

**CORRELATION BETWEEN GRAMMATICAL
PROFICIENCY AND READING ABILITY OF GRADE IX
STUDENTS**

A Thesis Submitted to the Department of English Education
In Partial Fulfillment for Master of Education in English

Submitted by
Sheela Sapkota

Faculty of Education
Saptagandaki Multiple campus Bharatpur

Chitwan, Nepal

2012

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RECOMMENDATION FOR ACCEPTANCE

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DECLARATION

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

Sheela Sapkota

Date: 2012-03-11

DEDICATION

Dedicated to

My late son, family, teachers and well wishers.

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ABSTRACT

This study attempts to find out the correlation between grammatical proficiency and reading ability of the students of the Grade Nine students of Chitwan district. To carry out the study, the researcher collected the data from the students studying in four different schools-one government and one private school from urban area and one government and one private school from rural area. The sample population consisted of 80 students, 20 students from each school with equal number of males and females. Two sets of test items were administered and marks obtained by students were tabulated on the basis of the variables specified. Statistical tools like Carl Pearson's coefficient of correlation and mean were used to find out the correlation between the two scores, their deviation and mean difference from collected data. The findings of the study show that there is neither perfect positive correlation nor perfect negative correlation between grammar and reading comprehension. The mean difference shows that the students have done better in reading than in grammar.

The study is divided into four chapters. The first chapter includes introduction, review of the related literature, objectives of the study and significance of the study. The second chapter includes the methodology applied to carry out the research work. It deals with sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study. The third chapter includes analysis, interpretation and presentation of data. The fourth chapter includes presentation of finding, pedagogical implications or some recommendations on the basis of the analysis and interpretation of data.

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ABBREVIATIONS

EFL	=	English as Foreign Language
FL	=	Foreign Language
MOR	=	Marks obtained in Reading
MOG	=	Marks obtained in Grammar
SL	=	Second Language
SLC	=	School Leaving Certificate
TV	=	Television
TU	=	Tribhuvan University