

# **STUDENTS' ABILITY TO ESTABLISH COHESION IN READING**

**A Thesis Submitted To the Department of English Education,  
University Campus, Kirtipur  
in Partial Fulfillment for the Master's Degree in Education  
(Specialization in English Education)**

**By  
Gobinda Dawadi**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2008**

# **STUDENTS' ABILITY TO ESTABLISH COHESION IN READING**

**A Thesis Submitted To the Department of English Education,  
University Campus, Kirtipur  
in Partial Fulfillment for the Master's Degree in Education  
(Specialization in English Education)**

**By**

**Gobinda Dawadi**

**Faculty of Education**

**Tribhuvan University**

**Kirtipur, Kathmandu, Nepal**

**2008**

---

**T.U. Regd. No. 9-1-240-0436-96**

**Date of Approval of the Thesis Proposal:**

**Campus Roll No. 316/2060**

**5<sup>th</sup> Mangsir 2064**

**Second Year Exam Roll No.: 281041/062**

**Date of Submission: 2065-04-13**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Gobinda Dawadi** has worked and completed his thesis entitled "**Students' Ability to Establish Cohesion in Reading**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date: \_\_\_\_\_

\_\_\_\_\_  
**Saraswati Dawadi (Guide)**

Lecturer

Department of English Education

Faculty of Education

University Campus

T.U., Kirtipur, Kathmandu, Nepal

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following Research Guidance Committee:

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

---

Chairperson

**Dr. Anjana Bhattarai**

Reader

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

---

Member

**Saraswati Dawadi (Guide)**

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

---

Member

Date: \_\_\_\_\_

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation Committee:

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

---

Chairperson

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

Chairperson

English and Other Foreign Language

Education Subject Committee

---

Member

**Saraswati Dawadi (Guide)**

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

---

Member

Date: \_\_\_\_\_

**DEDICATION**

**DEDICATED  
TO MY DEAR PARENTS**

## AKNOWLEDGEMENTS

I would like to express my sincere thanks to the **Department of English Language Education** for permitting me to carry out research entitled “**Students’ Ability to Establish Cohesion in Reading**”.

I am pleased to express my gratitude to my thesis guide **Mrs. Saraswati Dawadi**, Lecturer, Department of English Education, T.U. for her guidance, support and suggestions to prepare this thesis in this form.

I am deeply indebted to **Dr. Chandreshwar Mishra**, Reader and Head of the Department of English Education for his encouragement and cooperation during my study.

I would like to express my humble gratitude to **Dr. Jai Raj Awasthi**, Professor, Department of English Language Education, T.U. for providing enlightening ideas, inspiration and cooperation which are indispensable to prepare this thesis in this form.

I would like to express my acknowledgements to **Dr. Anjana Bhattarai**, Reader, Department of English Education for her continual academic support and encouragement and kind assistance.

I am grateful to **Prof. Dr. Shishir Kumar Sthapit, Prof. Dr. Shanti Basnyat, Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Gowinda Raj Bhattarai, Dr. Bal Mukunda Bhandari** and all the other **faculty members** for their kind support.

I am very deeply indebted to all the lecturers and the students of different colleges of Kathmandu district who cooperated and helped me while collecting the data for the study.

I am very much grateful to **Mr. Pitambar Paudel, Miss Srijana Budhathoki, Mrs. Hima Rawal, Mr. Raju Dahal, Mr. Tika Linkha, Mr. Hari Tripathi, Miss**

**Sanu Thapa and Mr. Suvash Dahal** for their kind favour during the course of this research work.

I would like to express my particular thanks to my sister **Mrs. Shanta Dawadi (Paudel)** and brother-in-law **Mr. Bharatmani Paudel**, my brother **Mr. Khadananda Dawadi** and all the family members who helped me to collect materials, create appropriate environment and carry out this research work successfully.

Finally yet importantly, my thanks go to **Mrs. Madhavi Khanal**, Librarian, Department of English Library for her kind help and cooperation for the study. I am thankful to **Miss Srijana Budhathoki** who helped me throughout the typing of this thesis. I would like to offer my thanks to all the friends and well-wishers who encouraged and helped me during my study.

Jestha 15

**Gobinda Dawadi**

## ABSTRACT

The research entitled **Students' Ability to Establish Cohesion in Reading** is an attempt to find out the ability of the 12<sup>th</sup> grade students to establish cohesion in reading. In order to do so, the researcher collected data from students of three different colleges of Kathmandu district by using judgmental non-random sampling procedure. The sample population consisted of 120 students of the 12<sup>th</sup> grade who were selected by using simple random sampling procedure. Three different tests were developed into cohesive ties test and cloze test and were provided to the students in order to assess their ability to establish cohesion in reading. The data were analyzed and interpreted aiming to find out the extent to which they showed their ability to establish cohesion in reading comprehension and to compare their ability based on different variables. On the basis of the collected data, the students' ability to establish cohesive devices was determined by using simple statistical tools such as mean and percentage.

The research findings show that students are more proficient to establish cohesion in reading on cohesive ties format than on the fixed ratio format. They are more proficient to supply exact key words to the key than to supply acceptable words. Overall, their ability to establish cohesion in reading seems to be very poor.

The study consists of four chapters, which are given below.

Chapter one deals with the introduction. It consists of the general background of the study, review of the related literature, objectives of the study, significance of the study and definitions of the specific terms.

Chapter two introduces the methodology adopted for the study. It encompasses sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and the limitations of the study.

Chapter three consists of analysis and interpretation of the data which has been done in terms of cohesive ties format, cloze test, stream-wise comparison and college-

wise comparison. The statistical tools such as mean, percentage along with different tables and figures were used while analyzing and interpreting the data.

Chapter four incorporates findings and recommendations. Based on the analysis and interpretation, some significant findings are listed. On the basis of these findings, some recommendations for further researches are made. This chapter is followed by references and appendices.

## TABLE OF CONTENT

|                                      |                 |
|--------------------------------------|-----------------|
| <i>Recommendation for Acceptance</i> | <i>i</i>        |
| <i>Recommendation for Evaluation</i> | <i>ii</i>       |
| <i>Evaluation and Approval</i>       | <i>iii</i>      |
| <i>Dedication</i>                    | <i>iv</i>       |
| <i>Acknowledgements</i>              | <i>v-vi</i>     |
| <i>Abstract</i>                      | <i>vii-viii</i> |
| <i>Contents</i>                      | <i>ix-xi</i>    |
| <i>List of Tables</i>                | <i>xi</i>       |
| <i>Abbreviations</i>                 | <i>xii</i>      |

### **CHAPTER ONE: INTRODUCTION 1-21**

|         |   |    |
|---------|---|----|
| 1.1     | General Background  | 1  |
| 1.1.1   | Cohesion  | 2  |
| 1.1.1.1 | Levels of Cohesion  | 5  |
| 1.1.1.2 | Types of Cohesion   | 6  |
| 1.1.1.3 | Devices of Cohesion   | 6  |
|         | i. Reference  | 7  |
|         | ii. Substitution  | 11 |
|         | iii. Ellipsis   | 12 |
|         | iv. Conjunction   | 13 |
|         | v. Lexical Cohesion   | 15 |
| 1.1.2   | The Cloze Test and the Cohesive Ties Test as Research Tools | 17 |
| 1.2     | Literature Review   | 18 |
| 1.3     | Objectives of the Study                                     | 20 |
| 1.4     | Significance of the Study                                   | 20 |
| 1.5     | Definition of Specific Terms                                | 20 |

### **CHAPTER TWO: METHODOLOGY 22-23**

|       |                           |    |
|-------|---------------------------|----|
| 2.1   | Sources of Data           | 22 |
| 2.1.1 | Primary Sources of Data   | 22 |
| 2.1.2 | Secondary Sources of Data | 22 |
| 2.2   | Population of the Study   | 22 |
| 2.3   | Sampling Procedure        | 22 |

|     |                            |    |
|-----|----------------------------|----|
| 2.4 | Tools for Data Collection  | 23 |
| 2.5 | Process of Data Collection | 23 |
| 2.6 | Limitations of the Study   | 23 |

**CHAPTER THREE: ANALYSIS AND INTERPRETATION 24-38**

|     |  |    |
|-----|--|----|
| 3.1 | Overall Ability of the Students to Establish Cohesion in Reading                                       | 24 |
| 3.2 | Overall Stream-wise Ability of the Students on Cohesive Ties Format                                    | 25 |
| 3.3 | Overall Stream-wise Ability of the Students on Cloze Test Format                                       | 26 |
| 3.4 | Cohesion in Reading on the Cohesive Ties Format Test   | 27 |
| 3.5 | Cohesion in Reading on the Cloze Test  | 28 |
| 3.6 | College-wise Ability of the Students to Establish Cohesion in Reading on the Cohesive Ties Format Test | 29 |
| 3.7 | College-wise Ability of the Students to Establish Cohesion in Reading on the Cloze Test                | 31 |
| 3.8 | Intra-college, Inter-stream comparison on Cohesive Ties Format   | 32 |
| 3.9 | Intra-college, Inter-stream Comparison on Cloze Test   | 35 |

**CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS 39-44**

|       |  |    |
|-------|--|----|
| 4.1   | Findings of the Study                        | 38 |
| 4.2   | Recommendations                              | 43 |
| 4.2.1 | Recommendations for Pedagogical Implications | 43 |
| 4.2.2 | Recommendations for Further Researches       | 44 |

**REFERENCES 45-46**

**APPENDICES**

- Appendix-1
- Appendix-2
- Appendix-3
- Appendix-4
- Appendix-5
- Appendix-6

## LIST OF TALBLES

|  |    |
|--|----|
| Table 1 : Overall Ability of the Students to Establish Cohesion in Reading   | 24 |
| Table 2 : Overall Stream-wise Ability of the Students on<br>Cohesive Ties Format   | 25 |
| Table 3 : Overall Stream-wise Ability of the Students of to Establish<br>Cohesion in Reading on Cloze Test                                       | 26 |
| Table 4 : The Ability of the Students to Establish Cohesion in<br>Reading on the Cohesive Ties Format Test                                       | 27 |
| Table 5 : The Ability of the Students to Establish Cohesion in Reading<br>on the Cloze Test  | 28 |
| Table 6 : College-wise Ability of the Students to Establish Cohesion in Reading on<br>the Cohesive Ties Format Test                              | 29 |
| Table 7 : College-wise Ability of the Students to Establish Cohesion on<br>the Cloze Test  | 31 |
| Table 8 : Intra-college, Inter-stream Comparison of the Ability of the Students to<br>Establish Cohesion in Reading on Cohesive Ties Format Test | 32 |
| Table 9 : Intra-college, Inter-Stream Comparison of the Ability of the<br>Students to establish Cohesion on Cloze Test                           | 36 |

## ABBREVIATIONS

|       |   |                                |
|-------|---|--------------------------------|
| Ave   | : | Average                        |
| AW    | : | Acceptable Words               |
| BMC   | : | Brilliant Multiple College     |
| E     | : | Ellipsis                       |
| Ed.   | : | Education                      |
| e.g.  | : | for example                    |
| EW    | : | Exact Words                    |
| etc . | : | etcetera                       |
| FM    | : | Full Mark                      |
| GAMC  | : | Gramin Adarsha Multiple Campus |
| Hum   | : | Humanities                     |
| i.e.  | : | That is to say                 |
| JMC   | : | Janamaitri Multiple College    |
| LC    | : | Lexical Cohesion               |
| M     | : | Mean                           |
| OM    | : | Obtained Marks                 |
| P     | : | Percentage                     |
| R     | : | Reference/Referential Cohesion |
| S     | : | Substitution                   |
| T     | : | Total                          |
| viz.  | : | Namely                         |

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is primarily a means of communication; it is the most widely used means of communication. Every normal human being acquires his/her first language without being explicitly taught. All the children of the world acquire their native language at the same age. By the age of four or five, they become linguistically adult.

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

Language is used in terms of different skills. A skill means an ability to do something well and expertly. Learning a language means learning the four skills, viz. listening, speaking, reading, and writing. For students learning to write, the ability to write readable text requires a broadened view and an ability to shift from the perspective of the writer to that of reader. Readability has the interaction between writers and readers as its central concern. In this connection, cohesion plays an important role to make any written text readable and comprehensive.

Reading is one of the receptive skills. It is a way of grasping information from a text through graphic symbols. It is very important in second language learning since the people who do not have chances to meet native speakers of the language can learn the language through reading books or texts written in that language.

Reading serves as a foundation for all learning. It is the basis of every academic subject. The learners need to improve reading skills to study course materials, read for pleasure and general information and gain access to the world body

of knowledge. To get the meaning from the text, i.e., to have the good comprehension of the reading text to the students, the text should be well organized. The text should be readable. To make the text readable, cohesion plays a central role. The students who have sound knowledge to make the text readable are supposed to have good reading comprehension. Cohesion is certainly important to establish a linkage between reader and writer in a readable text. Cohesion pertains to specific relationships among and across elements in the text, and strong empirical evidence suggests that it contributes directly to readability.

### **1.1.1 Cohesion**

Cohesion is essential for effective writing. When some successive sentences constitute a text, these sentences are connected with each other in terms of meaning. Halliday and Hasan (1976) have termed this connection as *cohesion*. So, cohesion is a property of any successful text. It also exists in the spoken language. Writers or speakers relate their texts or utterances to previous ones through the use of cohesive relations; a cohesive tie is established. Cohesive ties enter into cohesive chains, which run throughout a text, revealing how different parts of a text are related to each other.

Cohesion is the act of sticking together. It implies that cohesion refers to the relationship and unity of all the elements in a text. Similarly, Asher (1994:604) defines it as "the various linguistic means (grammatical, lexical, phonological) by which sentences 'stick together', are linked into larger units of paragraphs, or stanzas, or chapters." Therefore, cohesion can be taken as 'inter sentence linkage/ concord, or 'connectivity'. Halliday and Hasan (1976:4) define it as "a semantic unit; it refers to relations of meaning that exist within the text, and that define a text." In other words, a text, to stand as a text, needs cohesion. Lack of cohesion would result into the parting of some successive sentences from each other and that would not form a text. For Yule (1997:85), "Cohesion is the ties and connections, which exist within text." It is the act of formal semantic and stylistic feature or tie that makes a piece of text well formed and communicative, and that connects each element to make a text coherent and communicative enough. As Halliday and Hasan (1976:293) put it, "... text is not

just a string of sentences, it is not simply a large grammatical unit, something of the same kind as sentences but differing from it in size- a sort of super sentences. Text is best thought of not as a grammatical unit at all, but rather as a unit of a different kind: a semantic unit."

Cohesion is thus the set of possibilities that exist in the language for making it hang together. It refers to the range of possibilities that exist for linking something with what has gone before. Cohesion occurs where the interpretation of some element in discourse is dependent on that of another. A small number of distinct categories—conjunction, reference, substitution, ellipsis, lexical cohesion and parallelism provide practical means for describing and analyzing texts. Each of these categories is represented in a text by particular features- repetitions, omissions and occurrences of certain words and constructions, which have in common the property of signaling that the interpretation of the passage is cohesive.

Cohesion in English presents a detailed system for analyzing cohesive relationships within a text. The unit of analysis for cohesion is the cohesive tie. Cohesive ties may occur within a single sentence but also occur across sentence. Cohesive ties among sentences are those which contribute most strongly to creating a unified text.

Cohesion is a formal link that makes various types of inter-clause and inter-sentence relationship within the text of discourse. It is through these cohesive devices that discourse becomes coherent and meaningful. They are building blocks for coherence. In fact, these are the words and phrases which enable the speakers/readers or writers to establish relationship across sentence boundaries and help in linking the sentences in a text together. Cohesion consists of certain linguistic devices including pronominal and conjunctions which help in producing a sequence of sentences, all linked together. It also helps us in establishing relationship between entities and events quite explicitly.

A text stands as a text by means of cohesion. Due to the lack of cohesion, some successive sentences would be parted from each other and would not form a text.

Chapman (1983: 23) defines it as "a major factor in readability and thereby comprehension of text." Cohesion is a part of the system of a language. The actualization of cohesion in any given instance depends not merely on the selection of some points from within the resource like reference, ellipsis, etc. but also on the presence of other elements. For example, the selection of the word 'mango' has no cohesive force by itself; a cohesive relation is set up only if the same word(s) related to it such as 'fruit' has occurred previously. Widdowson (1980) defines cohesion in terms of the distinctions that is made between the illocutionary act and the proposition. In this view, proposition acts when liked together form a 'text' whereas illocutionary acts when related to each other create different kind of discourse. According to Crystal (1980), cohesion is a term often used in grammar to refer to a defining property of the words, seen as a grammar unit, also called cohesiveness and a term used in linguistics to refer to the property of larger units than the morphemes to bind together in construction, e.g. Article + Noun. In this use, any group of words that acts as a constituent of a larger unit can be said to be internally cohesive.

Any piece of language that is operational, functioning as a unity in some context of situation constitutes a text. A text may be written or spoken, prose or verse, dialogue or monologue. It may be of any length. It may be anything from a single proverb to a whole play, a momentary cry for help to an all day discussion as a committee, warning, advertising slogan, announcements, titles, etc. (Halliday and Hasan:1976).

The property of being a text is called 'texture.' A text has texture and that is what distinguishes it from something that is not text. It derives this texture from the fact that it functions as a unity with respect to its environment. Texture is realized in existing relation between parts of a text. Let us look at an example:

Wash and core six cooking apples. Put them into a fireproof dish.

In this example, 'them' in the second sentence refers to 'six cooking apples.' There is a relation between those two phrases that make the two sentences become a

text because they hang together as one unit. This relation is a cohesive relation and the pair of related items is a cohesive tie.

### **1.1.1.1 Levels of Cohesion**

Cohesive devices can be observed functioning at two levels- intra-sentential level and inter-sentential level.

The study of cohesive devices functioning within or inside the sentence at the sentential level is intra-sentential cohesion. It is also termed as sentential cohesion as it is studied within the sentence boundary.

The study of linking words between sentences resulting into coherence/connectivity between them is inter-sentential cohesion. It is also called textual cohesion and studied beyond the sentence boundary, stretching to string of sentences and paragraphs.

### **1.1.1.2 Types of Cohesion**

Cohesion is expressed partly through the grammar and partly through the vocabulary. Thus, cohesion can be of two types: grammatical and lexical (Halliday and Hasan 1976:6). However, Asher (1994) talks about three types of cohesion, viz. lexical cohesion, grammatical cohesion and phonological cohesion. The researcher in this research talks about the types developed by Halliday and Hasan(1976).

- i. **Grammatical Cohesion:** There are different approaches to the linguistic analysis of the grammatical units, like sentences, clauses, phrases, words and morphemes. The semantic aspect to the text is unfolded by the study of these units. In grammatical cohesion, we deal with the relationship between the different parts of a unit. Moreover, we show similarities and dissimilarities, parallelism and contrast at the different levels of syntactic structure and the patterns created beyond them.
- ii. **Lexical Cohesion:** Lexical cohesion refers to the semantic relationship between two words of a text. It refers to the coherence of a text formed by the

use of repetition, synonyms, antonyms, super-ordinates/hyponyms, related words and/or text structuring words. In order to complete the picture of cohesive relations, it is necessary to take into account lexical cohesion. Very simply, lexical cohesion is the cohesive effect achieved by the selection of vocabulary (Halliday and Hasan, 1976).

### **1.1.1.3 Cohesive Devices**

Cohesive devices refer to the words or phrases establishing relationship between clauses and sentences of a text. The present research highlights five types of cohesive devices, viz. reference, substitution, ellipsis, conjunction and lexical cohesion.

## **i. Reference**

Reference is one of the most significant cohesive ties among the element in a written or spoken text. Every language consists of certain linguistic items which have the property of reference. Reference is a semantic relation expressed by grammatical means; it is not a replacement of some linguistic elements by a counter or by a blank as are substitution and ellipsis. Instead of being interpreted semantically in their own right, they make reference to something else for their interpretation (Halliday and Hasan, 1976:31). The meanings of referential expressions can only be discovered by referring to the other element(s) in a written or spoken context. For example:

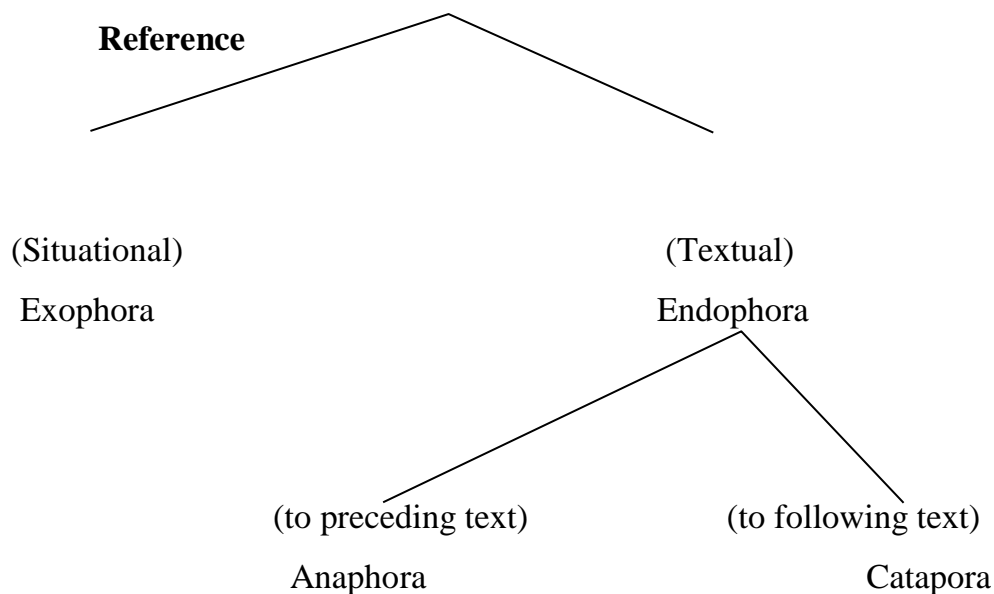
- a.     There were two wrens upon a tree.  
        Another came and there were three.

In this verse, 'another' in the second line refers back to 'wren' in the first one.

- b.     When I met her, Mary looked ill.  
        In this sentence, the word 'her' refers forward to Mary.

As shown in the examples above, reference is regularly used in anaphoric and cataphoric presupposition.

Reference to the situation is the prior form of reference, and that reference to another item within the text is a secondary or derived form of this relation. It is certainly possible that, in the evaluation of language, situational reference precedes text reference. Situational reference refers to a thing as identified in the context of situation and textual reference refers to a thing as identified in the surrounding text. Halliday and Hasan (1976: 33) give special term for situational and textual reference. The former is named as exophora or exophoric reference and the latter one is named as endophoric reference. The following chart illustrates it clearly:



(Source: Halliday and Hasan, 1976:33)

As a general rule, therefore, reference items may be exophoric or endophoric; and if endophoric, they may be anaphoric or cataphoric.

Exophora is not simply a synonym for referential meaning. An exophoric item, however, is one which does not name anything, it signals that reference must be made to the context of situation. McCarthy (1991) defines exophora as references to be assumed, shared world outside of the text. Because they are not text internal, they are not truly cohesive, but because they are an equally important of the reader's/listener's active role in creating coherence which contribute to textuality; i.e., the feeling that something is a text and not just a random collection of sentences. Exophoric reference contributes to the creation of text in that it links the language with the context of situation but it does not contribute to the 'integration' of one passage with another so that the two together form part of the 'same text'. Hence, it does not contribute directly to cohesion.

Endophoric reference contributes directly to cohesion. Where their interpretation lies within a text, they are called endophoric relation and do form cohesive ties within the text. Endophoric relations or reference can be noticed in a text in the form of anaphoric and cataphoric uses of pronominal, i.e., backward and forward references made through pronominal pointing to entities, events and demonstrations.

**a. Anaphoric Reference**

Anaphoric reference points the reader or listener 'backwards' to previously mentioned entity process or state of affairs. e.g.,

*There was a brief note from Susan. She just said, "I am not coming home this weekend."*

In these two interrelated sentences, 'she' and 'I' in the second one refer back to 'Susan' of the first one. Such a tie between two elements can be regarded as anaphoric referential cohesion.

**b. Cataphoric Reference**

Cataphoric Reference, on the other hand points the reader or listener 'forward'. It draws us further into the text in order to identify the elements to which the reference items refer. For example:

*Do you want to know the woman who designed it? That was Mary Smith.*

It is clear that the reference item 'the woman' refers to Mary Smith.

Halliday and Hasan (1976: 37) identified three types of referential cohesion: personal, demonstrative and comparative. These various devices enable the writer or speaker to make multiple references to people and things within a text.

**c. Personal Reference**

Personal reference is a reference by means of function in the speech situation or in the written context through the category of person. The category of personal reference includes three classes of personal pronouns, possessive determiners (usually called possessive adjective) and possessive pronouns. This is to say that personal reference is expressed through pronouns and determiners. They serve to identify individuals and objects that are named at some other point in the text. For example:

*My husband and I are leaving. We have seen quite enough of this unpleasantness.*

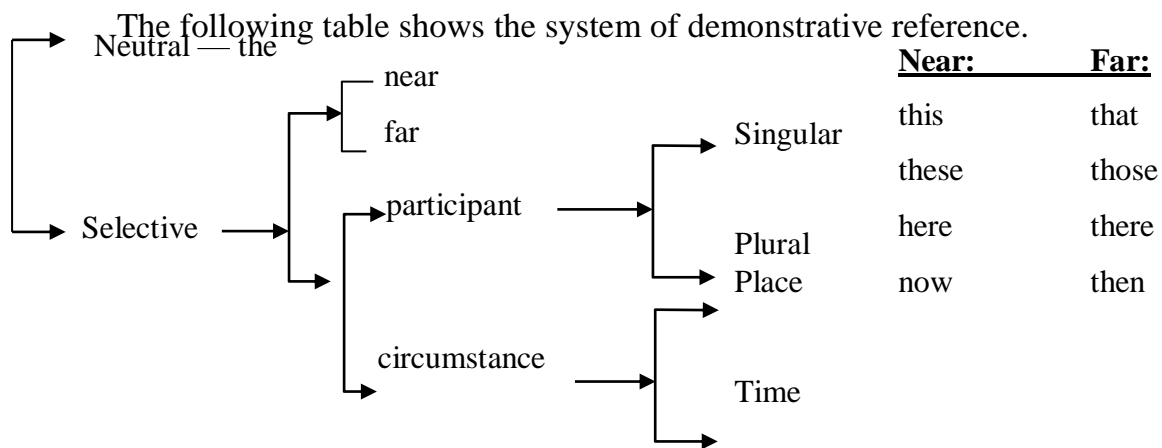
Here, 'we' refers to 'my husband' and 'I'. We and I are the examples of personal reference.

**d. Demonstrative Reference**

"Demonstrative reference is essentially a form of verbal pointing or by means of location, on a scale of proximity" (Halliday and Hasan,1976: 57).Demonstrative reference is expressed through determiners and adverbs. So, when there is a reference of something locating either near or far, present or absent is called demonstrative reference. These items can represent a single word or phrase, or much longer chunks of text that ranges across several paragraphs or even several pages. For example:

*I like the lion , and I like the polar bears .These are my favorites.*

The demonstrative reference 'these' refers back to 'the lions and the polar bears'.



(Halliday and Hasan, 1976: 587)

**e. Comparative Reference**

"Comparative reference is expressed through adjectives and adverbs and to compare items within the text in terms of identity or similarity" (Nunan, 1993: 24). When the degree of entities is expressed, then there is the use of comparative reference. For example:

A: *Would you like these seats?*

B: *No, as a matter of fact, I'd like the other seats.*

Here, the first 'these seats' are compared with the second 'the other seats'.

## ii. **Substitution**

Substitution is best understood when it is compared with ellipsis. These terms can be taken as "... processes within the text: substitution as the replacement of one item by another and ellipsis as the omission of an item" (Halladay and Hasan, 1976:88). Substitution is a grammatical relation, a relation in the wording rather than in meaning. For example:

My axe is too blunt. I must get a sharper one.

Here, the word 'one' substitutes 'axe'.

In English, the 'substitute' may function as a noun, as a verb or as a clause. To these correspond the three types of substitution: nominal, verbal and clausal.

### a. **Nominal Substitution**

The nominal substitution includes one, ones and same. The substitute one/ones presupposes some nouns that is to function as 'head' in the nominal group. The noun to fill this slot will be found in the preceding text, e.g.,

*I have heard some strange story in my life. But this one perhaps the strangest one of all.*

Here, one is the nominal substitute of 'stories'.

### b. **Verbal Substitution**

The verbal substitution in English is 'do'. This operates as head of verbal group; in the place that is occupied by the lexical verb and its position is always final in the group. For example:

A: *Andy says you drink too much.*

*B: So do you.*

Here, 'drink too much' is substituted by 'do'.

**c. Clausal Substitution**

In clausal substitution, what is presupposed is not an element within the clause but an entire clause. The words used as substitutes are 'so' and 'not'. For example:

*A: Is he having tea?*

*B: I think so.*

Here, 'having tea' is substituted by the clausal substitute 'so'.

**iii. Ellipsis**

Ellipsis is another significant cohesive relation like substitution. It can be interpreted as that form of substitution in which the item is replaced by nothing. Simply speaking, it is the omission of an item. Halliday and Hasan (1976: 142) define ellipsis as "Substitution by zero or something left unsaid."

An elliptical item is one which leaves specific structural slots to be filled from elsewhere. This is exactly the same as presupposition by substitution, except that in substitution an explicit counter is used, e.g., *one* or *do*, as a place-marker for what is presupposed, whereas in ellipsis, nothing can be regarded as substitution by zero. For example:

A: Did you do your homework?

B: Yes, I did.

Here, the items 'my homework' are omitted in response.

As with the relation of substitution, the relation of ellipsis also has three different types in terms of the structural function in the grammar:

**a. Nominal Ellipsis**

Nominal ellipsis means ellipsis within the nominal group. For example:

*My kids an awful lot of sport. Both are incredibly energetic.*

'My kids' is omitted in second sentence.

**b. Verbal Ellipsis**

Verbal ellipsis means ellipsis within verbal group. For example:

*A: Have you been working?*

*B: Yes, I have.*

**c. Clausal Ellipsis**

Clausal ellipsis means ellipsis of clause. For example:

*A: Has Prem done his homework?*

*B: Yes, he has.*

**iv. Conjunction**

Conjunction differs from reference, substitution and ellipsis in that it is not a device for reminding the reader, of previously mentioned entities, actions and states of affairs. However, it is a cohesive device because it signals relationships that can be fully understood through reference to other parts of a text. It signals the way in which the writer wants the reader to relate what is about to be said to what has been said before. Conjunction involves the use of formal markers to relate sentences, clauses and paragraphs to each other. Actually, it links two or more elements in written or spoken text with different manners or meanings. According to Dijk (1982:28), "relations between propositions or facts are typically expressed by a set of expressions from various syntactic categories, which will here be called connectives." For example:

*The soil had dried out because it did not rain this summer.*

Here 'because' connects two sentences. Halliday and Hasan (1976:238) identify four types of conjunction in English:

Additive

Adversative

Causal

Temporal

**a. Additive**

The additive conjunction states the additional information to the given information. In other words, the additive conjunction links the further information with given or previous information. For example:

*For the whole day he climbed up the steep mountainside, almost without stopping. And in all this time he met no one.*

Here, 'and' joined two information. The other additive conjunctions like and are: and also, nor, and ... not, or, in addition, besides, in other words, thus, likewise, in the same way, further, by contrast, etc.

**b. Adversative**

The basic meaning of adversative relation is 'contrary to expectation'. Adversative relations exist when the information in the second sentence of each text moderates or qualifies the information in the first. For example:

*I am afraid I will be home late tonight. However, I won't have to go in until late tomorrow.*

Some adversative conjunctions are but, yet, though, nevertheless, only, however, despite, on the contrary, etc.

**c. Causal**

The causal relationship is one of the cause and consequence. The simple form of 'causal relations expressed by: so, thus, hence, therefore, consequently, accordingly, and a number of expression like: as a result (of that), in consequence (of that), because of that, etc.

An example from Mishra (2005) is cited here:

*Dr. Sharma is an experienced physician. So, he is fit for his post.*

**d. Temporal**

Temporal conjunctions are those that establish temporal relationship between events in terms of the timings of their occurrence. This temporal relation is expressed by: then, next, after that, just, just then, previously, finally, etc. For example:

*Mr. Paudel passed his M. Ed. First, then he joined a college.*

**v. Lexical Cohesion**

Lexical cohesion is the cohesive effect achieved by the selection of vocabulary items rather than structures or patterns. It refers to the semantic relationship between two words of a text. Leech (1974) regards lexical cohesion as the repetition of lexical items and the connection between items which have common semantic features. Halliday and Hasan (1976) have identified two types of lexical cohesion:

### a. Reiteration

Reiteration is the repetition of a lexical item or the occurrence of a synonym of some kind. It is a form of lexical cohesion which involves a lexical item or it may be a synonym or near synonym, a super-ordinate or a general word. The reiterated item is accompanied by a reference item 'the' in most cases. For example:

There is a boy in a room.

- i. The boy is reading. (Repetition)
- ii. The lad is reading. (Synonym)
- iii. The child is reading. (Super ordinate)
- iv. The idiot is reading. (General Word)

The underlined words refer back to the previously mentioned entity.

### b. Collocation

Collocation is a form of lexical cohesion which is achieved through the association of lexical items that regularly co-occur. There is always the possibility of cohesion between any pair of lexical items which are in some way associated with each other in the text. All lexical cohesions are not concerned with reiteration so that we treat it under collocation or collocation cohesion. We can, therefore, extend the basis of the lexical relationship that features as a cohesive force and say that "there is cohesion between any pair of lexical items that stand to each other in some recognizable lexicosemantic (word meaning) relations" (Halliday and Hasan, 1976:285). A word, whether it is synonym or not, tends to occur in the same lexical environment, coheres with another word and contributes to the texture. This would include not only the repetition, synonym, super ordinate, general word but also pair of opposites of various kinds drawn from the same ordered series. But it should be born in mind that this is simply a cover term for the cohesion that results from the co occurrence of lexical items that in some way or other typically associated with one another because they "tend to occur in similar environments ..." (Halliday and Hasan, 1976: 285).

The items will have the systematic relation of meaning such as:

*Various kinds of Oppositeness of Meaning:* boy/girl, love/hate

*Association between pairs of words from same orders series:* Tuesday/Thursday, August/December, Dollar/Cent.

*Association between pairs of words from unordered lexical sets:*

*Part-whole relation:* Car/break, Body/arm, Motorbike/brake.

*Part-part relation:* mouth/chin, verse/chorus.

*Co-hyponymy:* red/green (colours), chair/table

Association based on history of co occurrence (collocation proper): rain, pouring, torrential, wet, hair, comb, curl, wave, etc.

### **1.1.2 The Cloze Test and the Cohesive Ties Test as Research Tools**

Depending upon the purpose of testing and the nature of language skill to be tested, testing devices fall under several classifications. As for example, listening and speaking can best be tested through oral test whereas comprehension, grammatical proficiency, vocabulary, etc. are effectively tested through objective test. Similarly, composition skills can be tested through subjective tests.

In recent times, a new, more comprehensive and integrative language test has been developed which is known as cloze test. The cloze test technique was developed by Wilson Tylor in 1950. The principle of cloze testing is based on the gestalt theory of 'closure', i.e., closing the gaps in patterns subconsciously. This theory holds that the human mind tends to see things in their entirety. This tendency leads the mind to fill any gaps in a pattern and see it as a whole. According to this theory, a person can do this only when he understands the passage being read and has acquired the structural pattern in it. The cloze test procedure is basically a technique of deleting a word in a passage after every certain number of words, the nth words are deleted. The students

are asked to supply the nth appropriate words syntactically, semantically and socio-culturally.

Cohesive ties tests are different from cloze tests. In these tests, cohesive ties are identified and one member of each pair of cohesive ties is deleted.

Mainly two types of scoring procedures are used in the above tests:

- a. **Exact Key Word Method:** It is the method in which the reader must guess the exact word which was used in the original.
- b. **Acceptable Word Method:** It is the method in which the reader can guess any word that is appropriate or acceptable in the context. It is also called an alternative word method, the acceptable alternative method, and the contextually appropriate method.

## 1.2 Review of Related Literature

Cohesion is a broad term in spoken and written discourse. It presents a detailed system for analyzing cohesive relationship within a text. According to Halliday and Hasan (1976), the function of cohesion is to relate one part of a text to another part of the same text. Consequently, it tends continuity to that text. By providing this kind of text continuity, cohesion enables the reader or listener to supply all the components of the picture to its interpretation. Many researches have been carried out on cohesion in reading comprehension. Some of them are given below.

Chapman (1987) carried out a research on cohesion in reading. He involved fifteen hundred children between the age of eight and fifteen. His study shows that readers show growth of their ability to perceive cohesion in a text and to use it to support comprehension as they get older. The conclusion of the research is that readers develop an awareness of cohesion over time and make major use of it to get meaning from print.

Irwin (1986) carried out a research on cohesion in reading comprehension. His study shows how matured readers make use of cohesion in text and it shows that increasing the number of cohesive ties can be compatible to readers' comprehension.

In Nepal, very few researches have been carried out on cohesion in reading and writing.

Paudel (1999) conducted a research entitled "A Comparative Study of Writing Proficiency of the Students of Higher Secondary School of Kathmandu and Gulmi." He found that the students of higher secondary school of Kathmandu have better English writing proficiency than that those of Gulmi.

Paudel (2005) studied cohesion in English writing of B. Ed. first year students and found that B. Ed. students are better in receptive ability than productive ability to establish cohesion in writing.

Paudel (2006) researched on students' ability to establish cohesion in reading with the finding that students have supremacy to establish cohesion on cohesive ties format than on fixed ratio format.

The present study differs from the previous studies in terms of objectives, sampling procedures and the ways of analysis. The researcher focused on the cohesive devices: reference, substitution, ellipsis, conjunction and lexical cohesion. In addition, it was a comparative study on cohesion in reading comprehension.

### 1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To find out the ability of the 12<sup>th</sup> grade students to establish cohesion in reading.
- ii. To compare and contrast their ability to establish cohesion in reading.
- iii. To suggest some pedagogical implications based on the findings of the study.

### 1.4 Significance of the Study

This study attempts to study comparatively the ability of the 12<sup>th</sup> graders of Education and Humanity streams specializing in English to establish cohesion in reading. The study will be beneficial to the students, teachers, syllabus designers, textbook writers and those who are interested in conducting research in cohesion in reading comprehension.

### 1.5 Definition of Specific Terms

**Cohesion:** This term refers to a formal, semantic and stylistic feature of tie that makes a piece of text formed and communicative and that connects each element to make text coherent and communicative enough.

**Lexical Cohesion:** This term refers to the role played by the selection of vocabulary in organizing relation within a text.

**Reference:** This term refers to the most significant cohesive tie among the elements in the text which shows the previously mentioned or coming items.

**Anaphora:** This term refers to the process where a word or phrase refers back to another word or phrase which was used earlier in a text or conversation.

**Cataphora:** The use of a word or phrase which refers forward to another word or phrase which will be used later in text or conversation.

**Substitution:** The term refers to the placement of one item by another.

**Ellipsis:** The term refers to the substitution by null.

**Conjunction:** This term refers to the formal markers to relate sentences, clauses, paragraphs to each other.

**Cloze Test:** It refers to the test in which every nth word is deleted.

**Cohesive Ties Test:** A test in which cohesive ties are identified and one member of each pair of cohesive ties is deleted.

## **CHAPTER TWO**

### **METHODOLOGY**

The following methodology was adopted to conduct this research:

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

The study was based on both primary and secondary sources of data.

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

The 12<sup>th</sup> grade students, majoring in English, in Education and Humanity streams were the primary sources from whom the researcher collected the required data for the research.

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

Apart from the primary sources, the researcher studied different related books, journals, articles, reports, previous research works, etc. The followings are some examples:

Aarts and Aarts (1986), Brown and Yule (1983), Dijk (1977), Halliday and Hasan (1976), McCarthy (1991), NELTA, Journal Vol. 7 No 1 and 2.

#### **2.2 Population of the Study**

The total population of the study consisted of 120 students of 12<sup>th</sup> grade majoring in English in the Faculty of Education and the Faculty of Humanities.

#### **2.3 Sampling Procedure**

Altogether three higher secondary schools of Kathmandu district were selected by using judgmental non-random sampling procedure. Only 120 students, 20 from each stream of each school, were selected by using fishbowl drawing of simple random sampling procedure.

## **2.4 Research Tools**

Three unseen passages were chosen by the researcher and each one was developed into cloze tests and cohesive ties test. In the cloze test, every nth word were deleted. The first and the last sentences was kept intact. In the cohesive ties test, all the cohesive ties were identified at first as per the taxonomy proposed by Halliday and Hasan (1976). The one member of each pair of cohesive devices was deleted.

## **2.5 Process of Data Collection**

The researcher prepared the test items first and personally visited the selected higher secondary schools and contacted the concerned authority. He requested the authority for permission to conduct research there. When the permission was granted, he requested for the list of the subjects of his research. The researcher sampled the required number of population by using simple random sampling procedure. Then he requested the authority to inform and convince the sample for participation in the research. The researcher fixed time, administered the test, and collected data.

## **2.6 Limitations of the Study**

The study was limited in the following ways:

- i. The population of the study was limited to the 12<sup>th</sup> grade students.
- ii. Only 120 students were included as the respondents of the research.
- iii. The study was limited only to 3 higher secondary schools of Kathmandu district.
- iv. Only the cohesion in reading comprehension was focused in the study.
- v. All the cohesive devices, viz. reference, conjunction, lexical cohesion, substitution and ellipsis were used in the study with greater focus on the former three.

## CHAPTER THREE

### ANALYSIS AND INRERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the 12<sup>th</sup> graders of humanities and education streams of three different colleges of Kathmandu district. Based on the data collected from the students, this chapter concentrates on the analysis and interpretation of students' ability to establish cohesion in reading. Along with the findings of the ability to establish cohesion in reading of these students, this chapter compares their ability from different angles. The marks obtained by the students are statistically grouped and analyzed. The average marks and percentages of the marks secured by the students of each college are observed.

#### 3.1 Overall Ability of the Students to Establish Cohesion in Reading

The ability of the 12<sup>th</sup> graders to establish cohesion in reading on both the test has been presented as a whole in this section.

**Table 1**  
**Overall Ability of the Students to Establish Cohesion in Reading**

| The Number of the Students | FM<br>→ | EW    | AW   | Total<br>105 |
|----------------------------|---------|-------|------|--------------|
| 120                        | Ave     | 37.65 | 9.12 | 46.78        |
|                            | P (%)   | 35.85 | 8.68 | 44.55        |

The above table shows the overall ability of the 12<sup>th</sup> graders to establish cohesion in reading. The students obtained 46.78 marks out of 105 marks, i.e., 44.55%. They obtained 37.65 marks, i.e., 35.85% by supplying exact key words and 9.12 marks, i.e., 8.68% by supplying acceptable words.

Thus, the overall ability of the students to establish cohesion in reading was found to be 44.55%. As a whole, the students obtained below 60% (First Division

Marks) out of 100%. The students of the present study were found to be in serious need to improve their awareness towards cohesiveness.

### 3.2 Overall Stream-wise Ability of the Students on Cohesive Ties Format

The ability of the students of 12<sup>th</sup> grade in education and humanities streams to establish cohesion in reading on cohesive ties test has been analyzed in this section.

**Table 2**  
**Overall Stream-wise Ability of the Students of to Establish Cohesion**  
**on Cohesive Ties Format Test**

| Number of the students | Streams | FM<br>→ | S<br>4 | E<br>6 | C<br>19 | R<br>32 | LC<br>44 | Total<br>105 | EW    | AW   |
|------------------------|---------|---------|--------|--------|---------|---------|----------|--------------|-------|------|
| 60                     | Hum     | Ave     | 0.86   | 1.03   | 9.38    | 18.53   | 23.73    | 53.55        | 44    | 9.60 |
|                        |         | P (%)   | 21.50  | 17.16  | 49.36   | 57.90   | 53.93    | 51           | 41.90 | 9.14 |
| 60                     | Ed      | Ave     | 1.25   | 1.55   | 8.38    | 16.93   | 21.78    | 49.90        | 39.90 | 9.98 |
|                        |         | P (%)   | 31.25  | 25.83  | 44.10   | 52.90   | 49.50    | 47.52        | 37.71 | 9.50 |

The table above shows the overall ability of the students of humanities and education stream to establish cohesion in reading on cohesive ties format. The analysis shows that the students of humanities were found to be more proficient to establish cohesion in reading on cohesive ties format, thereby placing them over the percentile score (49.41%). They were found more proficient on lexical cohesion, reference and conjunction where the students of education in substitution and ellipsis.

The students of education are above the percentile score on substitution (26.45%) and ellipsis (21.50%) and are below the percentile score on lexical cohesion, reference and conjunction.

The students of humanities are above the percentile score on lexical cohesion (51.90%), reference (55.56%) and conjunction (46.73%) and are below the percentile score on substitution and ellipsis.

It is also found that the students of humanities were more proficient in supplying exact key words whereas the students of education stream in acceptable words. Hence, the students of humanities stream are above the percentile score in supplying exact key score (40%) and below in acceptable words. By contrast, the students of education stream are above the percentile score on acceptable words (9.32%) and below in exact key words.

### 3.3 Overall Stream-wise Ability of the Students on Cloze Test Format

The following table shows the ability of the students of humanities and education streams to establish cohesion in reading on cloze test.

**Table 3**  
**Overall Stream-wise Ability of the Students to Establish Cohesion in Reading on Cloze Test**

| The Number of the Students | Streams | FM<br>→ | EW    | AW   | Total<br>105 |
|----------------------------|---------|---------|-------|------|--------------|
| 60                         | Hum     | Ave     | 33.56 | 7.98 | 41.54        |
|                            |         | P (%)   | 31.96 | 7.6  | 39.56        |
| 60                         | Ed      | Ave     | 33.10 | 8.95 | 42.05        |
|                            |         | P (%)   | 31.52 | 8.52 | 40.04        |

The above table shows the ability of the students of humanities and education streams to establish cohesion in reading on cloze test. The analysis shows that the students of education were found to be more proficient to establish cohesion in reading on cloze test than the students of humanities. They were more proficient in supplying acceptable words than exact key words. It implies that the students of humanities were more proficient in supplying exact key words. The students of education stream were found above the percentile score in supplying acceptable words (8.05%) whereas they were below in exact key words. The students of humanities stream on the other hand are above the percentile score in supplying exact words (31.74%) and below in acceptable words.

### 3.4 Cohesion in Reading on the Cohesive Ties Format Test

Altogether three tests with cohesive ties format were designed to find out the students' knowledge of cohesive ties in reading.

**Table 4**  
**The Ability of the Students to Establish Cohesion in Reading on the Cohesive Ties Format Test**

| Number of the students | FM<br>→ | S<br>4 | E<br>6 | C<br>19 | R<br>32 | LC<br>44 | T<br>105 | EW | AW   |
|------------------------|---------|--------|--------|---------|---------|----------|----------|----|------|
| 120                    | Ave     | 1.05   | 1.29   | 8.88    | 17.78   | 22.84    | 51.87    | 42 | 9.79 |
|                        | P (%)   | 26.45  | 21.5   | 46.73   | 55.56   | 51.90    | 49.41    | 40 | 9.32 |

The above table shows the ability of 12<sup>th</sup> grade students to establish cohesion in reading on fixed ratio format test. They secured 51.87 marks out of 105, i.e., 49.41% of the marks in the test. Thus, their overall ability to establish cohesion in reading on cohesive ties format was found to be 49.41%.

The students obtained 42 marks, i.e., 40% by supplying exact key words and 9.79, i.e., 9.32% by supplying acceptable words.

They secured 1.05 marks out of 4, i.e., 26.45% on substitution. Likewise, they secured 1.29 marks out of 6, i.e., 21.5% on ellipsis, 8.8 marks out of 19, i.e., 46.73% on conjunction, 17.78 marks out of 32, i.e., 55.56% on reference and 22.84 marks out of 44, i.e., 51.90% on lexical cohesion.

The analysis of the marks secured by the students shows that the students' understanding was better proficient to supply exact key words than acceptable words while establishing cohesion in reading. This also shows that the students were more proficient on referential cohesion than the rest.

### 3.5 Cohesion in Reading on the Cloze Test

Three cloze tests were designed to find out the students' knowledge to establish the relationship among words or phrases in reading.

**Table 5**  
**The Ability of the Students to Establish Cohesion in Reading**  
**on the Cloze Test**

| Number of the students | FM<br>→ | EW    | AW   | Total<br>(105) |
|------------------------|---------|-------|------|----------------|
| 120                    | Ave     | 33.33 | 8.46 | 41.8           |
|                        | P (%)   | 31.74 | 8.05 | 39.80          |

Table 2 displays the ability of the students to establish cohesion in reading on cloze test. They secured 41.8 marks, i.e., 39.80%. They obtained 33.33 marks, i.e., 31.74% by supplying exact key words and 8.46 marks, i.e., 8.05% by supplying acceptable words. The analysis of the marks shows that the students were found to be more proficient to supply exact key words than the acceptable words while establishing cohesion in reading.

Table 1 and 2 above show that the ability of the 12<sup>th</sup> graders of two different streams to establish cohesion in reading was found to be more in cohesive ties format than cloze test. The students secured 51.87 marks, i.e., 49.41% on cohesive ties format whereas they obtained 41.8 marks, i.e., 39.80% on cloze test. This shows that if the students are taught the reading text by creating cohesive ties format, they will have more reading comprehension than that in cloze test. The analysis of the marks shows the importance of cohesion in reading.

### 3.6 College-wise Ability of the Students to Establish Cohesion in Reading on the Cohesive Ties Format Test

The ability of the students in terms of colleges has been analyzed in this section regarding the case of maintaining the cohesive devices in reading on cohesive ties format.

**Table 6**  
**College-wise Ability of the Students to Establish Cohesion in Reading on the Cohesive Ties Format Test**

| Names of the Colleges | Number of the students | FM<br>→ | S<br>4 | E<br>6 | C<br>19 | R<br>32 | L C<br>44 | Total<br>105 | EW    | AW   |
|-----------------------|------------------------|---------|--------|--------|---------|---------|-----------|--------------|-------|------|
| BMC                   | 40                     | Ave     | 0.9    | 1.02   | 9.37    | 18.57   | 24.45     | 54.32        | 44.35 | 9.77 |
|                       |                        | P (%)   | 22.5   | 17     | 49.31   | 58.03   | 55.56     | 51.73        | 42.23 | 9.30 |
| JMC                   | 40                     | Ave     | 1.2    | 1.47   | 8.27    | 16.72   | 21.35     | 49.02        | 39.61 | 9.39 |
|                       |                        | P (%)   | 30     | 24.5   | 43.52   | 52.25   | 48.52     | 46.68        | 37.72 | 8.94 |
| GAMC                  | 40                     | Ave     | 1.07   | 1.4    | 9       | 18.05   | 22.75     | 52.27        | 42.06 | 10.2 |
|                       |                        | P (%)   | 26.75  | 23.33  | 47.36   | 56.40   | 51.70     | 49.78        | 40.05 | 9.71 |

The above table presents the ability of the students of three different colleges to establish cohesion in reading.

The students of Brilliant Multiple Campus (BMC) obtained 54.32 marks out of 105, i.e., 51.73%. They secured 44.35 marks, i.e., 42.23% by supplying exact key words and they obtained 9.77 marks, i.e., 9.30% by supplying acceptable words. They obtained 0.9 marks out of 4, i.e., 22.50% on substitution. Similarly, they obtained 1.02 marks out of 6, i.e., 17% on ellipsis, 9.37 marks out of 19, i.e., 49.31% on conjunction, 18.57 marks out of 32, i.e., 58.03% on reference, and 24.45 marks out of 44, i.e., 55.56% on lexical cohesion. This shows that the students of BMC were found to be more proficient in supplying exact key words than the acceptable words and were found more proficient on referential cohesion than the rest.

The students of Janamaitri Multiple College (JMC) obtained 49.02 marks out of 105, i.e., 46.68%. They secured 39.61 marks, i.e., 37.72% by supplying exact key

words and they obtained 9.39 marks, i.e., 8.94% by supplying acceptable words. They obtained 1.2 marks out of 4, i.e., 30% on substitution. Similarly, they obtained 1.47 marks out of 6, i.e., 24.50% on ellipsis, 8.27 marks out of 19, i.e., 43.52% on conjunction, 16.72 marks out of 32, i.e., 52.25% on reference, and 21.35 marks out of 44, i.e., 48.52% on lexical cohesion. This shows that the students of JMC were found to be more proficient in supplying exact key words than the acceptable words and were found more proficient on referential cohesion than the rest.

The students of Gramin Adarsha Multiple College (GAMC) obtained 52.27 marks out of 105, i.e., 49.78%. They secured 42.06 marks, i.e., 40.05% by supplying exact key words and they obtained 10.20 marks, i.e., 9.71% by supplying acceptable words. They obtained 1.07 marks out of 4, i.e., 26.75% on substitution. Similarly, they obtained 1.40 marks out of 6, i.e., 23.33% on ellipsis, 9 marks out of 19, i.e., 47.36% on conjunction, 18.05 marks out of 32, i.e., 56.40% on reference, and 22.75 marks out of 44, i.e., 51.70% on lexical cohesion. This shows that the students of GRC were found to be more proficient in supplying exact key words than the acceptable words and were found more proficient on referential cohesion than the rest.

The analysis of the scores obtained by the students of three different colleges shows that the students of BMC were found to be more proficient to establish cohesion in reading on cohesive ties format than the students of other colleges.

### 3.7 College-wise Ability of the Students to Establish Cohesion in Reading on the Cloze Test

The ability of the students of the 12<sup>th</sup> grade to establish cohesion in reading on cloze test has been analyzed in this section.

**Table 7**  
**College-wise Ability of the Students to Establish Cohesion on the Cloze Test**

| S.N. | Name of the College | FM<br>→ | Number of the Students | EW    | AW   | Total<br>105 |
|------|---------------------|---------|------------------------|-------|------|--------------|
| 1.   | BMC                 | 40      | Ave                    | 34    | 7.39 | 41.39        |
|      |                     |         | P (%)                  | 32.38 | 7.03 | 39.41        |
| 2.   | JMC                 | 40      | Ave                    | 32.43 | 8.69 | 41.12        |
|      |                     |         | P (%)                  | 30.88 | 8.27 | 39.18        |
| 3.   | GAMC                |         | Ave                    | 33.63 | 8.76 | 42.39        |
|      |                     | 40      | P (%)                  | 32.02 | 8.34 | 40.37        |

The table shows that the students of BMC obtained 41.39 marks, i.e., 39.41%. They obtained 34 marks, i.e., 32.38% by supplying exact key words and 7.39 marks, i.e., 7.03% by supplying acceptable words. The analysis of the marks shows that the students supplied more exact key words than the acceptable words to establish cohesion on cloze test.

In case of JMC, the students obtained 41.12 marks, i.e., 39.16%. They obtained 32.43 marks, i.e., 30.88% by supplying exact key words and 8.69 marks, i.e., 8.27% by supplying acceptable words. The analysis of the marks shows that the students supplied more exact key words than the acceptable words to establish cohesion on cloze test.

The students of GAMC obtained 42.39 marks, i.e., 40.37%. They obtained 33.63 marks, i.e., 32.02% by supplying exact key words and 8.76 marks, i.e., 8.34% by supplying acceptable words. The analysis of the marks shows that the students supplied more exact key words than the acceptable words to establish cohesion on cloze test.

The analysis shows that the students on NRC were found to be more proficient to establish cohesion in reading on cloze test than the students of other colleges. The students of JMC and BMC were below the percentile score (39.80%). The students of BMC were found to be more proficient in supplying exact key words whereas the students of GAMC in acceptable words.

### 3.8 Intra-college, Inter-stream comparison on Cohesive Ties Format

The ability of the students in terms of streams within each college has been analyzed in this section regarding the case of maintaining cohesive devices in reading on cohesive ties format.

**Table 8**

**Intra-college, Inter-stream comparison of the Ability of the Students to Establish Cohesion in Reading on Cohesive Ties Format Test**

| Names of the Colleges | Number of the students | Faculty | FM<br>→ | S<br>4 | E<br>6 | C<br>19 | R<br>32 | L C<br>44 | Total<br>105 | E W   | AW    |
|-----------------------|------------------------|---------|---------|--------|--------|---------|---------|-----------|--------------|-------|-------|
| BMC                   | 40                     | Hum/20  | Ave     | 0.75   | 0.75   | 10.05   | 19.9    | 26        | 57.45        | 48.1  | 9.55  |
|                       |                        |         | P (%)   | 18.75  | 12.5   | 52.89   | 62.18   | 59.09     | 54.8         | 45.80 | 9.09  |
|                       |                        | Ed/20   | Ave     | 1.05   | 1.25   | 8.7     | 16.95   | 22.35     | 50.3         | 40.3  | 10    |
|                       |                        |         | P (%)   | 26.25  | 20.83  | 45.78   | 52.96   | 50.79     | 47.90        | 38.38 | 9.52  |
| JMC                   | 40                     | Hum/20  | Ave     | 1.1    | 1.3    | 9.05    | 18.45   | 22.55     | 52.45        | 42.95 | 9.45  |
|                       |                        |         | P (%)   | 27.5   | 21.66  | 47.63   | 57.65   | 51.93     | 49.95        | 40.90 | 9     |
|                       |                        | Ed/20   | Ave     | 1.3    | 1.65   | 7.5     | 15      | 20.15     | 45.6         | 36.25 | 9.35  |
|                       |                        |         | P (%)   | 32.5   | 27.5   | 39.47   | 46.87   | 45.79     | 43.42        | 34.52 | 8.90  |
| GAMC                  | 40                     | Hum/20  | Ave     | 0.75   | 1.05   | 9.05    | 17.25   | 22.65     | 50.75        | 40.95 | 9.80  |
|                       |                        |         | P (%)   | 18.75  | 17.5   | 47.63   | 53.90   | 51.47     | 46.16        | 39    | 9.33  |
|                       |                        | Ed/20   | Ave     | 1.4    | 1.75   | 8.95    | 18.85   | 22.85     | 53.8         | 43.15 | 10.60 |
|                       |                        |         | P (%)   | 35     | 29.16  | 47.10   | 58.90   | 51.93     | 51.23        | 41.09 | 10.09 |

The above table shows the ability of the students of humanities and education streams of three different colleges to establish cohesion in reading on cohesive ties format.

The students in humanities stream of BMC secured 57.45 marks out of 105, i.e., 54.80%. They obtained 48.10 marks, i.e., 45.80% by supplying exact key words and 9.55 marks, i.e., 9.09% by supplying acceptable words. They obtained 0.75 marks out of 4, i.e., 18.75% on substitution. Similarly, they obtained 0.75 marks out of 6, i.e., 12.50% on ellipsis, 10.05 marks out of 19, i.e., 52.89% on conjunction, 19.90 marks out of 32, i.e., 62.18% on reference and 26 marks out of 44, i.e., 59.09% on lexical cohesion. The analysis shows that the students were more proficient in supplying exact key words than acceptable words and they were found to be more proficient on referential cohesion than the others.

The students in education stream of BMC secured 50.30 marks out of 105, i.e., 47.90%. They obtained 40.30 marks, i.e., 38.38% by supplying exact key words and 10 marks, i.e., 9.52% by supplying acceptable words. They obtained 1.05 marks out of 4, i.e., 26.25% on substitution. Similarly, they obtained 1.25 marks out of 6, i.e., 20.83% on ellipsis, 8.70 marks out of 19, i.e., 45.78% on conjunction, 16.95 marks out of 32, i.e., 52.96% on reference and 22.35 marks out of 44, i.e., 50.79% on lexical cohesion. The analysis shows that the students were more proficient in supplying exact key words than the acceptable words and they were found to be more proficient on referential cohesion than the others.

The analysis of the scores obtained by the students shows that the students of humanities streams were found more proficient in supplying exact key words whereas the students of education in acceptable words. The students of humanities were found to be more proficient on lexical cohesion, referential cohesion and conjunction whereas the students of education in substitution and ellipsis. Overall, the students of humanities were found to be more proficient to establish cohesion in reading on cohesive ties format than the students of education.

The students in humanities stream of JMC secured 52.45 marks out of 105, i.e.,49.95%. They obtained 42.95 marks, i.e.,40.90% by supplying exact key words and 9.45 marks, i.e. 9% by supplying acceptable words. They obtained 1.10 marks out of 4, i.e., 27.50% on substitution. Similarly, they obtained 1.30 marks out of 6, i.e., 21.66% on ellipsis, 9.05 marks out of 19, i.e., 47.63% on conjunction, 18.45 marks out of 32, i.e., 57.65% on reference and 22.55 marks out of 44, i.e., 51.93%on lexical cohesion. The analysis shows that the students were more proficient in supplying exact key words than acceptable words and they were found to be more proficient on referential cohesion than the others.

The students in education stream of JMC secured 45.60 marks out of 105, i.e.,43.42%.They obtained 36.25 marks, i.e.,34.52% by supplying exact key words and 9.35 marks,i.e.,8.90% by supplying acceptable words. They obtained 1.30 marks out of 4, i.e., 32.50% on substitution. Similarly, they obtained 1.65 marks out of 6, i.e., 27.50% on ellipsis, 7.50 marks out of 19, i.e., 39.47% on conjunction, 15 marks out of 32, i.e., 46.87% on reference and 20.15 marks out of 44, i.e., 45.79%on lexical cohesion. The analysis shows that the students were more proficient in supplying exact key words than the acceptable words and they were found to be more proficient on referential cohesion than the others.

The analysis of the scores obtained by the students shows that the students of humanities streams were found more proficient in supplying both exact key words and acceptable words. The students of humanities were found to be more proficient on lexical cohesion, referential cohesion and conjunction whereas the students of education in substitution and ellipsis. Overall, the students of humanities were found to be more proficient to establish cohesion in reading on cohesive ties format than the students of education.

The students in humanities stream of GAMC secured 50.75 marks out of 105, i.e.,48.16%.They obtained 40.95 marks, i.e., 39% by supplying exact key words and 9.80 marks , i.e.,9.33 % by supplying acceptable words. They obtained 0.75 marks out of 4, i.e., 18.75% on substitution. Similarly, they obtained 1.05 marks out of 6, i.e.,

17.50% on ellipsis, 9.05 marks out of 19, i.e., 47.63% on conjunction, 17.25 marks out of 32, i.e., 53.90% on reference and 22.65 marks out of 44, i.e., 51.47% on lexical cohesion. The analysis shows that the students were more proficient in supplying exact key words than acceptable words and they were found to be more proficient on referential cohesion than the others.

The students in education stream of GAMC secured 53.80 marks out of 105, i.e., 51.23%. They obtained 43.15 marks, i.e., 41.09% by supplying exact key words and 10.60 marks, i.e., 10.09% by supplying acceptable words. They obtained 1.40 marks out of 4, i.e., 35% on substitution. Similarly, they obtained 1.75 marks out of 6, i.e., 29.16% on ellipsis, 8.95 marks out of 19, i.e., 47.10% on conjunction, 18.85 marks out of 32, i.e., 58.90% on reference and 22.85 marks out of 44, i.e., 51.93% on lexical cohesion. The analysis shows that the students were more proficient in supplying exact key words than the acceptable words and they were found to be more proficient on referential cohesion than the others.

The analysis of the scores obtained by the students shows that the students of education stream were found more proficient in supplying both exact key words and acceptable words. They bestowed their proficiency on substitution, ellipsis, reference and lexical cohesion. The students of humanities stream showed their supremacy of cohesion merely on conjunction.

### **3.9 Intra-college, Inter-stream Comparison on Cloze Test**

The ability of the students in terms of streams within each college to establish cohesion in reading has been analyzed in this section regarding the case of cloze test.

**Table 9****Intra-college, Inter-Stream Comparison of the Ability of the Students to Establish Cohesion in Reading on Cloze Test**

| Names of the Colleges | Number of the students | Faculty | FM<br>→ | EW    | AW   | Total<br>105 |
|-----------------------|------------------------|---------|---------|-------|------|--------------|
| BMC                   | 40                     | Hum/20  | Ave     | 33.90 | 6.80 | 40.70        |
|                       |                        |         | P (%)   | 32.28 | 6.47 | 38.76        |
|                       |                        | Ed/20   | Ave     | 34    | 9.05 | 43.05        |
|                       |                        |         | P (%)   | 32.38 | 8.62 | 41           |
| JMC                   | 40                     | Hum/20  | Ave     | 31.95 | 8.7  | 40.65        |
|                       |                        |         | P (%)   | 30.40 | 8.28 | 38.71        |
|                       |                        | Ed/20   | Ave     | 32.90 | 8.7  | 46.10        |
|                       |                        |         | P (%)   | 31.33 | 8.28 | 39.61        |
| GAMC                  | 40                     | Hum/20  | Ave     | 34.85 | 8.45 | 43.3         |
|                       |                        |         | P (%)   | 33.19 | 8.04 | 41.23        |
|                       |                        | Ed/20   | Ave     | 32.40 | 9.10 | 41.50        |
|                       |                        |         | P (%)   | 30.85 | 8.66 | 39.52        |

In the table above, the ability of the students of education and humanities of three different colleges of Kathmandu district to establish cohesion in reading on cloze test has been explored.

The students of humanities stream of BMC obtained 40.70 marks, i.e., 38.76%. They obtained 33.90 marks, i.e., 32.28% by supplying exact key words and 6.8 marks, i.e., 6.47% by supplying acceptable words. The students of humanities stream were found to be more proficient in supplying exact key words than acceptable words.

The students of education stream obtained 43.05 marks, i.e., 41%. They obtained 34 marks, i.e., 32.38% by supplying exact key words and 9.05 marks, i.e., 8.61% by supplying acceptable words. The students of education stream were found to be more proficient in supplying acceptable words than exact key words.

The analysis shows that the students of education stream were found to be more proficient to establish cohesion in reading on cloze test than the students of humanities. The students of humanities stream are below the percentile score (39.80%).

The students of humanities stream of JMC obtained 40.65 marks, i.e., 38.71%. They obtained 31.95 marks, i.e., 30.40% by supplying exact key words and 8.70 marks, i.e., 8.28% by supplying acceptable words. The students of humanities stream were found to be more proficient in supplying exact key words than acceptable words.

The students of education stream obtained 46.10 marks, i.e., 39.61%. They obtained 32.90 marks, i.e., 31.33% by supplying exact key words and 8.70 marks, i.e., 8.28% by supplying acceptable words. The students of education stream were found to be more proficient in supplying acceptable words than exact key words.

The analysis shows that the students of education stream were found to be more proficient to establish cohesion in reading on cloze test than the students of humanities. Yet, the students of both education and humanities streams are below the percentile score (39.80%).

The students of humanities stream of GAMC obtained 43.30 marks, i.e., 41.23%. They obtained 44.85 marks, i.e., 33.19% by supplying exact key words and 8.45 marks, i.e., 8.04% by supplying acceptable words. The students of humanities stream were found to be more proficient in supplying exact key words than acceptable words.

The students of education stream obtained 41.50 marks, i.e., 39.52%. They obtained 32.40 marks, i.e., 30.85% by supplying exact key words and 9.10 marks, i.e.,

8.66% by supplying acceptable words. The students of education stream were found to be more proficient in supplying acceptable words than exact key words.

The analysis shows that the students of humanities stream were found to be more proficient to establish cohesion in reading on cloze test than the students of education. The students of education stream are below the percentile score (39.80%).

Normally students manifest varied skills when they undergo the task of cohesion. So, it is relevant to observe the variation of the students' ability to establish cohesion in reading. It is obvious that students may find it easier to supply cohesion in cohesive ties format and it might be easier for them to have the understanding of the text and have more proficiency in reading comprehension. And it might be more difficult for them to have the understanding of the text and have more proficiency to establish cohesion in reading on cloze test because of the lack of vocabulary, grammar, punctuation and so on.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The main objective of this research was to find out the ability of the 12<sup>th</sup> graders of humanities and education streams to establish cohesion in reading. On the basis of analysis and interpretation, the findings of the study can be stated as follows.

#### **4.1 Findings of the Study**

1. As a whole, the students' ability to establish cohesion in reading was poor.
2. Their overall ability to establish cohesion in reading was 44.55%.
3. The students were more proficient to establish exact key words than the acceptable words. Their overall ability to establish cohesion in reading by supplying exact key words was 35.85% and by supplying acceptable words was 8.68%.
4. The ability of the students to establish cohesion in reading was found to be more proficient on cohesive ties format than on cloze test. The ability of the students to establish cohesion in reading was 49.41% on cohesive ties format test and 39.80% on cloze test.
5. The students of humanities were found below the percentile score on close test while the students of education stream were found below the percentile score on cohesive ties format test.
6. The students of education were found more proficient to establish cohesion on cloze test. The students of humanities streams were found to be more proficient to establish cohesion on cohesive ties format test.

The following facts have been revealed while studying the students' scores comparatively:

1. The students of GAMC were found to be more proficient than the students of other colleges on cloze test. The students of JMC and BMC were found to be below the percentile score.
2. The students of BMC were found to be more proficient than the students of other colleges on cohesive ties format test. The students of JMC were found to be below the percentile score.
3. The students of humanities were found to be more proficient in supplying exact key words whereas the students of education in supplying acceptable words.
4. The students were found to have more confidence in cohesive ties format test than in cloze test.

Similarly, while analyzing the responses of the students, they were found with varied abilities in different types of ties:

1. Substitution

The students were found to be relatively stronger to establish substitution in reading. The students of education were found to be more proficient in substitution than the students of humanities. The students of humanities were below the percentile score. The overall ability of the students in substitution was found to be 26.45%.

In terms of colleges, the students of JMC were found to be more proficient in substitution than the students of other colleges. The students of BMC were found to be below the percentile score (26.45%).

## 2. Ellipsis

The students did not seem to have good command to establish cohesion in reading using elliptical devices. The students of education were found to be more proficient in ellipsis than the students of humanities. The students of humanities were below the percentile score. The overall ability of the students in ellipsis was found to be 21.50%.

The students of JMC were found to be more proficient in ellipsis than the students of other colleges. The students of BMC were found to be below the percentile score (21.50%).

## 3. Conjunction

The students were found to be relatively better to establish conjunction in reading. The students of humanities were found to be more proficient in conjunction than the students of education. The students of education were below the percentile score. The overall ability of the students in conjunction was found to be 46.73%.

The students of BMC were found to be more proficient in conjunction than the students of other colleges. The students of JMC were found to be below the percentile score (46.73%).

## 4. Reference

The students were found to be strong to establish referential cohesion in reading. The students of humanities were found to be more proficient in conjunction than the students of education. The students of education were below the percentile score. The overall ability of the students in reference was found to be 55.56%.

The students of BMC were found to be more proficient in referential cohesion than the students of other colleges. The students of JMC and GAMC were found to be below the percentile score (55.56%).

## 5. Lexical Cohesion

The students were found to be strong to establish lexical cohesion in reading as well. The students of humanities were found to be more proficient in lexical cohesion than the students of education. The students of education were below the percentile score. The overall ability of the students in lexical cohesion was found to be 51.90%.

The students of BMC were found to be more proficient in lexical cohesion than the students of other colleges. The students of JMC and GAMC were found to be below the percentile score (51.90%).

## 4.2 Recommendations

On the basis of the findings from the analysis and interpretation, the researcher has made the following recommendations for pedagogical implications and for further researches.

### 4.2.1 Recommendations for Pedagogical Implications

- i. It is found that reading skill is not taught by increasing awareness in cohesiveness at college level. So the students were unable to perform their ideas to establish cohesion in reading strongly. Therefore, while designing the course for the students of college level, cohesiveness in reading should be encouraged.
- ii. The research finding showed that the students need more practice in both cohesive ties format and cloze test.
- iii. Students can understand the meaning of the whole text if they know the cohesive ties. So, the job of a language teacher is to raise awareness in learners on the function of cohesiveness in the text through various activities for developing reading comprehension. Without the knowledge of how words/phrases/clauses are formed, students cannot grasp the meaning of a reading text. And they would have poor cohesiveness in reading comprehension. So the teachers need to do every possible effort to create good

rapport with their students. Partly this happens by providing interesting and motivating classes and partly this comes from such things as treating all the students the same and activating their hopes and aspirations. Regarding the ability of the students on cohesion in reading, there might be several reasons for being poor which needs to be considered by the concerned teachers in an encouraging way.

- iv. While comparing the students of different colleges, the students of JMC were found very poor in both cohesive ties format and cloze test. So, they need more practice to improve their weaknesses in both the test items.
- v. The findings show that the students are seriously in need of improving their awareness towards cohesiveness. For this, the teacher in question should have sound knowledge on cohesion and reading skills. S/He should create cohesive ties format test and cloze test and provide the tests to the students to practice so that they can perform on cohesion and develop better understanding of establishing cohesions in reading.
- vi. The students should be exposed to the English language more so that they could expand their vocabulary and grammar.

#### **4.2.2 Recommendations for Further Researches**

One of the very important and global issues of grammar, viz. cohesion in reading can be of no less importance for discussion among the linguists, grammarians and curriculum designers in Nepal. So, the researcher has given the following advice to the interested researchers for the topic in question.

- i. The study can be broadened by carrying out a study in cohesion relating it with coherence.
- ii. The present research is based only on unseen passages. It is advisable to carry out further researches by making comparison between seen and unseen passages.

- iii. This study was limited in three colleges; two streams each, viz. education and humanities, of Kathmandu district. It is also advisable to carry out further research taking a larger number of streams and colleges from different districts.

## REFERENCE

- Aarts and Aarts. 1986. *English Syntactic Structure*. London: Pergamon Press.
- Bhatarai, G.R. 2001. *A Thematic Analysis of Research Reports*. Kathmandu: Ratna Pustak Bhandar.
- Brown, G. and G. Yule. 1983. *Discourse Analysis*. Cambridge: Cambridge University Press.
- Chapman, L. J. 1987. *Reading and Writing*. England: Milton Keynes.
- Cook, G. 1995. *Discourse*. New York: Oxford University Press
- Dijk, T. A. V. 1977. *Text and Context*. London: Longman.
- Doff, A. 1995. *Teach English. A Training Course for Teachers*. London: Cambridge University Press.
- Garrod, S. and A, Sanford 1994. *The Encyclopedia of Language and Linguistics*. Vol. 2.
- Gyawali, L. 2002. *Noticing Text Cohesion: A Way to Language Awareness*. In NELTA. Journal Vol. 7, No 1 and 2.
- Halliday, M. A. K. and R. Hasan.. 1976. *Cohesion in English*. London: Longman.
- Harning, A. 1991. *Readable Writing: The Role of Cohesion and Redundancy*. Michigan: Oakland University.
- Heaton, J.B. 1988. *Writing English Language Tests*. London: Longman.
- Irwin, J. 1986. *Cohesion and Comprehension*. New York: International Reading Association.
- Kumar, R. 1996. *Research Methodology*. London: SAGE Publication.

- McCarthy, M. 1991. *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.
- Mishra, C. 2005. *Discourse Analysis*. Kathmandu: Nilam Publication.
- Nunan, D. 1992. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Nunan, D. 1993. *Introducing Discourse Analysis*. Harmondsworth: Penguin.
- Paudel, H. L. 1999. *A Comparative Study of English Language Writing Proficiency in Higher Secondary Schools of Gulmi and Kathmandu*. An Unpublished M. Ed. Thesis, Kathmandu: Tribhuvan University.
- Paudel, P. 2006. *Cohesion in Reading Comprehension*. An Unpublished M. Ed. Thesis, Kathmandu: Tribhuvan University.
- Paudel, R. 2005. *Cohesion in English Writing*. An Unpublished M. Ed. Thesis, Kathmandu: Tribhuvan University.
- Richard, et al. 1999. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman.
- Sharma, B. 2003. *Cohesion in Written Discourse*. An Unpublished M. Ed. Thesis, Kathmandu: Tribhuvan University.
- Wales, K. 1994. *The Encyclopedia of Language and Linguistics*. Vol. 2.
- Wehmeier, S. 2001. *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press.

Websites:

- [doc.studenti/dispense/Lingua-inglese/](http://doc.studenti/dispense/Lingua-inglese/)
- [exchanges.state.gov/forum/vols/vol40/no1/p50.htm](http://exchanges.state.gov/forum/vols/vol40/no1/p50.htm)
- <http://www.fed.cuhk.edu.hk>.
- <http://www.mext.go.jp/english/topics/03072801.htm>.
- [www.cambridge.org/cill](http://www.cambridge.org/cill).

## APPENDIX-1

### Test Items

#### Cloze Test-1

Name of the Student:

Name of College/School:

Faculty:

Section:

Roll No.:

Sex: M / F

Date:

---

*In the following text, every 5th words are deleted. Fill in the gaps with suitable words guessing meanings from the context.*

#### Text I

Can I tell you about the time when I screamed?

Yes, I do.

Well, ..... met a thief in ..... house. I had one ..... those nice old houses- ..... was very lucky. It ... about thirty years old, ..... stone pillars, with a ..... stone staircase up and ..... doors back on to ..... verandah. And I came ... the door from the ..., and a thief carrying ..... handbag emerged through my ..... door into the living ... .. at the same moment.

... .. timed!

I couldn't believe ..... eyes for a minute. .... gave a little sort ... .. gulp, and it flashed ..... my mind 'this wont ... .." and d' you know ... .. I did? I screamed! ... .. my scream went wafting ..... on the night air. .... some neighbours who- they..... my nearest neighbours, but ..... were still some distance ...- came rushing along. They ..... awfully good, and they ... .. afterwards they thought I'd ..... being murdered. Well, I ..... not have made more ..... if I had been. ... .. I'd surprised myself. Really, ... .. sound that went floating ..... on the air I didn't know I had it in me, and they said it would make my fortune if I sent it to Hollywood., And I may say it surprised the thief sufficiently that he dropped my handbag and fled. Fortunately, I wasn't between him and the door. So, there was not harm done, and I didn't lose anything.

## Cloze Test-2

Name of the Student:

Name of College/School:

Faculty:

Section:

Roll No.:

Sex: M / F

Date:

---

---

*In the following text, every 5th words are deleted. Fill in the gaps with suitable words guessing meanings from the context.*

### Text II

The British public is getting worried, because crimes like theft and burglary and violent crimes are on the increase. As a result, the ..... has decided to take ..... measures on all types ..... crime, including relatively petty ....., and has created legislation ..... gives more power to ..... courts.

The effect of the ... .. law was seen recently ... .. a young man gave ... .. girlfriend a pair of ..... for her birthday. He ..... bought the items from ..... street trader without knowing ... .. they have come from. ... .. had been stolen. Due ..... his ignorance, he was ... .. for handling stolen goods ..... was put in a ..... cell.

In the eyes of ... .. law in Britain, there's ..... difference between what the ... .. man did and what the ..... thief or burglar does ..... their loot. The young ..... was guilty of handling ..... which has been stolen ... .. so he was breaking ... .. law.

In the court, the ... .. said, he would use ... .. case to deter others ..... consequently, the youth is ... serving a nine month ..... sentence. 'Anybody who deals ..... anything that has been ..... is committing an offence,' ... .. the judge. 'Legally, there is no difference between stealing something yourself and having it in your possession. Possession of stolen goods can result in the individual being charged and convicted.'

From the above case, it is clear that the government has decided to crack down on all forms of crime and has instructed judges not to show leniency to those breaking

the law. 'Criminals must know that if they get caught, juries are likely to be harsh and therefore jail terms will be long,' said a government spokesperson.

### Cloze Test-3

Name of the Student:

Name of College/School:

Faculty:

Section:

Roll No.:

Sex: M / F

Date:

---

---

*In the following text, every 5th words are deleted. Fill in the gaps with suitable words guessing meanings from the context.*

#### Text III

It is good to make mistakes in spite of what some people should think. Many of us go ..... our lives in sheer ..... of doing some thing ....., because we have been ..... that every task should ..... be performed correctly. This ..... nonsense, however.

A good part of ..... problem, I feel, lies ..... with the mistakes themselves, ..... with labeling the aspects ..... the learning process as ..... rather than seeing them ..... a natural, and necessary, ..... Take the children as ..... example. They have to ..... dawn in order to ..... to stand up again; ..... same applies to everything ..... they do, including mental ..... If children at the ..... or at home are ..... harassed about doing everything ....., there is a good ..... they will just give ..... It is possible for ..... then to become afraid ..... opening themselves up to ..... censure of others. Yet, ..... children need surely to ..... mistakes in order to ..... what is right and ..... to be constantly snapped ..... for failure.

Adults learning ..... use new technology are ..... a case in point. .... are able to check for spelling mistakes, which is a helpful tool. Grown-ups must have difficulties mastering the process and make lots of the mistakes, but those who concentrate on their failures rather than acquiring the skill they are trying to learn tend to give up. By contrast, those who are focused on the task than their mistakes usually succeed.

And the solution? The simple answer is to train the people to treat mistakes and the minor hiccups as natural steps in the process of learning. The teachers and the trainers could point out that, although students should aim to be perfect, they must realize they are going to make mistakes and learn from them. This positive attitude will help build the confidence and stop people giving up.

## Cohesive Ties Test-1

Name of the Student:

Name of College/School:

Faculty:

Section:

Roll No.:

Sex: M / F

Date:

---

---

*In the following text, some of the cohesive ties have been deleted. Fill in the gaps with suitable words/phrases guessing meanings from the context. (In some cases, no words are needed).*

### Text I

Can I tell you about the time when I screamed?

.....(1), I .....(2).

Well, I met a thief in my house. I had one of those nice old .....(3)- I was very lucky. .....(4) was about .....(5) old, on stone pillars, with a long stone staircase up and folding doors back on to a verandah. .....(6) I came through the door from the kitchen, and .....(7) carrying my handbag emerged through my bedroom door into the living room at the same moment.

.....(8)!

I couldn't believe my eyes for a .....(9) I gave a little sort of gulp, and it flashed through my mind '.....(10) won't do" and d' you know what I did? I .....(11)! .....(12) my .....(13) went wafting out on the night air. .....(14) some neighbours who- they were my nearest neighbours, but .....(15) were still some distance away- came rushing along. .....(16) were awfully good, and .....(17) said afterwards they thought I'd been being .....(18) . .....(19), I couldn't've made .....(20) .....(21) if .....(22) But I'd surprised myself. Really, the .....(23) that went .....(24) on the .....(25) I didn't know I had it in me, and .....(26) said it would make my fortune if I sent it to Hollywood. ....(27) I may say .....(28) surprised .....(29) .....(30) sufficiently that .....(31) dropped .....(32) .....(33) and fled. Fortunately, I wasn't between .....(34) and the .....(35) So, there was not harm done, and I didn't lose anything.

## Cohesive Ties Test-2

Name of the Student:

Name of College/School:

Faculty:

Section:

Roll No.:

Sex: M / F

Date:

---

*In the following text, some of the cohesive ties have been deleted. Fill in the gaps with suitable words/phrases guessing meanings from the context. (In some cases, no words are needed).*

### Text II

The British public is getting worried, .....(1) crimes like theft and burglary .....(2) violent .....(3) are on the increase. ....(4), the government has decided to take tough measures on all types of .....(5), including relatively petty .....(6), and .....(7) has created legislation which gives more power to the courts.

The effect of the new .....(8) was seen recently when a young man gave .....(9) girlfriend a pair of earrings for .....(10) birthday. ....(11) had bought .....(12) items from a street trader without knowing where .....(13) have come from. They had been stolen; .....(14) purchased. Due to .....(15) ignorance, .....(16) was arrested for handling stolen .....(17) and .....(18) was put in a police cell.

In the eyes of the law in Britain, there's no difference between what the young man .....(19) and what the average thief or burglar .....(20) with their .....(21) . .....(22) was guilty of handling goods which has been stolen and .....(23) he was breaking the .....(24).

In the court, the .....(25) said, .....(26) would use the case to deter others and .....(27), the youth is now serving a nine month .....(28). 'Anybody who deals in anything that has been stolen is committing an offence,' said the judge. 'Legally, there is no difference between stealing something yourself and having it in .....(29) possession. ....(30) of stolen goods can result in the individual being charged and convicted.'

From the above .....(31), it is clear that the .....(32) has decided to crack down on all forms of crime and .....(33) has instructed judges not to show leniency to those breaking the law. 'Criminals must know that if .....(34) get caught, juries are likely to be harsh and .....(35) jail terms will be long,' said a government spokesperson.

### Cohesive Ties Test-3

Name of the Student:

Name of College/School:

Faculty:

Section:

Roll No.:

Sex: M / F

Date:

---

*In the following text, some of the cohesive ties have been deleted. Fill in the gaps with suitable words/phrases guessing meanings from the context. (In some cases, no words are needed).*

#### Text III

It is good to make mistakes in spite of what some people should think. ....(1) of us go through ..... (2) lives in sheer terror of doing some thing wrong, ....(3) we have been taught that every task should always be performed .....(4). ....(5) is nonsense, ....(6).

A good part of the problem, I feel, lies not with .....(7) themselves, .....(8) with labeling the aspects of the learning process as errors rather than seeing .....(9) as a natural, and necessary, development. Take the children as an example. ....(10) have to fall dawn .....(11) learn to .....(12) again; .....(13) applies to everything that they do, including mental tasks. If children at the school or at home are constantly harassed about doing everything correctly, there is a good chance .....(14) will just give up. It is possible for them then to become afraid of opening themselves up to the censure of others. ....(15), the .....(16) need surely to make mistakes .....(17) see what is right and .....(18) to be constantly snapped at for .....(19).

Adults learning to use new technology are also a case in point. Computers are able to check for spelling mistakes, which is a helpful tool. ....(20) must have difficulties .....(21) the process and make lots of .....(22), .....(23) those who concentrate on .....(24) .....(25) rather than acquiring the skill .....(26) are trying to learn tend to give up. ....(27), those who are focused on the task than their mistakes usually .....(28).

And .....(29) the solution? The simple answer is to train the people to treat mistakes and the minor ..... (30) as natural steps in the process of learning. The teachers and the trainers could point out that, although students should aim to be perfect, .....(31) must realize they are going to make mistakes and ..... (32) from .....(33). .....(34) positive attitude will help build the confidence and .....(35) stop people giving up.

## APPENDIX-2

### Key

#### C. T. Test-1

|   |              |    |                  |    |          |    |              |    |         |
|---|--------------|----|------------------|----|----------|----|--------------|----|---------|
| 1 | Yes          | 8  | Splendidly timed | 15 | They     | 22 | I had been   | 29 | The     |
| 2 | Do           | 9  | Minute           | 16 | They     | 23 | Sound        | 30 | Thief   |
| 3 | Houses       | 10 | This             | 17 | They     | 24 | Floating out | 31 | He      |
| 4 | It           | 11 | Screamed         | 18 | Murdered | 25 | Air          | 32 | My      |
| 5 | Thirty years | 12 | And              | 19 | Well     | 26 | They         | 33 | Handbag |
| 6 | And          | 13 | Scream           | 20 | More     | 27 | And          | 34 | Him     |
| 7 | A thief      | 14 | and              | 21 | Noise    | 28 | It           | 35 | door    |

#### C. T. Test-2

|   |             |    |      |    |       |    |                 |    |            |
|---|-------------|----|------|----|-------|----|-----------------|----|------------|
| 1 | Because     | 8  | Lao  | 15 | His   | 22 | The young man   | 29 | Your       |
| 2 | And         | 9  | His  | 16 | Her   | 23 | So              | 30 | Possession |
| 3 | Crimes      | 10 | Her  | 17 | Goods | 24 | Law             | 31 | Case       |
| 4 | As a result | 11 | He   | 18 | X     | 25 | Judge           | 32 | Government |
| 5 | Crimes      | 12 | The  | 19 | Did   | 26 | He              | 33 | X          |
| 6 | Offences    | 13 | They | 20 | Does  | 27 | Consequently    | 34 | They       |
| 7 | X           | 14 | Not  | 21 | loot  | 28 | Prison sentence | 35 | therefore  |

#### C. T. Test-3

|   |              |    |             |    |             |    |              |    |         |
|---|--------------|----|-------------|----|-------------|----|--------------|----|---------|
| 1 | Many         | 8  | But         | 15 | Yet         | 22 | The mistakes | 29 | X       |
| 2 | Our          | 9  | Them        | 16 | Children    | 23 | But          | 30 | Hiccups |
| 3 | Because      | 10 | They        | 17 | In order to | 24 | Those        | 31 | They    |
| 4 | Correctly    | 11 | In order to | 18 | Not         | 25 | Their        | 32 | Learn   |
| 5 | This         | 12 | Stand up    | 19 | Failure     | 26 | They         | 33 | Them    |
| 6 | However      | 13 | The         | 20 | Grown ups   | 27 | By contrast  | 34 | This    |
| 7 | The mistakes | 14 | They        | 21 | Mastering   | 28 | succeed      | 35 | Stop    |

### Cloze Test-1

|   |      |    |         |    |            |    |      |    |       |
|---|------|----|---------|----|------------|----|------|----|-------|
| 1 | I    | 8  | folding | 15 | Splendidly | 22 | and  | 29 | Said  |
| 2 | my   | 9  | a       | 16 | my         | 23 | out  | 30 | been  |
| 3 | of   | 10 | through | 17 | I          | 24 | And  | 31 | could |
| 4 | I    | 11 | kitchen | 18 | of         | 25 | were | 32 | oise  |
| 5 | was  | 12 | my      | 19 | through    | 26 | They | 33 | but   |
| 6 | on   | 13 | bedroom | 20 | Do         | 27 | away | 34 | The   |
| 7 | long | 14 | room    | 21 | What       | 28 | were | 35 | Out   |

### Cloze Test-2

|   |            |    |          |    |          |    |         |    |        |
|---|------------|----|----------|----|----------|----|---------|----|--------|
| 1 | Government | 8  | When     | 15 | To       | 22 | Average | 29 | The    |
| 2 | Tough      | 9  | His      | 16 | Arrested | 23 | With    | 30 | And    |
| 3 | of         | 10 | Earrings | 17 | The      | 24 | Man     | 31 | Now    |
| 4 | Offences   | 11 | Had      | 18 | Police   | 25 | Goods   | 32 | Prison |
| 5 | Which      | 12 | A        | 19 | The      | 26 | And     | 33 | In     |
| 6 | The        | 13 | Where    | 20 | No       | 27 | The     | 34 | Stolen |
| 7 | new        | 14 | They     | 21 | young    | 28 | judge   | 35 | said   |

### Cloze Test-3

|   |         |    |             |    |            |    |           |    |           |
|---|---------|----|-------------|----|------------|----|-----------|----|-----------|
| 1 | Through | 8  | Not         | 15 | Fall       | 22 | Correctly | 29 | Make      |
| 2 | Terror  | 9  | But         | 16 | Learn      | 23 | Chance    | 30 | See       |
| 3 | Wrong   | 10 | Of          | 17 | The        | 24 | Up        | 31 | Not       |
| 4 | Taught  | 11 | Errors      | 18 | That       | 25 | Them      | 32 | At        |
| 5 | Always  | 12 | As          | 19 | Takes      | 26 | Of        | 33 | To        |
| 6 | Is      | 13 | development | 20 | School     | 27 | The       | 34 | Also      |
| 7 | The     | 14 | An          | 21 | Constantly | 28 | The       | 35 | Computers |

**Table 2**  
**BMC Students' Ability to Establish Cohesion in Reading on Cohesive Ties Test and Cloze Test**

| S.N. | Name of the Students | Faculty | Roll No. | Test Results |    |    |              |    |    |              |    |    | Test Results |    |    |             |    |    |            |    |    |
|------|----------------------|---------|----------|--------------|----|----|--------------|----|----|--------------|----|----|--------------|----|----|-------------|----|----|------------|----|----|
|      |                      |         |          | Cloze Test 1 |    |    | Cloze Test 2 |    |    | Cloze Test 3 |    |    | C.T. Test 1  |    |    | C. T.Test 2 |    |    | C.T.Test 3 |    |    |
|      |                      |         |          | EW           | AW | T  | EW           | AW | T  | EW           | AW | T  | EW           | AW | T  | EW          | AW | T  | EW         | AW | T  |
| 1    | Nirajan Khadka       | Hum     | 29       | 4            | 1  | 5  | 9            | 3  | 12 | 7            | 5  | 12 | 19           | 1  | 20 | 15          | 2  | 17 | 17         | 2  | 19 |
| 2    | Radhika Gurung       | Hum     | 13       | 11           | 0  | 11 | 14           | 2  | 16 | 8            | 4  | 12 | 16           | 5  | 21 | 12          | 4  | 16 | 14         | 3  | 17 |
| 3    | Rima Lama            | Hum     | 15       | 7            | 0  | 7  | 8            | 2  | 10 | 11           | 1  | 12 | 22           | 3  | 25 | 11          | 5  | 16 | 10         | 3  | 13 |
| 4    | Sarina Acharya       | Hum     | 2        | 13           | 1  | 14 | 10           | 3  | 13 | 10           | 1  | 11 | 23           | 3  | 26 | 16          | 3  | 19 | 8          | 4  | 12 |
| 5    | Mahadevi Gurung      | Hum     | 10       | 12           | 2  | 14 | 15           | 4  | 19 | 13           | 3  | 16 | 11           | 2  | 13 | 12          | 0  | 12 | 8          | 3  | 11 |
| 6    | Kalpana Karki        | Hum     | 12       | 11           | 3  | 14 | 18           | 1  | 19 | 14           | 3  | 17 | 24           | 2  | 26 | 16          | 5  | 21 | 14         | 1  | 15 |
| 7    | Ashwin Adhikari      | Hum     | 1        | 12           | 5  | 17 | 16           | 2  | 18 | 10           | 1  | 11 | 27           | 4  | 31 | 24          | 2  | 26 | 19         | 4  | 23 |
| 8    | Dipendra Paudel      | Hum     | 44       | 11           | 5  | 16 | 13           | 1  | 14 | 9            | 2  | 11 | 22           | 5  | 27 | 16          | 5  | 21 | 8          | 5  | 13 |
| 9    | Bimala Rana          | Hum     | 14       | 11           | 0  | 11 | 14           | 1  | 15 | 7            | 0  | 7  | 23           | 3  | 26 | 13          | 5  | 18 | 9          | 5  | 14 |
| 10   | Bishma Thapa         | Hum     | 17       | 15           | 1  | 16 | 22           | 1  | 23 | 16           | 2  | 18 | 24           | 3  | 27 | 15          | 6  | 21 | 10         | 5  | 15 |
| 11   | Datta Singh Karki    | Hum     | 31       | 13           | 4  | 17 | 14           | 1  | 15 | 7            | 1  | 8  | 9            | 3  | 12 | 10          | 3  | 13 | 4          | 1  | 5  |
| 12   | Srijana Acharya      | Hum     | 3        | 13           | 1  | 14 | 7            | 4  | 11 | 13           | 0  | 13 | 25           | 2  | 27 | 16          | 5  | 21 | 8          | 6  | 14 |
| 13   | Nabin Kafle          | Hum     | 7        | 9            | 4  | 13 | 11           | 2  | 13 | 9            | 1  | 10 | 26           | 3  | 29 | 25          | 2  | 27 | 21         | 3  | 24 |
| 14   | Bhushan Magaar       | Hum     | 24       | 12           | 3  | 15 | 10           | 4  | 14 | 9            | 2  | 11 | 21           | 2  | 23 | 23          | 4  | 27 | 19         | 4  | 23 |
| 15   | Muna Shrestha        | Hum     | 9        | 13           | 4  | 17 | 7            | 4  | 11 | 7            | 1  | 8  | 18           | 6  | 24 | 19          | 5  | 24 | 14         | 3  | 17 |
| 16   | Apsara Kaphle        | Hum     | 8        | 11           | 3  | 14 | 16           | 1  | 17 | 9            | 4  | 13 | 16           | 1  | 17 | 14          | 0  | 14 | 9          | 4  | 13 |
| 17   | Bhawana Chaulagai    | Hum     | 21       | 18           | 2  | 20 | 14           | 3  | 17 | 11           | 5  | 16 | 22           | 4  | 26 | 17          | 0  | 17 | 13         | 5  | 18 |
| 18   | Urmila Shrestha      | Hum     | 26       | 11           | 4  | 15 | 11           | 1  | 12 | 8            | 4  | 12 | 18           | 2  | 20 | 22          | 2  | 24 | 15         | 3  | 18 |
| 19   | Bidhya Kala Gurung   | Hum     | 45       | 8            | 3  | 11 | 14           | 1  | 15 | 9            | 3  | 12 | 13           | 4  | 17 | 19          | 2  | 21 | 14         | 1  | 15 |
| 20   | Sanchita Upreti      | Hum     | 27       | 15           | 2  | 17 | 10           | 1  | 11 | 8            | 3  | 11 | 18           | 3  | 21 | 12          | 3  | 15 | 10         | 2  | 12 |

|    |                     | Average →       | 11.5 | 2.4 | 13.9 | 12.65 | 2.1 | 14.75 | 9.75 | 2.3 | 12.05 | 19.85 | 3.05 | 22.9 | 16.35 | 3.15 | 19.5 | 12.2 | 3.35 | 15.55 |    |
|----|---------------------|-----------------|------|-----|------|-------|-----|-------|------|-----|-------|-------|------|------|-------|------|------|------|------|-------|----|
| 1  | Deepa Sitaula       | Ed              | 33   | 9   | 4    | 13    | 13  | 4     | 17   | 11  | 5     | 16    | 23   | 3    | 26    | 17   | 5    | 22   | 19   | 3     | 22 |
| 2  | Bimala Rai          | Ed              | 34   | 21  | 4    | 25    | 24  | 2     | 26   | 16  | 5     | 21    | 15   | 1    | 16    | 13   | 3    | 16   | 18   | 4     | 22 |
| 3  | Sushan Ale Magar    | Ed              | 11   | 13  | 2    | 15    | 18  | 1     | 19   | 12  | 1     | 13    | 21   | 4    | 25    | 18   | 6    | 24   | 12   | 3     | 15 |
| 4  | Nawaaraj Timilsena  | Ed              | 8    | 10  | 5    | 15    | 14  | 3     | 17   | 9   | 3     | 12    | 23   | 3    | 26    | 19   | 4    | 23   | 18   | 4     | 22 |
| 5  | Gautam Lama         | Ed              | 28   | 21  | 3    | 24    | 16  | 4     | 20   | 11  | 3     | 14    | 9    | 5    | 14    | 13   | 3    | 16   | 10   | 5     | 15 |
| 6  | Devaki Dhakal       | Ed              | 21   | 10  | 2    | 12    | 14  | 3     | 17   | 9   | 4     | 13    | 18   | 7    | 25    | 21   | 4    | 25   | 18   | 4     | 22 |
| 7  | Sarita Sigdel       | Ed              | 20   | 11  | 2    | 13    | 12  | 0     | 12   | 8   | 3     | 11    | 19   | 5    | 24    | 21   | 6    | 27   | 15   | 3     | 18 |
| 8  | Swastika Sharma     | Ed              | 26   | 11  | 5    | 16    | 13  | 3     | 16   | 11  | 4     | 15    | 9    | 4    | 13    | 13   | 2    | 15   | 10   | 3     | 13 |
| 9  | Bishnu Maya Raut    | Ed              | 43   | 9   | 4    | 13    | 9   | 3     | 12   | 7   | 1     | 8     | 16   | 2    | 18    | 11   | 4    | 15   | 11   | 2     | 13 |
| 10 | Bhairab Acharya     | Ed              | 44   | 13  | 4    | 17    | 8   | 4     | 12   | 11  | 2     | 13    | 14   | 4    | 18    | 17   | 3    | 20   | 10   | 1     | 11 |
| 11 | Janga Bahadur Karki | Ed              | 14   | 9   | 3    | 12    | 9   | 4     | 13   | 6   | 2     | 8     | 13   | 3    | 16    | 12   | 4    | 16   | 15   | 2     | 17 |
| 12 | Barish Thebe        | Ed              | 17   | 16  | 3    | 19    | 12  | 2     | 14   | 10  | 2     | 12    | 15   | 4    | 19    | 10   | 1    | 11   | 8    | 4     | 12 |
| 13 | Pratibha Lamsal     | Ed              | 6    | 10  | 4    | 14    | 8   | 2     | 10   | 14  | 5     | 19    | 9    | 2    | 11    | 13   | 2    | 15   | 10   | 3     | 13 |
| 14 | Pratigya Subedi     | Ed              | 22   | 18  | 5    | 23    | 15  | 3     | 18   | 13  | 1     | 14    | 23   | 4    | 27    | 16   | 2    | 18   | 18   | 3     | 21 |
| 15 | Anupama Lamichhane  | Ed              | 18   | 13  | 3    | 16    | 7   | 1     | 8    | 7   | 4     | 11    | 20   | 5    | 25    | 11   | 4    | 15   | 13   | 5     | 18 |
| 16 | Sampurna Pyakurel   | Ed              | 27   | 16  | 4    | 20    | 9   | 5     | 14   | 11  | 1     | 12    | 11   | 3    | 14    | 18   | 3    | 21   | 5    | 4     | 9  |
| 17 | Saroj Kumar Pariyar | Ed              | 23   | 13  | 2    | 15    | 10  | 2     | 12   | 8   | 3     | 11    | 15   | 2    | 17    | 8    | 4    | 12   | 12   | 2     | 14 |
| 18 | Bimala Khadka       | Ed              | 35   | 6   | 4    | 10    | 9   | 3     | 12   | 6   | 5     | 11    | 10   | 1    | 11    | 6    | 0    | 6    | 3    | 3     | 6  |
| 19 | Apsana Thapa        | Ed              | 48   | 11  | 3    | 14    | 6   | 3     | 9    | 9   | 2     | 11    | 13   | 3    | 16    | 7    | 3    | 10   | 8    | 3     | 11 |
| 20 | Cheej Kumar Mahato  | Ed              | 3    | 8   | 3    | 11    | 9   | 2     | 11   | 10  | 2     | 12    | 8    | 4    | 12    | 11   | 2    | 13   | 7    | 3     | 10 |
|    |                     | Average →       | 12.4 | 3.4 | 15.8 | 11.7  | 2.7 | 14.4  | 9.9  | 2.9 | 12.8  | 15.2  | 3.4  | 18.6 | 13.7  | 3.2  | 17   | 12   | 3.2  | 15.2  |    |
|    |                     | Total Average → | 12.4 | 3.4 | 15.9 | 11.7  | 2.6 | 14.3  | 9.9  | 2.8 | 12.7  | 15.0  | 3.4  | 18.4 | 13.6  | 3.2  | 16.8 | 11.8 | 3.2  | 15.0  |    |

**Table 3**  
**GAMC Students' Ability to Establish Cohesion in Reading on Cohesive Ties Test and Cloze Test**

| S.N. | Name of the Students | Faculty | Roll No. | Test Results |    |    |              |    |    |              |    |    | Test Results |    |    |             |    |    |            |    |    |
|------|----------------------|---------|----------|--------------|----|----|--------------|----|----|--------------|----|----|--------------|----|----|-------------|----|----|------------|----|----|
|      |                      |         |          | Cloze Test 1 |    |    | Cloze Test 2 |    |    | Cloze Test 3 |    |    | C.T. Test 1  |    |    | C. T.Test 2 |    |    | C.T.Test 3 |    |    |
|      |                      |         |          | EW           | AW | T  | EW           | AW | T  | EW           | AW | T  | EW           | AW | T  | EW          | AW | T  | EW         | AW | T  |
| 1    | Anjana subedi        | Hum     | 1        | 16           | 3  | 19 | 9            | 6  | 15 | 12           | 4  | 16 | 10           | 3  | 13 | 8           | 0  | 8  | 11         | 4  | 15 |
| 2    | Gauri Rai            | Hum     | 5        | 11           | 3  | 14 | 18           | 4  | 22 | 15           | 4  | 19 | 20           | 4  | 24 | 13          | 3  | 16 | 17         | 5  | 22 |
| 3    | Tulasa Pandey        | Hum     | 8        | 21           | 5  | 26 | 14           | 3  | 17 | 16           | 2  | 18 | 16           | 5  | 21 | 17          | 4  | 21 | 11         | 6  | 17 |
| 4    | Rewati Tamang        | Hum     | 3        | 10           | 4  | 14 | 9            | 3  | 12 | 7            | 2  | 9  | 23           | 3  | 26 | 16          | 4  | 20 | 15         | 3  | 18 |
| 5    | Radha KC             | Hum     | 9        | 9            | 1  | 10 | 6            | 6  | 12 | 8            | 1  | 9  | 18           | 4  | 22 | 10          | 3  | 13 | 7          | 0  | 7  |
| 6    | Hemanta Shrestha     | Hum     | 14       | 16           | 3  | 19 | 11           | 1  | 12 | 9            | 6  | 15 | 12           | 5  | 17 | 15          | 2  | 17 | 11         | 3  | 14 |
| 7    | Saroj Pandey         | Hum     | 18       | 17           | 3  | 20 | 9            | 3  | 12 | 8            | 2  | 10 | 21           | 2  | 23 | 12          | 3  | 15 | 16         | 2  | 18 |
| 8    | Manab Rai            | Hum     | 22       | 6            | 2  | 8  | 15           | 4  | 19 | 6            | 3  | 9  | 15           | 2  | 17 | 9           | 5  | 14 | 8          | 4  | 12 |
| 9    | Kalpana Tharu        | Hum     | 24       | 7            | 4  | 11 | 9            | 0  | 9  | 6            | 3  | 9  | 12           | 3  | 15 | 7           | 1  | 8  | 11         | 4  | 15 |
| 10   | Bimala Shrestha      | Hum     | 38       | 14           | 3  | 17 | 11           | 6  | 17 | 9            | 4  | 13 | 10           | 2  | 12 | 10          | 3  | 13 | 12         | 4  | 16 |
| 11   | Prakash Gurung       | Hum     | 35       | 21           | 1  | 22 | 26           | 0  | 26 | 25           | 0  | 25 | 17           | 3  | 20 | 17          | 2  | 19 | 17         | 3  | 20 |
| 12   | Raman Tiwari         | Hum     | 27       | 12           | 2  | 14 | 11           | 3  | 14 | 10           | 4  | 14 | 18           | 4  | 22 | 10          | 3  | 13 | 12         | 4  | 16 |
| 13   | Purna Kumari Tamang  | Hum     | 41       | 16           | 3  | 19 | 12           | 1  | 13 | 9            | 2  | 11 | 15           | 1  | 16 | 19          | 4  | 23 | 13         | 2  | 15 |
| 14   | Suresh Subedi        | Hum     | 39       | 15           | 2  | 17 | 11           | 3  | 14 | 11           | 3  | 14 | 21           | 4  | 25 | 15          | 4  | 19 | 7          | 4  | 11 |
| 15   | Jaya Gaudel          | Hum     | 25       | 12           | 3  | 15 | 10           | 4  | 14 | 9            | 2  | 11 | 20           | 2  | 22 | 23          | 3  | 26 | 19         | 3  | 22 |
| 16   | Richa Adhikari       | Hum     | 2        | 12           | 4  | 16 | 8            | 2  | 10 | 10           | 4  | 14 | 14           | 3  | 17 | 16          | 3  | 19 | 12         | 2  | 14 |
| 17   | Bimala Thapa         | Hum     | 23       | 13           | 1  | 14 | 11           | 3  | 14 | 8            | 2  | 10 | 16           | 4  | 20 | 16          | 3  | 19 | 10         | 4  | 14 |
| 18   | Ritesh Sunam         | Hum     | 19       | 10           | 4  | 14 | 8            | 2  | 10 | 9            | 3  | 12 | 18           | 3  | 21 | 10          | 4  | 14 | 11         | 3  | 14 |
| 19   | Jenny Bista          | Hum     | 16       | 11           | 3  | 14 | 16           | 2  | 18 | 12           | 1  | 13 | 13           | 4  | 17 | 12          | 5  | 17 | 9          | 4  | 13 |
| 20   | Harka Bdr. Oli       | Hum     | 30       | 9            | 2  | 11 | 9            | 1  | 10 | 7            | 4  | 11 | 12           | 3  | 15 | 8           | 6  | 14 | 6          | 3  | 9  |

|    |                      | Average →       |    | 12.9 | 2.8 | 15.7 | 12 | 2.9 | 14.5 | 10 | 2.8 | 13 | 16 | 3.2 | 19 | 13 | 3.3 | 16 | 12 | 3 | 15 |
|----|----------------------|-----------------|----|------|-----|------|----|-----|------|----|-----|----|----|-----|----|----|-----|----|----|---|----|
| 1  | Sabina Dangol        | Ed              | 31 | 9    | 2   | 11   | 4  | 4   | 8    | 6  | 3   | 9  | 16 | 3   | 19 | 7  | 4   | 11 | 11 | 2 | 13 |
| 2  | Dinesh Adhikari      | Ed              | 5  | 15   | 3   | 18   | 10 | 2   | 12   | 11 | 3   | 14 | 22 | 4   | 26 | 14 | 2   | 16 | 18 | 3 | 21 |
| 3  | Desy Pant            | Ed              | 8  | 16   | 4   | 20   | 4  | 2   | 6    | 11 | 2   | 13 | 18 | 3   | 21 | 9  | 2   | 11 | 8  | 1 | 9  |
| 4  | Pabina Shrestha      | Ed              | 1  | 13   | 4   | 17   | 9  | 1   | 10   | 9  | 3   | 12 | 24 | 5   | 29 | 18 | 4   | 22 | 11 | 2 | 13 |
| 5  | Rabina Tamang        | Ed              | 2  | 8    | 3   | 11   | 8  | 1   | 9    | 6  | 2   | 8  | 13 | 3   | 16 | 11 | 2   | 13 | 9  | 0 | 9  |
| 6  | Sudip Dhital         | Ed              | 6  | 12   | 4   | 16   | 8  | 6   | 14   | 10 | 5   | 15 | 10 | 2   | 12 | 14 | 5   | 19 | 10 | 4 | 14 |
| 7  | Raman chapagai       | Ed              | 15 | 12   | 1   | 13   | 14 | 3   | 17   | 10 | 2   | 12 | 22 | 3   | 25 | 14 | 5   | 19 | 16 | 2 | 18 |
| 8  | Sabin Bastola        | Ed              | 18 | 11   | 3   | 14   | 12 | 4   | 16   | 8  | 4   | 12 | 17 | 5   | 22 | 13 | 3   | 16 | 9  | 4 | 13 |
| 9  | Radhika Thapa        | Ed              | 22 | 6    | 2   | 8    | 11 | 2   | 13   | 7  | 0   | 7  | 9  | 6   | 15 | 14 | 3   | 17 | 11 | 4 | 15 |
| 10 | Khuwa Bdr. Guragai   | Ed              | 28 | 15   | 6   | 21   | 12 | 2   | 14   | 8  | 4   | 12 | 14 | 6   | 20 | 18 | 1   | 19 | 10 | 3 | 13 |
| 11 | Hom Nath Subedi      | Ed              | 4  | 6    | 6   | 12   | 14 | 4   | 18   | 2  | 0   | 2  | 16 | 4   | 20 | 13 | 3   | 16 | 9  | 5 | 14 |
| 12 | Bishu Sotii          | Ed              | 21 | 12   | 7   | 19   | 8  | 2   | 10   | 8  | 3   | 11 | 23 | 5   | 28 | 11 | 4   | 15 | 18 | 3 | 21 |
| 13 | Shrishti Pant        | Ed              | 32 | 22   | 1   | 23   | 19 | 1   | 20   | 22 | 3   | 25 | 9  | 6   | 15 | 20 | 5   | 25 | 18 | 3 | 21 |
| 14 | Prasanna Sharma      | Ed              | 24 | 20   | 4   | 24   | 14 | 5   | 19   | 11 | 4   | 15 | 19 | 3   | 22 | 9  | 4   | 13 | 16 | 2 | 18 |
| 15 | Jenny Tiwari         | Ed              | 9  | 14   | 3   | 17   | 11 | 4   | 15   | 13 | 2   | 15 | 24 | 6   | 30 | 15 | 3   | 18 | 12 | 5 | 17 |
| 16 | Dejin Sherpa         | Ed              | 13 | 11   | 2   | 13   | 10 | 3   | 13   | 6  | 5   | 11 | 10 | 3   | 13 | 18 | 2   | 20 | 7  | 4 | 11 |
| 17 | Pukar Kunwar         | Ed              | 43 | 9    | 4   | 13   | 6  | 3   | 9    | 6  | 2   | 8  | 14 | 2   | 16 | 12 | 5   | 17 | 8  | 3 | 11 |
| 18 | Chhabiratna Tripathi | Ed              | 36 | 11   | 2   | 13   | 8  | 4   | 12   | 12 | 1   | 13 | 17 | 4   | 21 | 10 | 3   | 13 | 11 | 2 | 13 |
| 19 | Sitaram Linkha       | Ed              | 35 | 15   | 4   | 19   | 18 | 2   | 20   | 14 | 4   | 18 | 24 | 3   | 27 | 18 | 4   | 22 | 19 | 5 | 24 |
| 20 | Kalyan Sharma        | Ed              | 23 | 13   | 4   | 17   | 8  | 3   | 11   | 10 | 3   | 13 | 23 | 5   | 28 | 19 | 4   | 23 | 11 | 6 | 17 |
|    |                      | Average →       |    | 12.5 | 3.5 | 16   | 10 | 2.9 | 13.3 | 10 | 2.8 | 12 | 17 | 4.1 | 21 | 14 | 3.4 | 17 | 12 | 3 | 15 |
|    |                      | Total Average → |    | 12.7 | 3.1 | 15.8 | 11 | 2.9 | 13.9 | 10 | 2.8 | 13 | 17 | 3.6 | 20 | 14 | 3.3 | 17 | 12 | 3 | 15 |

**Table 4**  
**JMC Students' Ability to Establish Cohesion in Reading on Cohesive Ties Test and Cloze Test**

| S.N. | Name of the Students | Faculty | Roll No. | Test Results |    |    |              |    |    |              |    |    | Test Results |    |    |             |    |    |            |    |           |
|------|----------------------|---------|----------|--------------|----|----|--------------|----|----|--------------|----|----|--------------|----|----|-------------|----|----|------------|----|-----------|
|      |                      |         |          | Cloze Test 1 |    |    | Cloze Test 2 |    |    | Cloze Test 3 |    |    | C.T. Test 1  |    |    | C. T.Test 2 |    |    | C.T.Test 3 |    |           |
|      |                      |         |          | EW           | AW | T  | EW           | AW | T  | EW           | AW | T  | EW           | AW | T  | EW          | AW | T  | EW         | AW | T         |
| 1    | Dinesh Kumar Rai     | Hum     | 43       | 11           | 3  | 14 | 13           | 2  | 15 | 9            | 4  | 13 | 15           | 4  | 19 | 10          | 3  | 13 | 7          | 3  | <b>10</b> |
| 2    | Sangeeta Karki       | Hum     | 36       | 21           | 5  | 26 | 18           | 2  | 20 | 11           | 0  | 11 | 22           | 5  | 27 | 11          | 6  | 17 | 20         | 4  | 24        |
| 3    | Dil Devi maharjan    | Hum     | 16       | 14           | 2  | 16 | 10           | 1  | 11 | 11           | 3  | 14 | 20           | 3  | 23 | 15          | 4  | 19 | 11         | 4  | 15        |
| 4    | Sapana Budathoki     | Hum     | 37       | 12           | 4  | 16 | 7            | 3  | 10 | 10           | 3  | 13 | 18           | 5  | 23 | 10          | 3  | 13 | 11         | 2  | 13        |
| 5    | Surakshya Sitaula    | Hum     | 39       | 9            | 4  | 13 | 7            | 2  | 9  | 11           | 2  | 13 | 14           | 4  | 18 | 8           | 3  | 11 | 12         | 2  | 14        |
| 6    | Suraj Bhushal        | Hum     | 51       | 9            | 5  | 14 | 7            | 2  | 9  | 8            | 3  | 11 | 15           | 4  | 19 | 12          | 2  | 14 | 13         | 4  | 17        |
| 7    | Dhan Kumari Lama     | Hum     | 15       | 17           | 6  | 23 | 11           | 3  | 14 | 14           | 4  | 18 | 26           | 3  | 29 | 19          | 4  | 23 | 20         | 3  | 23        |
| 8    | Rabi Pandey          | Hum     | 19       | 12           | 2  | 14 | 9            | 1  | 10 | 12           | 1  | 13 | 18           | 2  | 20 | 14          | 1  | 15 | 15         | 4  | 19        |
| 9    | Asha Thapa           | Hum     | 16       | 6            | 4  | 10 | 6            | 2  | 8  | 7            | 3  | 10 | 12           | 4  | 16 | 7           | 1  | 8  | 10         | 2  | 12        |
| 10   | Dipak KC             | Hum     | 43       | 11           | 5  | 16 | 8            | 3  | 11 | 9            | 2  | 11 | 17           | 3  | 20 | 12          | 2  | 14 | 16         | 1  | 17        |
| 11   | Smriti Neupane       | Hum     | 40       | 17           | 3  | 20 | 11           | 4  | 15 | 14           | 5  | 19 | 23           | 5  | 28 | 15          | 4  | 19 | 18         | 3  | 21        |
| 12   | Bharat Regmi         | Hum     | 21       | 10           | 3  | 13 | 7            | 2  | 9  | 6            | 3  | 9  | 15           | 4  | 19 | 14          | 6  | 20 | 17         | 3  | 20        |
| 13   | Nayan Singh          | Hum     | 34       | 15           | 2  | 17 | 6            | 4  | 10 | 10           | 1  | 11 | 18           | 2  | 20 | 8           | 4  | 12 | 13         | 3  | 16        |
| 14   | Tak Devi Pun         | Hum     | 10       | 11           | 2  | 13 | 10           | 2  | 12 | 8            | 3  | 11 | 15           | 1  | 16 | 10          | 3  | 13 | 12         | 2  | 14        |
| 15   | Parbati Rai          | Hum     | 18       | 8            | 3  | 11 | 8            | 3  | 11 | 9            | 3  | 12 | 12           | 1  | 13 | 10          | 3  | 13 | 9          | 1  | 10        |
| 16   | Jivan Kandel         | Hum     | 44       | 16           | 2  | 18 | 9            | 1  | 10 | 6            | 3  | 9  | 20           | 4  | 24 | 15          | 4  | 19 | 14         | 3  | 17        |
| 17   | Jhappendra Panthi    | Hum     | 22       | 10           | 5  | 15 | 16           | 2  | 18 | 11           | 4  | 15 | 17           | 2  | 19 | 21          | 4  | 25 | 13         | 3  | 16        |
| 18   | Meeraj Thapa         | Hum     | 53       | 15           | 4  | 19 | 10           | 4  | 14 | 11           | 3  | 14 | 14           | 4  | 18 | 10          | 3  | 13 | 9          | 4  | 13        |
| 19   | Karuna Rai           | Hum     | 47       | 11           | 3  | 14 | 13           | 4  | 17 | 10           | 2  | 12 | 19           | 2  | 21 | 14          | 3  | 17 | 8          | 3  | 11        |
| 20   | Tulsa Lamsal         | Hum     | 26       | 10           | 2  | 12 | 9            | 3  | 12 | 12           | 3  | 15 | 16           | 4  | 20 | 20          | 4  | 24 | 10         | 2  | 12        |

|    |                    | Average →       | 12.3 | 3.5 | 16 | 9.75 | 2.5 | 12 | 9.95 | 2.8 | 13 | 17.3 | 3.3 | 21 | 12.75 | 3.4 | 16 | 12.9 | 2.8 | 15.7 |    |
|----|--------------------|-----------------|------|-----|----|------|-----|----|------|-----|----|------|-----|----|-------|-----|----|------|-----|------|----|
| 1  | Yamuna Nepal       | Ed              | 12   | 8   | 1  | 9    | 11  | 2  | 13   | 12  | 4  | 16   | 14  | 4  | 18    | 13  | 1  | 14   | 13  | 3    | 16 |
| 2  | Ganga KC           | Ed              | 18   | 12  | 1  | 13   | 14  | 3  | 17   | 10  | 2  | 12   | 18  | 2  | 20    | 15  | 3  | 18   | 13  | 1    | 14 |
| 3  | Nisha Khadka       | Ed              | 22   | 7   | 1  | 8    | 9   | 2  | 11   | 11  | 2  | 13   | 13  | 2  | 15    | 11  | 3  | 14   | 10  | 1    | 11 |
| 4  | Parbati Acharya    | Ed              | 10   | 14  | 2  | 16   | 7   | 5  | 12   | 8   | 4  | 12   | 12  | 4  | 16    | 11  | 1  | 12   | 8   | 3    | 11 |
| 5  | Prakriti Nepal     | Ed              | 4    | 14  | 3  | 17   | 11  | 3  | 14   | 10  | 2  | 12   | 22  | 4  | 26    | 14  | 5  | 19   | 16  | 2    | 18 |
| 6  | Jamuna KC          | Ed              | 19   | 14  | 2  | 16   | 10  | 2  | 12   | 13  | 3  | 16   | 17  | 3  | 20    | 13  | 4  | 17   | 10  | 5    | 15 |
| 7  | Reena KC           | Ed              | 13   | 6   | 3  | 9    | 4   | 1  | 5    | 7   | 3  | 10   | 9   | 4  | 13    | 7   | 3  | 10   | 9   | 3    | 12 |
| 8  | Rama Basnet        | Ed              | 6    | 18  | 3  | 21   | 11  | 5  | 16   | 14  | 2  | 16   | 22  | 5  | 27    | 18  | 4  | 22   | 16  | 4    | 20 |
| 9  | Smita Shrestha     | Ed              | 8    | 11  | 4  | 15   | 7   | 3  | 10   | 7   | 2  | 9    | 18  | 2  | 20    | 11  | 3  | 14   | 11  | 2    | 13 |
| 10 | Krishna Maya       | Ed              | 1    | 14  | 2  | 16   | 9   | 3  | 12   | 12  | 4  | 16   | 9   | 0  | 9     | 11  | 2  | 13   | 5   | 4    | 9  |
| 11 | Prakash Pandey     | Ed              | 11   | 16  | 4  | 20   | 11  | 0  | 11   | 12  | 4  | 16   | 9   | 5  | 14    | 12  | 6  | 18   | 9   | 6    | 15 |
| 12 | Nitika Karki       | Ed              | 38   | 14  | 3  | 17   | 10  | 3  | 13   | 10  | 4  | 14   | 12  | 2  | 14    | 8   | 1  | 9    | 10  | 1    | 11 |
| 13 | Aashish Lama       | Ed              | 24   | 11  | 4  | 15   | 13  | 2  | 15   | 10  | 3  | 13   | 15  | 2  | 17    | 11  | 3  | 14   | 18  | 3    | 21 |
| 14 | Sushma Shedhain    | Ed              | 7    | 16  | 3  | 19   | 18  | 3  | 21   | 14  | 4  | 18   | 13  | 4  | 17    | 16  | 4  | 20   | 6   | 5    | 11 |
| 15 | Kapil Roka         | Ed              | 20   | 12  | 2  | 14   | 10  | 5  | 15   | 6   | 5  | 11   | 9   | 3  | 12    | 9   | 2  | 11   | 7   | 3    | 10 |
| 16 | Anish Khadka       | Ed              | 29   | 10  | 4  | 14   | 14  | 4  | 18   | 9   | 3  | 12   | 18  | 5  | 23    | 10  | 3  | 13   | 16  | 3    | 19 |
| 17 | Prem Prasad Paudel | Ed              | 44   | 15  | 5  | 20   | 12  | 3  | 15   | 11  | 4  | 15   | 20  | 4  | 24    | 13  | 2  | 15   | 10  | 3    | 13 |
| 18 | Thirh Raj Aryal    | Ed              | 36   | 13  | 3  | 16   | 11  | 2  | 13   | 6   | 1  | 7    | 14  | 4  | 18    | 6   | 5  | 11   | 7   | 4    | 11 |
| 19 | Aakash BK          | Ed              | 14   | 11  | 2  | 13   | 7   | 3  | 10   | 10  | 3  | 13   | 9   | 5  | 14    | 15  | 3  | 18   | 10  | 2    | 12 |
| 20 | Deepika Yadav      | Ed              | 5    | 14  | 3  | 17   | 10  | 1  | 11   | 7   | 5  | 12   | 10  | 3  | 13    | 9   | 1  | 10   | 5   | 3    | 8  |
|    |                    | Average →       | 12.5 | 2.8 | 15 | 10.5 | 2.8 | 13 | 9.95 | 3.2 | 13 | 14.2 | 3.4 | 18 | 11.65 | 3   | 15 | 10.5 | 3.1 | 13.5 |    |
|    |                    | Total Average → | 12.4 | 3.1 | 15 | 10.1 | 2.6 | 13 | 9.95 | 3   | 13 | 15.7 | 3.3 | 19 | 12.2  | 3.2 | 15 | 11.7 | 2.9 | 14.6 |    |

|      |                       | Cloze Test-1 |          |           | Cloze Test-2 |          |           | Cloze Test-3 |          |           | C. Ties Test-1 |          |           | C. Ties Test-2 |          |           | C. Ties Test-3 |          |           |
|------|-----------------------|--------------|----------|-----------|--------------|----------|-----------|--------------|----------|-----------|----------------|----------|-----------|----------------|----------|-----------|----------------|----------|-----------|
|      |                       | EW<br>av     | AW<br>av | Tot<br>av | EW<br>av     | AW<br>av | Tot<br>av | EW<br>av     | AW<br>av | Tot<br>av | EW<br>av       | AW<br>av | Tot<br>av | EW<br>av       | AW<br>av | Tot<br>av | EW<br>av       | AW<br>av | Tot<br>av |
| JAMC | Total<br>Average→     | 12.7         | 3.12     | 15.83     | 11.03        | 2.88     | 13.90     | 9.90         | 2.75     | 12.68     | 16.63          | 3.62     | 20.25     | 13.50          | 3.33     | 16.83     | 11.92          | 3.25     | 15.18     |
| BMC  | Total<br>Average<br>→ | 12.49        | 3.43     | 15.92     | 11.72        | 2.67     | 14.39     | 9.92         | 2.85     | 12.77     | 15.01          | 3.46     | 18.47     | 16.67          | 3.21     | 16.68     | 11.82          | 3.20     | 15.03     |

|     |                   |       |      |       |       |      |       |      |      |       |       |      |       |       |      |       |       |      |      |
|-----|-------------------|-------|------|-------|-------|------|-------|------|------|-------|-------|------|-------|-------|------|-------|-------|------|------|
| JMC | Total<br>Average→ | 12.38 | 3.10 | 15.48 | 10.10 | 2.63 | 12.73 | 9.95 | 2.98 | 12.93 | 15.73 | 3.32 | 19.05 | 12.20 | 3.15 | 15.35 | 11.67 | 2.92 | 14.6 |
|-----|-------------------|-------|------|-------|-------|------|-------|------|------|-------|-------|------|-------|-------|------|-------|-------|------|------|

**Table 5**  
**Overview of Average Marks of Close Tests and Cohesive Ties Tests of All Colleges**

**APPENDIX - 4**  
**Answer Sheet**