

**EFFECTIVENESS OF SILENT READING AND  
READING ALOUD**

**A Thesis Submitted to the Department of English Education  
in Partial Fulfillment for the Master's Degree in English Education**

**Submitted by  
Surya Bahadur Basnet**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2010**

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## **DECLARATION**

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

Date: 2066/10/24

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr Surya Bahadur Basnet** has prepared the thesis entitled "**Effectiveness of Silent Reading and Reading Aloud**" under my Guidance and Supervision.

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## **DEDICATION**

### **Dedicated to**

My parents and teachers who devoted the  
great span of their lives to stand me in  
this position, even under a very  
complicated situation.

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February, 2010

**Surya Bahadur Basnet**

## ABSTRACT

This thesis entitled "**Effective of Silent Reading and Reading Aloud**" is an attempt to find out the effective way of reading for comprehension and spelling as a whole. The study is an experimental type in nature. The researcher selected grade eight students of Shree Sheetala Devi Boarding School of Dhankuta district through non-judgmental random sampling. Firstly, he assigned the test items to find out the current proficiency level of the students. Then he divided the students into experimental and controlled group on the basis of marks obtained from their test paper. He took 22 classes and administered post-test in order to find out the progress of the students from the pre-test and the difference between two groups in post-test. From the comparison of the results of two tests, it has been found that the students under experimental group have done better in the post-test than controlled group in reading comprehension and spelling as a whole and in reading comprehension as well. But there seemed insignificant difference in spelling between the post-test results of both groups.

The thesis consists of four chapters. Chapter one introduces study in term of general background, literature review, hypotheses of the study, objectives of the study and the significance of the study. Chapter two deals with the methodology which is adopted for the study. Methodology consists of the topics like, sources of data collection, population, sampling procedure, tools for data collection, procedures for data collection and limitations of the study. Chapter three presents the analysis and interpretation of the collected data. In this chapter, data are analyzed and interpreted through statistical and descriptive approach. Chapter four incorporates findings and recommendations of this research. The references and appendices are the concluding part of the research.

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## LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
D	:	Difference
D%	:	Difference in Percentage
S.N	:	Serial Number
R.N	:	Roll Number
No	:	Number
$\Sigma$	:	Sum
$\bar{X}$	:	Mean
$S^2$	:	Standard Deviation
F	:	Frequency

# CHAPTER – ONE

## INTRODUCTION

This study is about the effectiveness of silent reading and loud reading for developing reading comprehension and spelling. This chapter consists of general background, reading (component of reading, teaching reading, stages in teaching reading, ways of reading), reading comprehension, spelling (teaching of spelling and technique of teaching spelling), use of statistical tools in research, literature review, hypothesis of the study, objectives of the study and significance of the study.

### 1.1 General Background

There are several language communities in the world and every language community has its own language. Out of them, English is the most dominant and widely used language in the world. To put in Crystal's (1988) words:

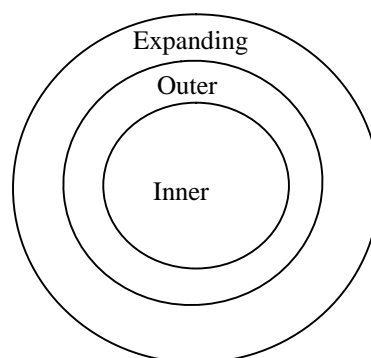
Even in China, there has been an explosion of interest in the English language in recent year. One visitor returned to China in 1979, after an absence of twenty years and wrote: In 1959 everyone was carrying a book of thoughts of Chairman Mao; today everyone is carrying a book of elementary English. It is the main language of the world's books, newspaper and advertising. It is the official international language of the airport and air traffic control. It is the chief maritime language. It is the language of international business and academic conferences, of diplomacy, of sport. Over two third of the worlds scientists write in English. Three quarters of the world's mail is written in English. Eighty percent of all the information stored in electronic retrieval system of the world is stored in English (pp.6-7).

English is also used to establish diplomatic relationship with most of the countries of the world by some of the internationally recognized organizations. The establishment of UN is the key feature for the massive increment of the demand of English. There is nothing so much intrinsically wonderful about the English

language but it is the power of the people who speak it that made English the world language. Because of its richness vocabulary and worldwide use, the advanced academic studies have been run in the English language. Most of the advanced reading materials are available in English, along with it there are a number of factors which have ensured the widespread use of English. They are

- colonial history,
- economics,
- information exchange,
- travel,
- popular culture.

Regarding the increasing number of English speaker Kachru (1983, p. 3 as cited in Harmer 2008, p.2) says that "if the spread of English continuous at the current rate, by the year 2000 its non native speakers will outnumber its native speakers". He further describes the world of English in term of three circles. In the inner circle he put countries such as Britain, the USA, Australia, etc. where English is the primary language. The outer circle contains countries where English has become an official or widely used second language. These include India, Nigeria, Singapore, etc. Finally, the expanding circle represents those countries where English is learnt as a foreign language. Countries such as Poland, Japan, Mexico, Hungary etc. come under this group.



Kachru's 1985 circles

Though English is a genuine lingua franca, it brings certain harmful effects as well. Regarding this, Crystal (2003, p. 191 as cited in Harmer 2008, p.2) warns, if in 500

years, English is the only language left to be learnt 'it will have been the greatest intellectual disaster that the planet has ever known'.

Every normal (mentally and physically) human being acquires language as a natural process of development. Acquisition of the first language is quite different from learning a second language. To get mastery over language everybody needs to have the sound knowledge of all skills and aspects of language, i.e. listening, speaking, reading and writing, vocabulary, grammar and communicative functions. These four language skills are categorized on different bases; for instance receptive vs productive, active vs passive. Listening and reading are receptive skills and speaking and writing are productive skills. The receptive skills usually precede the productive ones.

Language is often viewed as a body comprising four basic skills, and language learning is acquiring these skills. A foreign language teaching, therefore, states its objectives in terms of the four language skills. A learner may need these four skills in different proportions, depending upon whether they need the language for oral communication or written one. In the case of the former they need to focus on listening and speaking; in the case of latter they need to focus on reading and writing. So to get mastery over language, equal emphasis should be given to all the language skills.

### **1.1.1 Reading Skills**

Reading is the third language skill in natural order, the first and second being listening and speaking respectively. It is normally learnt in school in classroom setting. Reading is communicative activity but not always of reciprocal kind. It is done for communicative purpose, as part of other activities, as source of information or in order to identify specific use of language. It is often prelude to speaking or writing activity. William (1991, p.2) defines reading as "a process whereby one looks at and understands what has been written". It is an interactive process in which the eye quickly moves to assimilate the text. Richards et al. (1999,

p. 306) says "reading is a process of perceiving a written text in order to understand its content". It helps to decode or perceive the message from the printed text. Similarly, Nuttall (1996, p.11) says that "reading is an interactive process –as conversation is - because both reader and writer depend on one another". Reading can also be described as a means of language acquisition, of communication, and of sharing information and ideas.

Khaniya (2005, p.139) says that reading is "understanding a text". He further states that it is better to deal with reading comprehension since 'understanding a text', simply refers to comprehending the text. Goodman (1967, p. 126 as cited in William 1991, p.3) says reading as "a psycholinguistics guessing game. The guessing, however, is far from random. It is principled guessing which draws upon two sources to guide it. First, the text itself and second, what the reader brings to the text."

In broad sense reading can be described as a process which involves recognizing graphic symbols, vocalizing them and getting the message that the writer has expressed by means of those symbols. Of these three activities, recognizing graphic symbol is the basic thing in reading, for one can not even begin to read unless one can correctly recognize the words one meets in print or writing. Vocalizing graphic symbols (which is also called loud reading) is also an important aspect of reading to be dealt with at early stage. The third activity, i.e. getting the message of the writer, is the most important aspect of reading, for the most usual authentic reason for reading is that the readers want to get facts, ideas, attitudes and feelings that the writer has expressed through his writing.

Reading is the amalgamation of visual and non visual experience, or behavior. It is decoding print or understanding, interpreting and making sense of a given text. We read in order to obtain information which is presented in written form. Information refers to the content which is cognitive (intellectual) or referential (factual) or affective (emotional). It leads to the development of intellectual skills so that we

can more effectively manipulate ideas with the aim of influencing the behavior of the others or of determining the outcome of a series of operation. We read for emotional gratification or spiritual enlightenment that is for pleasure or self improvement.

Reading is a psycholinguistic process since it starts with linguistics surface representation and end with the meaning which the reader reconstructs. It involves the interaction between languages and thought. Reading is a complex process which involves both mental and physical processes. The physical process involves looking at the text and going through it as fast as it allows the eyes to scan it for the mind to process. The mental process, on the other hand, involves interaction of the visual input with the available knowledge and ability to produce an interaction. It is not just going through the printed pages and making sound of graphics, but rather it is the process of receiving the meaning of it. This maintains that reading is not always a passive skill but an active one. Murphy (1987, p. 48) says that “reading competence presupposes the mastery of two related skills: first, a grasp of specific relationship between the written symbols and the meaningful units which they represent; second an understanding of and / or fluency in the basic grammatical structure of language”.

Reading is highly correlated with other skills. The written script is to be recognized while reading. It is necessary for the learners from the beginning stage. In the early stage, good reading requires an implicit mastery of the grapheme-phoneme correspondence rules. Heaton (1988, p.105) points out that “attempts at dealing with the many complex reading skills frequently come too late, at the tertiary level (i.e. at university, technical college) when students suddenly find themselves confronted with professional and technical literature in the foreign language”. Reading undeniably and incontrovertibly involves two necessary elements: a reader and text. It is a complex cognitive process which comprises a number of skills. To be a good reader, the learner has to learn these skills. The main skills stated by Munby (1978 as cited in Grellet 1981, p.3) are as follows:

- 1) Recognizing the script of language
- 2) Deducing the meaning and use of unfamiliar lexical item
- 3) Understanding explicitly stated information
- 4) Understanding information when not explicitly stated
- 5) Understanding conceptual meaning
- 6) Understanding the communicative value of sentences and utterances
- 7) Understanding relation within the sentences
- 8) Understanding relation between the parts of a text through grammatical cohesion device
- 9) Interpreting text by going outside it
- 10) Recognizing indicators in discourse
- 11) Identifying the main point or important information in a piece of discourse
- 12) Distinguishing main idea from supporting details
- 13) Extracting salient points to summarize
- 14) Selective extraction of relevant points from a text
- 15) Basic reference skills
- 16) Skimming
- 17) Scanning to locate specifically required information
- 18) Transcoding information to diagrammatic display

Similarly Harmer (1991, p.183-184) mentioned the development of following reading skills is required to become a good reader.

- i Predictive skills
- ii Extracting specific information
- iii Getting the general picture
- iv Extracting detailed information
- v Recognizing function and discourse pattern
- vi Deducing meaning from the context

Likewise Hughes (1989, p. 116-117) identifies two main skills of reading. They are micro skills and macro skills.

- a) Underlying sub skills under macro skills are:
- i Scanning text to locate specific information
  - ii Skimming text to obtain the gist
  - iii Identifying stages of an argument
  - iv Identifying examples presented in support of an argument
- b) Underlying sub skills under micro skills are:
- i Identifying reference of pronoun
  - ii Using context to guess the meaning of unfamiliar words
  - iii Understanding relation between parts of the text by recognizing indication in discourse especially for the introduction, development, transition and conclusion of ideas

Along with the skills mentioned above the effective readers should have knowledge of writing system, knowledge of language, ability to interpret, appropriate knowledge of the world as assumed by the writer, reason for reading that determines his style.

Ehri (as cited in Koda, 2005) identifies five primary ways we read English: assembling letters into blends, pronouncing spelling patterns, identifying sight words from memory, analogizing to words already known by sight and using contexts. She finds that children as well as adult must learn to use all five of these skills in order to be proficient reader. Good reader she claims, is adept in all five, and uses them in different proportion depending on the type of reading task. In other words, good reading involves not just a mix of skills but the correct mix of the skills for the particular task at hand. Each individual reader uses these skills to a different degree and each reading task requires a different combination of reading strategies.

#### **1.1.1.1 Component of Reading**

Scientific research shows that there are five essential components of reading that learner must be taught in order to learn to read. Adults can help children learn to be good readers by systematically practicing these five components.

**I. Phonetic awareness**

Phonetic awareness refers to the knowledge and manipulation of sounds in spoken words. It is recognizing and using individual sounds to create words. Children need to be taught to hear sound in words and those words are made up of the smallest parts of the sounds or phonemes.

**II. Phonic**

Phonic refers to the relationship between written and spoken letters and sounds. Children need to be taught the sounds, individual printed letters and group of letters. Knowing the relationship between letters and sounds helps children to recognize familiar words accurately and automatically and “decode” new words.

**III. Reading fluency**

Reading fluency is the ability to read with accuracy and with appropriate rate, expression and phrasing. Children must learn to read words rapidly and accurately in order to understand what is read. When a fluent reader reads silently, they recognize words automatically. When fluent readers read aloud they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of comprehending meaning.

**IV. Vocabulary development**

Vocabulary development refers to learning the meaning, pronunciation and definition of words learner need to actively build and expand their knowledge of written and spoken words, what they mean and how they are used.

**V. Reading comprehension strategies**

Reading comprehension strategies refer to the acquiring strategies to understand, remember and communicate what is read. Children need to be taught comprehension strategies, or the steps good reader use to make sure they understand text. Students who are in control of their own reading comprehension become purposeful, active readers (<http://www.readingrockets.org/teaching>).

### **1.1.2 Teaching Reading**

Reading is a complex cognitive process of decoding symbol for the intention of deriving meaning and/or constructing meaning. Teaching reading refers to the process of making students able to grasp the information contained to the text. Information is simply grasped by means of visual symbols. The meaningful arrangement of symbols always carries information. A broader view of the teaching of reading is that it involves the recognition of the important elements of meaning in their essential relation including accuracy and thoroughness in comprehension. Teaching of reading should assist the learners to dive into the texts in order to recognize the meaning of the elements contained in them.

Different curricula and syllabi have set various objectives of teaching reading for lower to higher secondary levels. Whatever words or phrases they use to explain the set goals, all of them have common spirit. Firstly, they emphasize on developing students readership with comprehension. Secondly, they stress on developing interest in reading. Thirdly, they intend to expose students to standard variety of English as well as deviated forms of this language and to the vast knowledge written in English. Whatever terms the syllabus designer use, the objectives of reading for students are just two: to acquire skills to use English for communication and to enable him/her to face the language questions in the examinations. The teacher's responsibility here is two faceted: to attain the objectives laid down by the syllabus/curriculum designers and those set by the students. If the teacher does not apply appropriate techniques and approaches, he may be doing injustice to the innocent learners.

#### **1.1.2.1 Stages in Teaching Reading**

Teaching of reading a text generally follows three successive stages: pre-reading, while reading and post reading (Nuttall, 1996).

##### **I. Pre-reading stage**

Pre-reading stage takes place before the students go through the actual reading. The purpose of the activities of pre-reading stage is to arouse interest in the students,

motivate them and prepare them for the text they are going to read. Regarding this stage, Nuttall (1996, p. 154) suggests the following activities.

- 1 Providing a reason for reading
- 2 Introducing the topic
- 3 Setting a top-down task
- 4 Breaking up the text
- 5 Dealing with new language
- 6 Asking signpost question

## **II. While reading stage**

At this stage, the students actually read the text and find out the answers to some specific questions or to get the gist of it. In this stage, the students read and do the tasks; the teacher can move around the class and help those students who need help. While reading stage is the main body of a reading lesson which involves reading the text and demonstrating the detailed comprehension of it by answering questions and performing tasks of various kinds. Abbot and Winard (1981, p.96-101) suggests the following activities for this stage:

- 1 Identifying the main idea
- 2 Following a sequence
- 3 Inferring from the text
- 4 Recognizing the writer's purpose and attitude
- 5 Recognizing discourse feature
- 6 The teacher's role

## **III. Post-reading stage**

At this stage, some comprehension questions of evaluation and personal response can be asked to find out whether the learners have understood the text. If necessary the students can revise the text by reading it silently. Regarding this stage, Nuttall (1996, p. 158), suggests the following activities.

- 1 Eliciting a personal response from the readers (agree/disagree, like/dislike etc);

- 2 Linking the student with the reader's experience/knowledge;
- 3 Considering the significance of the text in the books from which it is taken;
- 4 Establishing the connection with other work in the same field;
- 5 Suggesting practical application of theories or principles;
- 6 Working out the implication for research policy/theory etc of the ideas or facts in the text;
- 7 Drawing comparisons/contrast between facts, ideas, etc in this text and others;
- 8 Recognizing/discussing relationship of cause and effect;
- 9 Ascertaining chronological sequences;
- 10 Distinguishing facts from opinion;
- 11 Tracing the development of thought /argument;
- 12 Weighing evidences;
- 13 Recognizing bias;
- 14 Discussing/evaluating characters, incident ideas arguments;
- 15 Speculating about what had happened before or would happen after the story;

No matter whether we define reading as active or passive skill, it is always inseparable from other skills. Indeed, the different skills are so intertwined that any attempt to hermitically seal off one from the others can only produce harmful effects that will inhibit the development of a rich and versatile language competence. Teaching of only reading in isolation can hinder learning, as the skills should be in association for sound skill and knowledge on the part of the learners.

### **1.1.2.2 Ways of Reading**

A variety of ways and sub-skills are involved in reading. Mimicry, controlled reading, guided reading, skimming, scanning, intensive reading, extensive reading, loud reading and silent readings are some of the ways of reading. These skills are applied while reading for different purposes.

### **i) Silent Reading**

Silent reading means reading completely silently even without producing a single sound. It refers to decoding the message from graphic symbols by our eyes. It involves mental process without making use of other organs of speech. It involves speed as well as the ability to get it accurately. Richards et al. (1999, p. 306) defines silent reading as "perceiving a written text in order to understand its content." A good silent reader does not allow the movement of lips. This is a self reading in which a reader reads something for himself. Silent reading may not be very suitable for the beginners but it is the best kind of reading that is required when the learners read for comprehension as the learners mind is fully engaged in this act. Bhatia (1977, p.327 as cited in Bhattarai 1995, p.121) says that "the purpose of silent reading does not impress others but helps to acquire speed in reading and to improve the process of comprehension." The most important objective of silent reading is to develop in students the way to enjoy and recreate themselves, thus cultivating interest in many kinds of reading.

Silent reading is required at the advance level where the students need a consolidation of all the language skills, vocabulary, structure etc. It facilitates the mastery of language and encourages students to make use of dictionary. This reading can be considered as the most important for reading comprehension. Reading comprehension is the total understanding of message. It is believed that comprehension is possible through silent reading. This kind of reading is very useful for fluency and faster reading along with understanding. Main characteristics of silent reading are listed below:

- 1 It is done without producing sound through vocal organs.
- 2 Silent reading is useful for self study, library reading and sometimes even for classroom reading.
- 3 It involves the mental process.
- 4 It is useful for both intensive and extensive reading as well as developing reading speed.

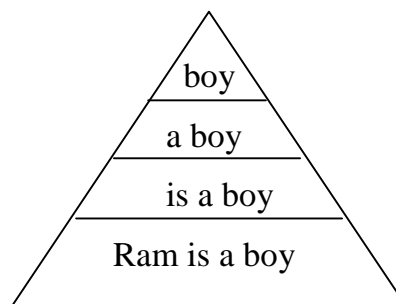
- 5 This technique is inevitable for higher level students but not very useful for beginners.
- 6 This reading does not change the graphic symbol into spoken form therefore this reading does not help for developing spelling and pronunciation.
- 7 This type of reading is not open to observation and therefore it is impossible to evaluate and give feedback to the learners.
- 8 Silent reading can not be used for reading others who are blind and/ or illiterate.

## **ii) Loud Reading**

Loud reading is opposite to silent reading in which the reader reads something by producing noise. It is also called oral reading. Longman dictionary of language teaching and applied linguistics (1999) defines loud reading as "saying a written text aloud (oral reading)." This kind of reading is carried out to enable the students to read with correct pronunciation, articulation, intonation and rhythm. In it, the reader produces noise/sound while reading. Bhattarai (1995, p.114) says that "loud reading is the process of vocalization of printed symbols into audible speech sound." It involves both mental and physical process. Loud reading be useful at the earliest stage of reading, it can help the students to make the connection between sound and spelling.

Loud reading is aimed to enable the students to read with due expressions and to understand the meaning of the read word in sentences. Some psycholinguists believe that loud reading is the reading for others specially those who are illiterate and blind and it is done mainly for pronunciation skill. But Baruah (1991) does not agree with this. He believes that loud reading is done for both purposes i.e. testing of reading comprehension and improving pronunciation. He says that oral reading like other speech work is a useful means of mastering the language code. It is motivating for the young children and can therefore be used to practice the structures. Oral reading is also an effective device for quick testing of reading comprehension and for improving pronunciation. Heaton (1988, p. 90) also claims that reading aloud can test other skills beside pronunciation. In his own words "if

carefully constructed, such a test can assess most of the phonological elements which are otherwise tested by reading aloud. Unfortunately it often measures other skills such as reading comprehension, memory and organization too." It can be done with or without understanding of the contents. Reading aloud is essential for pronunciation practices; it is worthwhile to teach loud reading through word pyramid technique. In this technique students practice reading the text with smaller and gradually proceed to the higher combination as shown below.



Reading aloud may have certain usefulness, only a few newsreaders and teachers may ever require training and testing in this particular skill. The majority of students will never read aloud when they have left school. The students are required to sacrifice the enjoyment of silent reading in order to practice loud reading. Most experts argue that loud reading is not reading at all because it might not involve comprehension. Only in few real life occasions, we require loud reading e.g. reading out a report, instructional manual, for T.V and radio broadcast etc. Main characteristics of loud reading are listed below:

- 1 It involves both mental and physical processes.
- 2 It changes the graphic symbols into spoken form.
- 3 It is useful for reading others specially those who are blind and illiterate.
- 4 Loud reading is open to direct observation.
- 5 It is useful for beginners for developing pronunciation, stress, intonation etc.
- 6 Since this reading disturbs the fellow learners, it is not useful for library reading.

### **1.1.2.3 Reading Comprehension**

One might assume that once children have learnt to decode the words in the text reasonably and efficiently, comprehension will follow automatically. However, this does not always seem to be the case. Understanding a text results in a mental representation of the state of affair the text describes-a mental model of the text. Even after the individual words have been identified, and grouped into phrases, clauses and sentences a number of other skills will also be necessary to construct such models. The meaning of the individual sentence and paragraph must be integrated, and the main idea of the text identified. In many cases inferential skills will be needed to go beyond what is explicitly stated, since authors necessarily leave some of the links between parts of the text implicit.

Reading comprehension refers to understanding a written text. Grellet (1981, p.3) says that reading comprehension means extracting the required information from the written text as efficiently as possible. Similarly Khaniya (2005, p. 139) defines reading "as understanding, understanding a text means comprehending a text". It is one of the most complex forms of cognition which means complete understanding of text. It also involves understanding the value of text. Reading comprehension mainly depends on the linguistic ability of the reader and how he activates linguistic ability is vital in comprehending text. Reading comprehension depends on reading strategies and linguistic competence .Gardner (1987, p.77) finds that adopting reading strategies contributes remarkably to gaining reading comprehension. He holds the view that reading comprehension is not merely a function of capabilities within a reader but also predictive ability of the reader. A reader encounters different kinds of text in term of their difficulty level. In attaining proficiency in reading comprehension the students use a different set of task from those employed controlling over the spoken language.

In fact reading comprehension is the process of extracting three levels of meaning .They are lexical meaning, grammatical meaning and socio-cultural meaning. It is entirely needed for the students of the higher and advanced level. It is said that

reading without comprehension is just waste of time and almost nobody do like that except beginners because reading at least involves certain amount of expectation, visual skipping and intelligent guessing. According to Abbott and Winard (1981, p.93) the following are the necessary cognitive skills of comprehension:

- 1 To anticipate both the form and the content;
- 2 To identify the main ideas;
- 3 To recognize and recall specific details;
- 4 To recognize the relationship between the main idea and their expansion;
- 5 To follow a sequence, e.g. events, instructions stage of an argument;
- 6 To infer from the text (read between the lines);
- 7 To draw conclusion;
- 8 To recognize the writer's purpose and attitude;

According to the readers' purpose in reading and the type of reading used, Richards et al. (1999, p.306-307) mention the following types of reading comprehension.

**i. A literal comprehension**

Reading in order to understand, remember, or recall the information explicitly contained in a passage.

**ii. Inferential comprehension**

Reading in order to find information which is not explicitly stated in a passage using the reader's experience and intuition, and by inferring.

**iii. Critical and evaluation comprehension**

Reading in order to compare information in a passage with the reader's own knowledge and values.

**iv. Appreciative comprehension**

Reading in order to gain an emotional or other kind of valued response from a passage.

#### **1.1.2.4 Spelling**

While teaching reading, spelling is one of the important areas to be considered. It is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order. Oxford Advanced Learner Dictionary (2005) defines

spelling as “the act of forming words correctly from individual letters”. It is one of the elements of orthography and a prescriptive element of alphabetic languages. Most spellings attempt to approximate a transcribing of the sound of the language into alphabetic letters; however, completely phonetic spellings are often the exception, due to drifts in pronunciations overtime and irregular spellings adopted through common usage. To put in Hall's (1961) words:

The irregularities of English spelling originated between four and five hundred years ago, at a time when English society was organized according to strict class distinction, and when the upper classes- nobles and intellectual- wanted to keep the art of reading and writing as their private profession (p.33).

Uniformity in the spelling of words is one of the features of a standard language in modern times, and official languages usually prescribe standard spelling, minority languages and regional languages often lack this trait. Furthermore, it is a relatively recent development in various major languages in national contexts, linked to the compiling of dictionaries, the founding of national academics and other institutions of language maintenance including compulsory mass education.

A misspelled word can be a series of letters that represents no correctly spelled word of the same language at all (such as "liek" and "like") or a correct spelling of another word (such as writing "here" when one means "hear"). Misspellings of the latter type can easily make their way into printed materials because they are not caught by simple computerized spell checkers. Misspelled words make the written script difficult to comprehend and account for the largest number of writing errors. Misspelling may be due to either typing errors (e.g. typing 'teh' for the 'the') or a lack of knowledge of correct spelling. Whether or not a word is misspelled may depend on context, as is the case with American / British English distinction. Misspelling can also be a matter of opinion when variant spellings are accepted by

some and not by others. For example "miniscule" (for "minuscule") is a misspelling to many, and yet it is listed as an acceptable variant in some dictionaries.

Since misspelling leads to unintelligible and ineffective communication, many languages have undergone spelling reforms. Spelling reform eases the task of children or immigrants becoming literate, making the language more useful for international communication or aesthetic or political reason. People with non standard spelling often suffer prejudice, since the mastery of standard spelling is often thought to go hand in hand with the level of formal education or intelligence. Writing is easier in language that makes use of more or less consistent spelling systems- like Polish, Italian, Portuguese or Spanish- than in the language where pronunciation has moved on since the spelling was fixed, or which use complicated spellings, like English or French.

Hall (1961, p.2) says that we cannot begin our analysis by taking up letters and the way they are "pronounced". We must first know what the sounds of English are and then must see how (and to what extent) they are represented in spelling. When we know the relationship of letters to sounds, we can then see whether there is degree of complication in these relationships. In other words, whether some English spellings are more straight forward and systematic than others if such degrees of complication exist in the way words are written. We must classify them and take them into account when planning the order in which we teach our children to read and spell words. Hall (ibid) further says that all of our words are written with these regular or consistent spellings, and there still remains a sizeable residue of words whose spelling is irregular. We must notice two essential points, however. The first is that very few words are wholly capricious in their spelling: most irregular spelling are irregular only in the representation of one or two phonemes contained in the word. The second thing to keep in mind is that even our irregular spelling are by no means wholly random; they fall to a large extent, into certain subsets which are consistent within themselves.

Quirk (1968, p.336) says that “our present day spelling is highly sophisticated. It is separate expression of language with its own rules and convention”. Similarly Stubbs (1980, p.69) says:

There is a power convention that words in English should have one fixed spelling. But it is simply convention which has developed over the last two hundred years, but did not hold before that... Unless the errors are particularly gross, there are rarely any problems of communication... Spelling is clearly important, because people attach so much importance to it.

The English spelling system is the result of a process of development that has been going on for over thousand years. The difficulty which we face today is caused by the major social and linguistic events which took place during this time.

The history of English spelling in Crystal (1988) can be summarized as follows:

Some of the complication aroused from the old English written by the Roman missionaries using 23 letters from Latin alphabet which were same as the modern alphabet except that there was no distinction between 'i' and 'j' or 'u' and 'v' and there was no 'w'. These alphabets were added in Middle English period. There were nearly 40 vowel and consonant letters in the old English which were thought not to be sufficient. Therefore, the missionaries used extra symbols from the local 'runic' alphabet to write the sound which were noticeably different from Latin.

After the Norman Conquest, the French Scribes brought their own ideas about the spelling of the language. They replaced several old English spellings and introduced some new letters.

When the printing press was introduced in 1476, there were many ways of spelling words, reflecting regional variation in pronunciation. William Caxton (1476) had chosen one system as a standard to follow in his printing house which reflected the

speech of London area. As a result, spelling of many words became stable and the notion of correct spelling began to grow. Although the spelling of words stayed relatively stable, there was not stability in pronunciation. During the fifteenth century, there was a great change in the sound of London speech. Six vowels of Middle English were altered completely. For example, in Chaucer's time the word 'name' was pronounced with an /a: / vowel sound like that of 'calm' which is spelt with an 'a' vowel now. The fifteenth century 'vowel shift' changes the pronunciation to its modern form. Before the invention of printing press, the Scribes would have heard this pronunciation and changed the spelling to suit. They would have spelt the word 'name' as 'neim' or 'naym'. But after the invention of printing press, these kinds of variety were not accepted. Nowadays, many words are spelt in the ways that were pronounced in Chaucer's time. For example the 'k' of such words as 'knee' 'know' and 'Knight' was pronounced in old English. Similarly the 'e' at the end of such words as 'name' and 'stone' was also pronounced. These letters started to pronounce silently from this time.

In sixteenth century, there was a fashion among writers to show the etymology in its spelling which made several new spelling patterns as the standard pattern. In the late sixteenth and early seventeenth centuries a number words were taken in English from such languages as French, Greek, Latin, Spanish, Italian and Portuguese. They brought with them Un-English spelling. Those words ended in strange combinations of vowel and consonants such as bizarre, brusque, cocoa, moustache etc.

From the above discussion, we can conclude that English spelling is a curious mixture of different influences. It is surprising that with such history of spelling there is a lot of regularity in English spelling system. It took a lot of time and effort to come to the present stage. Some spellings were tried out for a long period before they were finally adopted.

## **i) Teaching of Spelling**

Spelling is the graphic representation of sound in which particular word is written. As pronunciation is the basic in speech, spelling is basic in writing. Knowing a particular word involves knowing the spelling of that word too. Spelling is an effective way to reinforce both word analysis skill and automatic word recognition. Research consistently indicates that fluent, skilled readers (both children and adults) make use of spelling, when they read and, conversely, reading itself reinforces knowledge of spelling patterns. Spelling for practicing word analysis skills and spelling for promoting word recognition (usually for phonetically irregular words), however, involves different tasks and call for different teaching techniques.

Learners face difficulties in learning spelling. The main difficulty is that there is no one to one correspondence between the sound and symbol in English. We find a lot of irregularities in sound –symbol correlation in English. 'gh' in 'tough' is pronounced as /f/, in 'through' it is silent, in 'fight' also it is silent. Waller (2000, p.2) says “English spelling and pronunciation is full of inconsistency.” Similarly Shemesh and Waller (2002, p.3) write “one author has described English spelling as an awesome mess irrational and ever inhuman”. There are too many sounds for too few letters in English. The English alphabet consists of 26 letters used individually or in combination to represent the approximately 44 sounds in English speech. Sometimes, there is a direct relationship of letters to sounds, as in the spelling of *man*. Other times one sound may have as many as 14 different spellings. Regarding the relationship between sound and spelling Harmer (2008) says:

In some languages there seems to be a close correlation between sounds and spelling, in English this is often not the case. The sound / /, for example, can be realized in a number of different spellings, e.g. won, young, funny, flood. The letters ou, on the other hand, can be pronounced in a number of different ways, e.g. cloud, /klaʊd/, pour /pɔː/, enough /In f/, through / ruː /, though / ð u/ trough /tr f/ or even journey /d ːni/. A lot depends on the sounds that come before and after them, but the fact remains that we spell some sounds in a variety of different ways, and we have a variety of

different sounds for some spellings. Words can change their sound(s), too, and this is not indicated by the way we spell them. Thus we say that *was* sounds like this: /w z/. However, when it occurs in a sentence like *I was robbed*, the vowel sound changes from a stressed vowel / / to an unstressed vowel / / e.g. /aIw z'r bd/. The unstressed sound in *was*, / / is called the schwa and is one of the most frequent sounds in English, created by shortening the vowel and placing of stress elsewhere. Other change occurs when sounds get close or slide into each other in connected speech: sometimes elision takes place where sounds 'disappear' into each other. Thus /k :nt/ (can't) finishes with the sound /t/, but when it is placed next to a word beginning with /d/, for example, the /t/ disappears (e.g. /aIk :nd :ns/ - I can't dance ). Sometimes assimilation takes place where the sound at the end of one word changes to be more like the sound at the beginning of the next. Thus the /d/ at the end of /bæd/ becomes a /g/ when placed next to a word starting with /g/, e.g. /bæg gəl/ (bad guy) or an /n/ becomes an /m/, e.g. /bIm men/ (bin men) (p.42).

## **ii) Techniques of Teaching Spelling**

Learning proper spelling by rote is a traditional element of elementary education. The ubiquity of phonic method of teaching reading, which emphasizes the importance of "sounding out" spelling in learning to read, also puts a premium on the prescriptive learning of spelling. For these reasons, divergence from standard spelling is often perceived as an index of stupidity, illiteracy, or lower class standard.

Venkateswaran (1995, p.123) provides following techniques for teaching spelling.

- 1) Make the children read aloud. Reading aloud is associated with skill in spelling, since in principle at least it is possible to read and spell words correctly without having any idea of their meaning. It entails the auditory analysis, which is essential to the spelling of words that are phonemically

regular. It associates the look of the word with the spoken and heard sound of the word.

- 2) Expose the class to the every possible variant of spelling patterns in the language.
  - i) One syllable words with the general shape of consonant- vowel- consonant e.g. teeth, bus etc.
  - ii) Spelling patterns using the final 'e' to differentiate them from others e.g. made, male etc.
  - iii) A number of important spelling patterns of much more limited application, involving the varied doubled vowels.
- 3) Ensure that your students are familiar with the probable structures of words in their language.
- 4) Spelling games can be used.
- 5) Dictation will be useful technique.
- 6) Use mnemonics- a system desired to improve memory, formulate or other aids to help memorization.

Similarly, Ur (1996, p. 58) provides the following techniques for the teaching of spelling.

- i. **Dictation:** Of random lists of words, of words that have similar spelling problems, of complete sentences, of half-sentences to be completed.
- ii. **Reading aloud:** of syllables, words, phrases, sentences.
- iii. **Discrimination (1) :** Prepare a set of 'minimal pairs'- pairs of words which differ from each other in one sound- letter combination (such as dip-deep in English). Either ask learners to read them aloud, taking care to discriminate, or read them aloud yourself, and ask students to write them down.

- iv. **Discrimination** (2): Provide a list of words that are spelt the same in the learner's mother tongue and in the target language: read aloud, or ask learner to, and discuss the differences in pronunciation (and meaning).
- v. **Prediction** (1): Provide a set of letter combinations, which are parts of words the learners expect them to be pronounced. Then reveal the full word.
- vi. **Prediction** (2): Dictate a set of words in the target language which the learners do not know yet, but whose spelling accords with rules. Can they spell them? Then reveal meanings.

Along with the above mentioned techniques, the following techniques are also useful for teaching spelling.

**a) Copying**

Teachers write the difficult words on the blackboard and the students copy them on their notebook.

**b) Dictation**

The teachers dictate the words and sentences to the students. The students listen to the teacher and write them. The teacher corrects the spelling of the words or students may correct themselves.

**c) Word analysis**

Students analyze the words in terms of affixation, i.e. prefix, word stem and suffix.

**d) Focusing the trouble spot**

There are some words students themselves make spelling errors. For example, letter (students often write latter), pronunciation (students often write pronunciation), psychology (students often write sychology).

**e) Phonic method**

The teachers try to correlate the sound and spelling in this method. So, the teachers present the spelling that represents the sound. For example /K/

K: kill, keep, kick, make

C: cause, cap, become

Ch: character, menarche, stomach

Ck: lack, back, check, duck

Q: queen, quick, question

Cc: occasion, account

### f) Spelling game

Students are involved in a spelling game to teach spelling. For example,

1

A kind of game	C	H	E	S	S
Glasses we drink tea		U	P		

2

Food we eat daily	R	I	C	E
Force somebody to have sex		A	P	

3

E			T					E	
			P						

Make as many words as you can from the above table.

Shemesh and Waller (2000) listed some of the language processing skills one might need for accurate spelling as follows:

- i Be able to hear sounds correctly.
- ii Be able to pronounce words correctly.
- iii Be able to remember all the world's phonemes in the correct order (Same people might hear the word *capable* but remember it as *cabaple*)
- iv Be able to recognize the letters of the alphabet and know the sound they represent.
- v Be able to organize and remember the correct order of the letters in a word ('swa' might be written as 'was')

- vi Be able to copy words correctly from another source.
- vii Be able to discern between similar looking letters (d-p, b-q, m-w, n-u, t-f)
- viii Be able to learn new vocabulary, to use it and organize it, since it is more difficult to spell unfamiliar words.
- ix Be able to understand and use affixes as well as to recognize their spelling patterns, for examples, -de, -con, re-, -ing, -ed, -er, -est.

Similarly, they express the following techniques helpful in teaching spelling:

- 1) Teach one spelling pattern every week.
- 2) Spend 8-12 minutes introducing the spelling pattern, another five minutes doing the warm-up listening exercises, and as much time as your class needs to do and check the spelling activity.
- 3) If you teach non- native English students, try using the students' mother tongue, if possible to introduce the spelling pattern and to write the 'rule' on the board.
- 4) You may want to have 'spelling corner' to record/display the spelling patterns, as you teach them. Referring to previously taught patterns becomes easier this way.
- 5) Encourage your students to use separate note book or file for the weekly spelling patterns, for example, words and spelling activities.
- 6) Teach words listed as common exceptions only if they are fairly important words that your class is likely to need.
- 7) Test the weekly spelling patterns a few days after teaching it. This should not take long, and it can be a five minute activity for the beginning or end of a lesson.
- 8) To reduce students' tension as well as your own teaching load they are letting the students grade their own spelling quiz, by comparing their answer to those you write upon the board. Occasionally you may write to check them yourself. We suggest that one may be given for writing the correct spelling pattern, and another make for spelling the whole word correctly.

- 9) You might like to encourage each student to record his/her spelling quizzes in a table or graph form, with the name of the spelling pattern as headings.
- 10) If at the same time, other classes are learning the spelling patterns, you can suggest inter-class spelling.

Along with the aforementioned techniques, spelling tests are used to assess the students' mastery over the words in the spelling lessons the students have received so far. Similarly spelling bees are competition to determine the best speller of a group.

### **1.1.3 Use of Statistical Tools in Research**

Statistics plays a very important role in answering the research question. One of the most important objectives of statistical analysis is to get one single value that describes the characteristics of the entire mass of huge and unwieldy data. Simple statistical tools like measures of central tendency, measure of dispersion and measure of correlation coefficient are usually used in research. The tendency of the items or values of the items to cluster in the central part of the distribution is known as the measure of central tendency. The measures of central tendency are also known as the measures of location since they enable us to locate the position or place of the distribution. Mean, Median and Mode are the measures of central tendency. Mean is an arithmetic average which is calculated by dividing the sum of all the values of all the items by the sum of the frequency of the items. Median refers to the size of the middle item when the items are arranged in an ascending or descending order of magnitude. Mode is the most frequent item (score) of the total data. These measures are very important in the analysis of the data. The measurement of correlation coefficient is used to find out the relation between two variables.

### **1.2 Review of Related Literature**

Regarding reading comprehension and spelling some studies have previously been carried out at the department of English Education, Faculty of Education, T.U. Some of them are as follows:

Bebout (1985) made an attempt to analyze the misspelling made by the learners of English as a first and second language. His study pointed out that the English speakers commit more error into two categories, those involving schwa / / and e. Spanish speakers made proportionally more consonant doubling errors. Other consonant and vowel errors were not significantly different from the overall ratio (cited in Shrestha 2001).

Shrestha (1998) carried out the research work on 'A study of reading comprehension in the English language of the students of grade VIII of Lalitpur district'. In order to achieve the objectives of her study, she had used two sets of questions. One set of the question was text based and another was taken from unseen text. She concluded that the students performed better in seen text than in unseen text.

Subedi (2000) carried out a comparative study on reading comprehension of grade IX students of Jhapa and Kathmandu districts using texts from magazines and newspapers. His study revealed that urban students were better than rural in the reading skill. He also found that the students (rural and urban) were better in reading magazines than in reading newspapers.

Shrestha (2001) analysed the spelling errors made by grade IX students. The objective of the study was to analyze spelling errors made by hundred students of grade nine studying at five different public school of Jhapa district. The findings showed that Nepali learners committed various type of spelling errors such as 'shooes' 'visite' 'behaind', etc.

Marasini (2005) carried out an experimental research entitled the effectiveness of silent reading in understanding unseen text. He wanted to find out which way of reading (silent and loud) is more effective for understanding unseen text to the students of secondary school of Kathmandu. He involved thirty students from Bishwa Niketan Higher Secondary School, Tripureshwor, Kathmandu. He divided thirty students into experimental and controlled group after taking pre-test. He used

silent reading technique to former group and loud reading to latter one. He found that silent reading technique is relatively more effective than loud reading in understanding unseen text but loud reading seemed to be appropriate for the development of pronunciation.

Poudel (2005) carried out a study on TOEFL based reading comprehension ability of bachelor level students. He selected population from seven different stream of T.U. Four of them were institutes and three of them were faculties. He found that the bachelor level students of T.U. having government aided school background have good reading comprehension in term of T.U. standard but not adequate in term of TOEFL standard, and the reading comprehension ability of the boys and institute students have better proficiency than girls and faculties students respectively.

Humagain (2006) carried out a study on effectiveness of language games in learning reading comprehension. His objective was to find out the effectiveness of the game in teaching reading comprehension and to analyze the itemwise comparison. He selected 40 students from grade nine of Siddhartha Secondary School, Makawanpur. He took the pre-test and on the basis of the pre-test result he divided the students into experimental and controlled group. He taught the students of experimental group using language game and controlled group as usual way. He concluded that the students under experimental group performed better to controlled groups in all test items.

Ghimire (2007) carried out an experimental research entitled effectiveness of authentic materials in teaching reading comprehension. The main objective of the study was to find out the effectiveness of authentic materials in teaching reading comprehension. He selected the grade nine students of Butwal Glory Boarding High School. He took pre-test to identify the current proficiency level of the students and on the basis of the pre-test result he divided the students into controlled and experimental group. He taught the students of experimental group

using authentic materials like newspaper and the controlled group through traditional technique. He found that authentic materials seemed to be more effective in test items like multiple choices, find the words and short answer questions rather than matching, completion, true and false and jumbled sentence ordering. His conclusion was that, in average, authentic materials is more effective in teaching reading comprehension than traditional way of teaching.

Kafle (2008) selected the students of grade nine from New Vision Public High School through non judgmental random sampling. He divided the students into two groups: experimental and controlled group using systematic random sampling procedure (odd and even). In experimental group he used strip story technique and taught the controlled group through traditional way. He found that strip story technique is more effective than usual way of teaching for developing reading comprehension. Since the increment of percent of experimental group is better in all items compare to controlled group and the calculated value of 't' is also greater than tabulated value of 't'.

Oli (2008) made a comparative study on reading comprehension of the students of Janabadi model school and government aided school. He selected the Janabadi model schools and government aided schools from both Rukum and Rolpa districts. He showed that the reading comprehension ability of the students of Janabadi model schools were better than government aided school. The reading comprehension ability of the students of Janabadi model school and government aided school was 71.35% and 51.15% respectively. Similarly he found that the reading comprehension of the students who were studying in Janabadi model school in Rolpa was better than the students studying in Janabadi model school of Rukum.

Bhattarai (2008) did an analysis of spelling errors committed by the grade eight students. The main objective of the study was to find out the spelling error committed by eight grade of English medium school. She selected five English

medium schools and twenty students from each school. The researcher used a set of test item consisting of two questions on free composition writing. Out of the 18900 written words produced by students, they committed more vowel errors and individual errors than consonant errors and group errors respectively.

Sharma (2009) directed his study on effectiveness of Jigsaw reading for reading comprehension. His research was also of experimental type. He selected thirty two students of Shree Ganesh Himal Secondary School of Kathmandu district through non-random judgment sampling. He administered the pre-test, which was piloted on the two students of Delight School Sanepa, to identify the proficiency level of the students and divided the students into two groups on the basis of the mark they obtained in pre-test. He taught the first group through Jigsaw technique and the next group through traditional way. He found that jigsaw reading is relatively better than non-jigsaw technique. He stated that Jigsaw technique is better by 1.035 in comparison to traditional technique though it is not effective in multiple choices and true and false item.

Kattel (2009) made a study of reading comprehension of the grade X students and found that there is no much difference in reading comprehension among the students studying in government aided school. The average reading comprehension of the students of Sindhuplanchowk district was found 38.6% in unseen text and boys' comprehension level is better by 1.5 % than girls' and the difference among the schools is negligible.

Adhikari (2009) carried out a study on reading comprehension based on IELTS. He found that the reading comprehension ability of the grade XII students of both public and private school is not so satisfactory in term of IELTS standard. Anyway, they seemed to have good reading proficiency in term of higher secondary board evaluation scheme. He further stated that there were insignificant differences between the students of public and private school.

Though there have been several research studies on reading comprehension and spelling separately, no research has been done yet on the effectiveness of silent reading and loud reading for developing reading comprehension and spelling in our department. Hence, this research will deserve considerable rationale.

### **1.3 Hypothesis of the study**

The following are the hypotheses of this study:

- 1) Silent way of reading is effective over loud way of reading for developing reading comprehension.
- 2) Loud way of reading is effective over silent way for spelling improvement.

### **1.4 Objectives of the Study**

The objectives of this study are as follows:

1. To find out which way of reading, silent or loud, is more effective for developing reading comprehension and spelling.
2. To suggest some pedagogical implication.

### **1.5 Significance of the Study**

The findings of the study will certainly deserve the great importance in the field of ELT in Nepal. School students and teachers will be directly benefited by the finding of this study as they will find which way (silent and loud) to adopt while reading and teaching English text for developing comprehension and improving spelling ability of the learners. It will also be beneficial to textbook writers, syllabus designers, methodologists, researchers, teacher trainers, linguists and all other persons who are directly or indirectly involved in the field of English language teaching.

## **CHAPTER –TWO**

### **METHODOLOGY**

This chapter deals with the methodology adopted during the study. The study was conducted as follows:

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

The researcher used both primary and secondary sources for the collection of data.

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

This study is mainly based on primary source of data. Thirty two students studying at Shree Sheetala Devi Secondary Boarding School, Pakhribas 7, Dhankuta were taken as the primary source of data for the completion of this research.

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

The secondary sources of this research were various books, e.g. Hall (1961) Grellet (1981), Peter & Winard (1981), Crystal (1988), William (1991), Harmer (1991, 2008) Nuttall (1996) Ur (1996), Doff (2007), Journals of NELTA, ELT forums, articles and theses approved by the department of English Education, T.U. internet and other researches of this area.

#### **2.2 Population**

All the lower secondary level students of the private schools throughout Dhankuta district are the population addressed by this study.

#### **2.3 Sampling Procedure**

The researcher selected Shree Sheetala Devi Secondary Boarding School of Pakhribas, Dhankuta by using non-random judgmental sampling procedure. The same procedure was used to select grade VIII. Thirty two students were taken for the study and administered the pre-test to find the current level of proficiency of the students and ranked them on the basis of the mark they obtained. He divided the students into controlled and experimental group on the basis of pre-test rank.

## **2.4 Tools for Data Collection**

The main tool for the collection of data was a test. The test items were designed to find out effectiveness of silent reading and loud reading for reading comprehension and spelling writing ability of the students. The questions related to reading comprehension carries 60 marks whereas dictating the words and passages for the purpose of checking the spelling of words carries 40 marks. The researcher selected three different texts from the English book of grade VIII. The reading text is followed by variety of questions such as multiple choices; fill in the blank, true or false, ordering jumbled sentences, cross word puzzle, matching item, short answer questions, writing the opposite word for the given word, dictating the difficult words and dictating the short passages. The researcher used the same set of questions to the both groups; experimental and controlled and both pre- test and post-test. The test items were designed or selected considering the difficulty level of the students. The length of the test items was managed in such a way that they could read and answer the questions of the text within three hours. (See appendix 1).

A pilot test was administered on five students of Navajeevan English Secondary Boarding School of Baghdole, Latitpur to ensure the length of the test paper, its administered ability and appropriateness. On the basis of the result of the pilot study the test items were revised and finalized.

## **2.5 Procedure for Data Collection**

The researcher used the following procedures to collect the data from the primary sources.

1. The researcher visited the selected school and asked the authority for permission to carryout the research explaining the process and purpose of the research.
2. The researcher developed the test items for pre-test and post-test and lesson plans for teaching. The pre-test was administered to identify the level of proficiency of both groups in reading comprehension and spelling.

- The students were ranked in position on the basis of pre-test result. They were divided into two groups: controlled and experimental on the basis of odd-even ranking of the individual scores. The ranking procedure and group division was as follows:

Pre-test	Group A	Group B
1-10	Odd	Even
11-20	Even	Odd
21-32	Odd	Even

- Different treatment was introduced in both the groups. The researcher asked the experimental group (A) to read silently and controlled group (B) to read loudly. The researcher took 22 classes.
- During the time of experiment each group was taught fifteen passages from their textbook.
- The researcher administered the post-test to both the groups and analyzed the results of both groups comparing their performance of the pre-test with the post-test.

## 2.6. Limitations of the Study

This study had the following limitations:

- Students comprehension ability and writing correct spelling ability was tested.
- This study was limited to only one school, Shree Sheetala Devi Secondary Boarding School, Pakhribas, Dhankuta. It did not represent all the lower secondary schools throughout the country.
- The data were collected from only thirty two students of grade nine.
- The students were taught 22 classes.
- This study included only the students of a private school.
- Students of experimental group were asked to read the passage silently and controlled group was asked to read loudly.

## **CHAPTER- THREE**

### **ANALYSIS AND INTERPRETATION**

Analysis and interpretation is one of the most important stages to be dealt data at the process of writing thesis. This chapter deals with the analysis and interpretation of data which is obtained mainly from primary sources. The primary sources were the students of grade VIII of Shree Sheetala Devi Secondary Boarding School, Pakhribas, Dhankuta. The record of students' performance (i.e. the result of pre-test and post-test) is analyzed from different angles to find out which way of reading (silent or loud) is more effective for developing reading comprehension and spelling. The data, which is obtained prior to the experiment and after the experiment, are analyzed and interpreted under the following heading:

1. Holistic effectiveness
2. Individual effectiveness
3. Testing statistical significance

While analyzing the data, the individual scores of both tests (pre -test and post-test) have been taken and tabulated individually and group wise. Then, the individual score of each student and the average score of both groups of both tests are calculated. The difference between the scores of two tests is determined. If the difference between the mark of pre-test and post-test is greater than zero, it shows that the learner has learnt better after the experimental teaching . The result is converted into percentage, and experimental group and controlled group have been compared on the basis of that percentage. The group that got higher percentage is regarded as better group than the group that got lower percentage.

Throughout this chapter, both tests refer to pre-test and post-test, and both group refer to experimental and controlled group. Similarly experimental group is referred to as Group 'A' which was taught through silent reading technique and controlled group is referred to as Group 'B' which was taught through loud reading technique. That means two different techniques have been used to teach the students of two

different groups though both groups aimed to comprehend the reading text and write correct spelling of the difficult words and passages that the teacher dictate to them.

### 3.1 Holistic Effectiveness

Holistic effectiveness deals with the effect of silent reading and loud reading in reading comprehension and spelling as a whole. The average score obtained by the both groups in both tests in reading comprehension and spelling is described.

#### 3.1.1 Effectiveness of Silent Reading and Loud Reading on Reading Comprehension and Spelling

**Table No. 1**

**Comparison between the results of both tests of both groups as a whole**

Group	Average score in pre-test	Average score in post- test	D	D%
'A'	78.93	87.00	8.07	10.22
'B'	78.37	83.56	5.19	6.62

Table 1 shows that the average score of group A is 78.93 in pre-test and 87.00 in post-test. This group has increased its mark by 8.07 or 10.22%, group B has the average score of 78.37 in pre-test and 83.56 in post-test. This group has increased its mark by 5.19 or 6.62%.

It shows that the group A has increased its mark by a slightly higher percentage than group B, it is therefore, ascertained that group A learned a little bit better than group B. In other words, silent reading activity is found to be more effective than loud reading for developing reading comprehension and spelling as a whole.

### 3.1.1.1 Effectiveness of Silent Reading on Reading Comprehension and Spelling

**Table No. 2**

**Comparison between the result of pre-test and post-test of group A**

Group	Average score pre-test	Average score in post -test	D	D%
'A'	78.93	87.00	8.07	10.22

This table shows that the students in group A have got 78.93 marks as a whole in pre -test and 87.00 marks in post test. The post-test mark is greater by 8.07 or 10.22% to pre-test mark. Hence, there seemed an improvement in reading comprehension and spelling after teaching the students through silent way of reading.

### 3.1.1.3 Effectiveness of Loud Reading on Reading Comprehension and Spelling

**Table No.3**

**Comparison between the result of pre-test and post-test of group B**

Group	Average score in pre-test	Average score in post- test	D	D%
'B'	78.37	83.56	5.19	6.62

This table shows that the students under group B have obtained 78.37 marks as a whole in pre -test and 83.56 marks in post-test. The post-test mark excelled to pre - test mark by 5.19 or 6.62%. As a whole, it seemed that silent reading technique is a little bit effective to loud reading since the increment of percent of group A is better than group B.

### 3.1.2 Effectiveness of Silent Reading and Loud Reading on Reading Comprehension

**Table No.4**

**Comparison between the results of both tests of both groups on reading comprehension**

Group	Average score in pre-test	Average score in post- test	D	D%
'A'	47.75	52.12	4.37	9.15
'B'	47.31	49.06	1.75	3.69

The table shows that the average score obtained by the students of group A is 47.75 in pre-test and 52.12 in post-test. This group has increased its mark by 4.37 or 9.15%, group B has the average score of 47.31 in pre-test and 49.06 in post test. This group has increased its mark by 1.75 or 3.69%.

The above table shows that group A has increased its mark and percentage higher than group B. Therefore, it is assured that group A learned better than group B which means that silent reading technique is more effective than loud reading for developing reading comprehension.

#### 3.1.2.1 Effectiveness of Silent Reading on Reading Comprehension

**Table No. 5**

**Comparison between the results of both tests of group A on reading comprehension**

Group	Average score in pre-test	Average score in post test	D	D%
'A'	47.75	52.12	4.37	9.15

The above table shows the average score obtained by the students of group A in both pre-and post-test in reading comprehension. This table vividly presents that the students of experimental group has got 47 .75 marks in average, out of 60 in pre

-test and 52.12 marks in post-test. The post-test mark exceeds to pre -test mark by 4.37 or 9.15%. This verifies that silent reading technique is an effective means for developing reading comprehension.

### 3.1.2.2 Effectiveness of Loud Reading on Reading Comprehension

**Table No.6**

**Comparison between the results of both tests of group B on reading comprehension**

Group	Average score in pre- test	Average score in post- test	D	D%
'B'	47.31	49.06	1.75	3.69

This table shows the average effectiveness of loud reading on reading comprehension. The average score obtained by the students of group B in pre -test is 47.31 marks and 49.06 marks in post-test which full mark was 60. Here, the post-test mark exceeds to pre -test mark by 1.75 or 3. 69%. This table also proves that loud reading technique is effective way for developing reading comprehension but not as effective as silent reading technique is.

### 3.1.3 Effectiveness of Silent Reading and Loud Reading on Spelling

**Table No. 7**

**Comparison between the results of both tests of both groups on spelling**

Group	Average score in per-test	Average score in post-test	D	D%
<b>A</b>	31.18	34.88	3.70	11.87
<b>B</b>	31.06	34.50	3.44	11.07

This table shows that the average score of group A is 31.18 in pre-test and 34.88 in post-test. This group has increased its mark by 3.70 or 11.87%. Group B has the average score of 31.06 in pre-test and 34.50 in post-test. This group has increased its mark by 3.44 or 11.07%. This shows that whether we adopt silent reading

technique or loud reading technique that does not make significance difference in result.

### 3.1.3.1 Effectiveness of Silent Reading on Spelling

**Table No. 8**

**Comparison between the results of both tests of group A on spelling**

Group	Average score in pre- test	Average score in post test	D	D%
'A'	31.18	34.88	3.7	11.86

This table shows the average effectiveness of silent reading for improving spelling. The average mark obtained by the students of group A is 31.18 (out of 40) in pre-test and 34.88 mark in post-test. The post-test mark is greater to pre-test mark by 3.7 or 11.86%.

### 3.1.3.2 Effectiveness of Loud Reading on Spelling

**Table No. 9**

**Comparison between the results of both test of group B on spelling**

Group	Average score in pre-test	Average score in post-test	D	D%
'B'	31.06	34.50	3.44	11.07

This table shows that the students under group B have obtained 31.06 marks in pre-test and 34.50 marks in post-test. The post-test mark exceeds to pre-test mark by 3.44 or 11.07 %. This shows that loud reading technique is an effective means for improving spelling.

## 3.2 Individual Effectiveness

Individual effectiveness deals with to what extent the individual student has done progress in reading comprehension and spelling after reading the text silently and

loudly. In other words, the effect of silent reading and loud reading on individual students in reading comprehension and spelling is dealt.

### 3.2.1 Effectiveness of Silent Reading on Reading Comprehension and Spelling

**Table No. 10**

**Individual difference in mark and percentage between two tests of group A as a whole**

S.N	Name of Students	Score in pre -test	score in post-test	D	D%
1	Rajeev Rai	93	98	5	5.37
2	Nilu Yadav	91	95	4	4.39
3	Sarita Rai	90	94	4	4.44
4	Milan Nepali	87	96	9	10.34
5	Hari Pandey	86	97	11	12.79
6	Dibya Shakya	82	89	7	8.53
7	Basanta Raj Shrestha	81	89	8	9.87
8	Kabita Tamang	79	90	11	13.92
9	Bibek Basnet	76	79	3	3.94
10	Chandra Darlami	75	88	13	17.33
11	Arjun Khadka	75	85	10	13.33
12	Sapana Shah	74	83	9	12.16
13	Srijana Sigdel	73	74	1	1.37
14	Santosh Nepal	70	78	8	11.42
15	Ravi Poudel	69	84	15	21.74
16	Kabindra Moktan	62	73	11	17.74

(Note: - In the above table D refers to the difference between the result of pre-test and post-test of an individual student and D% refers to difference in percentage of two tests. To calculate difference in percentage between the average score in pre - test and that of post-test the difference score between two tests is divided by the average score of pre-test and is multiplied by 100.)

Table no.10 shows the individual effectiveness of silent reading on individual student in reading comprehension and spelling as a whole. The table shows difference in mark and percentage between the result of pre-test and post-test while students read the texts using silent reading technique. The highest difference between the results of two tests is of 15 marks or 21.74% and the lowest difference is of 1 mark or 1.37%. This table shows that the difference between the result of pre -test and post-test of the individual students lie between 1 to15 marks or 1.37 % to 21.74 %.

### 3.2.2 Effectiveness of Loud Reading on Reading Comprehension and Spelling

**Table No. 11**

**Individual difference in mark and percentage between two tests of group B as a whole**

S.N	Name of students	score in pre- test	score in post -test	D	D%
1	Roshan Karki	93	96	3	3.22
2	Ruby yadav	90	93	3	3.33
3	Bikas Basnet	88	96	8	9.1
4	Hangmila Rai	86	93	7	8.14
5	Neeta Rai	83	91	8	9.63
6	Motihang Rai	83	87	4	4.82
7	Aananda Rai	81	91	10	12.34
8	Rajesh Baraili	79	89	10	12.65
9	Bishesh Khadaka	78	80	2	2.56
10	Sanjika Rai	76	85	9	11.84
11	Mingma Gurung	75	77	2	2.66
12	Sandhya Shakya	73	74	1	1.37
13	Tilak Niraula	72	76	4	5.55
14	Balika Thapa	70	72	2	2.85
15	Sabita Karki	66	69	3	4.54
16	Nabraj Giri	61	68	7	11.47

Table no 11 shows the effectiveness of loud reading on individual students. From this table, the difference in mark and percentage between the result of pre-test and

post-test while students read the text loudly can be observed. The highest difference of an individual between the results of two tests is of 10 marks or 12.65% and the lowest difference is of 1 mark or 1.37 %. Here, the difference between the result of pre -test and post-test of the individual lies between 1 to10 marks or 1.37% to 12.65%.

While comparing the statistics in table no 10 and 11, it is found that individuals in both groups have done better in post-test than pre-test although, in comparison to group B, group A has done better to some extent. So, silent reading technique is effective over loud way of reading as a whole.

### 3. 2.3 Effectiveness of Silent Reading on Reading Comprehension

**Table No.12**

**Individual difference in mark and percentage between two tests of group A on Reading Comprehension**

S.N	Name of students	score in pre-test	score in post-test	D	D%
1	Rajeev Rai	56	59	3	5.35
2	Nilu Yadav	54	57	3	5.55
3	Sarita Rai	54	57	3	5.55
4	Milan Nepali	51	57	6	11.76
5	Hari Pandey	51	59	8	15.68
6	Dibya Shakya	49	51	2	4.08
7	Basanta Raj Shrestha	50	55	5	10.00
8	Kabita Tamang	43	52	9	20.93
9	Bibek Basnet	47	49	2	4.25
10	Chandra Darlami	47	51	4	8.51
11	Arjun Khadka	48	51	3	6.25

12	Sapana Shah	45	52	7	10.55
13	Srijana Sigdel	40	44	4	10.00
14	Santosh Nepal	42	46	4	9.52
15	Ravi Poudel	46	49	3	6.52
16	Kabindra Moktan	41	45	4	9.75

This table vividly shows the effectiveness of silent reading in reading comprehension. The difference in mark and percentage in reading comprehension between the results of two tests can be found. The full mark of reading comprehension is 60, the highest difference between the pre -test and post-test of an individual is of 9 marks or 20.93 % and the lowest difference is of 2 marks or 4.08 % . The difference in the result of two tests of the individual students fall between 2 to 9 marks or 4.08% to 20.93% in reading comprehension.

### 3.2.4 Effectiveness of Loud Reading on Reading Comprehension

**Table No. 13**

**Individual difference in mark in percentage between two tests of Group B on Reading Comprehension**

S.N	Name of students	score in pre- test	score in post- test	D	D%
1	Roshan Karki	57	58	1	1.75
2	Ruby yadav	54	55	1	1.85
3	Bikas Basnet	52	57	5	9.61
4	Hangmila Rai	50	56	6	12.00
5	Neeta Rai	50	54	4	8.00
6	Motihang Rai	49	50	1	2.04
7	Aananda Rai	50	53	3	6.00

8	Rajesh Baraili	48	52	4	8.33
9	Bishesh Khadaka	48	48	0	0.00
10	Sanjika Rai	49	50	1	2.04
11	Mingma Gurung	46	46	0	0.00
12	Sandhya Shakya	45	46	1	2.22
13	Tilak Niraula	43	45	2	4.65
14	Balika Thapa	41	41	0	0.00
15	Sabita Karki	35	37	2	5.71
16	Nabraj Giri	40	37	-3	-7.50

Table no 13 shows the effectiveness of loud reading on reading comprehension. Like the aforementioned table, this table shows that the highest difference in mark and percentage between the result of pre -test and post-test of an individual is of 6 marks or 12.00 % and the lowest difference between the result of pre-test and post-test is of -3 marks or -7.50%. Here loud reading, in comparison to silent reading, seemed ineffective method for developing comprehension. Since the post-test mark i.e. the mark obtained after the experimental teaching is lower than pre-test mark. The difference between the result of pre-test and post-test of the individual students fall between-3 to 6 marks or -7.50 % to 12.00 %.

While analyzing the table no 12 and 13, it is seen that students under experimental group (Table 12) have done better than students under controlled group (Table 13). Similarly, one student under controlled group seemed being victimized due to loud reading and consequently his comprehension capacity decreased. But it is not always the case. Reading aloud also helps in comprehension but not to the extent that silent reading does. So it can be said that silent reading technique is effective for comprehension purposes than loud reading.

### 3.2.5 Effectiveness of Silent Reading on Spelling

Table No. 14

Individual difference in mark and percentage between two test of group A in spelling.

S.N	Name of students	score in pre-test	score in post-test	D	D%
1	Rajeev Rai	37	39	2	5.40
2	Nilu Yadav	37	38	1	2.70
3	Sarita Rai	36	37	1	2.77
4	Milan Nepali	36	39	3	8.33
5	Hari Pandey	35	38	3	8.57
6	Dibya Shakya	33	38	5	15.15
7	Basanta Raj Shrestha	31	34	3	9.67
8	Kabita Tamang	36	38	2	5.55
9	Bibek Basnet	29	30	1	3.44
10	Chandra Darlami	28	37	9	32.14
11	Arjun Khadka	27	34	7	25.92
12	Sapana Shah	29	31	2	6.89
13	Srijana Sigdel	33	30	-3	-9.10
14	Santosh Nepal	28	32	4	14.28
15	Ravi Poudel	23	35	12	52.17
16	Kabindra Moktan	21	29	8	33.33

Table 14 shows the differences in spelling between the result of pre -test and post-test of the individual students after the students read the text silently and dictating the passages and words. The highest difference in spelling improvement between

the result of pre-test and post-test of an individual is of 12 marks or 52.17 % and the lowest difference between the result of pre-test and post-test is of -3 mark or -9.10%. Silent reading technique seemed ineffective while analyzing the mark obtained by one student since his post-test mark is lower than pre-test mark. The difference between the result of pre -test and post-test of the individual students fall from -3 mark to 12 marks or -9.10% to 52.17%.

### 3.2.6 Effectiveness of Loud Reading on Spelling

**Table No. 15**

**Individual differences in mark and percentage between two tests of group B in spelling**

S.N	Name of students	score in pre-test	score in post-test	D	D%
1	Roshan Karki	36	38	2	5.55
2	Ruby yadav	36	38	2	5.55
3	Bikas Basnet	36	39	3	8.33
4	Hangmila Rai	36	37	1	2.77
5	Neeta Rai	33	37	4	12.12
6	Motihang Rai	34	37	3	8.82
7	Aananda Rai	31	38	7	22.58
8	Rajesh Baraili	31	37	6	19.35
9	Bishesh Khadaka	30	32	2	6.66
10	Sanjika Rai	27	35	8	29.62
11	Mingma Gurung	29	31	2	6.89
12	Sandhya Shakya	28	28	0	0.00
13	Tilak Niraula	29	31	2	6.89

14	Balika Thapa	29	31	2	6.89
15	Sabita Karki	31	32	1	3.22
16	Nabraj Giri	21	31	10	47.61

This table shows the difference in spelling between the result of pre-test and post-test of the individuals. The highest difference between the results of two tests is of 10 marks or 47.61% and the lowest difference between the results of two tests is of 0 marks or 0%. The difference between the result of pre -test and post-test of the individual students lie from 0 to 10 marks or 0% to 47.61%.

From the tables 14 and 15, we see that both silent reading and loud reading techniques are useful for making the students to write the words with correct spelling. At the same time in table no 14, we can see one student being unable to write the words with correct spelling after he read the text silently. That means silent reading did not help him to improve spelling. But we shouldn't completely discard this technique since the negative effect of silent reading is being applied to only one student and the cause may be others rather than the way of reading. So, both way of reading can be adopted to improve spelling.

### 3.3 Testing Statistical Significance

To claim the findings that teaching reading comprehension and spelling through silent reading technique is more effective than loud reading technique as a whole and both way of reading are useful for spelling it is necessary to apply 't' test which is the test of significance of difference between two means

$$t = \frac{(\bar{X}_1 - X_2)}{\sqrt{S^2 \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where

$\bar{X}_1$  = Mean of experimental sample

$\bar{X}_2$  =Mean of control sample

$n_1$  =Number of cases in experimental sample

$n_2$  =Number of cases in control sample

$s_1^2$  =Variance of experimental sample

$s_2^2$  =Variance of control sample

$s^2$  =Common population variance

If 't' value equals or exceeds 1.697, we may conclude that the difference between mean is significant at the 5 percent level. i.e. we can reject null hypothesis ( $H_0$ ) but if 't' value is greater than the calculated value we may conclude that the difference between mean is not significant.

### 3.3.1 Testing statistical Significance of Silent Reading and Loud Reading for Reading Comprehension and Spelling as a Whole

$H_0: \mu_1 = \mu_2$  There is no significant difference between two groups.

$H_1: \mu_1 \neq \mu_2$  There is significant difference between two groups.

R. N	$X_1$	$(X_1 - \bar{X}_1)^2$	R. N	$X_2$	$(X_2 - \bar{X}_2)^2$
1	5	9.3636	2	3	4.7524
3	4	16.4836	4	3	4.7525
5	4	16.4836	6	8	7.9524
7	9	0.8836	8	7	3.3124
9	11	8.6436	10	8	7.9524
12	7	1.1236	11	4	1.3924
14	8	0.0036	13	10	23.2324
16	11	8.6436	15	10	23.2324
18	3	25.6036	17	2	10.1124
20	13	24.4036	19	9	14.5924
21	10	3.7636	22	2	10.1124
23	9	0.8836	24	1	17.4724
25	1	49.8436	26	4	1.3924

27	8	0.0036		28	2	10.1124
29	15	48.1636		30	3	4.7524
31	11	8.6436		32	7	3.3124
	$\sum X_1 = 129$	$\sum (X_1 - \bar{X}_1)^2 = 222.9376$			$\sum X_2 = 83$	$\sum (X_2 - \bar{X}_2)^2 = 148.4384$

$$\begin{aligned} \bar{X}_1 &= \frac{\sum X_1}{n_1} & S_1^2 &= \frac{\sum (X_1 - \bar{X}_1)^2}{n_1 - 1} & \bar{X}_2 &= \frac{\sum X_2}{n_2} & S_2^2 &= \frac{\sum (X_2 - \bar{X}_2)^2}{n_2 - 1} \\ &= \frac{129}{16} & &= \frac{222.9376}{16 - 1} & &= \frac{83}{16} & &= \frac{148.4384}{16 - 1} \\ &= 8.06 & &= \frac{222.9376}{15} & &= 5.18 & &= \frac{148.4384}{15} \\ & & &= 14.8625 & & & &= 9.8958 \end{aligned}$$

$$\begin{aligned} S^2 &= \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \\ &= \frac{15 \times 14.8625 + 15 \times 9.8958}{30} \\ &= \frac{222.9375 + 148.437}{30} \\ &= \frac{371.3745}{30} \\ &= 12.37915 \\ S^2 &= 12.38 \end{aligned}$$

Now; Testing Statistics:

$$\begin{aligned} t &= \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{s^2 \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}} \\ &= \frac{8.06 - 5.18}{\sqrt{12.38 \left( \frac{1}{16} + \frac{1}{16} \right)}} \\ &= \frac{2.88}{\sqrt{12.38 \left( \frac{2}{16} \right)}} \end{aligned}$$

$$\begin{aligned}
&= \frac{2.88}{\sqrt{12.38 \times 0.125}} \\
&= \frac{2.88}{\sqrt{1.54}} \\
&= \frac{2.88}{1.24} \\
&= 2.32
\end{aligned}$$

Critical Value: The tabulated value at 5% level of significance for one tailed test and  $(n_1 + n_2 - 2)$  30 degree of freedom is 1.697.

Decision: Since the calculated value  $>$  tabulated value null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_1$ ) is accepted. So we can conclude that there is significant difference in reading comprehension and spelling as a whole between two groups.

### 3.3.2 Testing Statistical Significance of Silent Reading and Loud Reading for Reading Comprehension

$H_0: \mu_1 = \mu_2$  There is no significant difference between two groups.

$H_1: \mu_1 \neq \mu_2$  There is significant difference between two groups.

R.N	$X_1$	$(X_1 - \bar{X}_1)^2$		R.N	$X_2$	$(X_2 - \bar{X}_2)^2$
1	3	1.8769		2	1	0.5625
3	3	1.8769		4	1	0.5625
5	3	1.8769		6	5	10.5625
7	6	2.6569		8	6	18.0625
9	8	13.1769		10	4	5.0625
12	2	5.6169		11	1	0.5625
14	5	0.3969		13	3	1.5635
16	9	21.4361		15	4	5.0625
18	2	5.6169		17	0	3.0625
20	4	0.1369		19	1	0.5625

21	3	1.8769		22	0	3.0625
23	7	6.9169		24	1	0.5625
25	4	0.1369		26	2	0.0625
27	4	0.1369		28	0	3.0625
29	3	1.8769		30	2	0.0625
31	4	0.1369		32	-3	22.5625
	$\sum X_1 = 70$	$\sum (X_1 - \bar{X}_1)^2 = 65.7504$			$\sum X_2 = 28$	$\sum (X_2 - \bar{X}_2)^2 = 75.00$

$$\begin{aligned} \bar{X}_1 &= \frac{\sum X_1}{n_1} & s_1^2 &= \frac{\sum (X_1 - \bar{X}_1)^2}{n_1 - 1} & \bar{X}_2 &= \frac{\sum X_2}{n_2} & s_2^2 &= \frac{\sum (X_2 - \bar{X}_2)^2}{n_2 - 1} \\ &= \frac{70}{16} & &= \frac{65.7504}{16 - 1} & &= \frac{28}{16} & &= \frac{75.00}{16 - 1} \\ &= 4.37 & &= \frac{65.7504}{15} & &= 1.75 & &= \frac{75.00}{15} \\ & & &= 4.38336 & & & &= 5 \end{aligned}$$

$$\begin{aligned} S^2 &= \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \\ &= \frac{15 \times 4.38336 + 15 \times 5}{32 - 2} \\ &= \frac{65.7504 + 75}{30} \\ &= \frac{140.7504}{30} \\ S^2 &= 4.69168 \end{aligned}$$

Now; Testing Statistics:

$$t = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{S^2 \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$\begin{aligned}
&= \frac{4.37 - 1.75}{\sqrt{4.69 \left( \frac{1}{16} + \frac{1}{16} \right)}} \\
&= \frac{2.62}{\sqrt{4.69 \times \frac{2}{16}}} \\
&= \frac{2.62}{\sqrt{4.69 \times 0.125}} \\
&= \frac{2.62}{\sqrt{0.58}} \\
&= \frac{2.62}{0.76} \\
&= 3.447
\end{aligned}$$

Critical value: The tabulated value at 5% level of significance for one tailed test and  $(n_1 + n_2 - 2)$  30 degree of freedom is 1.697.

Decision: Since the calculated value  $>$  tabulated value null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_1$ ) is accepted so we can conclude that there is significant difference in reading comprehension between group A and group B.

### 3.3.3 Testing Statistical Significance of Silent Reading and Loud Reading for Spelling

$H_0: \mu_1 = \mu_2$  There is no significant difference between two groups.

$H_1: \mu_1 \neq \mu_2$  There is significant difference between two groups.

R. N	$X_1$	$(X_1 - \bar{X}_1)^2$	R. N	$X_2$	$(X_2 - \bar{X}_2)^2$
1	2	2.8224	2	2	2.0449
3	1	7.1824	4	2	2.0449
5	1	7.1824	6	3	0.1849
7	3	0.4624	8	1	5.9049
9	3	0.4624	10	4	0.3249
12	5	1.7424	11	3	0.1849
14	3	0.4624	13	7	12.7449
16	2	2.8224	15	6	6.6049
18	1	7.1824	17	2	0.0449
20	9	28.3024	19	8	20.8849
21	7	11.0224	22	2	2.0449
23	2	2.8224	24	0	11.7649
25	-3	44.6224	26	2	2.0449
27	4	0.1024	28	2	2.0449
29	12	69.2224	30	1	5.9049
31	7	11.0224	32	10	43.1649
	$\sum X_1 = 59$	$\sum (X_1 - \bar{X}_1)^2 = 179.4384$		$\sum X_2 = 55$	$\sum (X_2 - \bar{X}_2)^2 = 119.9384$

$$\begin{aligned} \bar{X}_1 &= \frac{\sum X_1}{n_1} & S_1^2 &= \frac{\sum (X_1 - \bar{X}_1)^2}{n_1 - 1} & \bar{X}_2 &= \frac{\sum X_2}{n_2} & S_2^2 &= \frac{\sum (X_2 - \bar{X}_2)^2}{n_2 - 1} \\ &= \frac{59}{16} & &= \frac{197.4384}{16 - 1} & &= \frac{55}{16} & &= \frac{119.9384}{16 - 1} \\ &= 3.68 & &= \frac{197.4384}{15} & &= 3.43 & &= \frac{119.9384}{15} \end{aligned}$$

$$=13.16256$$

$$=7.9958$$

$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$= \frac{15 \times 13.16256 + 15 \times 7.9958}{32 - 2}$$

$$= \frac{197.4384 + 119.937}{30}$$

$$= 10.57918$$

$$S^2 = 10.57$$

Now; Testing Statistics:

$$t = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{S^2 \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$= \frac{3.68 - 3.43}{\sqrt{10.57 \left( \frac{1}{16} + \frac{1}{16} \right)}}$$

$$= \frac{0.25}{\sqrt{10.57 \times \frac{2}{30}}}$$

$$= \frac{0.25}{\sqrt{10.57 \times 0.125}}$$

$$= \frac{0.25}{\sqrt{1.32}}$$

$$= \frac{0.25}{1.14}$$

$$= 0.219$$

Critical value: The tabulated value at 5% level of significance for one tailed test and  $(n_1 + n_2 - 2)$  30 degree of freedom is 1.697.

Decision: Since the calculated value  $<$  tabulated value null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_1$ ) is rejected. We can conclude that there is no significant difference in spelling achievement between group 'A' and group 'B'.

## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The main focus of this study was to measure the effectiveness of silent reading and loud reading for developing reading comprehension and spelling. The researcher selected Shree Sheetala Devi Secondary Boarding School of Dhankuta district. He took pre-test to the students of grade VIII of that school and divided them into two groups on the basis of pre-test marks. The researcher taught to each group separately for 22 days. Each group was taught to read the text and do the activities separately. The test paper was selected from lesson 3 to lesson 17 of grade VIII English book. The same test items were assigned to the both groups but the way they read the text was quite different. In other words, group A was taught to read the text and do the activities by reading silently whereas group B was taught to read the text and do the activities followed by loud reading.

On the last day, the post-test was conducted on two groups separately. The findings of this study have been determined on the basis of the results of pre-tests and post-test of two groups.

#### **4.1 Findings**

From the analysis and interpretation of the data, the following findings are drawn.

1. On the whole, silent way of reading has been found to be more effective for developing reading comprehension and spelling than loud reading. The progress is seen in favor of experimental group. Group A has the highest increment percent of 21.74, whereas group B has 12.65 percent so silent reading technique is better than loud reading technique by 9.09 percent (see table 10 and 11).
2. The average increment percent of group A is found to be better than that of group B. Group A has the average increment percent 10.22, while group B has 6.62 percent (see table 1).

3. The lowest increment percent of both group is equal i.e. 1.37 (see table 10 and 11).
4. As a whole silent way of reading is more effective over loud reading for developing reading comprehension and spelling since the calculated value of 't' (2.32) is greater than tabulated value of 't' (1.697). It proves that there is significant difference between the proficiency of two groups (see 3.3.1).
5. For comprehension purpose, silent way of reading has been found to be more effective than loud reading. In reading comprehension, group A has the highest increment percent of 20.93 where as group B has 12.00 percent. It also verifies that silent way of reading is more effective than loud reading for comprehension (see table 12 and 13).
6. The average increment of group 'A' in comprehension is found better than group 'B'. Group 'A' has average increment percent of 9.15 while group B has 3.69 percent (see table 4).
7. The lowest increment percent of group A is 4.08 whereas that of group B is - 7.50 percentages in reading comprehension. It means the post-test mark is lower than pre-test mark in reading comprehension due to loud reading. But this is not always the case (see table 12 and 13).
8. While comparing the effectiveness of silent reading and loud reading for comprehension it is found that silent reading is effective way since the calculated value of 't' (3.447) is greater than tabulated value of 't' (1.697) which signifies that there is significance difference between two groups (see 3.3.2).
9. The highest and lowest increment percent of group A in spelling is 52.17 and -9.10 respectively whereas group B has 47.12 percent and 0.00 percent respectively. It shows that there is insignificant difference in the highest increment percent between two groups but there is significant difference in the lowest increment percent. Students under experimental group seemed a little bit weaker regarding lowest increment percent since one student has done negative progress in spelling improvement after he read the text silently (see table 14 and 15).

10. The average increment percent of group A in spelling is 11.86 percent and group B has 11.07 percent (see table 7).
11. On the whole, it can be said that there is no significant difference between two groups since the calculated value of 't' (0.219) is lower than tabulated value of 't' (1.697) (see 3.3.3).

From the findings listed above, we can say that silent way of reading is effective over loud way of reading for developing reading comprehension and spelling as a whole. But when we analyze the comprehension and spelling separately, we find that silent way of reading is more effective for developing reading comprehension and loud reading is little bit effective for spelling.

## **4.2 Recommendations**

On the basis of the above findings the following recommendations are made:

1. Somebody who wants to teach the students for the purpose of developing reading comprehension and improving spelling, it is better to adopt silent way of reading because it has already been proved that the students who were taught through this way got better percentage over loud way of reading.
2. The syllabus designer and methodologist should encourage the silent way of reading for comprehension. But it does not mean that loud reading is bad for comprehension.
3. For improving the spelling, it is a little bit better to adopt loud reading though, the difference is not significant.
4. The students who were exposed to silent reading were found to be reading faster than those who were exposed to loud reading. So the students must be trained to build and cultivate the habit of reading text silently.

This research is limited to 32 students of a private school of Dhankuta district. The experimented technique is limited to only one group in which the number of students was confined. So, it cannot be claimed that the

findings of the research are applicable for all schools and institutions of Nepal. It can not also be said that the findings of the study are complete in themselves. This is very broad and complicated area. So it is necessary to carryout further research in this field including the large number of population. Only this single research cannot prove which technique is effective and which is not. So, other researches like this should be carried out for the verification of its effectiveness.

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# **APPENDICES**

## APPENDIX -1

### Test Item

Name: F.M: 100  
School: Time: 3  
hours  
Class:  
Group:

#### 1. Read the following passage and do the activities given below: 33

After leaving Kathmandu the balloon flew low over the Royal Chitwan National park. It flew near the tree tops. Mina was busy filming on animals. In the film they talk about what they can see.

"Now we're looking at mother and baby one horned rhinoceros. Chitwan has been sanctuary for rhinos since 1964. Sometimes, they can be dangerous and you must be careful when you are near 'them' said Ishwor.

On a sandbank in the middle of the river, Shanti noticed a gharial crocodile. They could see its long row of teeth, as it lay with its mouth open. Asha told them that gharial can be six meters long. There is a hatchery, a place where the eggs and small gharial are kept safely. Then, when they are big, they are put back in the rivers. "Oh! Look at these all spotted deer" said Shanti. "Some of them have antlers". "Only the males have antlers". They use them for fighting each other," explained Ishwor.

The balloon landed gently in an open space, and everyone climbed out. They went to visit the elephant breeding farm. A driver told them that elephants live for seventy or eighty years. They eat about 200 kilos of fooder and drink 200 liters of water everyday. "Look, the elephant lying down over there is our biggest animal. It weighs 45, 00 kilograms, "He told them".

A) Fill in the blanks with correct word from the passage 1×5=5

- i) They saw gharials, deer, rhinos and ..... in Chitwan National Park.
- ii) ..... deer have antlers.
- iii) When gharials are big, they are put back in the.....
- iv) An elephant weighs in about..... Kilograms.
- v) Shanti noticed a .....in the Middle of the river.

B) Tick the best answer 1×5=5

- i) From where did they go to Chitwan?
  - a) Kathmandu                      b) Biratnagar
  - c) Pokhara                         d) Dhankuta
- ii) Who was busy filming on animals?
  - a) Shanti                              b) Mina
  - c) Ishwor                             d) Asha
- iii) The antlers are the sole property of
  - a) elephant                         b) gharial crocodile
  - c) rhino                                d) deer
- iv) Which was the biggest animal of Chitwan National Park?
  - a) deer                                 b) elephant
  - c) crocodile                         d) rhinoceros
- v) The eggs and small gharials are kept safely in....
  - a) hatchery                         b) sanctuary
  - c) breeding farm                 d) in an open space

C) Find the words from the passage and fill the crossword puzzle 1×5=5

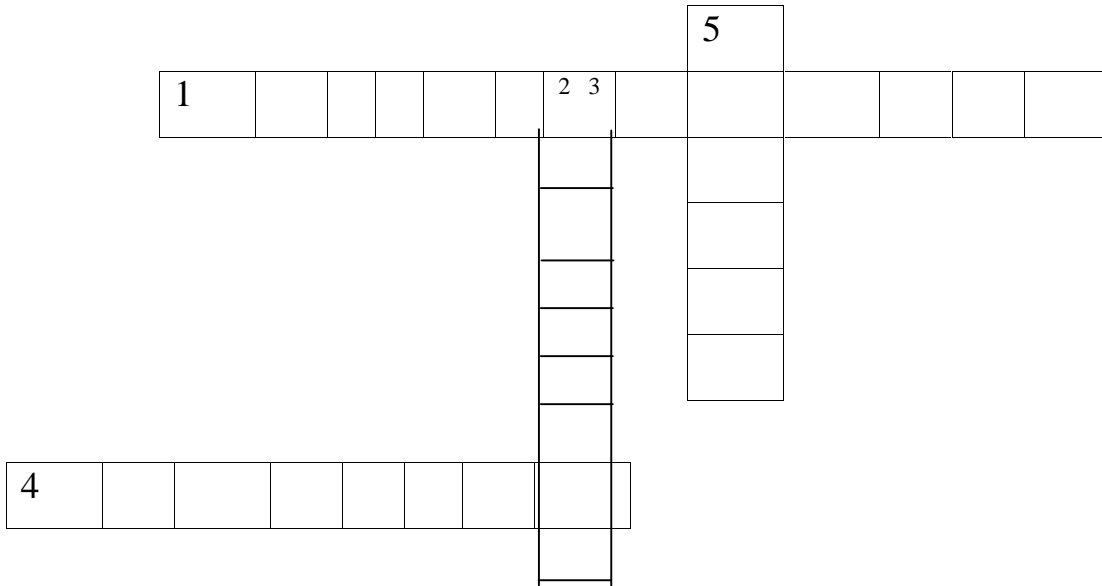
Across

- 1) The long horn of male deer
- 3) Covered with small circles and dots
- 4) A place where eggs and small gharials are kept safely

Down

2) A safe place where animals can't be killed

5) Grass and leaves cut for giving to animals



D) Answer the following question:  $2 \times 3 = 6$

- i) Where did the balloon land?
- ii) What is hatchery?
- iii) Why do male deer use antlers?

E) The teacher will dictate the following words.  $0.5 \times 10 = 5$

Filming, Rhinoceros, Sanctuary, Hatchery, Fodder Sandbank, Gharial, Gently, Spotted, Dangerous.

F) The teacher will dictate the following Passage. **7**

After leaving Kathmandu the balloon flew low over the Royal Chitwan National park. It flew near the tree tops. Mina was busy filming on animals. In the film they talk about what they can see.

## 2. Read the following passage carefully and do the activities given

below:

33

Our friends from the balloon took a few days holiday to visit Muktinath. When they arrived after walking all day from Jomsom, it was late. They chose a quiet lodge and ordered supper. While they were eating, three men arrived, two Nepalese and a foreigner. They had little luggage, but a large purple rucksack. It seemed to be empty. Shambhu noticed how easily the man swung it off and dropped it on the floor. After supper Shambhu was restless but the others- even Chankhay were tired and wanted to go to bed. "I'll go for a short walk by myself", Shambhu said. When he got back, he stood sometime on the balcony looking down on the village, pale in the moonlight. He could hear murmur of talking from one of the bedrooms. Now and then he heard a few words.

"We'll stay here tomorrow night. They won't look for us here," he heard someone say in English. Shambhu took no notice and slipped quickly to bed.

The next day they explored Muktinath. Towards evening a big crowd gathered, with several policemen there". One of our oldest statue has gone", they shouted "where it is? Who's stolen it"? Our friends stayed for sometime, trying to find out what had happened, but every story was different. At last they returned to the lodge, and sat down in a corner by themselves drinking coffee.

The three men came in. One of them was carrying the purple rucksack, but this time he lifted it off carefully and with difficulty, and put it by his chairs. The men sat down and ordered beers.

Shambhu was thinking. He walked towards the door the pretended to trip and knocked against the rucksack. It felt very hard. "Look out, can't you"? Growled the foreigner. Shambhu apologized, and waited outside until the others joined him.

"There is something big and heavy in that rucksack And I heard something strange last night" he told others "I've a plan....." the others looked at each other."All right, but be careful", Shyam said.

While the three men, and all Shambhu's friends were eating supper, Shambhu and Chankhay were on the roof. The men's room had a small, open but barred window. Chankhay climbed down and squeezed through the window.

Time passed. Shambhu felt nervous. Would the men come back to their to their room? Would Chankhay be successful?

At last Chankhay climbed up. With one hand and his tail he held a statue.

"You're great Chankhay ," Shambhu whispered; "come on we're going to the police with this".

Half an hour later the men were arrested, their finger prints found on the statue.

Everyone congratulated Shambhu, but he shook his head "oh no!" he said," "I couldn't have done it myself. It's all thanks to Chankhay and his clever monkey tricks."

A) Write 'T' for true and 'F' for false statement 1×5 =5

- i) The large purple rucksack of foreigner seemed to be empty on the First evening.....
- ii) The statue was stolen by Shambhu and his friends.....
- iii) The Chankhy was very clever.....
- iv) The men were arrested by Shambhu and his friends.....
- v) The second day the purple rucksack was heavy.....

B) Choose and write the correct word from the passage for the following phrases 1×5=5

- i) To go through a small space.....
- ii) To capture.....
- iii) Not able to sit still.....
- iv) A low sound.....
- v) An upstairs verandah.....

C) Answer the following Question 2×4=8

- i) What did Shambhu do after supper?
- ii) Why did everyone congratulate Shambhu?
- iii) Why did police arrest the three men?

iv) Where did the man lift the purple rucksack on the second evening?

D) The teacher will dictate the following words. 0.5×14=7

Balloon Supper, Rucksack, Foreigner, Luggage, Statue Balcony Chankhay  
Nervous, Fingerprint, Congratulate, Squeeze, Arrest, Murmur,

F) The teacher will dictate the following passage. 8

Half an hour later the men were arrested, their finger prints found on the statue.

Everyone congratulated Shambhu, but he shook his head "oh no!" he said, "I couldn't have done it myself. It's all thanks to Chankhay and his clever monkey tricks."

**3) Read the following passage carefully and do the activities given below. 34**

In April 1950 a party of eight Nepali and five French climbers walked from India to Tukucho. Their leader was Maurice Herzog. Their aim was to climb Annapurna.

Herzog tried to climb Annapurna from the Kaligandaki Valley. Everyone carried food and equipment up the mountain. They made four camps. They left tents, food and cooking at each camp. The climbers were worried about the weather.

"If the monsoon starts, it'll snow" said one. "Then it will get cold"

"If it's too cold we'll get frostbite ". Said another"

"If we get there, how exciting it will be". These thoughts filled their minds.

On June 2, 1950, Herzog, his friend Lachenal and two sherpas, Ang Tharkay and Sarki, left camp 4 and climbed slowly up the mountain. At camp 5 they cut the ice to make a small flat space and put their tent there. The two sherpas returned to camp 4. Herzog and Lachenal did not sleep that night. They left camp 5 at 6 o'clock next morning. They climbed slowly and painfully. They couldn't breathe. They struggled upwards for six hours. And then, as Herzog wrote in his diary.

"After a few more stops the summit ridge came nearer. We dragged ourselves up. Could we be on the top of Annapurna? Yes! I have never been so happy. We had done it, we had climbed Annapurna.

But now they have to return safely. The weather begins to change. The wind grows stronger. If they don't reach their camp by evening they will die.

A fierce wind tore at us we were on the top of Annapurna 8075 m, 29,495 feet. Our heart overflowed with an unspeakable happiness.

.....our mission was accomplished."

But a mountain is never climbed until the mountaineers return safely. On the top of Annapurna the weather began to change. If they don't reach camp by evening they'll die.

A) Find the opposite word from the passage for the following words

1×5=5

- i) hot
- ii) end
- ii) quickly
- iii) weaker
- iv) dangerously

B) Put the following events in the order

1×5=5

- i) Herzog tried to climb Annapurna from the Kaligandaki Valley.
- ii) Our Mission was accomplished.
- iii) The climbers' leader was Maurice Herzog.
- iv) The two Sherpas return to camp 4.
- v) They made four camps.

C) Match the words in column 'A' with their meaning in column 'B'

1×5=5

Column A

Column B

- |               |  |
|---------------|--|
| 1. Valley     | a) make somebody feel very pleased or enthusiastic |
| 2. Accomplish | b) plain land surrounded by hills                  |

3. Excite                      c) suffered with cold  
4. Camp                        d) to get what we wish  
5. Frostbite                    e) Temporary house made only for climbing purpose.

D) Answer the following questions 2×3=6

- i) How many camp did they make and hat did they leave at each camp?
- ii) What happened on the top of Annapurna?
- iii) What is the height of Mt. Annapurna?

E) The teacher will dictate the following words 0.5×16=8

Annapurna, Leader, Mission, Equipment, Worried, Monsoon, Frostbite,  
Exciting , Painfully, Breathe, Struggle, Summit, Unspeakable,  
Accomplished, Camp, Dragged.

F) The teacher will dictate the following passage 5

Herzog tried to climb Annapurna from the Kaligandaki Valley Everyone carried food and equipment up the mountain. They made four camps. They left tents, food and cooking at each camp. The climbers were worried about the weather.

## Lesson Plan No. 1

School: Shree Sheetala Devi Secondary Boarding School

Pakhribas 7, Dhankuta.

Class:8

Date : 2066 -08-02

Group:A

Period :1<sup>st</sup>

Method: Silent reading

Teaching item: Animals in Chitwan

**Objectives:** At the end of this lesson, the students will be able to answer the comprehension questions and write the difficult words with correct spelling.

**Materials:** Textbook of grade 8

**Teaching learning activities:**

- As a model, the teacher reads any text silently asking the students to observe him.
- Asks the students to read the text "Animal in Chitwan" silently from their book.
- Observes the students very carefully to know whether they are reading the text silently.
- Provides some comprehension questions as well as dictate some difficult words.
- After the allocated time is over, he collects the paper.

**Evaluation:**

The teacher checks the answer sheet to check comprehension ability and spelling ability of the students.

## Lesson Plan No.1

School: Shree Sheetala Devi Secondary Boarding School

Pakhribas 7, Dhankuta.

Class:8

Date : 2066 -08-02

Group:B

Period :2<sup>nd</sup>

Method: Reading Aloud

Teaching item: Animals in Chitwan

**Objectives:** At the end of this lesson, the students will be able to answer the comprehension questions and write the difficult words with correct spelling.

**Materials:** Textbook of grade 8

**Teaching learning activities:**

- As a model, the teacher reads any text loudly asking the students to observe him.
- Asks the students to read the text "Animal in Chitwan" loudly from their book.
- Observe the students very carefully to know whether they are reading the text loudly.
- Provides some comprehension questions as well as dictate some difficult words.
- After the allocated time is over, he collects the paper.

**Evaluation:**

The teacher checks the answer sheet to check comprehension ability and spelling ability of the students.

## Lesson Plan No. 2

School: Shree Sheetala Devi Secondary Boarding School

Pakhribas 7, Dhankuta.

Class: 8

Date: 2066 -08-03

Group: A

Period: 1st

Method: Silent reading

Teaching item: A Traveler and a Conqueror

**Objectives:** At the end of this lesson, the students will be able to answer the comprehension questions and write the difficult words with correct spelling.

**Materials:** Textbook of grade 8

Teaching learning activities:

- Being a model the teacher read the text 'A Traveler and a Conqueror' silently asking the students to observe him very carefully.
- Asks the students to read the same text silently.
- Observes them to know whether they are reading the text silently.
- Provides some comprehension questions as well as dictate some difficult words.
- When the time is over, he collects the answer paper from the students.

**Evaluation:**

The teacher checks the answer sheet to check comprehension ability and spelling ability of the students

## Lesson Plan No. 2

School: Shree Sheetala Devi Secondary Boarding School

Pakhribas 7, Dhankuta.

Class:8

Date : 2066 -08-03

Group:B

Period :2<sup>nd</sup>

Method: Reading Aloud

Teaching item: A Traveler and a Conqueror

**Objectives:** At the end of this lesson, the students will be able to answer the comprehension questions and write the difficult words with correct spelling.

**Materials:** Textbook of grade 8

Teaching learning activities:

- Being a model the teacher read the text 'A Traveler and a Conqueror' loudly asking the students to observe him very carefully.
- Asks the students to read the same text loudly.
- Observes them to know whether they are reading the text loudly.
- Provides some comprehension questions as well as dictate some difficult words.
- When the time is over, he collects the answer paper from the students.

**Evaluation:**

The teacher checks the answer sheet to check comprehension ability and spelling ability of the students

## APPENDIX II

### GROUP BASED TABLE FOR PRE AND POSTTEST

#### 1. Rank of the students according to pre-test

S.N	Name of Students	Marks obtained
1	Rajeev Rai	93
2	Roshan Karki	93
3	Nilu Yadav	91
4	Ruby Yadav	90
5	Sarita Rai	90
6	Bikas Basnet	88
7	Milan Nepali	87
8	Hangmila Rai	86
9	Hari Pandey	86
10	Neeta Rai	83
11	Motihang rai	83
12	Dibya Shakya	82
13	Aananda Rai	81
14	Basanta Raj Shrestha	81
15	Rajesh Baraili	79
16	Kabita Tamang	79
17	Bishesh Khadka	78
18	Bibek Basnet	76
19	Sanjika Rai	76
20	Chandra Darlami	75
21	Arjun Khadka	75
22	Mingma Gurung	75
23	Sapana Shah	74
24	Sandhya Shakya	73
25	Srijana Sigdel	73
26	Tilak Niraula	72

27	Santosh Nepal	70
28	Balika Thapa	70
29	Ravi Poudel	69
30	Sabita Karki	66
31	Kabindra Moktan	62
32	Nabraj Giri	61

## 2. Pre -test Result of Group A

Rank of the students		Marks obtained
1	Rajeev Rai	93
3	Nilu Yadav	91
5	Sarita Rai	90
7	Milan Nepali	87
9	Hari Pandey	86
12	Dibya Shakya	82
14	Basanta Raj Shrestha	81
16	Kabita Tamang	79
18	Bibek Basnet	76
20	Chandra Darlami	75
21	Arjun Khadka	75
23	Sapana Shah	74
25	Srijana Sigdel	73
27	Santosh Nepal	70
29	Ravi Poudel	69
31	Kabindra Moktan	62

### 3. Pre -test Result of Group B

	<b>Pre-test rank</b>	<b>Marks obtained</b>
2	Roshan Karki	93
4	Ruby Yadav	90
6	Bikas Basnet	88
8	Hangmila Rai	86
10	Neeta Rai	83
11	Motihang Rai	83
13	Aananda Rai	81
15	Rajesh Baraili	79
17	Bishesh Khadka	78
19	Sanjika Rai	76
22	Mingma Gurung	75
24	Sandhya Shakya	73
26	Tilak Niraula	72
28	Balika Thapa	70
30	Sabita Karki	66
32	Nabraj Giri	61

#### 4. Post-test Result of Group A

<b>R.N</b>	<b>Name of Students</b>	<b>Mark obtained</b>
1	Rajeev Rai	98
3	Nilu Yadav	95
5	Sarita Rai	94
7	Milan Nepali	96
9	Hari Pandey	97
12	Dibya Sakya	89
14	Basanta Raj Shrestha	89
16	Kabita Tamang	90
18	Bibek Basnet	79
20	Chandra Darlami	88
21	Arjun Khadka	85
23	Sapana Shah	83
25	Srijana Sigdel	74
27	Santosh Nepal	78
29	Ravi Poudel	84
31	Kabindra Moktan	73

## 5. Post-test Result of Group B

<b>S.N</b>	<b>Name of Students</b>	<b>Mark obtained</b>
2	Roshan Karki	96
4	Ruby Yadav	93
6	Bikas Basnet	96
8	Hangmila Rai	93
10	Neeta Rai	91
11	Motihang Rai	87
13	Aananda Rai	91
15	Rajesh Baraili	89
17	Bishesh Khadka	80
19	Sanjika Rai	85
22	Mingma Gurung	77
24	Sandhya Shakya	74
26	Tilak Niraula	76
28	Balika Thapa	72
30	Sabita Karki	69
32	Nabraj Giri	68

### APPENDIX III

#### 1. Comparison between the results of pre-test and post-test as a whole- Group A

Roll No	Score in pre test	Score in post test	D	D%
1	93	98	5	$5/93 \times 100 = 5.37$
3	91	95	4	$4/91 \times 100 = 4.39$
5	90	94	4	$4/90 \times 100 = 4.44$
7	87	96	9	$9/87 \times 100 = 10.34$
9	86	97	11	$11/86 \times 100 = 12.79$
12	82	89	7	$7/82 \times 100 = 8.53$
14	81	90	8	$8/81 \times 100 = 9.87$
16	79	90	11	$11/79 \times 100 = 13.92$
18	76	79	3	$3/76 \times 100 = 3.94$
20	75	88	13	$13/75 \times 100 = 17.33$
21	75	85	10	$10/75 \times 100 = 13.33$
23	74	83	9	$9/74 \times 100 = 12.16$
25	73	74	1	$1/73 \times 100 = 1.37$
27	70	78	8	$8/70 \times 100 = 11.42$
29	69	84	15	$15/69 \times 100 = 21.74$
31	62	73	11	$11/62 \times 100 = 17.74$

### Group B

Roll No	Score in pre test	Score in post test	D	D%
2	93	96	3	$3/93 \times 100 = 3.22$
4	90	93	3	$3/90 \times 100 = 3.33$
6	88	96	8	$8/88 \times 100 = 9.10$
8	86	93	7	$7/86 \times 100 = 8.14$
10	83	91	8	$8/83 \times 100 = 9.63$
11	83	87	4	$4/83 \times 100 = 4.82$
13	81	91	10	$10/81 \times 100 = 12.34$
15	79	89	10	$10/79 \times 100 = 12.65$
17	78	80	2	$2/78 \times 100 = 2.56$
19	76	85	9	$9/76 \times 100 = 11.84$
22	75	77	2	$2/75 \times 100 = 2.66$
24	73	74	1	$1/73 \times 100 = 1.37$
26	72	76	4	$4/72 \times 100 = 5.55$
28	70	72	2	$2/70 \times 100 = 2.85$
30	66	69	3	$3/66 \times 100 = 4.54$
32	61	68	7	$7/61 \times 100 = 11.47$

**2. Comparison between the results of pre-test and post-test of reading comprehension**

**Group A**

<b>Roll No</b>	<b>Score in pre test</b>	<b>Score in post test</b>	<b>D</b>	<b>D%</b>
1	56	59	3	$3/56 \times 100 = 5.35$
3	54	57	3	$3/54 \times 100 = 5.55$
5	54	57	3	$3/54 \times 100 = 5.55$
7	51	57	6	$6/51 \times 100 = 11.76$
9	51	59	8	$8/51 \times 100 = 15.68$
12	49	51	2	$2/49 \times 100 = 4.08$
14	50	55	5	$5/50 \times 100 = 10.00$
16	43	52	9	$9/43 \times 100 = 20.93$
18	47	49	2	$2/47 \times 100 = 4.25$
20	47	51	4	$4/47 \times 100 = 8.51$
21	48	51	3	$3/48 \times 100 = 6.25$
23	45	52	7	$7/45 \times 100 = 15.55$
25	40	44	4	$4/40 \times 100 = 10.00$
27	42	46	4	$4/42 \times 100 = 9.52$
29	46	49	3	$3/46 \times 100 = 6.52$
31	41	45	4	$4/41 \times 100 = 9.75$

### Group B

Roll No	Score in pre test	Score in post test	D	D%
2	57	58	1	$1/57 \times 100 = 1.75$
4	54	55	1	$1/54 \times 100 = 1.85$
6	52	57	5	$5/52 \times 100 = 9.61$
8	50	56	6	$6/50 \times 100 = 12.00$
10	50	54	4	$4/50 \times 100 = 8.00$
11	49	50	1	$1/49 \times 100 = 2.04$
13	50	53	3	$3/50 \times 100 = 6.00$
15	48	52	4	$4/48 \times 100 = 8.33$
17	48	48	0	$0/48 \times 100 = 0.00$
19	49	50	1	$1/49 \times 100 = 2.04$
22	46	46	0	$0/46 \times 100 = 0.00$
24	45	46	1	$1/45 \times 100 = 2.22$
26	43	45	2	$2/43 \times 100 = 4.65$
28	41	41	0	$0/41 \times 100 = 0.00$
30	35	37	2	$2/35 \times 100 = 5.71$
32	40	37	-3	$-3/40 \times 100 = -7.50$

### 3. Comparison between the result of pre -test and Post-test of spelling

#### Group A

Roll No	Score in pre test	Score in post test	D	D%
1	37	39	2	$2/37 \times 100 = 5.40$
3	37	38	1	$1/37 \times 100 = 2.70$
5	36	37	1	$1/36 \times 100 = 2.77$
7	36	39	3	$3/36 \times 100 = 8.33$
9	35	38	3	$3/35 \times 100 = 8.57$
12	33	38	5	$5/33 \times 100 = 15.15$
14	31	34	3	$3/31 \times 100 = 9.67$
16	36	38	2	$2/36 \times 100 = 5.55$
18	29	30	1	$1/29 \times 100 = 3.44$
20	28	37	9	$9/28 \times 100 = 32.14$
21	27	34	7	$7/27 \times 100 = 25.92$
23	29	31	2	$2/29 \times 100 = 6.89$
25	33	30	-3	$-3/33 \times 100 = 9.09$
27	28	32	4	$4/28 \times 100 = 14.28$
29	23	35	12	$12/23 \times 100 = 52.17$
31	21	28	7	$7/21 \times 100 = 33.33$

### Group B

Roll No	Score in pre test	Score in post test	D	D%
2	36	38	2	$2/36 \times 100 = 5.55$
4	36	38	2	$2/36 \times 100 = 5.55$
6	36	39	3	$3/36 \times 100 = 8.33$
8	36	37	1	$1/36 \times 100 = 2.77$
10	33	37	4	$4/33 \times 100 = 12.12$
11	34	37	3	$3/34 \times 100 = 8.82$
13	31	38	7	$7/31 \times 100 = 22.58$
15	31	37	6	$6/31 \times 100 = 19.35$
17	30	32	2	$2/30 \times 100 = 6.66$
19	27	35	8	$8/27 \times 100 = 29.62$
22	29	31	2	$2/29 \times 100 = 6.89$
24	28	28	0	$0/28 \times 100 = 0.00$
26	29	31	2	$2/29 \times 100 = 6.89$
28	29	31	2	$2/29 \times 100 = 6.89$
30	31	32	1	$1/31 \times 100 = 9.22$
32	21	31	10	$10/21 \times 100 = 47.61$

## APPENDIX- IV

### 1. Average score obtained by the students in pre -test and post-test in reading comprehension and spelling.

#### Group A

Pre-Test			Post-Test		
Mark (X)	Frequency (F)	Fx	Mark (X)	Frequency (F)	Fx
93	1	93	98	1	98
91	1	91	97	1	97
90	1	90	96	1	96
87	1	87	95	1	95
86	1	86	94	1	94
82	1	82	90	1	90
81	1	81	89	2	178
79	1	79	88	1	88
76	1	76	85	1	85
75	2	150	84	1	84
74	1	74	83	1	83
73	1	73	79	1	79
70	1	70	78	1	78
69	1	69	74	1	74
62	1	62	73	1	73
	N=16	$\sum fx = 1263$		N=16	$\sum fx = 1392$

So, mean of pre -test

$$\begin{aligned}
 (\bar{X}) &= \frac{\sum fX}{N} \\
 &= \frac{1236}{16} \\
 &= 78.93
 \end{aligned}$$

mean of post test

$$\begin{aligned}
 (\bar{X}) &= \frac{\sum fX}{N} \\
 &= \frac{1392}{16} \\
 &= 87
 \end{aligned}$$

### Group B

Pre-Test			Post-Test		
Mark (X)	Frequency (F)	Fx	Mark (X)	Frequency (F)	Fx
93	1	93	96	2	192
90	1	90	93	2	186
88	1	88	91	2	182
86	1	86	89	1	89
83	2	166	87	1	87
81	1	81	85	1	85
79	1	79	80	1	80
78	1	78	77	1	77
76	1	76	76	1	76
75	1	75	74	1	74
73	1	73	72	1	72
72	1	72	69	1	69
70	1	70	68	1	68
66	1	66			
61	1	61			
	N=16	$\sum fx = 1254$		N=16	$\sum fx = 1337$

So, mean of pre-test

$$(\bar{X}) = \frac{\sum fX}{N}$$

$$= \frac{1254}{16}$$

$$= 78.37$$

mean of post-test

$$(\bar{X}) = \frac{\sum fX}{N}$$

$$= \frac{1337}{16}$$

$$= 83.56$$

**2. Average score obtained by the students in both test in reading comprehension**

**Group A**

Pre-Test			Post-Test		
Mark (X)	Frequency (F)	Fx	Mark (X)	Frequency (F)	Fx
56	1	56	59	2	118
54	2	108	57	3	171
51	2	102	55	1	55
50	1	50	52	2	104
49	1	49	51	3	153
48	1	48	49	2	98
47	2	94	46	1	46
46	1	46	45	1	45
45	1	45	44	1	44
43	1	43			
42	1	42			
41	1	41			
40	1	40			
	N=16	$\sum fx = 764$		N=16	$\sum fx = 834$

So mean of pre -test

$$\begin{aligned}
 (\bar{X}) &= \frac{\sum fX}{N} \\
 &= \frac{764}{16} \\
 &= 47.75
 \end{aligned}$$

mean of post test

$$\begin{aligned}
 (\bar{X}) &= \frac{\sum fX}{N} \\
 &= \frac{834}{16} \\
 &= 52.12
 \end{aligned}$$

Group B

Pre-Test			Post-Test		
Mark (X)	Frequency (F)	Fx	Mark (X)	Frequency (F)	Fx
57	1	57	58	1	58
54	1	54	57	1	57
52	1	52	56	1	56
50	3	150	55	1	55
49	2	98	54	1	54
48	2	96	53	1	53
46	1	46	52	1	52
45	1	45	50	2	100
43	1	43	48	1	48
41	1	41	46	2	92
40	1	40	45	1	45
35	1	35	41	1	41
			37	2	74
	N=16	$\sum fx = 757$		N=16	$\sum fx = 785$

So, mean of pre -test

$$\begin{aligned}
 (\bar{X}) &= \frac{\sum fX}{N} \\
 &= \frac{757}{16} \\
 &= 47.31
 \end{aligned}$$

mean of post test

$$\begin{aligned}
 (\bar{X}) &= \frac{\sum fX}{N} \\
 &= \frac{785}{16} \\
 &= 49.05
 \end{aligned}$$

**3. Average score obtained by the students in both pre-test and post-test in spelling.**

Group A

Pre-Test			Post-Test		
Mar k (X)	Frequenc y (F)	Fx	Mar k (X)	Frequenc y (F)	Fx
37	2	74	39	2	78
36	3	108	38	4	152
35	1	35	37	2	74
33	2	66	35	1	35
31	1	31	34	2	68
29	2	58	32	1	32
28	2	56	31	1	31
27	1	27	30	2	60
23	1	23	28	1	28
21	1	21			
	N=16	$\sum fx = 499$		N=16	$\sum fx = 558$

so mean of pre -test

$$(\bar{X}) = \frac{\sum fX}{N}$$

$$= \frac{499}{16}$$

$$= 31.18$$

mean of post test

$$(\bar{X}) = \frac{\sum fX}{N}$$

$$= \frac{558}{16}$$

$$= 34.88$$

Group B

Pre-Test			Post-Test		
Mark (X)	Frequenc y (F)	Fx	Mark (X)	Frequency (F)	Fx
36	4	144	39	1	39
34	1	34	38	3	114
33	1	33	37	4	148
31	3	93	35	1	35
30	1	30	32	2	64
29	3	87	31	4	124
28	1	28	28	1	28
27	1	27			
21	1	21			
	N=16	$\sum fx = 497$		N=16	$\sum fx = 558$

So mean of pre -test

$$(\bar{X}) = \frac{\sum fX}{N}$$

$$= \frac{497}{16}$$

$$= 31.06$$

mean of post test

$$(\bar{X}) = \frac{\sum fX}{N}$$

$$= \frac{552}{16}$$

$$= 34.5$$