
3	GSST6M03	M	0	0	1	1	0	0	1	0	0	0	3	0	0	0	0	0	1	0	0	1	2	5			
4	GSST6M04	M	0	0	1	1	1	0	0	0	1	0	4	0	0	0	0	1	1	0	0	1	3	7			
5	GSST6M05	M	0	0	1	1	1	0	1	0	0	1	5	1	0	0	0	0	1	0	0	1	3	8			
6	GSST6F06	F	0	0	1	0	1	0	0	0	1	0	3	0	1	0	0	1	0	1	1	1	0	5	8		
7	GSST6M07	M	0	0	0	1	1	0	0	0	1	1	4	0	1	0	0	1	1	1	1	0	1	6	10		
8	GSST6F08	F	0	0	0	0	0	0	0	0	1	1	2	0	1	0	0	0	0	1	1	0	1	4	6		
9	GSST6M09	M	1	0	0	1	1	0	0	0	1	0	4	0	1	0	0	0	0	1	1	1	1	5	9		
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11	GSST6M11	M	1	0	0	1	0	0	0	0	1	0	3	0	1	0	0	0	0	1	1	0	1	4	7		
12	GSST6F12	F	0	0	0	0	0	0	1	0	0	0	1	0	1	0	1	0	0	1	0	1	4	5			
13	GSST6M13	M	1	1	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	0	0	0	0	0	1	3	Lowest-M
14	GSST6M14	M	0	0	0	1	1	0	0	0	0	1	3	0	1	0	0	0	0	0	0	0	1	2	5		
15	GSST6M15	M	1	1	0	0	0	0	0	1	1	1	5	1	1	1	0	0	0	1	1	0	0	5	10		
16	GSST6M16	M	0	0	0	1	1	0	0	0	1	0	3	0	1	0	0	0	0	0	0	0	1	2	5		
17	GSST6M17	M	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0	0	0	0	2	4			
18	GSST6M18	M	0	1	1	0	1	0	0	0	1	0	4	1	0	0	0	0	1	1	0	0	0	3	7		
19	GSST6F19	F	0	0	0	0	1	0	0	0	1	1	3	1	1	0	0	0	0	1	0	0	0	3	6		
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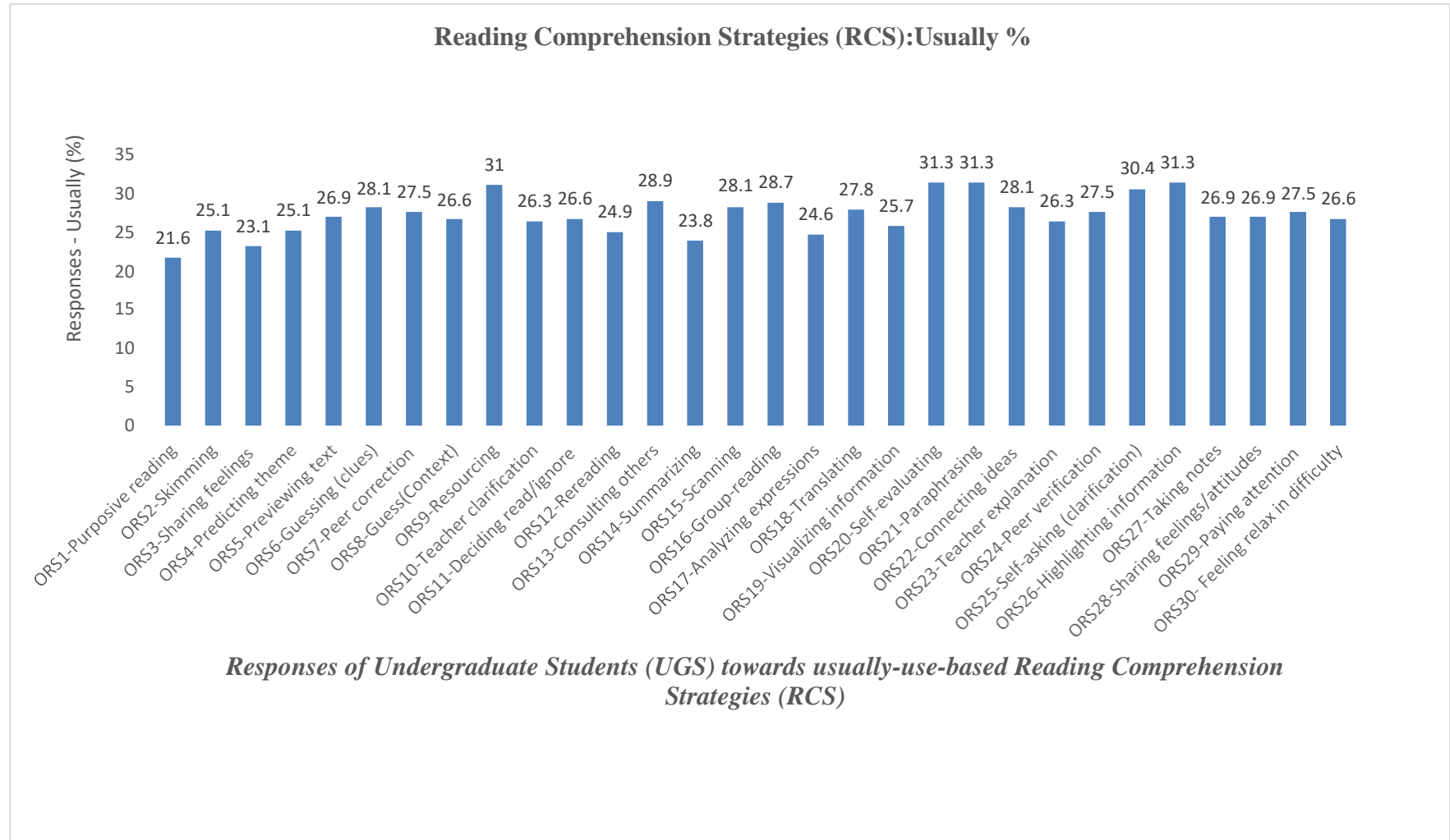
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27	GSST6M27	M	1	0	0	1	0	0	0	0	1	0	3	1	0	0	0	1	1	1	0	1	1	6	9	
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43	GSST6F43	F	1	1	0	1	1	1	1	1	0	1	8	1	1	1	1	1	0	0	1	1	0	7	15	Highest-F
44	GSST6F44	F	0	1	1	1	1	0	0	0	1	1	6	0	0	1	1	0	0	1	1	1	0	5	11	
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48	GSST6F48	F	1	1	1	1	1	0	0	0	1	1	7	1	1	1	0	0	1	1	1	0	0	6	13	
49	GSST6M49	M	1	1	1	1	1	1	1	1	1	0	9	1	1	1	1	1	0	1	1	1	0	8	17	Highest-M
50	GSST6M50	M	1	1	1	0	0	0	0	1	1	0	5	0	0	1	1	0	0	0	0	0	1	3	8	
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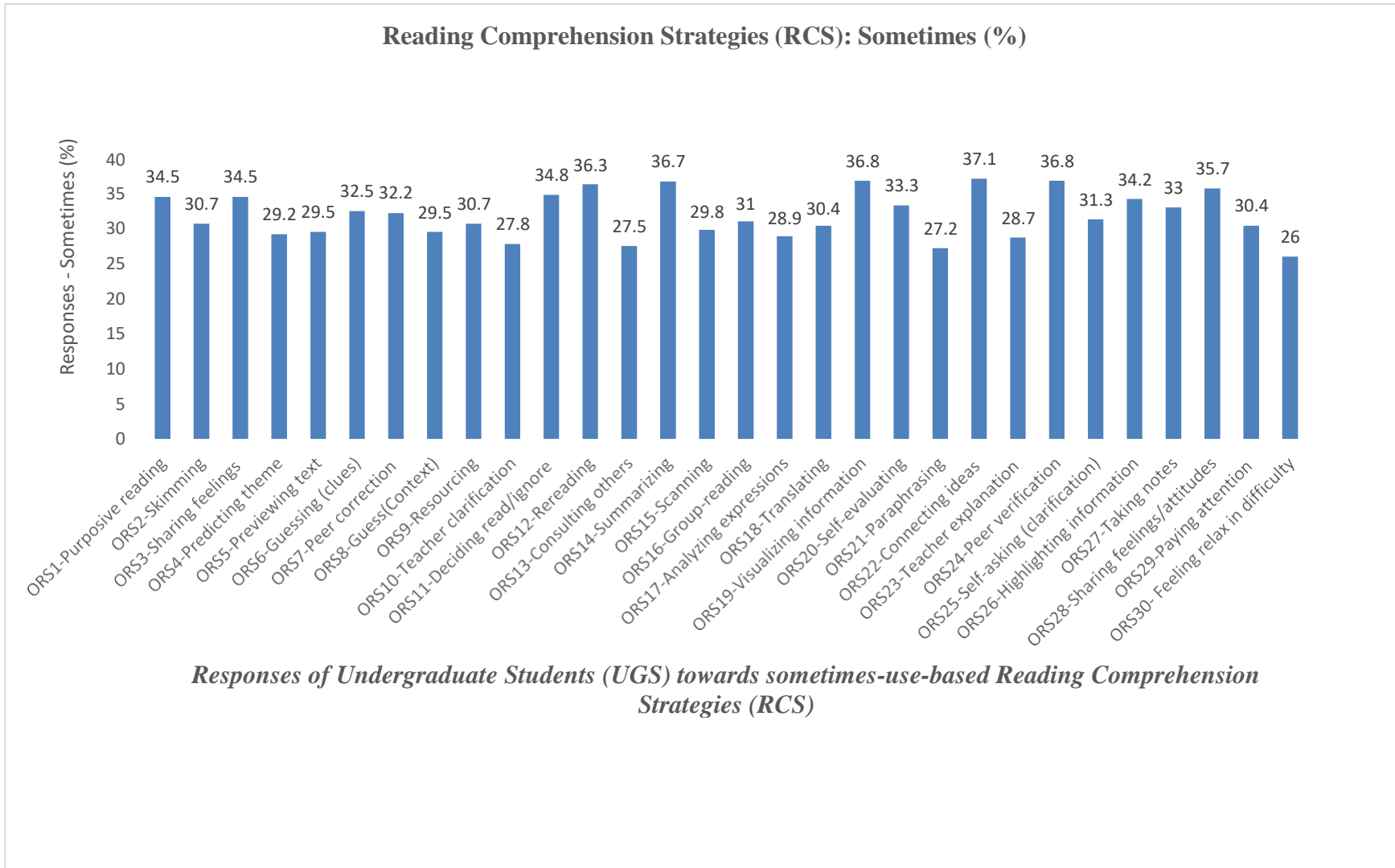
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57	GSST6F57	F	1	1	1	0	0	1	1	0	0	1	6	1	1	0	0	1	1	1	0	1	1	7	13	
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60	GSST6F60	F	0	1	1	1	1	0	0	0	1	1	6	0	1	1	1	1	0	0	0	1	1	6	12	
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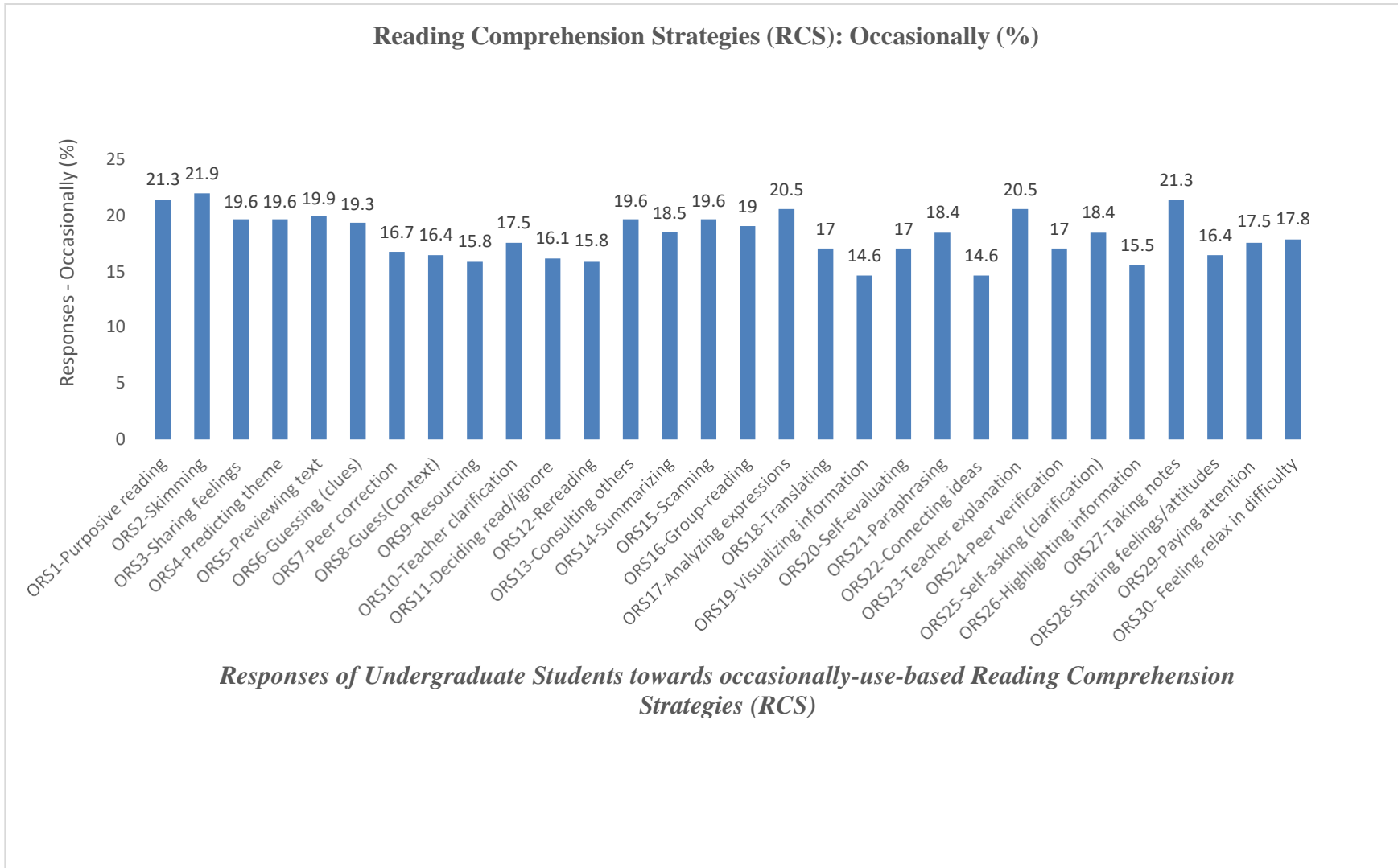
Appendix G

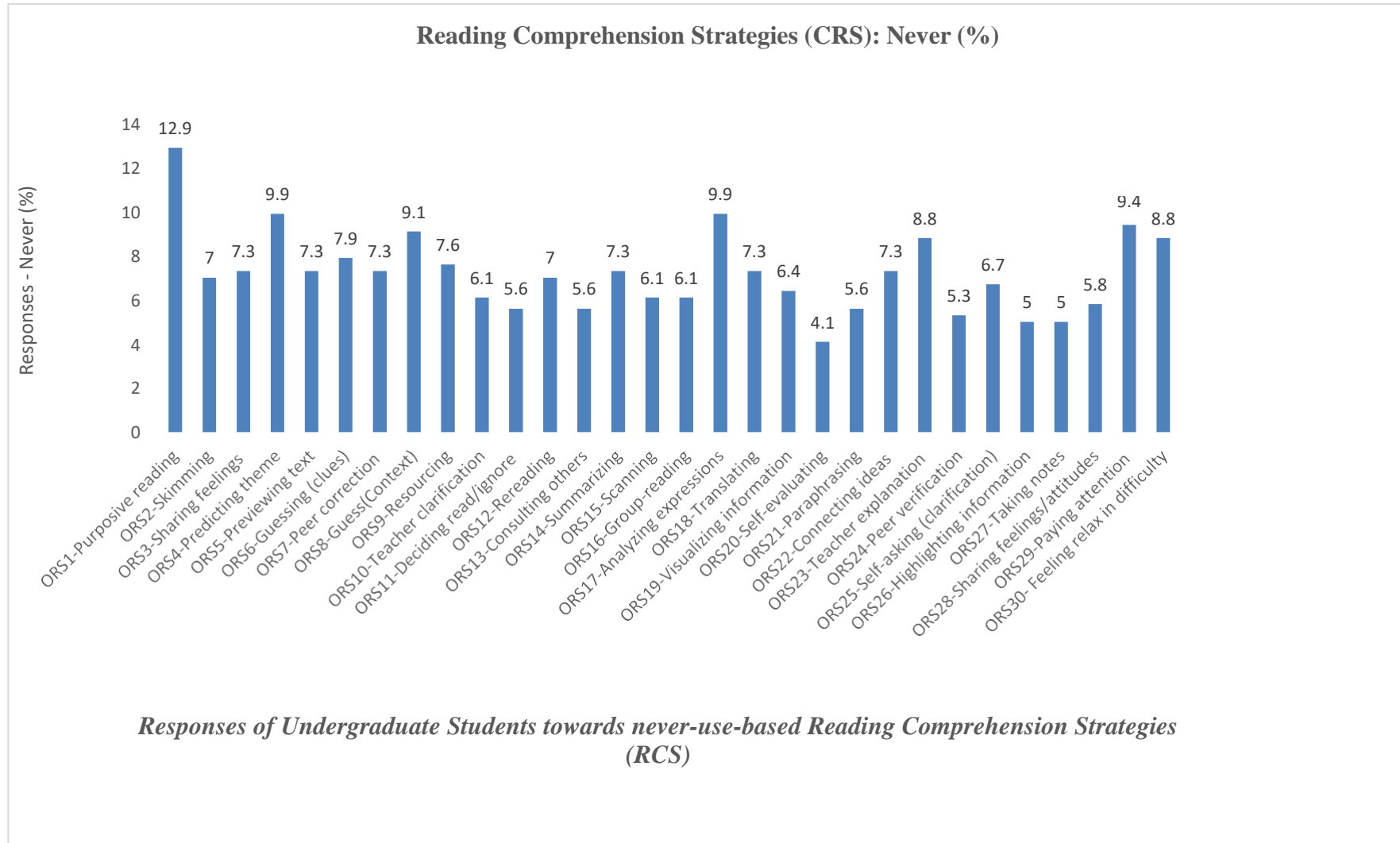
Responses of Undergraduate Studnets towards the Use of Reading Comprehension Strategies











Appendix H

Program-wise Responses of Undergraduate Students towards Reading Comprehension Strategies (RCS)

Academic Program/Reading Comprehension Strategies		Never		Occasionally		Sometimes		Usually		Always		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
Graduate School of Management (BBS)	RCS 1	12	24.0	10	20.0	15	30.0	5	10.0	8	16.0	50	100.0
	RCS 2	4	8.0	13	26.0	16	32.0	15	30.0	2	4.0	50	100.0
	RCS3	3	6.0	14	28.0	16	32.0	10	20.0	7	14.0	50	100.0
	RCS 4	6	12.0	9	18.0	16	32.0	14	28.0	5	10.0	50	100.0
	RCS 5	6	12.0	7	14.0	21	42.0	10	20.0	6	12.0	50	100.0
	RCS 6	8	16.0	11	22.0	14	28.0	12	24.0	5	10.0	50	100.0
	RCS 7	5	10.0	9	18.0	11	22.0	18	36.0	7	14.0	50	100.0
	RCS 8	5	10.0	7	14.0	15	30.0	12	24.0	11	22.0	50	100.0
	RCS 9	4	8.0	11	22.0	11	22.0	15	30.0	9	18.0	50	100.0
	RCS 10	8	16.0	7	14.0	15	30.0	12	24.0	8	16.0	50	100.0
	RCS 11	4	8.0	9	18.0	17	34.0	9	18.0	11	22.0	50	100.0
	RCS12	7	14.0	9	18.0	11	22.0	12	24.0	11	22.0	50	100.0
	RCS 13	4	8.0	10	20.0	16	32.0	12	24.0	8	16.0	50	100.0
	RCS 14	5	10.0	7	14.0	24	48.0	11	22.0	3	6.0	50	100.0
	RCS 15	5	10.0	9	18.0	16	32.0	11	22.0	9	18.0	50	100.0
	RCS 16	4	8.0	17	34.0	12	24.0	11	22.0	6	12.0	50	100.0
	RCS 17	3	6.0	13	26.0	14	28.0	11	22.0	9	18.0	50	100.0
	RCS 18	5	10.0	9	18.0	15	30.0	15	30.0	6	12.0	50	100.0
	RCS 19	8	16.0	6	12.0	13	26.0	15	30.0	8	16.0	50	100.0
	RCS 20	4	8.0	7	14.0	17	34.0	17	34.0	5	10.0	50	100.0
	RCS 21	2	4.0	11	22.0	14	28.0	19	38.0	4	8.0	50	100.0
	RCS 22	8	16.0	8	16.0	19	38.0	8	16.0	7	14.0	50	100.0

Graduate School of Education (BEd)	RCS 23	6	12.0	12	24.0	10	20.0	12	24.0	10	20.0	50	100.0
	RCS 24	3	6.0	9	18.0	17	34.0	14	28.0	7	14.0	50	100.0
	RCS 25	6	12.0	2	4.0	16	32.0	17	34.0	9	18.0	50	100.0
	RCS 26	5	10.0	6	12.0	17	34.0	18	36.0	4	8.0	50	100.0
	RCS 27	3	6.0	13	26.0	15	30.0	14	28.0	5	10.0	50	100.0
	RCS 28	3	6.0	8	16.0	16	32.0	16	32.0	7	14.0	50	100.0
	RCS 29	6	12.0	13	26.0	16	32.0	14	28.0	1	2.0	50	100.0
	RCS 30	4	8.0	6	12.0	13	26.0	16	32.0	11	22.0	50	100.0
	RCS 1	6	9.7	14	22.6	28	45.2	11	17.7	3	4.8	62	100.0
	RCS 2	9	14.5	18	29.0	22	35.5	7	11.3	6	9.7	62	100.0
	RCS 3	6	9.7	13	21.0	23	37.1	15	24.2	5	8.1	62	100.0
	RCS 4	9	14.5	11	17.7	15	24.2	19	30.6	8	12.9	62	100.0
	RCS 5	2	3.2	9	14.5	26	41.9	17	27.4	8	12.9	62	100.0
	RCS 6	4	6.5	9	14.5	16	25.8	25	40.3	8	12.9	62	100.0
	RCS 7	4	6.5	9	14.5	26	41.9	13	21.0	10	16.1	62	100.0
	RCS 8	10	16.1	12	19.4	21	33.9	10	16.1	9	14.5	62	100.0
	RCS 9	6	9.7	13	21.0	21	33.9	17	27.4	5	8.1	62	100.0
	RCS 10	4	6.5	14	22.6	21	33.9	13	21.0	10	16.1	62	100.0
	RCS 11	3	4.8	11	17.7	26	41.9	15	24.2	7	11.3	62	100.0
	RCS 12	6	9.7	11	17.7	22	35.5	15	24.2	8	12.9	62	100.0
	RCS 13	3	4.8	10	16.1	18	29.0	17	27.4	14	22.6	62	100.0
	RCS 14	5	8.1	17	27.4	23	37.1	11	17.7	6	9.7	62	100.0
	RCS 15	5	8.1	13	21.0	23	37.1	14	22.6	7	11.3	62	100.0
	RCS 16	5	8.1	12	19.4	17	27.4	20	32.3	8	12.9	62	100.0
	RCS 17	9	14.5	9	14.5	25	40.3	15	24.2	4	6.5	62	100.0
	RCS 18	6	9.7	16	25.8	15	24.2	20	32.3	5	8.1	62	100.0
	RCS 19	3	4.8	6	9.7	31	50.0	12	19.4	10	16.1	62	100.0
	RCS 20	3	4.8	13	21.0	20	32.3	21	33.9	5	8.1	62	100.0

Graduate School of Engineering (BE)	RCS 21	3	4.8	9	14.5	18	29.0	23	37.1	9	14.5	62	100.0
	RCS 22	4	6.5	13	21.0	23	37.1	15	24.2	7	11.3	62	100.0
	RCS 23	10	16.1	11	17.7	25	40.3	9	14.5	7	11.3	62	100.0
	RCS 24	5	8.1	8	12.9	27	43.5	19	30.6	3	4.8	62	100.0
	RCS 25	6	9.7	15	24.2	19	30.6	14	22.6	8	12.9	62	100.0
	RCS 26	3	4.8	12	19.4	24	38.7	15	24.2	8	12.9	62	100.0
	RCS 27	3	4.8	15	24.2	23	37.1	13	21.0	8	12.9	62	100.0
	RCS 28	3	4.8	14	22.6	20	32.3	15	24.2	10	16.1	62	100.0
	RCS 29	5	8.1	16	25.8	17	27.4	18	29.0	6	9.7	62	100.0
	RCS 30	7	11.3	13	21.0	13	21.0	15	24.2	14	22.6	62	100.0
	RCS 1	3	5.0	12	20.0	23	38.3	21	35.0	1	1.7	60	100.0
	RCS 2	1	1.7	12	20.0	15	25.0	20	33.3	12	20.0	60	100.0
	RCS 3	1	1.7	6	10.0	23	38.3	21	35.0	9	15.0	60	100.0
	RCS 4	1	1.7	10	16.7	21	35.0	16	26.7	12	20.0	60	100.0
	RCS 5	5	8.3	9	15.0	17	28.3	22	36.7	7	11.7	60	100.0
	RCS 6	2	3.3	13	21.7	21	35.0	15	25.0	9	15.0	60	100.0
	RCS 7	2	3.3	13	21.7	16	26.7	18	30.0	11	18.3	60	100.0
	RCS 8	4	6.7	11	18.3	15	25.0	21	35.0	9	15.0	60	100.0
	RCS 9	4	6.7	3	5.0	22	36.7	23	38.3	8	13.3	60	100.0
	RCS 10	0	.0	6	10.0	17	28.3	22	36.7	15	25.0	60	100.0
	RCS 11	3	5.0	7	11.7	18	30.0	24	40.0	8	13.3	60	100.0
	RCS 12	3	5.0	12	20.0	23	38.3	14	23.3	8	13.3	60	100.0
	RCS 13	5	8.3	10	16.7	17	28.3	17	28.3	11	18.3	60	100.0
	RCS 14	2	3.4	11	18.6	19	32.2	17	28.8	10	16.9	59	100.0
	RCS 15	2	3.3	10	16.7	20	33.3	18	30.0	10	16.7	60	100.0
	RCS 16	0	.0	7	11.7	22	36.7	24	40.0	7	11.7	60	100.0
	RCS 17	3	5.0	7	11.7	13	21.7	26	43.3	11	18.3	60	100.0
	RCS 18	2	3.3	10	16.7	19	31.7	14	23.3	15	25.0	60	100.0

Graduate School of Humanities and Social Sciences (BA)	RCS 19	4	6.7	9	15.0	24	40.0	14	23.3	9	15.0	60	100.0
	RCS 20	0	.0	6	10.0	27	45.0	15	25.0	12	20.0	60	100.0
	RCS 21	2	3.3	8	13.3	19	31.7	18	30.0	13	21.7	60	100.0
	RCS 22	1	1.7	7	11.7	16	26.7	27	45.0	9	15.0	60	100.0
	RCS 23	1	1.7	8	13.3	15	25.0	23	38.3	13	21.7	60	100.0
	RCS 24	1	1.7	7	11.7	21	35.0	20	33.3	11	18.3	60	100.0
	RCS 25	1	1.7	12	20.0	21	35.0	18	30.0	8	13.3	60	100.0
	RCS 26	3	5.0	11	18.3	16	26.7	22	36.7	8	13.3	60	100.0
	RCS 27	3	5.0	7	11.7	21	35.0	20	33.3	9	15.0	60	100.0
	RCS 28	4	6.7	8	13.3	19	31.7	20	33.3	9	15.0	60	100.0
	RCS 29	5	8.3	4	6.7	20	33.3	19	31.7	12	20.0	60	100.0
	RCS 30	6	10.0	10	16.7	18	30.0	17	28.3	9	15.0	60	100.0
	RCS 1	9	18.0	14	28.0	16	32.0	8	16.0	3	6.0	50	100.0
	RCS 2	5	10.0	11	22.0	19	38.0	9	18.0	6	12.0	50	100.0
	RCS 3	8	16.0	13	26.0	19	38.0	8	16.0	2	4.0	50	100.0
	RCS 4	9	18.0	12	24.0	16	32.0	9	18.0	4	8.0	50	100.0
	RCS 5	8	16.0	16	32.0	10	20.0	10	20.0	6	12.0	50	100.0
	RCS 6	6	12.0	14	28.0	19	38.0	7	14.0	4	8.0	50	100.0
	RCS 7	7	14.0	9	18.0	15	30.0	14	28.0	5	10.0	50	100.0
	RCS 8	6	12.0	7	14.0	19	38.0	13	26.0	5	10.0	50	100.0
	RCS 9	5	10.0	9	18.0	16	32.0	14	28.0	6	12.0	50	100.0
	RCS 10	3	6.0	14	28.0	9	18.0	16	32.0	8	16.0	50	100.0
	RCS 11	3	6.0	8	16.0	21	42.0	9	18.0	9	18.0	50	100.0
	RCS 12	1	2.0	9	18.0	22	44.0	13	26.0	5	10.0	50	100.0
	RCS 13	1	2.0	12	24.0	11	22.0	18	36.0	8	16.0	50	100.0
	RCS 14	4	8.0	9	18.0	19	38.0	16	32.0	2	4.0	50	100.0
	RCS 15	3	6.0	14	28.0	13	26.0	16	32.0	4	8.0	50	100.0
	RCS 16	6	12.0	14	28.0	15	30.0	11	22.0	4	8.0	50	100.0

	RCS 17	7	14.0	16	32.0	14	28.0	6	12.0	7	14.0	50	100.0
	RCS 18	4	8.0	10	20.0	17	34.0	13	26.0	6	12.0	50	100.0
	RCS 19	1	2.0	11	22.0	17	34.0	11	22.0	10	20.0	50	100.0
	RCS 20	1	2.0	10	20.0	16	32.0	14	28.0	9	18.0	50	100.0
	RCS 21	2	4.0	11	22.0	14	28.0	13	26.0	10	20.0	50	100.0
	RCS 22	4	8.0	8	16.0	23	46.0	11	22.0	4	8.0	50	100.0
	RCS 23	7	14.0	12	24.0	16	32.0	13	26.0	2	4.0	50	100.0
	RCS 24	3	6.0	16	32.0	18	36.0	7	14.0	6	12.0	50	100.0
	RCS 25	4	8.0	9	18.0	19	38.0	13	26.0	5	10.0	50	100.0
	RCS 26	0	.0	9	18.0	16	32.0	20	40.0	5	10.0	50	100.0
	RCS 27	2	4.0	10	20.0	18	36.0	14	28.0	6	12.0	50	100.0
	RCS 28	4	8.0	11	22.0	17	34.0	10	20.0	8	16.0	50	100.0
	RCS 29	7	14.0	10	20.0	18	36.0	9	18.0	6	12.0	50	100.0
	RCS 30	7	14.0	9	18.0	17	34.0	11	22.0	6	12.0	50	100.0
	RCS 1	4	6.8	8	13.6	24	40.7	15	25.4	8	13.6	59	100.0
	RCS 2	0	.0	10	16.9	15	25.4	24	40.7	10	16.9	59	100.0
	RCS 3	3	5.1	11	18.6	26	44.1	13	22.0	6	10.2	59	100.0
	RCS 4	5	8.5	15	25.4	17	28.8	12	20.3	10	16.9	59	100.0
	RCS 5	1	1.7	12	20.3	13	22.0	20	33.9	13	22.0	59	100.0
	RCS 6	2	3.4	9	15.3	21	35.6	18	30.5	9	15.3	59	100.0
	RCS 7	1	1.7	9	15.3	19	32.2	18	30.5	12	20.3	59	100.0
	RCS 8	2	3.4	9	15.3	16	27.1	20	33.9	12	20.3	59	100.0
	RCS 9	0	.0	7	11.9	18	30.5	19	32.2	15	25.4	59	100.0
	RCS 10	1	1.7	5	8.5	19	32.2	17	28.8	17	28.8	59	100.0
	RCS 11	2	3.4	7	11.9	21	35.6	14	23.7	15	25.4	59	100.0
	RCS 12	2	3.4	6	10.2	22	37.3	17	28.8	12	20.3	59	100.0
	RCS 13	2	3.4	9	15.3	15	25.4	19	32.2	14	23.7	59	100.0
	RCS 14	4	6.8	8	13.6	19	32.2	16	27.1	12	20.3	59	100.0

Graduate School of Law
(BALLB)

	RCS 15	3	5.1	8	13.6	15	25.4	20	33.9	13	22.0	59	100.0
	RCS 16	1	1.7	7	11.9	20	33.9	17	28.8	14	23.7	59	100.0
	RCS 17	7	11.9	10	16.9	20	33.9	12	20.3	10	16.9	59	100.0
	RCS 18	3	5.1	5	8.5	21	35.6	14	23.7	16	27.1	59	100.0
	RCS 19	3	5.1	7	11.9	20	33.9	19	32.2	10	16.9	59	100.0
	RCS 20	2	3.4	9	15.3	17	28.8	25	42.4	6	10.2	59	100.0
	RCS 21	4	6.8	10	16.9	14	23.7	15	25.4	16	27.1	59	100.0
	RCS 22	4	6.8	6	10.2	19	32.2	22	37.3	8	13.6	59	100.0
	RCS 23	2	3.4	13	22.0	19	32.2	11	18.6	14	23.7	59	100.0
	RCS 24	2	3.4	5	8.5	25	42.4	16	27.1	11	18.6	59	100.0
	RCS 25	2	3.4	10	16.9	16	27.1	21	35.6	10	16.9	59	100.0
	RCS 26	1	1.7	5	8.5	23	39.0	16	27.1	14	23.7	59	100.0
	RCS 27	2	3.4	10	16.9	20	33.9	16	27.1	11	18.6	59	100.0
	RCS 28	1	1.7	4	6.8	25	42.4	18	30.5	11	18.6	59	100.0
	RCS 29	3	5.1	9	15.3	12	20.3	20	33.9	15	25.4	59	100.0
	RCS 30	0	.0	7	11.9	18	30.5	16	27.1	18	30.5	59	100.0
Graduate School of Science and Technology (BSc)	RCS 1	10	16.4	15	24.6	12	19.7	14	23.0	10	16.4	61	100.0
	RCS 2	5	8.2	11	18.0	18	29.5	11	18.0	16	26.2	61	100.0
	RCS 3	4	6.6	10	16.4	11	18.0	12	19.7	24	39.3	61	100.0
	RCS 4	4	6.6	10	16.4	15	24.6	16	26.2	16	26.2	61	100.0
	RCS 5	3	4.9	15	24.6	14	23.0	13	21.3	16	26.2	61	100.0
	RCS 6	5	8.2	10	16.4	20	32.8	19	31.1	7	11.5	61	100.0
	RCS 7	6	9.8	8	13.1	23	37.7	13	21.3	11	18.0	61	100.0
	RCS 8	4	6.6	10	16.4	15	24.6	15	24.6	17	27.9	61	100.0
	RCS 9	7	11.5	11	18.0	17	27.9	18	29.5	8	13.1	61	100.0
	RCS 10	5	8.2	14	23.0	14	23.0	10	16.4	18	29.5	61	100.0
	RCS 11	4	6.6	13	21.3	16	26.2	20	32.8	8	13.1	61	100.0
	RCS 12	5	8.2	7	11.5	24	39.3	14	23.0	11	18.0	61	100.0

RCS 13	4	6.6	16	26.2	17	27.9	16	26.2	8	13.1	61	100.0
RCS 14	5	8.2	11	18.0	21	34.4	10	16.4	14	23.0	61	100.0
RCS 15	3	4.9	13	21.3	15	24.6	17	27.9	13	21.3	61	100.0
RCS 16	5	8.2	8	13.1	20	32.8	15	24.6	13	21.3	61	100.0
RCS 17	5	8.2	15	24.6	13	21.3	14	23.0	14	23.0	61	100.0
RCS 18	5	8.2	8	13.1	17	27.9	19	31.1	12	19.7	61	100.0
RCS 19	3	4.9	11	18.0	21	34.4	17	27.9	9	14.8	61	100.0
RCS 20	4	6.6	13	21.3	17	27.9	15	24.6	12	19.7	61	100.0
RCS 21	6	9.8	14	23.0	14	23.0	19	31.1	8	13.1	61	100.0
RCS 22	4	6.6	8	13.1	27	44.3	13	21.3	9	14.8	61	100.0
RCS 23	4	6.6	14	23.0	13	21.3	22	36.1	8	13.1	61	100.0
RCS 24	4	6.6	13	21.3	18	29.5	18	29.5	8	13.1	61	100.0
RCS 25	4	6.6	15	24.6	16	26.2	21	34.4	5	8.2	61	100.0
RCS 26	5	8.2	10	16.4	21	34.4	16	26.2	9	14.8	61	100.0
RCS 27	4	6.6	18	29.5	16	26.2	15	24.6	8	13.1	61	100.0
RCS 28	5	8.2	11	18.0	25	41.0	13	21.3	7	11.5	61	100.0
RCS 29	6	9.8	8	13.1	21	34.4	14	23.0	12	19.7	61	100.0
RCS 30	6	9.8	16	26.2	10	16.4	16	26.2	13	21.3	61	100.0

Appendix I

Reading Comprehension Strategies Use

Descriptive Statistics

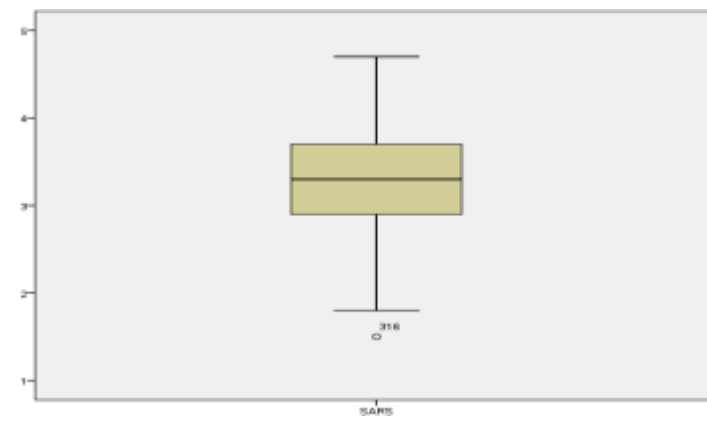
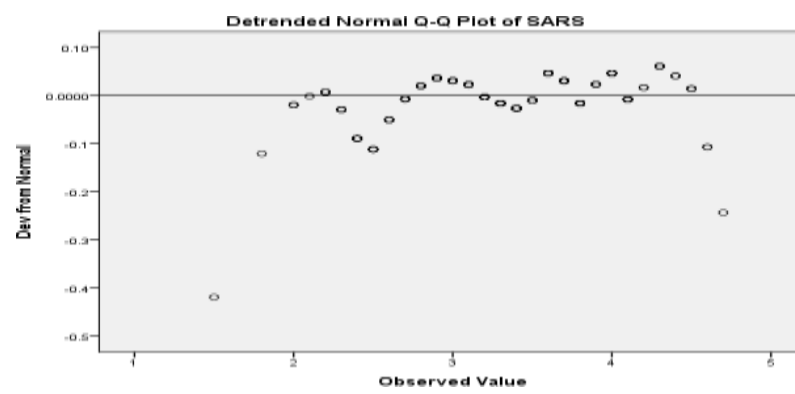
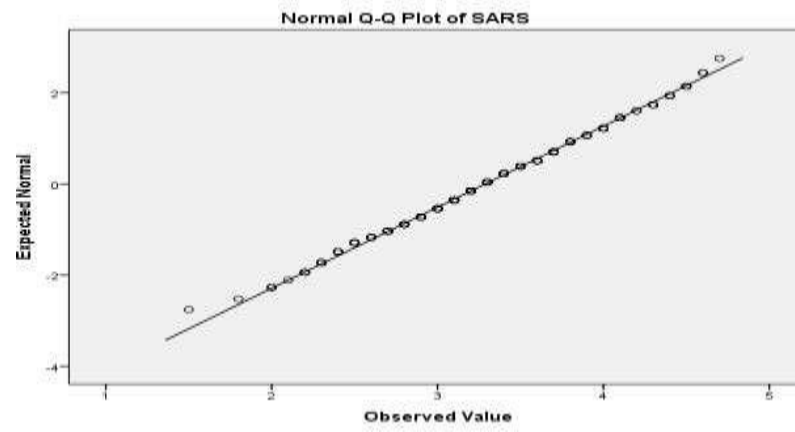
	N	Minimum	Maximum	Mean	Std. Deviation
SARS	342	2	5	3.29	.562
CRS	342	2	5	3.25	.524
MCRS	342	2	5	3.25	.666
Valid N (listwise)	342				

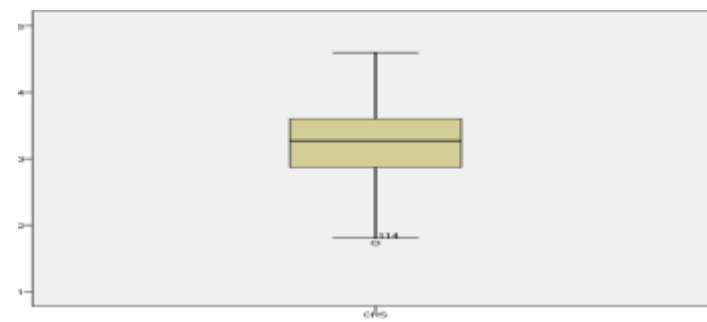
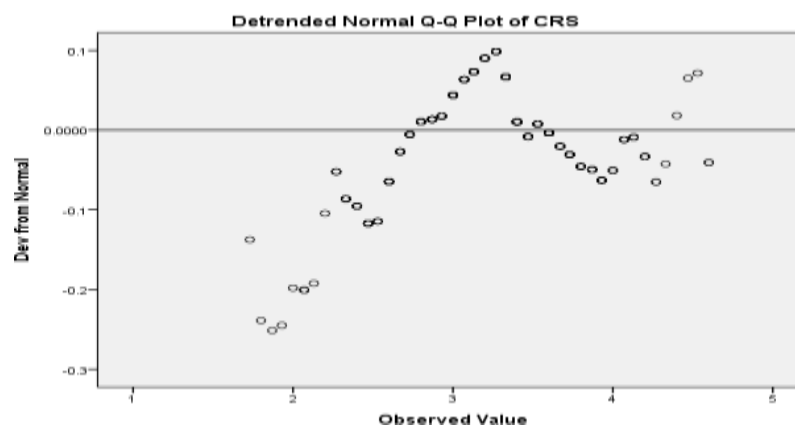
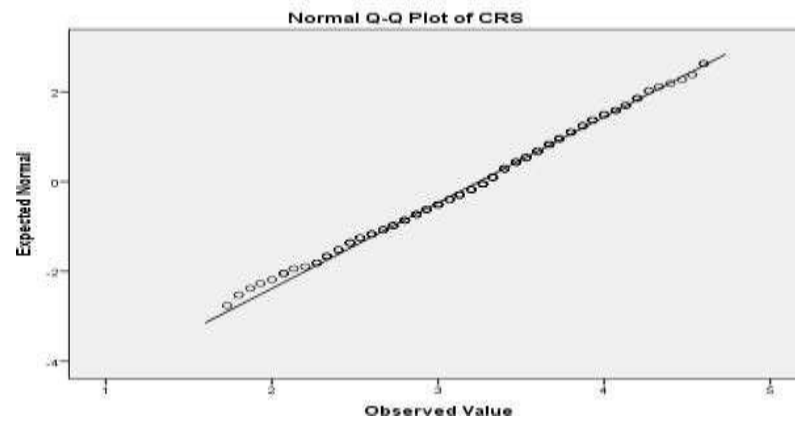
Case Processing Summary

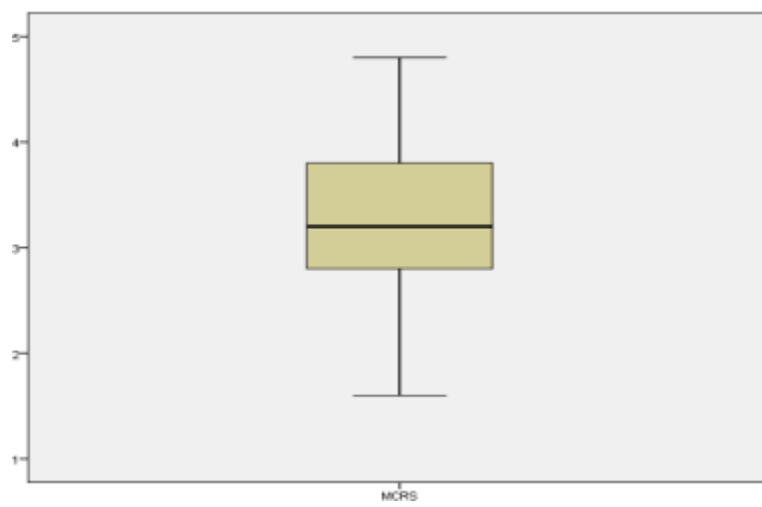
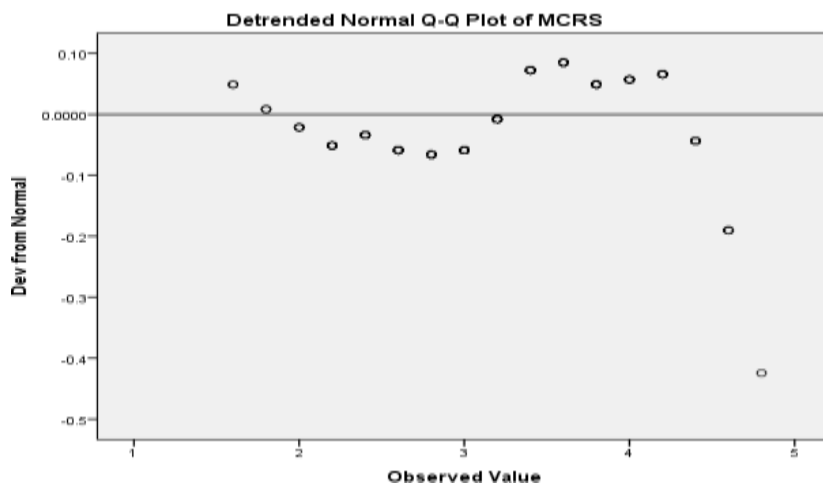
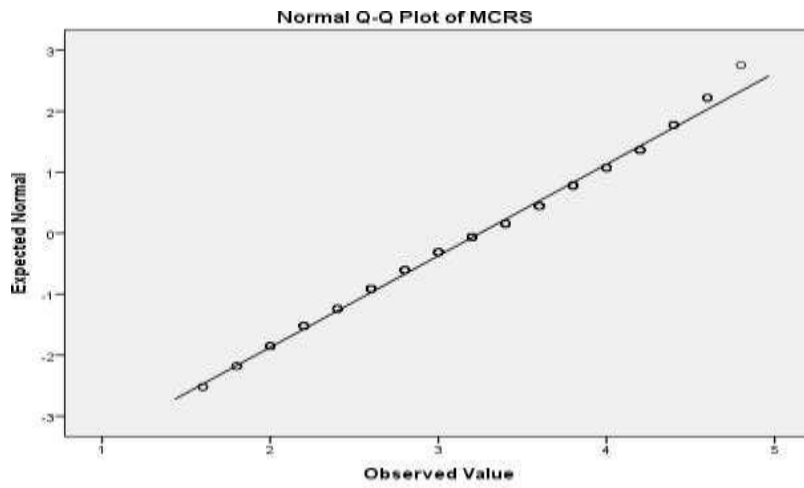
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	Percent	Total
SARS	342	99.7%	1	0.3%	343	100.0%
CRS	342	99.7%	1	0.3%	343	100.0%
MCRS	342	99.7%	1	0.3%	343	100.0%

Descriptive

		Statistic	Std. Error
Mean		3.29	.030
95% Confidence Interval for	Lower Bound	3.23	
Mean	Upper Bound	3.35	
5% Trimmed Mean		3.29	
Median		3.30	
Variance		.316	
Std. Deviation		.562	
Minimum		2	
Maximum		5	
Range		3	
Interquartile Range		1	
Skewness		-.076	.132
Kurtosis		-.136	.263
Mean		3.25	.028
95% Confidence Interval for	Lower Bound	3.19	
Mean	Upper Bound	3.30	
5% Trimmed Mean		3.25	
Median		3.27	
Variance		.275	
Std. Deviation		.524	
Minimum		2	
Maximum		5	
Range		3	
Interquartile Range		1	
Skewness		-.192	.132
Kurtosis		.014	.263
Mean		3.25	.036
95% Confidence Interval for	Lower Bound	3.18	
Mean	Upper Bound	3.32	
5% Trimmed Mean		3.25	
Median		3.20	
Variance		.443	
Std. Deviation		.666	
Minimum		2	
Maximum		5	
Range		3	
Interquartile Range		1	
Skewness		-.080	.132
Kurtosis		-.579	.263







Regression Analysis

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SARS, MCRS, CRS ^b		Enter

a. Dependent Variable: Reading Comprehension Ability

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.418 ^a	.174	.167	3.144	.174	23.791	3	338	.000 ^b

a. Predictors: (Constant), SARS, MCRS, CRS

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	705.442	3	235.147	23.791	.000 ^b
	Residual	3340.722	338	9.884		
	Total	4046.164	341			

a. Dependent Variable: Achievement

b. Predictors: (Constant), SARS, MCRS, CRS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.456	1.156		-.394	.694		
	CRS	1.434	.481	.218	2.982	.003	.456	2.191
	MCRS	.828	.303	.160	2.736	.007	.713	1.403
	SARS	.693	.445	.113	1.558	.120	.463	2.162

a. Dependent Variable: Achievement

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	CRS	MCRS	SARS
1	1	3.955	1.000	.00	.00	.00	.00
	2	.022	13.486	.15	.03	.98	.04
	3	.015	15.983	.83	.09	.02	.23
	4	.008	22.939	.02	.88	.00	.74

a. Dependent Variable: Achievement

Homogeneous Subsets

MCRS

Tukey HSD^{a,b}

Academic Programs	N	Subset for alpha = 0.05
		1
Management	50	3.09
Humanities and social sciences	50	3.14
Education	62	3.16
Science	61	3.18
Law	59	3.42
Engineering	60	3.44
Sig.		.053

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 56.530.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Appendix J

One way

ANOVA

Socio-Affective Reading Strategies (SARS)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	9.864	5	1.973	6.765	.000
Within Groups	97.982	336	.292		
Total	107.845	341			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Socio-Affective Reading Strategies (SARS)

Tukey HSD

(I)	(J) Academic Programs	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Graduate Schools	Education	.058	.103	.993	-.24	.35
	Engineering	-.238	.103	.198	-.53	.06
	Humanities and social sciences	.204	.108	.411	-.11	.51
	Law	-.301*	.104	.045	-.60	.00
	Science	-.050	.103	.997	-.35	.25
	Management	-.058	.103	.993	-.35	.24
	Engineering	-.296*	.098	.032	-.58	-.02
Education	Humanities and social sciences	.146	.103	.713	-.15	.44
	Law	-.359*	.098	.004	-.64	-.08
	Science	-.108	.097	.879	-.39	.17
	Management	.238	.103	.198	-.06	.53
	Education	.296*	.098	.032	.02	.58
	Engineering	.442*	.103	.000	.15	.74
	Law	-.064	.099	.988	-.35	.22
Engineering	Science	.188	.098	.396	-.09	.47
	Management	-.204	.108	.411	-.51	.11
	Humanities and social sciences	-.146	.103	.713	-.44	.15
	Education	-.442*	.103	.000	-.74	-.15
	Law	-.505*	.104	.000	-.80	-.21
	Science	-.254	.103	.138	-.55	.04
	Management	.301*	.104	.045	.00	.60
Law	Education	.359*	.098	.004	.08	.64
	Engineering	.064	.099	.988	-.22	.35

Socio-Affective Reading Strategies (SARS)
Tukey HSD^{a,b}

Graduate Schools (Academic Programs)	N	Subset for alpha = 0.05				
		1	2	3		
Humanities and social sciences	50	3.02				
Education	62	3.17				
Management	50	3.22	3.22			
Science	61	3.27	3.27	3.27		
Engineering	60		3.46	3.46		
Law	59			3.53		
Sig.		.127	.181	.134		
	Humanities and social sciences	.505*	.104	.000	.21	.80
	Science	.252	.099	.112	-.03	.53
	Management	.050	.103	.997	-.25	.35
	Education	.108	.097	.879	-.17	.39
Science	Engineering	-.188	.098	.396	-.47	.09
	Humanities and social sciences	.254	.103	.138	-.04	.55
	Law	-.252	.099	.112	-.53	.03

*. The mean difference is significant at the 0.05 level

Homogeneous Subsets

Anova

Cognitive Reading Strategies (CRS)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8.894	5	1.779	7.049	.000
Within Groups	84.784	336	.252		
Total	93.677	341			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Cognitive Reading Strategies (CRS)

Tukey HSD

(I) Graduate Schools				(J) Academic Programs	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
								Lower Bound	Upper Bound
Management	Education	and	social	Education	.024	.095	1.000	-.25	.30
				Engineering	-.279*	.096	.045	-.56	.00
				Humanities and social sciences	.058	.100	.993	-.23	.35
				Law	-.363*	.097	.003	-.64	-.09
				Science	-.200	.096	.298	-.47	.07
Education	Management	and	social	Engineering	-.024	.095	1.000	-.30	.25
				Engineering	-.303*	.091	.012	-.56	-.04
				Humanities and social sciences	.034	.095	.999	-.24	.31
				Law	-.386*	.091	.000	-.65	-.12
				Science	-.223	.091	.138	-.48	.04
Engineering	Management	and	social	Education	.279*	.096	.045	.00	.56
				Education	.303*	.091	.012	.04	.56
				Humanities and social sciences	.337*	.096	.007	.06	.61
				Law	-.083	.092	.945	-.35	.18
				Science	.080	.091	.953	-.18	.34
Humanities and social sciences	Education	and	social	Engineering	-.058	.100	.993	-.35	.23
				Engineering	-.034	.095	.999	-.31	.24
				Engineering	-.337*	.096	.007	-.61	-.06
				Law	-.420*	.097	.000	-.70	-.14
				Science	-.257	.096	.081	-.53	.02
Law	Management	and	social	Education	.363*	.097	.003	.09	.64
				Education	.386*	.091	.000	.12	.65
				Engineering	.083	.092	.945	-.18	.35
				Humanities and social sciences	.420*	.097	.000	.14	.70
				Science	.163	.092	.481	-.10	.43
Science	Management	and	social	Education	.200	.096	.298	-.07	.47
				Education	.223	.091	.138	-.04	.48
				Engineering	-.080	.091	.953	-.34	.18
				Humanities and social sciences	.257	.096	.081	-.02	.53
				Law	-.163	.092	.481	-.43	.10

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets
Cognitive Reading Strategies (CRS)
Tukey HSD^{a,b}

Faculty	N	Subset for alpha = 0.05	
		1	2
Humanities and social sciences	50	3.06	
Education	62	3.09	
Managment	50	3.11	
Science	61	3.31	3.31
Engineering	60		3.39
Law	59		3.48
Sig.		.073	.515

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 56.530.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Oneway
ANOVA
Meta-Cognitive Reading Strategies (MCRS)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.623	5	1.325	3.079	.010
Within Groups	144.549	336	.430		
Total	151.171	341			

Homogeneous Subsets

MCRS
Tukey HSD^{a,b}

Graduate Schools (Academic Programs)	N	Subset for alpha = 0.05	
		1	2
Managment	50	3.09	
Humanities and social sciences	50	3.14	
Education	62	3.16	
Science	61	3.18	
Law	59	3.42	
Engineering	60	3.44	
Sig.		.053	

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 56.530.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Post Hoc Tests
Multiple Comparisons
Dependent Variable: Metacognitive Reading Strategies (MCRS)
Tukey HSD

(I) Graduate Schools	(J) Academic Program	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Management	Education	-.066	.125	.995	-.42	.29
	Engineering	-.351	.126	.060	-.71	.01
	Humanities and social sciences	-.052	.131	.999	-.43	.32
	Law	-.332	.126	.093	-.69	.03
	Science	-.092	.125	.978	-.45	.27
	Management	.066	.125	.995	-.29	.42
Education	Engineering	-.285	.119	.159	-.63	.06
	Humanities and social sciences	.014	.125	1.000	-.34	.37
	Law	-.266	.119	.228	-.61	.08
	Science	-.026	.118	1.000	-.36	.31
	Management	.351	.126	.060	-.01	.71
	Education	.285	.119	.159	-.06	.63
Engineering	Humanities and social sciences	.299	.126	.165	-.06	.66
	Law	.020	.120	1.000	-.33	.36
	Science	.260	.119	.251	-.08	.60
	Management	.052	.131	.999	-.32	.43
	Education	-.014	.125	1.000	-.37	.34
	Engineering	-.299	.126	.165	-.66	.06
Humanities and social sciences	Law	-.280	.126	.232	-.64	.08
	Science	-.040	.125	1.000	-.40	.32
	Management	.332	.126	.093	-.03	.69
	Education	.266	.119	.228	-.08	.61
	Engineering	-.020	.120	1.000	-.36	.33
	Humanities and social sciences	.280	.126	.232	-.08	.64
Law	Science	.240	.120	.342	-.10	.58
	Management	.092	.125	.978	-.27	.45
	Education	.026	.118	1.000	-.31	.36
	Engineering	-.260	.119	.251	-.60	.08
	Humanities and social sciences	.040	.125	1.000	-.32	.40
	Law	-.240	.120	.342	-.58	.10
Science	Engineering	-.260	.119	.251	-.60	.08
	Humanities and social sciences	.040	.125	1.000	-.32	.40
	Law	-.240	.120	.342	-.58	.10
	Education	.026	.118	1.000	-.31	.36