

# CHAPTER ONE

## INTRODUCTION

This study is about, **Reading Comprehension Ability of Secondary Level Students of Private and Public Schools**. This section consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### 1.1 Background of the Study

Language is a key to communication. It works as an instrument in the communication process (Patil and Patil, 2015). Therefore, language skills are essential for any communication to be successful. Language skills include receptive skills and productive skills. Listening and reading are receptive skills, while speaking and writing are productive skills.

Reading comprehension is an overall understanding of a text which can either be poetry or any kind of prose. Reading Comprehension is the ability to easily and efficiently read text for meaning. Reading is the main means of exposure for English as a second or foreign language learner. Reading is one of the basic skills of language. Among listening, speaking, reading and writing; reading is the third but a vital skill required for language development. It is an active receptive skill. Reading is to grasp information from graphic representation of language. It is the most common and the easiest means of receiving printed information. Similarly, it is the sole means of frequent exposure to language for the second or foreign language learners. It is the combination of both the visual and mental experience. The visual process is to look at the text in the meantime the mind decodes it for comprehension. The mental process needs interaction of the visual input with the prior knowledge of the reader for comprehension.

In any text, information is presented in the written form, but the way of obtaining the information may require different skills and sub skills of reading. Harmer (2008) points out that the reader should acquire some reading skills: Scanning, skimming, reading for pleasure and reading for detailed comprehension using these skills, a good reader can obtain the required information may refer to our intellectual, factual, emotional contents and so.. Mere understanding of the meaning of words and sentences is not sufficient to understand a whole text because of a single word and sentence may fail to express the intended meaning. Understanding a written text means extracting the required information from it as efficiently as possible.

## **1.2 Statement of the Problem**

Language learning is considered as a skill learning process. It is the means for human survival. Although language learning is not merely a matter of life and death but it is a base for having incensement in life chances and works as scaffolding for getting high levels of recognition. There are four skills of language learning namely listening, speaking, reading and writing. Reading comprehension is the ability to read text, process it, and understand its meaning. There are different levels of comprehension like lexical comprehension, literal comprehension, interpretive comprehension and applied comprehension. At present, two types of schools are imparting school education namely government aided and private. Government schools have been found weak in resources in the comparison to private schools in terms of teaching learning materials, facilities and the ratio of teacher and students. Government school curriculum implies English as a compulsory subject and other subjects are taught through Nepali language. On the other hand, private school has implemented the policy of teaching the entire subject through English except Nepali subject.

Reading comprehension is the most required skill. At present, most of the documents have shown that the reading comprehension of private school is

higher than government school students. But they have not clearly presented the comparison between the students of government and private schools in reading comprehension. So, this research titled 'Reading Comprehension ability of Secondary Level Students of Private and Public Schools' had study the areas and levels of comprehension where they differ.

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

The objectives of the study were as follows:

- i. To find out the reading comprehension ability of secondary level students of private and public schools.
- ii. To compare and contrast of private and public schools students'.
- iii. To suggest some pedagogical implications based on the findings of the study.

### **1.4 Research Questions**

- i. What are the reading comprehension abilities of secondary level students of private and public schools?
- ii. What are the differences and similarities between reading comprehension abilities of those students?

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

At first, this study is significant to those who have particular interest in teaching reading comprehension in private as well as government aided schools. This study probes that how government aided school students and private schools students reading comprehension differ and in what aspects of reading they vary from each other. The result of this study will provide teachers and the student's insight regarding the differences between the performance of the private and government aided schools in reading comprehension.

Furthermore, it also gives insight regarding the aspects where they face

problems and help for remedial teaching. Finally, it will be equally useful for all stakeholders related to teaching of English as a foreign language.

## **1.6 Delimitations of the Study**

The delimitations of the study were as follows:

- i. This study was limited to find out the similarities and differences of private and government school students in reading comprehension.
- ii. The design of the study was survey research.
- iii. The study was delimited on test as a tool for data collection.
- iv. The study included 60 secondary level students: 30 from private and 30 from government schools.
- v. The field of study was Ilam district.

## **1.7 Operational Definition of theKey Terms**

The key words that I have used for my study can be enlisted with their contextual meaning in the research as follows:

**Lexical Comprehension:** Understanding key vocabulary words in a text.

**Literal Comprehension:** The literal level focuses on reading the passages, hearing the words or viewing images.

**Private school:** Private schools are more or less funded by student's tuition and administered by a private body.

**Public school:** public schools are partly or wholly funded by taxation and controlled by the government.

**Skill:** the ability to do something well, especially as the long practical experience.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter deals with review of related theoretical literature, review of the related empirical literature, implications of the review of the study and conceptual framework.

#### **2.1 Review of Related Theoretical Literature**

This sub chapter deals with different theoretical perspective related to the study area. The theoretical review of related literature is mentioned below:

##### **2.1.1 English Language Teaching in Nepal**

The late twentieth century has been called the age of communication. Language is not an end in itself but it is a means of communication. English language has been grown as global language. It has been used widely in every sector such as in the field of science, technology, commerce and international relation. The English language has been taught for many years in Nepal .To glance its history, started when Rana people established durbar high school at Dakhchowk,Thapathali.

In case of Nepal, the English language has got foreign language status. It means English is being taught as a foreign language. It is taught as a compulsory subject up to bachelor level. The history of language teaching is the history of teaching methods. At the beginning Grammar translation method became dominant and existed for a long time then it got replaced with various newly invented methods and approaches such as direct method. Audio-lingual method, task based language teaching and communicative language teaching method and approaches like behaviouristic, natives, functional, and natural approaches.

### **2.1.2 Defining Reading Skill**

Reading is the receptive skill of the language. It is a way of grasping information from the graphic symbols. According to Grellet (1981, p.8), “Reading is an active skills. It constantly involves guessing, predicting, checking and asking oneself questions”. This should therefore be taken into consideration when devising reading comprehension exercises. In the same regard, Doff (1995) writes, “Reading is an active process. When we read, we do not merely sit there as the passive ‘receivers’ of the text; we also draw on our own knowledge of the word and of language to help us guess what the text will say the next” (p.67). It is an active receptive skill because the reader has to be actively involved in order to receive information. In the same way, Reading involves the understanding and extracting specific information from the text.

According to Grellet (as cited in khaniya, 2005) reading comprehension is interpreted as extracting the required information from the written text as efficiently as possible.

The reader must understand that reading the message involves his own efforts as well as those of the writer. Reading understands a text. This means comprehending a text.

Reading may refer to many things upon different contexts. This means reading is purposeful. The purposes for reading are reading for survival is reading for learning and reading for pleasure. Reading for survival is reading for functioning in the environment. We live in such as reading street signs, labels and commercials. Reading for learning is when the act is done to enrich knowledge. This is not confined to school - related reading, but also relates to day- to- day reading such as reading newspaper. Finally, there is reading novels or magazines or reading a certain part of a text a number of times so that the experience or pleasure of reading can be enjoyed over and over again.

Reading varies according to the purpose of reading and the type of the text. For examples, the way we read an authentic article. That means, reading comprehension depends on the way we read the text. There is also a debate on whether it is a single competence or it is composed of several reading sub skills. So, the way, we read is influenced by the kind of materials we read and the purpose of reading. It is essential to consider what we read and why we read it before discussing how we read things.

Reading is flexible. Depending on the text and the purpose of reading, readers may read using different types of techniques, and different levels of understanding. The academic reading is for getting the meaning. Reading involves looking at sentences and words, recognizing them and understanding them-it is a process of making sense of written language. The first step to read is to be able to recognize the graphic symbols in isolation and then in the context. Comprehension of a text is the main aim of reading skill.

For efficient reading, it is important to improve reading skill. some characteristics of efficient reading to improve reading skills they are:

- ) The language of the text is comprehensible to the learners
- ) The content of the text is accessible to the learners.
- ) The reading progresses fairly fast.
- ) The reader concentrates on the significant bits and skims the rest, may even skip part he or she know to be significant.
- ) The reader takes in comprehensible vocabulary in his or her stride guesses it's meaning from surrounding text.
- ) The reader thinks ahead, hypothesizes, predicts.
- ) The reader has uses background information to help to understand the text.
- ) The reader is motivated to read by interesting content a challenging task.

- ) The reader is motivated to read by interesting content and a challenging task.
- ) The teacher is aware of a clear purpose in reading: for example, to find out something, to get pleasure.
- ) The reader uses different strategies for different kinds of reading. (p.62)

Similarly, reading involves a variety of sub-skills. According to Grellet (1981) reading involves some sub-skills. They are:

- ) Recognizing the script of a language.
- ) Deducing the meaning and use of unfamiliar lexical items.
- ) Understanding explicitly stated information.
- ) Understanding information not explicitly stated.
- ) Understanding conceptual meaning.
- ) Understanding the communicative value (function) of sentences and utterances.
- ) Understanding relations within the sentences.
- ) Understanding relation between parts of texts through grammatical cohesion devices.
- ) Interpreting text by going outside it.
- ) Recognizing indicators in discourse.
- ) Identifying the main points or important information in a piece of discourse.
- ) Distinguishing the main idea from supporting details.
- ) Extracting salient points to summarize (the text, an idea)
- ) Selective extraction of relevant points from text.
- ) Basic reference skills.



- ) Skimming
- ) Scanning
- ) Scanning to local specifically required information.

From the above point we can say that reading consists of a set of reading sub – skill such as skimming, scanning, inferring, guessing meaning and so on. On the basis of the survey of literature we can certainly in a position to argue that reading comprehension depends on reading techniques according to their linguistic competence. The reader uses different techniques according to their purpose while reading different types of text. The reader quickly rejects irrelevant information to find out a piece or information or may read the text for detailed understanding and may read text for getting pleasure.

### **Types of Reading skills**

Types of reading refer to the strategies of reading. Based on the purpose of reading and the level of the readers involved, reading can be categories on the basis of various factors such as: pace or speed, noise, focus and purpose.

### **Scanning**

Scanning can be called as a skimming and therefore obviously is a kind of search read. It focuses its attention to see if a particular point is present in the text or to locate it. It involves the checking of specific items and can be also called as “item check read”.

Readers skim the text in order to grasp the general theme or gist of the text but readers scan the text to locate specific information. For example: readers may go through a chapter of book quickly to find out the data when someone was born or to find out the main characters in a novel readers often do not even follow the linearity of the text. They are only concerned about the certain information. They only let their eyes wander over the text until they find what they are looking for scanning refers to the skills used reading in order to locate

specific information. Scanning therefore, is mainly carried out when a reader wants to locate a particular piece of information without necessarily understanding the rest of the text or passage.

Grellet (1981) defines scanning as “quickly going through a text to find particular piece of information.” ( p.4). Scanning, in contrast to skimming, is far more limited since it only means retrieving what information is relevant to the purpose of the readers, rejecting irrelevant information.

Cross (1992, p.260) suggest the following activities foe scanning.

- ) Find new words for old
- ) Locate grammar features
- ) Find a specified advertisement
- ) Compare details
- ) Check dates
- ) Shopping list
- ) Make word sets
- ) Newspaper headlines

### **Skimming**

Skimming is a types of rapid reading in which the reader makes a rapid survey of texts. Nuttall (2000) writes, By skimming we mean glancing rapidly through a text to determine its gist, for example, in order to decide whether a research paper is relevant to our own work not just to determine its field, which we can find out by scanning) or to keep ourselves superficially informed about matters that are not of great importance to us; much newspaper reading is skimming.(p.49)In skimming, we go through the reading material quickly in order to get gist of it, to know how it is organized and to get the ideas of the intension or the attitude of the writer.

Skimming is making a rapid survey of texts, passages, and articles and books to find out what it mainly consists of, it helps the learner to find out specific information in a book.

### **Extensive Reading**

Extensive reading is done for pleasure and information. It is generally outside reading, and it is done without teacher's guidance i.e. this reading is self reading. According to Grellet(1981) extensive reading is the main way of "reading longer text, usually for one's own pleasure" (p.4). This is fluency activity, mainly involving global understanding. An extensive reading programme is a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouragement, and materials to read pleurably, at their own level as they can, without the pressures of testing or marks. Thus, pupils are competing only against themselves, and it is to teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available .The watchwords are quantity and variety, rather than quality, so that books are selected for their attractiveness and relevance to the pupils' lives, rather for literary merit.

Since the texts used for extensive reading are usually longer, class time is not sufficient for this kind of reading activity, so, students should be encouraged to read materials on their own. The teacher should teach the students how to use library books, encourage them to read books and newspapers and teach them to use dictionary and to guess meaning from the context. The material for extensive reading will consist of authentic short stories and plays with certain adaptations of vocabulary and structure to bring them with the level of difficulty required, or of short stories and plays specially written for the purpose .The readers, at the beginning, may feel the texts being read are incomprehensible because of the cultural concepts, assumptions and associated to the target language.

Extensive reading is tractable in real-life situation. It helps in assimilation of ideas and increase passive vocabulary. It promotes self study. It also keeps the whole class busy and active, and does not require along time to get information and pleasure because it is normally faster and silent reading.

### **Intensive Reading**

Intensive reading is a detailed study .In this reading, every word is taught. The students have to learn all words, their meaning and pronunciation. In this reading, the students read not only for the detailed comprehension of meaning but also for mastering the structures and vocabulary. Therefore, intensive reading is related to further progress in language learning under the teacher's guidance.

In intensive reading, students normally work with short text with close guidance from the teacher. The aim of intensive reading is to help students obtain detailed meaning from the text, to develop reading skills- such as identifying main ideas and recognizing text connectors- and to enhance vocabulary and grammar knowledge.

So, the text is usually a short one and it is approached under the close guidance of the teacher, or of a task which forces the students to pay great attention to understanding of the text: not only what it means but also how the meaning is expressed.

Harmer (2008) said, “We use intensive reading sequences for number of reasons. We may want to have students practice specific skills such as reusing to extract specific information, or reading for general understanding.

Its major objectives are developing the ability to decode message by drawing on syntactic and lexical clues and emphasis as in all, reading on skills for recognition, rather than for the production of language features.

In order to get students to read enthusiastically in the class, the teacher need to work to create interest in the topic and task.

Harmer (2008) indicates four roles the teacher needs to adopt when asking students to read intensively.

**Organizer:** The teacher needs to tell students exactly way their reading purpose is and give them clear instruction about how to achieve it, and how long they have to do this.

**Observer:** When teachers ask students to read on their own, they need to give them space to do so. This means restraining themselves from interrupting that reading even though the temptation may be to add more information or instruction. While students are reading the teachers can observes their progress since this will give them valuable information about how well they are doing individually and collectively, and will tell the teachers whether to give them.

**Feedback organizer:** when the students have completed the task; the teacher can lead a feedback session to check that they have completed the task successfully. The teacher may sure by having them compare their answer in pair and ask for answers from the class in general or from pair in particular. It is important to be suppressive when organizing feedback after reading if teacher is to counter any negative feelings students might have about the process and if the teacher wishes to sustain their motivation.

**Prompter:** When students have read a text the teachers can prompt the students to notice language features in the text. The teachers may also, as controllers; direct they top certain features or the text construction, clarifying ambiguities and making them aware of issues of text structure which they had not come across previously. Intensive reading aims as promoting a detailed and deep knowledge of the language and its powers of expression. Therefore as mentioned above, the teacher play the vital role in intensive reading.

## **Reading Aloud**

Loud reading is also called oral reading. This is the process of vocalization of printed matters, into an authentic speech sound Doff (1995) stated Reading aloud is a completely different activity; its purpose is not just to understand a text but to convey the information to someone else. It is not an activity we engage in very often outside the classroom common examples are reading out parts of newspaper article to a friend, or reading a notice to other people who cannot see it. Obviously, reading aloud involves as a text involves reading as a text, understanding it and also saying it.

Because our attention is divided between reading and speaking, it is a much more difficult activity than reading silently; we often stumble and make mistakes when reading aloud in a foreign language is ever more difficult.

Reading aloud is as Nuttall (2000) says useful for the students of early stage because they cannot pretend of reading in this reading. Students are asked to read aloud to check their pronunciation, speech, tone, pitch. Poetry, rhymes and dialogues are useful texts for this activity. Reading aloud is very difficult skill. So it is not better to ask the students to read unseen text aloud which contains new vocabulary item. The students are unable to concentrate adequately on the meaning of the text.

## **Silent Reading**

Silent reading is just opposite of loud reading. This means reading something without producing noise or without vocalization. In past it was thought to be impossible to read without noise but now a day this reading is considered a very good way of reading. It is very useful for intensive and extensive reading. Doff (1995) writes, "...it involves looking at sentences and understanding the message they convey, on other words 'making sense' of a written text. It does not normally involve saying the words we read, not even silently inside our read" (p.67).

Reading for meaning and further writes when we read for meaning, we do not need to read every letter of every word nor even every word in each sentence. This is because, provide the text makes sense, we can guess much of what it says as we read it.

The importance of silent reading is to enable students to comprehend the meaning of what they read with speed. The teacher should ensure that the pupils do not move their lips when they read silently. It is very important because it keeps whole class busy and the students work at their own respective place. The practice of silent reading in the class also prepares pupils for independent reading.

### **Rapid Reading**

Rapid reading refers to the reading in relatively faster speed. This is done by native speaker and after passing the different stages, the speed of reading gets gradually increased. They have to acquire special habit of reading with comprehension within a reasonable space or limitation of time. Rapid reading is always silent reading aloud checks or interrupts speed of it.

### **2.1.3 Reading Comprehension**

The term 'reading' can be defined in many ways. It is regarded as the amalgamation of visual and non – visual experience or behavior. It is a process of understanding a text in its simple sense. Reading comprehension is interpreted as “extracting the required information from a written text as efficiently as possible” (Grellet, 1981, p. 33). It is generally accepted that reading is the most essential activity of the learners of EFL. Reading comprehension is pervasive and complex that it is difficult to cope with what reading is composed of and what is necessary to develop this ability in a learner. In the words of Davies (1974, p 185), “Reading comprehension is a process of analysis of receiving message from a written text”. In the same way Richards's et al. (1999 p. 306) define reading and comprehension separately. In their words reading refers to

perceiving a written text in order to understand its contents and comprehension refers to the process by which a person understand the meaning of written or spoken language. Reading comprehension is an overall understanding of a text which can either be poetry or any kind of prose, mere understanding of the meaning of words and sentences is not sufficient to understand a whole text, because the meaning of a single word and sentence may fail to express the intended meaning. That is why, understanding of whole text is very important. To comprehend a text properly, we need to know its organization prosodic features used nature of the text. Similarly, Khaniya,(2005) defines reading is understanding a text (p.42). Thus; reading generally means understanding or making a sense of a given text. Richard and Renandya (2003, p.277) opines that reading for comprehension is the primary purpose for reading (through this is sometimes overlooked when students are asked to read overly difficult text): raising student awareness of main ideas in a text is essential for good comprehension.

In reading comprehension, mostly two kinds of reading techniques are adopted: loud reading and silent reading. Language skill is same but they are different in their objectives. To read means not to go through the lines of the text. Reading means to understand gist and meaning. In other word, the effort of finding abstract, view, meaning and gist of any written expression is an actual reading. The main aim of reading is to enhance the readers. Reading is required to find the structure of writing, events of text, action and reaction. It is reading comprehension.

Understanding a written text means, extracting the required information from it as efficiently as possible. For example, we apply different strategies when looking at a notice board to see if there is an advertisement for a particular type of flat and when carefully reading an article of special interest in a scientific journal. Yet locating the relevant advertisement on the board and understanding the new information, contained in the article demonstrates that the reading purpose in each case has been successfully fulfilled. In the first case, a



competent reader will quickly reject the irrelevant information and find what he is looking for. In the second case, it is not enough to understand the gist of the text, more detailed comprehension is necessary.

#### **2.1.4 Testing of Reading Comprehension**

Teaching and testing are taken as inseparable entities. In other words, teaching and testing are so closely interrelated that it is virtually impossible to work in either field being constantly concerned with the other. Tests are such devices to reinforce learning and to motivate the students or to assess the student's performance. A test is seen as a natural extension of the classroom work providing teacher and students with useful information that can serve each as a basis for improvement. Evaluation is one of the most important facts of language education and testing is one of the means of evaluation.

While testing reading comprehension we need to test sub-skills of reading. Testing of reading starts right from recognizing the script of a language to complex reading like understanding conceptual meaning, understanding the communicative value of sentences or utterances, understanding the relations within the sentences, understanding relation between the parts of text through lexical and grammatical cohesive devices. Testing reading in general is testing of reading comprehension but specifically testing reading refers to testing of all the components of reading skills.

Reading comprehension is too pervasive and complex that it is difficult to pin down what reading is composed of and what is necessary to develop this ability in a learner. The same type of difficulty lies in determining what, and how to test reading comprehension. Testing reading mostly involves objective items. In objective items scoring does not become a problem.

The following techniques have been suggested by Cross (1992, p.199) for testing reading.

##### **I. Multiple choice reading tests**

- II. Question and answer
- III. Short factual answer
- IV. Scrambled texts
- V. Pure cloze
- VI. Multiple-choice cloze
- VII. Banked cloze

Similarly, Hughes (1995, P.P.120-124) has suggested the following techniques of testing reading:

- i. Multiple choices
- ii. Unique answer
- iii. Short answer
- iv. Guided short answer
- v. Information transfer
- vi. Identifying order of events
- vii. Identifying referents
- viii. Guessing meaning of unfamiliar words from context.

### **2.1.5 Levels of Reading Comprehension**

Reading Comprehension is the ability to easily and efficiently read text for meaning. It is the last step of the reading process taught to children, after they've learned phonics, fluency, and vocabulary.

Five levels of reading comprehension can be presented as follows:

### **Lexical Comprehension**

Lexical Comprehension means understanding key vocabulary words in a text. Leveled readers are written in a way that too many words are not used on the same page. In addition, if an unfamiliar word is used, it is generally explained within the same sentence or with a definition box in the margin. Also, words with multiple meanings may make it difficult for a less experienced reader to truly understand what is meant. It is mainly concerned with understanding the meaning of a text at surface level. There are two types of layers of the text in terms of meaning: denotative and connotative layers. Lexical comprehension meets the denotative layers of meaning in the text. Readers get involved in analyzing the text by understanding the vocabulary used and their dictionary meaning and they also consider the context where the words have been used.

### **Literal Comprehension**

The literal level focuses on reading the passages, hearing the words or viewing the images. It involves identifying the important and essential information. With guidance, students can distinguish between the important and less important ideas. Literal comprehension answers the questions who, what, when, and where with information found directly in the text. It is the denotative and surface level of comprehension of the text. Readers make the application of the meaning of the vocabulary to comprehend the text literally. It is the straight forward comprehension of the text.

### **Interpretive Comprehension**

At the interpretive level, the focus shifts to reading between the lines, looking at what is implied by the material under study. It requires students to combine pieces of information in order to make inferences about the author's intent and message. Guiding students to recognize these perceived relationships promotes

understanding and decreases the risk of being overwhelmed by the complexities of the text being viewed, heard or read. The interpretive level Answers the questions what if, why, and how by inferring information from the text. It is said that all the human understanding is interpretation and no interpretation is final .However readers are expected to read between the lines and make the meaning intended by the writers. At this level of comprehension readers make their schema in their own way and try to make the linkage to support their understanding about the text.

### **Applied comprehension**

Applied Comprehension means understandings at the literal and interpretive levels are combined, reorganized and restructured at the applied level to express opinions, draw new insights and develop fresh ideas. Guiding students through the applied level shows them how to synthesize information, to read between the lines and to develop a deeper understanding of the concepts, principles and implications presented in the text. Answers opinion questions or questions that have the reader relate the new information to background knowledge. It gives places to use the readers own prior knowledge in order to make inferences to understand the text at practical level. They also further think about the reality and the ideas presented in the text and create the linkage between outer reality and the reality presented in the text. The understanding of the text is made by applying the personal experience of life, social life, family background and their perception towards the practice of something.

### **Affective Comprehension**

Affective comprehension means understanding the social and emotional aspects of a text. If a reader does not grasp why certain characters in a story may respond in a certain manner, they get lost in the words and the plot. The readers are expected to be familiar with the people emotions at a certain condition and the feelings they make at the reaction of a certain things. It

means understanding the text as well as understanding feelings of the characters presented in the text. The readers should also feel in a similar way the writer feels at the conditions and the roles of the characters in the text. Therefore, to understand the text by combining both psychological domain and emotional domain mean comprehending the text affectively.

### **2.1.6 Comprehension Strategies or Criteria for Evaluating Reading**

#### **Comprehension**

Reading comprehension consists of various skills to be applied for grasping the intended meaning of the texts. Those skills or strategies can be pointed out as follows:

- i. Discovering main idea
- ii. Identifying details
- iii. Sequencing events
- iv. Using contexts
- v. Getting facts
- vi. Drawing conclusion/ predicting main themes
- vii. Using prior knowledge
- viii. Comparing and contrasting ideas
- ix. Understanding vocabulary
- x. Summarizing concepts
- xi. Understanding cause and effect
- xii. Determining author's purposes
- xiii. Understanding points of views.

### **2.1.7 The Education System in Nepal**

In 1951 the right for every citizen to get education was adopted in Nepal. Before this constitution was written only the Royal Family and the ruling classes had access to education. The rulers feared that, if poor and lower cast people would get free education, they would be critical and dissatisfied. The

people should therefore be kept ignorant, which was for the better. After 1951 "the dissemination of modern education concepts was slow". The education system was not formally centralized until 1971. At that time, a uniform curriculum was developed (ibid). This was Nepal's first national plan for educational development. The government also made a first attempt to look at education as an "investment in human resource development".

The next educational revolution occurred in 1990. It was connected to the new constitution in the society which was based upon democratic principles, a multiparty system. For a long time there were no political parties operating freely in Nepal, and there were no public debate on education.

Government's role in education is dominated by two issues:

- a) Its responsibility to improve access, equity, and quality of education,
- b) The increasing level of public expenditure needed even to maintain the present level of services.

The report does not distinctly itemize the options and policy alternatives that are available to the government.

At the World Conference on Education, held in Jomtien (Thailand) in 1990, Nepal decided to endorse the Jomtien Declaration. The main goal for education was agreed to be "Education for All". This year, the first really comprehensive National Education Plan, was created.

### **Government Aided Schools in Nepal**

Government schools are partly or wholly funded by taxation and controlled by the government. They prescribe the common curriculum at national level. They don't change curriculum immediately after its implementation rather they call for the ideas from curriculum experts if they want to modify the curriculum. They have more students than private school. They are found to have poor academic progress comparatively with private school students. They have

English as a compulsory subject from class one to ten. The remaining subjects are taught through Nepali medium.

### **Private Schools in Nepal**

Private schools are more or less funded by student's tuition and administered by a private body. The curriculum of the school is decided by school board. They have comparatively more students than government aided school. They have more facilities and advanced technology than government schools. They generally update their curriculum with the time being changed. They have English as a medium of instructions to teach all subjects except Nepali.

## **2.2 Review of the Empirical Literature**

A number of research works have been carried out on reading skill and reading comprehension at department of English education. They can be mentioned as follows:

Bhandari (2004) carried out a research on "A Study on Comprehension and Reading Speed of PCL First and Grade 11 Students". The objectives of his study was to find out the reading comprehension ability and reading speed of PCL first year and Grade 11 students. His study was based on survey design. The population of the study consisted of eighty students of PCL first year and Grade 11 which were selected randomly. Under tools of data collection, observation and test items were used. His findings showed that the students of Grade 11 have comparatively better reading comprehension ability and speed than those of PCL first year students.

Similarly, Dahal (2009) carried out a research on "Reading Comprehension Ability of Bachelor Level Students". The objectives of her research was to find out reading comprehension ability of students studying in bachelor level in terms of the types of text. She had carried out a research based on literary texts, poetry vs. prose. Her study was based on survey design. As a sample, she took

the population of B.A.first year students from different three campuses of the valley randomly. Under tools of data collection, questionnaire was used. The findings showed students had better comprehension ability in poetry then in essay.

Jaise (2007) conducted research on “Techniques of Teaching Reading at Primary Level”. The main purpose of the study was to find out the different techniques applied in teaching research in teaching reading and to identify most commonly used in teaching reading at primary level. The sample population for that study was 30 primary English teachers teaching at different public schools and under research tools, observation checklist and questionnaire were used. The findings of his study showed that group works, pairwork,demonstration and explanations are generally used technique in teaching at primary level.

Karki (2010) carried out a research on “Strategies and Achievement of Adult Women Students of Grade-9 on the Reading Comprehension”. His objective was to find out reading strategies employed by adult women students. The sample population of his study was sixty students of grade-9 from four schools of Kathmandu valley. He used to test items of all questionnaires as a tool of data collection. His findings showed that all the students were not employed in talking, guess, meaning of words and phrases according to the context as the reading strategies. Moreover, very few students(13.33%) study other related books and materials to know more about the lesson.

Mahato (2014) carried out a research on “ Strategies Used by Teachers in Teaching Reading” The objective of his research was to find out the teaching strategies used by secondary English teachers to teach the reading text was forty English teachers of secondary level from twenty different secondary schools of Mohattari district. He used observation and interview for data collection tools. The findings of his study showed that most of the teachers of Mohattari district used different strategies while they teach reading text such as: guessing, language or word game, summarizing, skimming, scanning,



paraphrasing, translating, silent and aloud reading, solving questions and extra-activities.

Likewise, Mandal (2010) carried out a research on “ Strategies of Teaching Reading Skills Used by Secondary English Teachers of Dolakha District” his objectives was to determine the strategies used by secondary English teachers for teaching reading skills. The sample population of his study was twenty English teachers from ten schools of Dolakha district. He used observation checklist and questionnaire for data collection. The findings of his study showed that most of the classes were dominated but teacher were found poor at teaching the teaching the reading text, only 15% teachers’ used teaching materials while teaching reading.

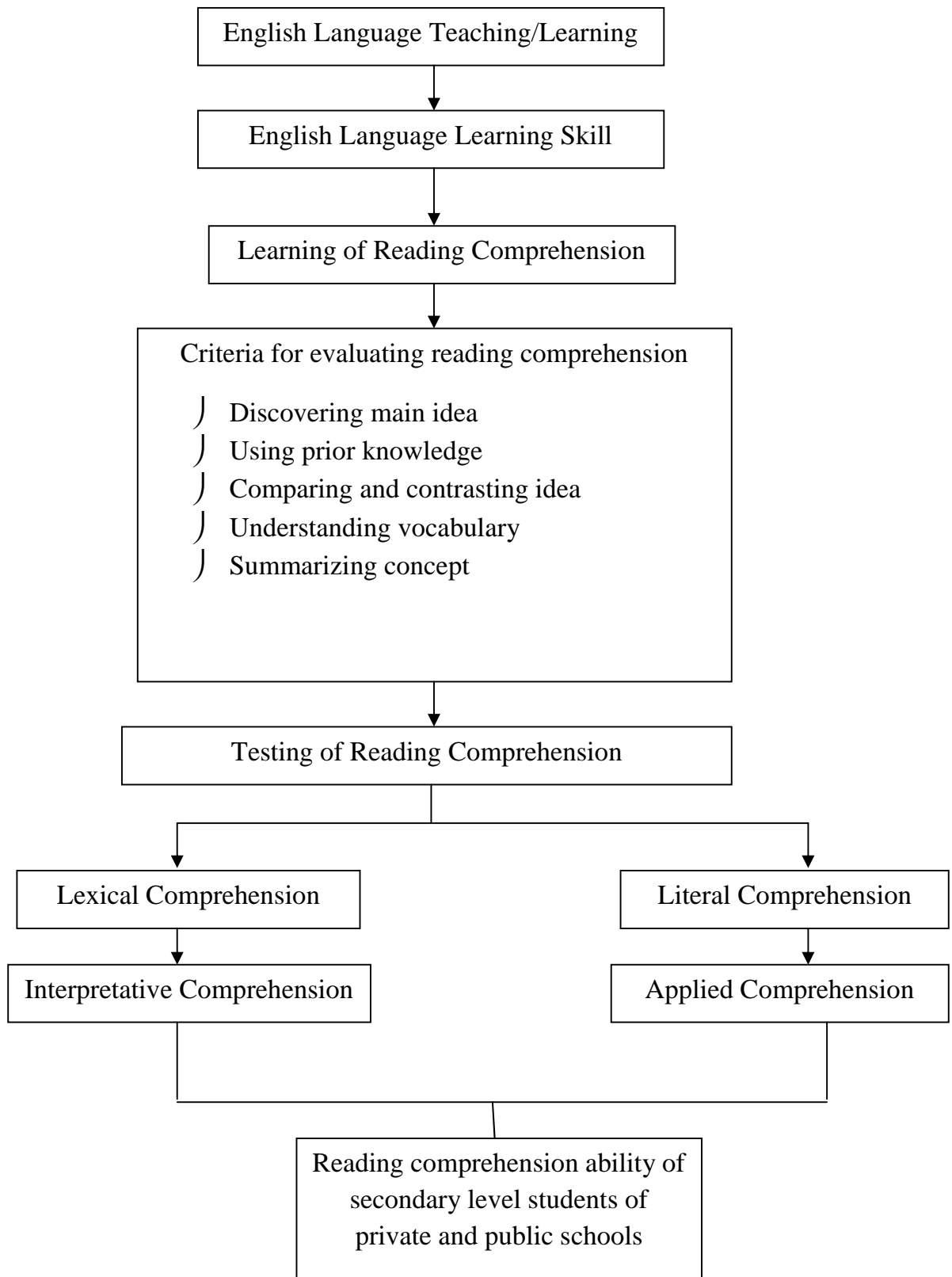
Furthermore, for the expansion of knowledge on my topic, I also reviewed the research work done by pandey (2016) carried out a research “Reading Comprehension Ability of Higher Secondary Level”. The objective of the study was to find out the reading comprehension ability of higher secondary level. Her research based in survey design. The sample of the population for the study was thirty students of three schools from Syanja district. He used questionnaire as a research tool. The finding of her study showed that a reading comprehension ability of higher secondary level students from different of Syanja district is 79.19%. So, she found the ability of students satisfactory.

### **2.3 Implications of the Review for the Study**

Literature reviews make researchers clear about the topic for their study. They provide insights on the various dimensions of the topic. They make rich in contents and develop the sense of academician. It helped me to understand the topic more clearly. It made me to develop the concept of research. This part contributed to me in every step of the research. I got more ideas for the success of research. From this review of literature, I have understood that reading comprehension is one of the most required skills of language learning and base

for better output through speaking and writing. From the books of Harmer (2008), Hughes (1995), and Nuttall (2000). I also came to know about reading comprehension ability. Thus, from the empirical review of Wagle (2002) gives the ideas to select the research design and helps to develop the research tools of my study. Likewise, Bhattraai (2004) gives the ideas about the reading comprehensions and makes me more clear about my topic. Similarly, Gautam (2009) helps to select the sample population and sampling strategy of my study. From the research work done by Bhattarai (2010) helps to develop the conceptual framework of my study. The theoretical and empirical literature review has provided me new direction of this research. It has helped me to make my research new.

## 2.4 Conceptual Framework



## **CHAPTER – THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

The following methods and procedures were followed to complete this study.

#### **3.1 Design and Method of the Study**

A research design is a plan, structure and strategies of investigation. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypothesis, and their operational implications to the final analysis of data. Survey research designs are procedures in quantitative research in which investigators administrate a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population.

This definition suggests that survey research design is used when a researcher wants to describe the attitudes, opinions, behaviors or characteristics of the population. Surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from education to linguistics. Survey of community attitudes, opinions, and practices of many subjects, form current voting intentions to citing habits, appear in the popular press with monotonous regularity.

Survey in the context of educational research is carried out to find out the practicality, applicability and appropriacy of certain events, issues, situations and phenomena. Thus, to summarize the idea, survey is a research conducted in a large number of populations for more generalizable findings.

#### **3.2 Population, Sample and Sampling Strategy**

The population of this study was the private and public school students of class ten from Illam district. The sample of the study was 30 students from private

school and 30 students from public school. The samples were taken by following random purposive sampling strategy.

### **3.3 Research Tools**

Test items of unseen reading passages were the tool to collect the data.

### **3.4 Sources of Data**

I used both primary and secondary sources of data. Primary source was used for collecting first hand data and secondary sources to facilitate the study.

#### **3.4.1 Primary Source of Data**

The primary sources of data were the class-10 students of private and public schools.

#### **3.4.2 Secondary Source of Data**

I had consulted books, thesis, journals, articles, websites, magazines and materials available in the internet related to the present research. For the facilitation of the study I consulted various books, especially, Aebersold, Jo Ann & Field M. L. (1997), Harmer, J. (2008), Doff, A. (1995), Nuttall, C. (2000), Grellet (1981) etc. in this study.

### **3.5 Data Collection Procedures**

I adopted the following stepwise methodological procedures to collect the required data.

- I. At first, I visited all the selected schools, talked to the authority, built rapport with them and explained them the purpose of the study to get their permission to consult and administer the test items before the students to take data.

- II. After getting permission from the authority, I talked with the students, built rapport with them, explained them the purpose of the research and requested them to answer the test items.
- III. Finally, I thanked to the respondents as well as to the school principals for their co-operation.

### **3.6 Data Analysis Procedures**

The systematically collected data were analyzed and interpreted descriptively. I followed both descriptive and statistical analysis and interpreted the data. The data gained from the tool test items of two unseen reading passages were analyzed by using mixed methods.

### **3.7 Ethical Considerations**

Ethical consideration is one of the main aspects of the research. During my study, I took the informed consent from the teachers and students and maintained confidentiality regarding the information gained from test items. I used pseudo names for the student. I have not used the data for the sake of other purposes without permission of the students except for my research. I did not make any manipulation in collected data, I did not do any harm to the students and institute while collecting data and did not analyze data subjectively rather I paid attention on accuracy, honesty, truthfulness of data in my study.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 Analysis of Data and Interpretation of Results

This chapter deals with the analysis and interpretation of the data collected from the secondary level students of government and private schools. The primary goal of the research study was to find out differences and similarities in reading comprehension of government and private school students. The results of the study were reported by using tables, description and interpretation.

##### 4.1.1 Reading Comprehension Ability of Private and Public Schools students

The students were given two unseen reading text based questions in order to test their reading comprehension ability. The answers given by them were marked numerically.

The students studying in a private school showed higher reading comprehension ability than the students studying in a public school in Ilam district. Their performance was measured on the basis of the marks they obtained in the test. The comparison of the performance between the students of private and public schools can be presented as follows:

**Table 1**

##### Reading Comprehension Ability of Private and Public Schools students

S.N.	School	No. of students	Obtained marks	F.M.60
1.	Private	30	Average	38.36
			Percentage%	63.94
2.	Public	30	Average	25.37
		Total	Percentage%	42.29

The above table shows that the students studying in the private school obtained 38.36 or 63.94 percentages in the unseen reading test of the two passages whereas the students of the public school obtained only 25.37 marks or 42.29 percentages in the same test.

Based on the above data, it can be said the students of private school students secured higher marks. The students of public school score lower marks in

comparison to the private school students. The students of public school were found poorer than those of private school students in the test of reading comprehension.

#### **4.1.2 Reading Comprehension Ability of Private School Students**

The students were given two unseen reading text based questions in order to test their reading comprehension ability. The answers given by them were marked numerically.

The marks scored by them can be presented in the following table.

**Table 2**  
**Reading Comprehension Ability of Private School Students**

No. of students	F.M:60	P.M:24	Marks obtained by private school students
1			40
2			36
3			42
4			41
5			40
6			24
7			37
8			38
9			36
10			38
11			41
12			53
13			42
14			37
15			55
16			55
17			40
18			39
19			32
20			37
21			35
22			30
23			39
24			39
25			38
26			26
27			35
28			32
29			34
30			40
Total = 30			Total =1151

The above table clearly displays that 30 students out of 30 students scored pass marks in the given two unseen reading texts. Two students have secured the



highest marks 55 out of 60. The lowest mark is 26 scored by one student. Based on the above data. It can be said that the reading comprehension ability of private school student is nice.

#### 4.1.3 Reading Comprehension Ability of Public School Students

The students were given two unseen reading text based questions in order to test their reading comprehension ability. The answers given by them were marked numerically. The marks scored by them can be presented in the following table.

**Table 3**  
**Reading Comprehension Ability of Public School Students**

No. of students	F.M:60	P.M:24	Marks obtained by public school students
1			45
2			47
3			39
4			28
5			28
6			36
7			25
8			37
9			7
10			4
11			6
12			22
13			18
14			18
15			4
16			15
17			14
18			22
19			44
20			31
21			28
22			22
23			27
24			25
25			43
26			25
27			27
28			19
29			30
30			25
Total= 30			Total=761

The above table displays that out of 30 students only 19 students passed in the test of two unseen reading texts. The highest mark among the passed students is 47. The lowest mark among the students who failed is 4. Based on the above

data, it can be said that reading comprehension of the public school student is not satisfactory.

#### 4.1.4 Comparison of the Score Between Private and Public School Students

The students were given two unseen passages of 60 marks. The passages were followed by literal, lexical, and applied questions. The students' achievements in the test can be presented as follows:

**Table 4**

#### Comparison of the Score between Private and Public School Students

Marks statement of private and public school students

Name of students	F.M:60	P.M:24	Marks obtained by private School students	Marks obtained by public school students
S1			40	45
S2			36	47
S3			42	39
S4			41	28
S5			40	28
S6			24	36
S7			37	25
S8			38	37
S9			36	7
S10			38	4
S11			41	6
S12			53	22
S13			42	18
S14			37	18
S15			55	4
S16			55	15
S17			40	14
S18			39	22
S19			32	44
S20			37	31
S21			35	28
S22			30	22
S23			39	27
S24			39	25
S25			38	43
S26			26	25
S27			35	27
S28			32	19
S29			34	30
S30			40	25
Total = 30			1151	761

Table 4 shows the marks statement of private and public school students in two unseen reading passages. The highest mark is 55 out of 60 which is scored by two students of private school. The highest mark from public school is 47. Among 30 students of private school 30 passed whereas among 30 students of public school 19 only passed. The minimum score of private school student is 24 whereas the minimum score of public school student is 4. Based on the above data, it can be said that the reading comprehension of private school students is better than those of public school students.

#### **4.1.5 Literal Comprehension Ability of the Students of Private and Public Schools**

The students studying in a private school showed higher reading comprehension ability than the students studying in a public school in Ilam district. Their performance was measured on the basis of the marks they obtained in the test. The comparison of the performance between the students of private and public schools can be presented as follows:

**Table 5**  
**Literal Comprehension Ability of the Students of Private and Public Schools**

<b>S.N.</b>	<b>School</b>	<b>No. of students</b>	<b>Obtained marks</b>	<b>Average</b>	<b>Percentage</b>
1.	Private	30	677	22.57	57.88
2.	Public	30	487	16.24	41.63

The above table shows that the students studying in the private school performed better obtaining 22.57 or 57.88 percentages in the unseen reading test of the two passages whereas the students of the public school obtained only 16.24 marks or 41.63 percentages in the same test.

Based on the above data, it can be said the students of private school students secured higher marks. The students of public school score lower marks in comparison to the private school students. The students of public school were found poorer than those of private school students in the test of reading comprehension.

#### **4.1.6 Reading Comprehension Ability of Private and Public School Students in First Unseen Reading Text**

The students were given two unseen reading questions. The marks obtained by both school students in the first unseen reading text can be presented as follows in the following table:

**Table 6**

#### **Reading Comprehension Ability of Private and Public School Students in First Unseen Reading Text**

<b>Tools</b>	<b>No. of Students : 30</b>	<b>F.M.: 30</b>	<b>Marks obtained</b>		
			<b>Private School</b>	<b>Public School</b>	<b>Differences</b>
Mean (average)			38.36	13	25.36
Percentage			63.94	43.33	20.61

The above table shows that the reading comprehensions of private school's students were higher than those of public school's students in the first unseen reading text. It was found 25.36 % differences in average marks or 20.61% between the public and private school students.

Based on the above data, we can say that the reading comprehensions of private school students are better in the first unseen reading text than those of public school students.

#### **4.1.7 Reading Comprehension Ability of Private and Public School Students in Unseen Reading Text II**

The performance of the students in the unseen reading text ii of both private and public school students can be presented in the following table:

**Table 7**

#### **Reading Comprehension Ability of Private and Public School Students in Unseen Reading Text II**

<b>Tools</b>	<b>No. of students :30</b>	<b>F.M: 30</b>	<b>Marks obtained</b>		
			<b>Private</b>	<b>Public</b>	<b>Differences</b>
Mean (average)			17.66	12.36	5.3
Percentage %			58.87	41.2	17.67

The above table shows that the performance of the private school students is better than those of public school students. The private school students' obtain score in average is 17.66 % or 58.87% whereas the average is 12.36 % or 41.2%. The difference between the score of private school and public school students in average is 5.3% or 17.67%.

#### **4.1.8 Lexical Reading Comprehension of Private and Public School Students**

The students were given the words to write their antonyms, synonyms and to classify them in an appropriate word classes in order to check their lexical reading comprehension.

The marks obtained by them can be tabulated as follows:

**Table 8**

**Lexical Reading Comprehension of Private and Public School Students**

Tools	No. of students	F.M	Marks obtained		
			Private	Public	Difference
	<b>30</b>	<b>30</b>			
Mean (average)			13.66	7.66	6
Percentage			80.4	45	35.4

The above table shows that the lexical comprehension of private school students is better than those of public school students. The above score of private school is 13.66 or 80.40 percent however the average score of public school is 7.66 or 45 percent. The data shows that the private school students' score is higher by 6 average marks or by 35.4 percent.

**4.1.9 Applied Reading Comprehension of Private and Public School Students**

The students were given a question to apply their prior learned knowledge on the topic science is boon or curse. The obtained score of the students can be presented as follows:

**Table9**

**Applied Reading Comprehension of Private and Public School Students**

Tools	No. of students :30	F.M.:3	Marks obtained		
			Private	Public	Difference
Mean (average)			2.13	1.46	0.67
Percentage			71.11	48.66	22.45

The above data shows that the applied comprehension of the private school students is higher than those of public school students. The average score of private school students are 2.13 or 71.11 percent whereas the average score of the public school students are 1.46 or 48.66 percent. There is the difference by 0.67 average marks or by 22.45 between the performance of private and public school students.

#### **4.1.10 Reading comprehension ability of private and public schools girls**

The reading comprehension ability of private and public school girls can be presented as follows:

**Table 10**  
**Reading comprehension ability of private and public schools girls**

<b>Tools</b>	<b>Marks obtained</b>		
	<b>Private school girls</b>	<b>Public school girls</b>	<b>Difference</b>
Mean (average)	37.3	27.6	9.7
Percentage	62.16	46	16.16

The above table shows that the reading comprehension of private school girls is better than those of public school girls. The average marks of private school girls are 37.3 whereas public school girls are 27.6%. There is difference of 9.7 marks between the overall score of private school girls and public school girls.

#### **4.1.11 Reading comprehension ability of private and public schools boys**

There was the involvement of thirty students from each school. Among thirty students of private school twenty were boys whereas the number of boys from public school was fifteen.

The reading comprehension ability of private and public school boys can be presented as follows:

**Table 11**

**Reading comprehension ability of private and public schools boys**

<b>Tools</b>	<b>Marks obtained</b>		
	<b>Private school boys</b>	<b>Public school boys</b>	<b>Difference</b>
Mean (average)	38.9	23.13	15.77
Percentage (%)	64.83	38.55	26.28

The above table clearly displays that the private school boys reading comprehension average score is 38.9 or 64.83% whereas the public school boys reading comprehension average score is 23.13% or 38.55%. The data indicates that the reading comprehensions of private school boys are better than those of public school boys.



## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter, I have presented the findings, conclusion and the recommendation of the study on the basis of analysis and interpretation of the collected data.

#### 5.1 Findings

On the basis of presentation, analysis and interpretation of data, the major findings of the study are summarized and presented as follows:

- ) It was found that the students studying in private school performed better than the students studying in the public school. It shows that the reading comprehension of private school students is higher than those of public school students.
- ) The students studying in the private school performed better obtaining 38.36 or 63.94 percentages in the unseen reading test of the two passages whereas the students of the public school obtained only 25.37 marks or 42.29 percentages in the same test.
- ) The study showed that 30 students out of 30 private school students passed the reading comprehension test.
- ) It was found that only 19 students out of 30 public school students passed the reading comprehension test.
- ) The reading comprehension in the unseen text of private school students' average obtained marks was found 38.36 % or 63.94% whereas the average obtained marks of public school students were 25.37% or 42.29%.
- ) The reading comprehension of the first unseen reading text was found better of those who are studying in private school than those who are

studying in public school. The average marks of private school were found 38.36 and the average marks of public school were found 13.

- ) The reading comprehension of the unseen passage II was found better of those who are studying in private than those who are studying in the public school. There was difference of 5.3% average marks between private school and public schools students.
- ) The lexical comprehension of private school students were found higher by 35.4% marks. The private school students scored 80.40% whereas only 45% marks was scored by public school students.
- ) It was found that the applied comprehension of private school is higher by 22.45% than those of public school students. The private school students obtained 71.11% whereas the students of public school obtained 48.66% marks.
- ) The private school's girls reading comprehension was found better than those of public school girls. The private school girls' average score was found 37.3 and public school girls' average score was found 27.
- ) The private school's boys reading comprehension was found better than those of public school boys. The private school boys' average score was 38.9 and public school boys' score was found 23.13.

## **5.2 Conclusion**

The major objectives of this study were to find out the reading comprehension ability of private and public secondary level students and to compare the ability of reading comprehension of private and public school students through two unseen reading passage text which were followed by various types of questions. The major tools for data collection were two unseen reading passages. The study showed that the reading comprehensions of private school students are better than those of public school students. Their comprehension was evaluated through overall, literal, lexical, and applied comprehension. In all these comprehension private school students were found better than those of public school students. Similarly, the private school girls' reading

comprehension was found better than those of public school girls and same result was found in the case of boys' reading comprehension.

The private school students were found better in terms of writing the exact answer, maintaining cohesion and coherence, writing grammatical correct sentences. On the other hand public school students were found writing the answer by including unnecessary things and not being exact. There were many faults found in the writing of public school students as spelling mistake, grammar mistake and the proper use of punctuation marks.

Therefore, the reading comprehension ability of private school students is better than those of public school students.

### **5.3 Recommendations**

Every research study should have its recommendations. So, this research work has also some recommendations. In the light of the findings obtained through the analysis and interpretation of data. I have presented the following recommendations:

#### **5.3.1 Policy Related**

- a) Government should make policy of allocating more marks for unseen reading text than those of seen reading text.
- b) There should be policy of using more materials while dealing with unseen reading passages.
- c) The selection of unseen reading text should be done from the context of learners.

#### **5.3.2 Practice Related**

- a) Teacher should make the use of more unseen reading practice question.
- b) Teacher should share the better answer sheet to the class.

- c) Teacher should let them practice some creative thinking related questions.

### **5.3.3 Further Research Related**

As one of the limitation of this research is that it is limited to Ilam district and only 30 students of private and 30 students of public schools have been included as a sample for the study. It has limitation in terms of population, sample of data, tools for data collection and so on. This study will provide valuable secondary source for the researchers. It will also provide new research area which is left to be investigated. Here are some other related areas recommended for further research.

- a) Comparison of students reading comprehension in seen and unseen texts.
- b) Analysis of the difficulties faced by private and public school students in reading comprehension.
- c) Strategies used by the students to solve the reading comprehension passage.

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# Consent Letter

2016

**Chief Investigator (Supervisor)** Faculty of English Education

**Name:** University Campus T.U. Kirtipur,  
Dr. Anju Giri Kathmandu, Nepal

Professor

**Reading comprehension ability of secondary level students of private and public schools.**

I, ....., agree to take part in this research study.

In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement in the study with the researcher if I wished to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not take part.
4. I understand that I can withdraw from the study at any time before I submit my responses to the researcher.
5. I understand that personal information about me that will be stored securely and will only be used for the purpose that I have agreed to. I understand that information about me only be told to others with my permission, accept as required by law.
6. I understand that the results of this study will may be published and that publications will not contain my name or any identifiable information about me.

I consent to:

**Taking part in solving the questions**

**YES**

**NO**

**Signature.....**

**Name .....**

**Date .....**

**Anu Rai**



## Participant Information Statement

**Chief Investigator (Supervisor)**                      **Faculty of English Education**

**Name:**    **University Campus T.U. Kirtipur,**

Dr. Anju Giri

**Kathmandu, Nepal**

Professor

**Reading comprehension ability of secondary level students of private and public schools**

Dear Participant,

You are invited to take part in a research entitled “**Reading comprehension ability of secondary level students of private and public schools**” which aims to find out the differences and similarities in reading comprehension between government aided and private school students . It focuses on the explorations of the areas of difficulties faced by the students while dealing with their reading comprehension.

This research study is being carried out by me Mrs. Anu Rai as in Partial Fulfilment for Master Degree in English Education from University Campus T.U. Kirtipur under the Supervision of Dr. Anju Giri, Senior Lecturer. You have been invited to participate in this study because I am interested in finding out the areas of reading comprehension to make contrastive analysis between the students of government and private school.. I hope, your response will be helpful to conduct my research study to make decision on my research objectives.

This participant information tells you about the research study. It will be beneficial for you if you want to take part in this study. You can ask me any questions that you do not understand or what to know more about the study. Your participation in this study is voluntary. So, it is up to you whether you wish to take part or not.

Anu Rai

## Appendix - I

### A test of unseen reading passages

**Class : 10**

**F.M: 60**

**Time: 1: 30 min.**

**P.M: 24**

1. Read the following passage and do the activities that follow. 30

Inventions and discoveries didn't occur on earth as if by a spell of some miraculous divine power. It took a complete one hundred and twelve year's relentless effort to develop photography to the stage of a clear picture. Only after fifty six years of relentless endeavor the telephone was just ready for use. Not before thirty – five years of scientific research could they develop the radio to the point of perfect reception. Surprisingly, the radar took only fifteen years to reach its perfection. Seemingly, the time taken by the discoveries and developments is getting shorter and shorter. People could watch black and white television only after twelve years of research. It is said that the first production of an atom bomb took six years. How much time did it take to make a robot? How long did the research work for computer last? Whatever the answer to pace of development will grow speedier in future. Hopeful are the people to get most of their dreams realized the first half of the next millienni

A. Answer the following questions. 6x3= 18

- i. Which one took shorter time to be invented – radio or telephone?  
Also write down the time taken for each invention.

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.....  
.....  
.....

- ii. Compare the years taken to invent a camera and an atom bomb.  
Give at least one reason.

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- iii. The writer says clearly that the scientific discoveries have not  
been any miraculous divine power. Give two reasons.

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- iv. Why can we be hopeful to ring our hopes true and when?

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- v. What is the meaning of the phrase 'first half of the next  
millennium'?

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.....  
.....

vi. What do you think “ science is a boon or curse”

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.....  
.....

B. Write the synonyms of the following words. 6

Invention: .....

Occur: .....

Divine: .....

Perfection: .....

Pace : .....

C. Identify the words into various parts of speech. 6

Seemingly: .....

Watch: .....

Black: .....

And: .....

There: .....

Robert: .....

**2. Read the following passage and do the given activities:**

**30**

If there were no mountain or ocean; and if the winds circled the earth with perfect regularity then the amount of heat and length of the farmer's growing season would progress uniformly from north and south. Instead, there are all kinds of unexpected differences in climate, as temperature maps of the united stated show. For instance, all along the western coast, the temperature changes little between winter and summer. In some places, the average different between July and January is a little as 10 degrees centigrade. The climate along the northern part of this coast is similar to that of England. But in the north central part of the country, summer and winter are worlds apart. There the average difference between july and January is 36 centigrade and more violent extremes are common. The coldest days of a typical January may be 40 degrees centigrade, and the hottest is the july day may be 45 degrees. This is the sort of climate that is also found in central Asia, far from the moderating influence of the oceans. In the eastern part of the United States, the difference between summer and winter is also very distinct, but not nearly so extreme. Near the south western corner of the country, the climate is mild and spring like in winter, but in the summer temperature may makes the short growing season an intense one. The various in temperature within the united states have had a marked effect on the country's economy and living standards.

I. Answer the following questions. 5x3 = 15

a. What are the causes of unexpected differences in climate ?

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b. In which part of the United States are summer and winter worlds apart?

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c. What is the temperature of the coldest days of a typical January in the north?

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d. What is the effect of continuous daylight in the summer on the growing season in Alaska?

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e. Which sector is affected by the variation in temperature in the united states?

.....  
.....  
.....

vi. Write the antonyms of the following words. 6

- a. Expected: .....
- b. Example: .....
- c. Huge: .....
- d. Coldest: .....
- e. Typical: .....
- f. Approximately: .....

vii. Select the best option. 3

a. Which of the following best represent the theme of the passage?

- i. Environment management
- ii. Climate change around the globe
- iii. Rapid population growth
- iv. Global warming

b. The climate along the northern part of this coasts is similar to

- .....
- i. Nepal

