

CHAPTER – ONE

INTRODUCTION

General Background

Language is indispensable vehicle of all human knowledge. It is the transmitter of thought. It is the most valuable single possession of the human beings without which no civilization is possible. It is the language, which distinguishes human beings from other creatures in the world. Mainly human beings use language as a means of communication. It is a dynamic, open system that allows humans to communicate their thought, feelings, desires, emotions, experiences and ideas. Different linguists and philosophers define language variously. However, all these definitions are more or less similar to the definition “Languages is a voluntary vocal system of human communication.” Oxford Advanced Learners Dictionary (1996, p.662) defines language as “a system of sounds and words used by humans to express their thoughts and feelings.” According to Block and Trager (1942, as cited in Yadav 2001), “a Language is a system of arbitrary vocal symbols by means of which a social group co-operates.” Similarly Sapir (1921) says, “Language is purely human and non- instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.”

Language is not only the means of sharing feelings and emotions but also a good way of transmission of culture. Culture is inseparable aspect of human life. So, Widdowson (2003 as cited in Rai 2005); defines, “language is a system of arbitrary vocal symbols which permit all people in a given culture or other people who have learned the system of that culture to communicate or to interact.” Chomsky (1957) defines language as, “...a set of sentences, each finite in length and constructed out of a finite set of elements.” Encyclopedia of Britannica (2006 Vol. 6) defines language as, “system of conventional spoken or written symbols used by people in shared culture to communicate with each

other.” This shows that language is a means of communication within a same speech community. It means language varies from one speech community to another .Likewise the father of modern linguistics, De Saussure, (as cited in Allen and Corder 1973, p.7) defines language in this way, and “It is not to be confused with human speech (Langue), of which it is only a definite part, through certainly an essential one It is both a social product of the faculty of speech and a collection of necessary conventions that have been adopted by a social body to permit individuals to exercise that faculty.” Language is also a means of civilization. It shows the individual and social status of the users. Language is complex but modifiable. It is not just a logical system, but also psychological and social phenomenon.

1.1 Importance of English

There are varieties of languages which are used in the world. Among them English, one of the groups of Indo-European language family, is the most widely used largest and giant language of the world because it has wide coverage, richest vocabulary, a large number of language functions, structures and so on. The English language is also regarded as a contact or link language. That means it functions as a lingua-franca in multilingual communities and in international communication. It is a global language which, at present, is the language most widely taught as a foreign language in over hundred countries. It has become the chief foreign language that is used in every field. It is broadly used in business, policy and media, institutions, technology, science, medicine, internet, literature and everyday life.

Actually, the use and importance of English has been spreading across the world. In our country it has also paramount importance in every field of nation such as education, media, law, business etc. There are schools which exclusively make use of English. Even the government aided schools are starting teaching of English from grade one. Some parents force their kids to speak English at home and among their peers. What does it indicate? Of course

wide spread use of English in Nepal is a part of globalization and therefore we must welcome and acknowledge it without undue hesitation. English is not the property of English people or other native speakers of it. We can speak English as maintaining and preserving our own mother tongue.

1.1.1 ELT in Nepal

There are many languages in the world. Among them English is the most important and essential one. English is the most widely used language in the world because it has wide coverage, richest vocabulary, a large number of language functions, structures and so on. The English language is also regarded as a contact or link language. That means it functions as a lingua-franca in multilingual communities and in international communication. The coverage of English is very wide as in mass media, radio broadcast, business, science and technology etc.

English is an international language. Therefore, teaching of English takes place all around the world somewhere as the first language and other as the second/foreign language. In Nepal, the history of teaching English dates back to more than one and a half century ago. It was started with the foundation of Durbar High School in 1910 B.S. after Junga Bahadur Rana visited Britain and influenced by its education system. It was not meant for the mass education but for the children of ruling families. However, it was the first school to start English education in Nepal. Nowadays, in Nepal, English is taught from Primary to Bachelor level as a compulsory subject and used as a foreign language but its use is increasing day by day. People learn English language for different reasons. Some people want to read scholarly works in English, some of them may want to read and write scientific works in English. Some of them may want to learn English as they want to live in an English community and some to grab golden opportunities or jobs in different sectors. In context of Nepal, English plays a vital role in education. So, the students' academic success depends, to a great extent, on the mastery of English language. In the

early days of its introduction to Nepal as one of the school subjects, the English curriculum aimed at providing the students with literary taste in English. Grammar and translation were regarded as the major components of English language teaching.

Since many methods and techniques have been adopted and changed time and again at international level. Nepal has also introduced communicative method to language teaching and learning in school level to keep pace with the international change in ELT. In course of regular updating and improvements in education system in Nepal, English language curriculum has undergone through several revisions. As a result, teaching English in school has aimed at enabling the pupils to exchange ideas with the people who speak English, and exposing them to vast knowledge and pleasure in English both in spoken and written form.

1.1.2 Language Skills

To be able to use any language well, one needs to develop all the skills of language. Skill means ability to do something expertly and well. If someone is able to do something expertly and well, he is called a skilled person. Language learning consists of four skills, viz. listening, speaking, reading and writing. According to Harmer (1997, p.25) “Speaking and writing involve language production, and are therefore often referred to as productive skills. Listening and reading on the other hand, involve receiving messages, and are therefore often referred to as receptive skills.” In another category, these four skills are grouped under primary and secondary skills listening and speaking are said to be the primary skills, whereas reading and writing are the secondary skills. It is because reading and writing are the skills that are developed later on and optional as well. In the natural order of language learning, receptive skills always come before productive skills. Therefore it is necessary to develop receptive skills in learners. This fact shows that the reading skill works as a foundation of developing language skills, speaking and writing .Since our

concern, here, in this research is on reading comprehension; focus is given on this skill below.

1.1.2.1 Reading

Reading means "perceiving a written text in order to understand its content" Richards et al. (1999, p.306). Reading involves perceiving the written form of language, either visually or kinesthetically (using Brail). Reading refers to gathering information and increasing one's professional knowledge from the graphic symbols. Although reading is considered as passive skill, reading, obviously, is an active skill because the reader has to be actively involved in order to receive information. Reading, in fact, involves mental decoding of encoded (written) symbol to understand what communicative intent the encoder (writer) had while encoding (writing).

While defining reading, the Department of Education and Science (1975, as cited in Khaniya 2005, p.p.141-142) describes three types of skills involved in reading: Primary, Intermediate, and Comprehension. 'Primary skill' is seen as the responses to the print by recognizing the stage of the separate letters, groups of letters and the whole words. The reader must have a reasonable mastery of the process of seeing a letter or a group of letters before he can respond to the sequence of words. 'Intermediate skill' is seen as the ability to handle the sequence of letters, words and larger units of meaning. This skill involves the knowledge of the probability with which sequences occur. In other words, while reading a sequence, a reader has to be able to anticipate what is most likely to follow it. Here, in this way, he can make guesses at the meaning of the familiar words and also specify the meaning of the words in terms of context. 'Comprehension skill' is seen as the way a reader extracts meaning from the printed page: i.e. understanding the writer's intended meaning. It is also seen as the way a reader formulates ideas associating what he understands from the printed page with the ideas he already had about the topics. In other words, it is seen as an interaction between the meanings a reader derives from

the passage and his purpose in reading it. In the process of reading, he associates these two types of idea and modifies them. Reading is the perception of those meanings within the total context of the relevant experiences of the reader- a much more active and demanding process.

Reading is a process in which three activities are involved- recognizing graphic symbols, vocalizing these symbols and getting the message of the printed text. Recognizing graphic symbols or associating spoken sounds with graphic symbols is a fundamental activity because no one will be able to read if he/she is unable to recognize the graphic symbols. Vocalizing of symbols is concerned with reading aloud, which has its own importance at early stage. The third activity, is getting the message of printed text, is completely concerned with the comprehension of the text.

Reading is very important in learning a foreign language. People learn language in natural way by reading books. Reading is the most useful method for foreign language learners because they don't get chance to be in close contact with the native speakers and in such situation the good exposure they get only through reading books available in that language. Reading is the gateway of learning. The more we read, the more knowledge we can achieve and where there is little reading, there is little learning.

Reading skill enables the learners to further their studies, to be employed, and to entertain by reading the text as well. Reading can and should be used for the purpose of edutainment i.e. reading for knowledge purpose (education) and reading for pleasure purpose (entertainment).

Reading is a receptive skill in written mode. This skill involves a variety of other skills. The skills under reading as given by Munby (1979, as cited in Grellet, 1981, p.p. 4-5) are listed below.

- Recognizing the script of language.
- Deducing the meaning and use of unfamiliar lexical items.

- Understanding explicitly stated information.
- Understanding information when it is not explicitly stated.
- Understanding conceptual meaning.
- Understanding the communicative value (function) of sentences and utterances.
- Understanding relations within the sentences.
- Understanding relations between the parts of a text through lexical cohesion devices.
- Understanding relation between parts of a text through grammatical cohesion devices.
- Interpreting text by going outside it.
- Recognizing indicators in discourse.
- Identifying the main point or important information in a piece of discourse.
- Distinguishing the main idea from supporting details.
- Extracting salient points to summarize (the text, an idea, etc.)
- Selective extraction of relevant points from a text.
- Basic reference skills.
- Skimming.
- Scanning to locate specifically required information.
- Transcoding information to diagrammatic display.

Similarly Harmer (2001, p.p.201-202) has classified six skills that are involved in reading, which are as follows:

- a. **Identifying the topic:** good readers are able to pick up the topic of a written text very quickly.
- b. **Predicting and guessing:** readers sometimes guess in order to try and understand what is being written, especially if they have first identified the topic. Sometimes they look forward, trying to predict what is coming; sometimes they make assumptions or guess the content from their initial glance-as they try and apply their schemata to what is in front of them.

- c. **Reading for general understanding:** good readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the details.
- d. **Reading for specific information:** for gist, we frequently go to written text because we want specific details. In this case we almost ignore all the other information until we come to the specific item we are looking for. It is also referred to as scanning.
- e. **Reading for detailed information:** sometimes we read in order to understand everything we are reading in detail. This is usually the case with written instructions or directions, or with the descriptions of scientific procedures; it happens when someone gives us their address and telephone number and we write down all the details.
- f. **Interpreting text:** readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writer is implying or suggesting. Successful interpretation of this kind depends to a large extent on shared schemata.

1.1.2.2 Some Assumptions about the Nature of Reading

Reading is not a simple task. If it was simple task, illiterate people could read printed materials easily. To read understand a text mental exercise is needed. We can not read a text without basic knowledge of letters and sounds they represent. To understand meaning of a text we need to understand the words, their meanings and structure of the sentence.

Penny Ur (1996, p.138), has presented five assumptions about the nature of reading, which are listed below:

- a. We need to perceive and decode letters in order to read words.
- b. We need to understand all the words in order to understand the meaning of a text.
- c. The more symbols (letters or words) there are in a text, the longer it will

take to read it

- d. We gather meaning from what we read.
- e. Our understanding of a text comes from understanding the words of which it is composed.

1.1.2.3 Reasons for Reading

There might be various reasons for reading. Some people read for pleasure and other people read for getting knowledge. Some people might read a text or sign to be clear about something or to get the way where they are going.

Harmer (2001, p.202) has suggested two broad reasons for reading, which are listed below.

- a. **Instrumental:** a large amount of reading takes place because it will help us to achieve some clear aim. Thus, for example, we read a road sign so that we know where to go. This type of reading, in other words, takes place because we have some kind of utilitarian or instrumental purpose in mind.
- b. **Pleasurable:** another kind of reading takes place largely for pleasure. Thus people read magazines or spend hours buried in the Sunday paper.

1.1.2.4 Types of Reading

We read for different purposes like reading for information, reading for pleasure etc. Reading is a receptive skill as well as productive. There are different types of reading which can also be referred as categorization or strategies of reading. Reading can be categorized on the basis of various factors which are as follows:

A. On the basis of speed

On the basis of speed, there are two types of reading: slow reading and rapid reading. They are briefly described below:

a. Slow reading

The slow reading refers to the reading with slow speed. Generally, slow reading occurs in the first stage of reading when the reader is not fully capable to understand the words and when they have no good practice in reading. Similarly, if the reader is reading difficult passage or he/she has to understand the text in depth, the slow reading occurs automatically.

b. Rapid reading

It also refers to speed or faster reading. People read more quickly to achieve a greater degree of understanding of what they read. Rapid reading develops students' reading speed and the reader can accumulate a lot of information in a short time. Generally, rapid reading occurs while reading by experts, native language users and also if the text is simple. It is usually silent reading.

B. On the basis of noise

Silent reading and loud reading are the types under the noise basis. They are mentioned below:

a. Silent reading

Silent reading is, 'perceiving a written text in order to understand its content.' Good silent readers do not allow moving their lips. Silent reading, than loud reading, is considered to be the best kind of reading as the mind is fully

engaged in this act. This reading is required at the advanced level. It facilitates mastery of language. It is useful in library study and reading for pleasure and also in faster reading.

b. Loud reading

Loud reading, also termed as oral reading, involves both physical and mental process. It changes the graphic symbols into spoken form and also interprets them. This kind of reading is carried out to enable the students to read with correct pronunciation, articulation, and intonation. Generally, loud reading is useful for the beginners. While reading out a report, instructional manual, etc loud reading is required.

C. On the basis of purpose of reading

To classify the reading on the basis of purpose, two types are identified. They are given in the lines that follow:

a. Intensive reading

Intensive reading is a kind of reading particularly done for language study. It is generally at a slower speed and requires a higher degree of understanding. Intensive reading is a detailed study of the text or reading for thorough mastery of the language. It is done not only for detailed comprehension of meaning but also for mastering the structures and vocabulary. The purpose of intensive reading is linguistic rather than literary.

b. Extensive reading

In contrast to intensive reading, extensive reading is done for pleasure and information. Students should be engaged for a general understanding of the text

without necessarily understanding every word. Richards et al. (1999,p.133) say, "Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading".

D. On the basis of focus of attention

As the other bases mentioned above, this basis also includes two types of reading which are briefly described below.

a. Skimming

Skimming is a type of rapid reading which means 'quickly running one's eyes over a text to get the gist of it'. It makes a rapid survey of texts, passages, articles and books to find out the central idea or the main theme of the discourse. To quote Grellet (1981, p.19), "skimming is one of the specific reading techniques necessary for quick and efficient reading. When skimming, readers go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intension of the writer".

b. Scanning

It is also a kind of rapid reading which means 'quickly going through a text to find out a particular piece of information'. It is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of the text or passage. Readers wander their eyes over the text until they find what they are looking for. It may be a name, a date or other information.

1.1.2.5 Reading Comprehension

Comprehension denotes the mental process by which listener/reader take in the sounds/words produced by a speaker/writer and use them to construct an interpretation of what they think the speaker/writer intended to convey. More simply, it is the building of meaning from sounds/words.

Reading comprehension is a process where readers perceive a written text in order to understand its content. Reading becomes meaningful only if the reader gets through the meaning behind the graphic symbols. The Encyclopedia of Education (as cited in Munby 1979) defines reading comprehension as, “reading comprehension means that the reader holds together in his mind the elements of meanings coded by a writer into print.” He recommends that the reading skills- reading for information, reading for implied meaning, reading for gist, and reading for required information- should be emphasized when teaching English as a Second/Foreign Language at school level. Gardner (1978, as cited in Khaniya 2005, p.144) finds that adopting reading strategies contributes remarkably to gaining reading comprehension. He holds the view that reading comprehension is not merely a function of capabilities within a reader. Experiments have proved that more comprehension is achieved only through silent reading. Concentration over the subject, which one wants to learn, is necessary for comprehension. Similarly, reading comprehension simply refers to the process of extracting three levels of meaning from the graphic symbols. These three levels of meaning are, 'lexical meaning', 'structural or grammatical meaning' and 'socio-cultural meaning'.

On the basis of reader's purpose on reading, there are four kinds of reading comprehension. According to Richards et al. (1999, p. 306), they are as follows:

- a. **Literal comprehension:** reading in order to understand, remember, or recall the information explicitly contained in a passage.

- b. Inferential comprehension:** reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
- c. Critical or evaluative comprehension:** reading in order to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension:** reading in order to gain an emotional or other kind of valued response from a passage.

Reading comprehension means extracting the required information from a written text as efficiently as possible. In other words, it refers to the reader's ability to understand the meaning of what he or she reads. In the present situation, English language curriculum of secondary level has played the crucial role to develop reading comprehension ability in students focusing on reading skill. A variety of texts for reading are provided to evaluate students' knowledge along with other skills. According to the English curriculum of secondary level 40 percent of the mark is allotted to reading skill for national examination. It is here clear that reading skill is emphasized nowadays. Therefore, the students should have sound skill in reading and comprehending different types of literary and non-literary, seen and unseen texts.

1.1.3 Needs and Importance of Reading Comprehension

It is said that Reading is keystone of the arch of education. There is a famous slogan, 'reading makes a man wiser'. In order to be a perfect human being, a civilized citizens and cultured members have to read different types of texts. Until and unless we read different types of text, we do not have the knowledge of social, cultural, political, religious and geographical condition of different countries of the world including our country. The importance of reading in foreign language learning need not be exaggerated. The more we read the more we learn .The literary works like: poems, stories, essays, dramas, novels provide us not only entertainment and information but also an insight to

understand the world. Realizing the importance of reading Nuttal (1996, p. 58) said, “The text is full of meaning like a jug of water; the reader’s mind soaks it up like a sponge.”

The new curriculum introduced in secondary level has also focused on developing reading skill in the students through the use of variety of reading text. The curriculum has allocated 40% of the total marks to reading skill, which also shows the importance of reading comprehension in secondary level. The general objective to develop competence in understanding a variety of reading text and the specific objectives-to read short texts intensively for detailed understanding, to show understanding of the underlying themes and the ideas of the texts, and to retrieve specific information from texts to synthesize by means of a variety of reading techniques are directly related to the reading comprehension.

1.1.4 Kinds of Reading Texts Used in the Examination

To elicit the data from the student, four types of texts were used. The researcher used the following types of texts to compare the students’ performance.

1.1.4.1 Prose texts

Two descriptive passages were used in the examination. One passage was taken from grade nine English textbook and the other was abstracted from the daily newspaper ‘The Kathmandu Post’.

1.1.4.2 Poem Texts

In the examination two poems were asked to the students. One poem was taken from taken from grade nine English text book with title ‘Madam and her

Madam’ and the other was taken from ‘Generation’ (a collection of poem).

1.1.4.3 Seen Texts

Two types of seen texts were used in examination. One seen text was poem and the other was descriptive passage. Both texts were taken from grade nine English textbook.

1.1.4.4 Unseen Texts

The used unseen texts in examination were of two types. One unseen text was poem which was taken from ‘Generation’ (a collection of poem) assuming that they have not read that book yet and the other unseen text was taken from the newspaper ‘The Kathmandu Post’.

1.1.5 Students’ Participation in Reading Comprehension

As the wish of the researcher, he included two groups of students in the examination. Though the groups were as the wish of researcher, students were randomly chosen.

1.1.5.1 Non-Nepali Mother Tongue Students

The researcher thought that those students who speak other languages except Nepali language from their birth are non-Nepali mother tongue students. In the examination 50 non-Nepali mother tongue students were actively participated. Among 50, 25 were girls and 25 were boys and these all were from different 5 secondary schools in equal ratio.

1.1.5.2 Nepali Mother Tongue Students

The students who speak Nepali language in their daily use from their birth were taken as Nepali mother tongue students. In the examination, 50 non-ethnic group students were involved. Among them 25 were girls and 25 were boys. Five boys and 5 girls were chosen from different five secondary schools of Tehrathum district.

1.2 Review of the Related Literature

Many research works have been carried out in the Department of English Education on reading comprehension of the students studying in different levels.

Dhakal (2005) carried out **A comparative study of the comprehension ability of grade ix students in Kathmandu district**, to compare their abilities in terms of different variables like school, text type, medium of instruction and government aid. His study found that the average comprehension ability of grade ix students was 50.74%. The comprehension ability of the student's in listening texts was higher than that of reading texts. Similarly, the comprehension ability of the students studying in English medium was better than the students studying in Nepali medium. His study also found that the comprehension ability of the students of private schools was a little bit better than that of Government aided schools.

Bhandari (2005) Studied on **A Comparative study on listening and reading comprehension of grade ten students of Kaski district** in terms of mother tongue, rural /urban school and among the individual schools. He found that the reading comprehension of the government aided school students of grade ten was higher (79.32%) than the listening comprehension (70.45%). He also found that mother tongue of the learners affect in listening and reading

comprehension in English. His study revealed that Newari mother tongue students performed better than Gurung mother tongue students and Gurung mother tongue student performed better than Nepali mother tongue student in listening and reading English language. He found that government school students of rural region were better in listening and reading comprehension than the students of urban region. Rural school students were 2.34% better in listening text and 1.28% better in reading text than the urban school students.

Neupane (2006) made **A comparative study on reading proficiency of grade ten students of Kathmandu and Gorkha Districts** in terms of skimming , scanning and in guessing meaning than of Kathmandu district but in inferring the students of Kathmandu district obtained 67.30% whereas the students of Gorkha obtained only 53.90%. Her study also showed that the students of Kathmandu district obtained the highest score (69.80%) in scanning and lowest (52.33%) in guessing meaning whereas the student of Gorkha obtained the highest mark (70.53%) in scanning and lowest (58.90%) in inferring . She found that students performed better in the text which was extracted from Magazines (67.76%) than the text which was extracted from Newspaper (55.64%). She also discovered the fact that the average performance by both districts' students in comprehending text is 64.40%. Similarly students from both districts performed best in scanning (70.26%) whereas same students performed least in guessing meaning (55.50%).

Adhakari (2007) in her M. Ed Thesis entitled '**A comparative Study on reading comprehension of grade eight students of Kathmandu and Chitwan districts**' compared the reading comprehension of the students of grade eight in terms of sex and school (Publics vs. private) variables . She found that the students of Kathmandu and Chitwan had same reading skill as a whole their scores were 80.93% and 80.43% respectively. Her study also showed that the boys of Kathmandu had less reading comprehension skill than that of the boys of Chitwan. Their scores were 82.12% and 83.13%

respectively but the case was just reverse for girls. The girls of Kathmandu obtained 79.57% and the girls of Chitwan obtained 77.20%. Her study also revealed that the student of private school of Kathmandu had higher reading comprehension skill than that of the students of private school of Chitwan. Their scores were 91.05% and 89.55% respectively.

Shah (2008) carried out a study on **Reading comprehension ability of grade twelve students of Dhanusha district** and found that the average reading comprehension ability of grade twelve students studying in different faculties in Dhanusha is 93.43%. He also found that the performance of the students of each stream in seen text was better than their performance in unseen texts. They scored 97.73% in seen texts and their average performance in unseen text was 97.43%. His study also revealed that girls had a bit higher comprehension ability (93.92%) than the boys (92.99%). Similarly, students studying in grade twelve arts had the highest reading comprehension ability (94.12%) and commerce students had the lowest (46.88%).

This study is also related to reading but it is different from those reviewed earlier in the sense that it is the first study in reading comprehension ability in Tehrathum district and the research has to test the reading comprehension of the ninth graders of Tehrathum district studying in government-aided schools in terms of seen vs. unseen texts, poem vs. prose texts and Nepali mother tongue students vs. Non- Nepali mother tongue students. Similarly, some of the previous research works have compared students' ability in terms of urban vs. rural, seen vs. unseen texts, private vs. public, subjective test vs. objective test criteria. But this study attempts to find out the reading comprehension ability of the 9th graders especially of Nepali mother tongue students vs. Non- Nepali mother tongue students in terms of poetic vs. prose text which is totally different from other studies.

1.3 Objectives of the Study

The objectives of the study were:

- a. to find out the reading comprehension of the 9th graders,
- b. to compare the performance of the students on the basis of the following variables:
Poetic text vs. Prose text
Nepali mother tongue students vs. Non- Nepali mother tongue students
Seen vs. Unseen text
- c. to list some pedagogical implications from the findings of the study.

1.4 Significance of the Study

Though this study is limited to Tehrathum district, it can be useful to the prospective researchers who wish to undertake researches on different facets of reading comprehension in future. The findings of the study will be significant to the teachers and students who are directly involved in teaching and learning English as a second or foreign language. The study will be significant because it throws light on the reading comprehensibility of the different groups of the students. It is the important field of language teaching. The teachers, textbook writers, syllabus designers can modify their approach as the information provided by this study. Other interested persons like school head teachers, supervisors, guardians can also derive information from this study.

1.5 Definition of the Terms

Reading Comprehension Ability: - It refers to the ability of the students to read and understand the written text.

Seen Text:- This term refers to the text which has already been read by the

students of the ninth graders.

Unseen Text: - This refers to the text which is completely new to the students or not studied ever before.

Poem Text: - This refers to the text especially in possessing unusual sensitivity or insight, or in being able to express things in a beautiful or romantic way.

Prose Text: - This refers to the text which is written in its normal continuous form, without the rhythmic or visual line structure of poetry.

Non- Nepali mother tongue students: - This refers to those students who speak other languages except Nepali language from their birth.

Nepali mother tongue students: - This refers to those students who speak Nepali language in their daily use from their birth.

CHAPTER – TWO

METHODOLOGY

This chapter deals with the methodological procedure adopted during the study. The researcher has adopted the following methodological strategies:

2.1 Sources of Data

Being the field based study the present study has used both primary as well as secondary sources for the collection of data.

I. Primary sources of Data

This study is exclusively based on the primary data i.e. the responses made by the testees to the test items administered to them. Hence, the testees who were participated (100 students from five selected government aided schools of Tehrathum district) in the tests were the primary sources of data for the study.

II. Secondary Sources of Data

The secondary English curriculum, English textbook of grade nine, daily English newspaper ‘The Kathmandu Post’ ‘Generation’ (a collection of poem), different kinds of journals, articles, websites and other submitted theses like Dhakal (2005), Bhandari (2005) ,Neupane (2006), Shah (2008), Adhakari (2007), etc. to the department were taken as the secondary sources of the study.

2.1.1 Population of the Study

The population of the grade nine students of Tehrathum district is 2000(i.e. 1200 girls and 800 boys) studying in 40 different secondary schools according to the District Education Office, Tehrathum. The sampling population of this

study was 100 students from five secondary schools of Tehrathum district. Among 100 students, 20 were chosen from each school, their distribution was 10 non-Nepali mother tongue students and 10 Nepali mother tongue students.

2.1.2 Sampling Procedure

The population of this study was 100 students out of 2000, and 5 secondary schools out of 40 of Tehrathum district. Schools were selected by using random sampling method and students were selected by stratified random sampling method.

2.2 Tools for Data Collection

There were two types of questions as the tools for data collection. They were as follows:

- a. Subjective questions -20 Marks -40 (two marks for each question)
- b. Objective questions- 12 Marks -60 (5 marks for each question)

There were four different reading texts: text 'A', text 'B', text 'C' and text 'D'. Text 'A' and text 'B' were included seen texts and text 'C' and text 'D' were included unseen texts. Similarly, text 'A' and text 'C' consisted of poem texts and text 'B' and text 'D' consisted of prose texts. There were five subjective questions carrying two marks each. Likewise, there were three sets of objective questions. Each set of objective questions contained five questions of one full mark. The full marks was 100 and the time for the test was 1.30 hrs. The time and marks of the test were allotted according to the recent exams questions of Compulsory English of secondary level. The reading texts were taken from authentic reading materials, 'Our English Book' of class Nine for seen texts and for the unseen texts 'The Kathmandu Post' and 'Generations: A thematic anthology of poems' were consulted.

2.3 Piloting Test Items

After constructing the tools, the researcher carried out a pilot study to check the appropriateness and validity of the test items. The test was administered to 20 students of Shree Higher Secondary School, Mirgauliya, Morang. Ten students were selected from non-Nepali mother tongue students and 10 other were from Nepali mother tongue students.

2.4 Process of Data Collection

- I. The researcher visited the selected secondary schools and he explained the purpose of visiting to the concerned authority and asked him for permission to administer the test.
- II. After taking permission, he selected the required number of students using stratified random sampling procedure and the sampled population was taken to a separate room to conduct the test by fixing the time.
- III. Then, the researcher gave certain instructions as to what they were supposed to do. After that, he conducted the tests and monitored them.
- IV. He played the role of invigilator during the test.
- V. He collected all the answer sheets from the students when the allotted time will finish.
- VI. Finally, the responses made by students were checked and marks were assigned to their performance.

2.5 Limitation of the Study

The present research had the following limitations:

- a. This research work was limited to 100 students from five public schools of Tehrathum district;
- b. This study was limited to test reading comprehension of grade Nine

students on seen and unseen and poem and prose texts;

- c.** This research study was limited to four written texts: a descriptive passage (seen), a poem (seen), a descriptive passage (unseen) and a poem (unseen);
- d.** This study was limited to intensive study.
- e.** This research was limited to Tehrathum district.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data that were collected from the 100 students of grade nine studying in five different government aided schools of Tehrathum district. After collecting the answer sheets, the answers were checked and marks were assigned to them. Then, the marks secured by the students of each school were presented in the table. After presenting the marks in the table, the average marks and the percentage of average marks obtained by the students of each school and non-Nepali mother tongue students and Nepali mother tongue students in seen texts and unseen texts, and poem and prose texts were very carefully calculated. Finally, the students' reading comprehension ability was analyzed and compared from different angles on the basis of the marks they obtained.

3.1 Reading Comprehension Ability in Seen Texts

The students were given two seen texts. One seen text was poem and the other was passage. The total mark was 50. Short subjective questions, true-false items, multiple choices, similar meaning, correct order etc. were asked from the texts. The table below (table no.1) shows the reading comprehension ability of students in seen texts. This table shows the performances of the ninth graders in seen texts only.

Table No.1

Marks in Seen Texts

S.N.	Schools	No. of students	Text A (F.M.-25)	Text B (F.M.-25)	Seen texts Total (50)
1.	Krishna HSS	20	Average- 20.55	Average- 21.45	Average- 42
			Percentage-82.2	Percentage-85.8	Percentage- 84
2.	Ratna HSS	20	Average- 20.65	Average- 20.2	Average- 40.85
			Percentage-82.6	Percentage-80.8	Percentage- 81.7
3.	Singha Devi HSS	20	Average- 21.65	Average- 24	Average- 45.65
			Percentage-86.6	Percentage- 96	Percentage- 91.3
4.	Saraswati HSS	20	Average- 20.95	Average- 19	Average- 39.95
			Percentage-83.8	Percentage-76	Percentage- 79.9
5.	Nabin Shikshya Sadan HSS	20	Average- 16.6	Average- 14.5	Average- 31.1
			Percentage- 66.4	Percentage-58	Percentage- 62.2
6.	As a whole	100	Average- 20.08	Average- 19.83	Average-
			Percentage- 80.32	Percentage-79.32	Percentage- 79.82

The table mentioned above shows the reading comprehension of the ninth

graders studying in five different schools of Tehrathum district in seen texts. Making school wise interpretation, the students of Singha Devi HSS perform the best. According to the table, they obtained 45.65 marks out of 50 full marks, 91.3 percentages of marks in seen texts. Likewise, the students of Nabin Shikshya Sadan HSS have scored the least marks (31.1/62.2%) in comparison to other schools.

While analyzing their reading comprehension ability between the texts, the students have shown better performance in Text-A than in Text- B. On the basis of above mentioned table, they have obtained 20.08/82.32 % marks in Text- A while they have obtained 19.83/79.32% in Text-B. Similarly, by observing the above mentioned table, we can say that students have obtained better marks in poem text than in prose text because Text-A was poem and Text-B was prose.

As a whole, the table reflects the fact that the students have obtained 39.91 average marks out of full marks, i.e.79.8 percentages of the marks.

3.2 Reading Comprehension Ability in Unseen Texts

The students were given two unseen texts. One text was poem and the other was passage. The full mark of unseen texts was 50. Different types of questions such as short subjective questions, true-false, matching item, opposite words etc. were given to them. The following table shows the reading comprehension ability of students in unseen texts. This table shows the performance of the ninth graders studying in five different government aided (public) schools of Tehrathum district.

Table No.2
Marks in Unseen Texts

S.N.	Schools	No. of students	Text C (F.M.-25)	Text D (F.M.-25)	Unseen texts Total (50)
1.	Krishna HSS	20	Average- 18.20	Average- 18.25	Average- 36.45
			Percentage- 72.80	Percentage-73	Percentage- 72.90
2.	Ratna HSS	20	Average- 16.40	Average- 15.95	Average- 32.35
			Percentage- 65.60	Percentage- 63.80	Percentage- 64.70
3.	Singha Devi HSS	20	Average- 21.45	Average- 19.60	Average- 41.05
			Percentage- 85.80	Percentage- 78.40	Percentage- 82.1
4.	Saraswati HSS	20	Average- 16.85	Average- 20.1	Average- 36.95
			Percentage-67.4	Percentage-80.4	Percentage- 73.9
5.	Nabin Shikshya Sadan HSS	20	Average- 13.8	Average- 18.45	Average- 32.25
			Percentage-55.2	Percentage-73.8	Percentage- 64.5
6.	As a whole	100	Average- 17.34	Average- 18.47	Average- 35.81
			Percentage- 69.36	Percentage- 73.88	Percentage- 71.62

The above table shows the reading comprehension of the ninth graders

studying in five different schools of Tehrathum district in unseen texts. Students were given two unseen texts. The total full mark was 50 of these two unseen texts. Students' performance in unseen texts is shown in the above table.

In terms of school variable, the students of Singha Devi HSS have obtained the highest marks (41.05/ 82.1%) out of 50 full marks in unseen texts, whereas the students of Nabin Shikshya Sadan HSS have scored the lowest marks (32..25/64.5%). Students of the other remaining schools are found to fall somewhere between Singha Devi HSS and Nabin Shikshya Sadan HSS.

Making text wise comparison, the students performed better in Text –D than in Text- C. By analyzing above mentioned data, we can say that they have scored 18.47/73.88% marks in Text-D while they scored only 17.34/69.36% marks in Text-C. So that we can also say that they have scored better in prose text than in poetic text. In the above table Text-C was poem and Text-D was descriptive passage. As a whole, the above table concludes that the students have obtained 35.81 average marks out of 50 full marks, i.e. 71.62% of the marks.

3.3 Comparison of the Reading Comprehension Ability in Seen Texts and Unseen Texts

This section compares the reading comprehension ability of the students in seen texts and unseen texts. The following table shows the marks obtained by the students in seen texts and unseen texts.

Table No.3

Marks in seen and Unseen Texts

S.N	Schools	No. of students	Seen Texts (F.M.-50)	Unseen Texts (F.M.-50)	Seen + Unseen Total (100)
1.	Krishna HSS	20	Average- 42	Average- 36.45	Average- 78.45
			Percentage-84	Percentage-72.9	Percentage-78.45
2.	Ratna HSS	20	Average- 40.85	Average- 32.35	Average- 73.2
			Percentage-81.7	Percentage-64.7	Percentage-73.2
3.	Singha Devi HSS	20	Average- 45.65	Average- 41.05	Average- 86.7
			Percentage-91.3	Percentage-82.1	Percentage-86.7
4.	Saraswati HSS	20	Average- 39.95	Average- 36.95	Average- 76.9
			Percentage-79.9	Percentage-73.9	Percentage-76.9
5.	Nabin Shikshya Sadan HSS	20	Average- 31.1	Average- 32.25	Average- 63.25
			Percentage-62.2	Percentage-64.5	Percentage-63.25
6.	As a whole	100	Average- 39.91	Average- 35.81	Average- 75.72
			Percentage- 79.82	Percentage- 71.62	Percentage-75.72

The above table exhibits that the students of Singha Devi HSS have performed best both in seen texts and unseen texts. They obtained 45.65/90.3% in seen

texts and 41.05/82.1% in unseen texts. The average score of the students is 39.91/79.82% in seen texts and 35.81/71.62% is in unseen texts, that's why their scores are above the average. But the students of Nabin Shikshya Sadan have performed poor in both texts in comparison to other schools. They have scored 31.1/62.2% in seen texts and 32.25/64.5% in unseen texts. These both scores are below the average. Next one school is also below the average level, i.e. Ratna HSS. The students of this school have scored 73.2% marks out of 100 but the average was 75.72%.

On the basis of above table, we can say that students of all schools, except Nabin Shikshya Sadan, have scored better marks in seen texts than in unseen texts. But the students of Nabin Shikshya Sadan have secured better marks, i.e. 32.25/64.5% in unseen texts than in seen (31.1/62.2%) texts. In conclusion, students have performed better in seen texts than in unseen texts. They have obtained 39.91/79.82% in seen texts and 35.81/71.62% in unseen texts.

3.4 Reading Comprehension Ability in Poem Texts

This section presents the students' reading comprehension ability in poem texts of different five schools in term of marks in average and percentage.

Table No.4
Marks in Poem Texts

S. N.	Schools	No. of students	Text A (F.M.-25)	Text C (F.M.-25)	Seen texts Total (50)
1.	Krishna HSS	20	Average- 20.55	Average- 18.2	Average- 38.75
			Percentage- 82.2	Percentage-72.8	Percentage- 77.5

2.	Ratna HSS	20	Average- 20.65	Average- 16.4	Average- 37.05
			Percentage- 82.6	Percentage-65.6	Percentage- 74.1
3.	Singha Devi HSS	20	Average- 21.65	Average- 21.45	Average- 43.1
			Percentage- 86.6	Percentage-85.8	Percentage- 82.2
s4.	Saraswati HSS	20	Average- 20.95	Average- 16.85	Average- 37.8
			Percentage- 83.8	Percentage-67.4	Percentage- 75.6
5.	Nabin Shikshya Sadan HSS	20	Average- 16.6	Average- 13.8	Average- 30.4
			Percentage- 66.4	Percentage- 55.2	Percentage- 60.8
6.	As a whole	100	Average- 20.08	Average-	Average-
			Percentage- 80.32	Percentage- 69.36	Percentage- 74.84

The above table displays the students' reading comprehension ability in poem texts. In terms of school, the students of Singha Devi HSS have scored the highest marks (43.1/82.2%) and the students of Nabin Shikshya Sadan HSS have scored the least (30.4/60.8%) of all. Other remaining schools fall somewhere between the Singha Devi HSS and Nabin Shikshya Sadan HSS. The average marks and percentage scored by the students were 37.42 and 74.84 respectively.

The performance of the students of Ratna HSS and Nabin Shikshya Sadan HSS was below the average. Making text wise comparison, students have

accomplished better in Text –A i.e.20.8 in average/ 80.32 percentage than in Text-B i.e.17.34 in average/ 69.36 in percentage. In the above mentioned texts, Text-A was seen and Text-B was unseen.

3.5 Reading Comprehension Ability in Prose Texts

The table presented below (table No. 5) shows the reading comprehension ability of students in prose texts. This table shows the performance of the ninth graders in prose texts only.

Table No. 5
Marks in Prose Texts

S.N.	Schools	No. of students	Text B (F.M.-25)	Text D (F.M.-25)	Prose texts Total (50)
1.	Krishna HSS	20	Average- 21.45	Average- 18.25	Average- 39.7
			Percentage- 85.8	Percentage- 73	Percentage- 79.4
2.	Ratna HSS	20	Average- 20.2	Average- 15.95	Average- 36.15
			Percentage- 80.2	Percentage- 63.8	Percentage- 72.3
3.	Singha Devi HSS	20	Average- 24	Average- 19.6	Average- 43.6
			Percentage- 96	Percentage- 78.4	Percentage- 87.2
4.	Saraswati HSS	20	Average- 19	Average- 20.1	Average-

					39.1
			Percentage- 76	Percentage- 80.4	Percentage- 78.2
5.	Nabin Shikshya Sadan HSS	20	Average- 14.5	Average- 18.45	Average- 32.95
			Percentage- 58	Percentage- 73.8	Percentage- 65.9
6.	As a whole	100	Average- 19.83	Average- 18.47	Average- 38.3
			Percentage- 79.32	Percentage- 73.88	Percentage- 76.6

The above table reveals the students' comprehension ability of Tehrathum district in prose texts. Students were given two prose texts, text B was seen and text D was unseen. Students, reading in Singha Devi HSS, have secured the best marks in prose texts. According to the table, they have obtained 43.6 marks out of 50 full marks, 87.2% of marks in prose texts. Similarly, the students of Nabin Shikshya Sadan have obtained the least marks (32.95/65.9%) in comparison to other schools. By analyzing their comprehension ability in terms of texts, the students have shown better performance in Text-B than in Text-D.

On the basis of the above presented table, they have obtained 19.83/79.32% marks in Text-B while they have obtained 18.47/73.88% in Text-D. But in separate, the scores of students of Nabin Shikshya Sadan and Saraswati HSS were better in Text-D than Text-C. In conclusion, on the basis of the above table, we can say that the students have obtained 38.3 average marks out of 50 full marks, i.e. 76.6 percentage in prose texts.

3.6 Comparison of the Reading Comprehension Ability in Poem and Prose Texts

This section presents the comparison of the reading comprehension ability in poem and prose texts of the students studying in five different government aided schools of Tehrathum district. The following table presents only the average and percentage marks obtained by the students in poem and prose texts.

Table No. 6
Marks in Poem and Prose Texts

S.N	Schools	No. of students	Poem Texts (F.M.-50)	Prose Texts (F.M.-50)	Poem + Prose Total (100)
1.	Krishna HSS	20	Average-38.75	Average-39.7	Average-78.45
			Percentage-77.5	Percentage-79.4	Percentage-78.45
2.	Ratna HSS	20	Average-37.05	Average-36.15	Average-73.2
			Percentage-74.1	Percentage-72.3	Percentage-73.2
3.	Singha Devi HSS	20	Average-43.1	Average-43.6	Average-86.7
			Percentage-86.2	Percentage-87.2	Percentage-86.7
4.	Saraswati HSS	20	Average-37.8	Average-39.1	Average-76.9
			Percentage-75.6	Percentage-78.2	Percentage-76.9

5.	Nabin Shikshya Sadan HSS	20	Average-	Average-	Average	-
			30.4	32.95	63.35	
6.	As a whole	100	Percentage-	Percentage-	Percentage-	
			60.8	65.9	63.35	
			Average-	Average-	Average-	
			Percentage-	Percentage-	Percentage-	
			74.84	76.6	75.72	

The above table demonstrates the reading comprehension ability of students in poem and prose texts. On the basis of the above mentioned table we can say that the students of Singha Devi HSS have scored highest in both poem and prose texts and the students of Nabin Shikshya Sadan have scored the least. Students, studying in Singha Devi HSS, have secured 43.1 marks in poem and 43.6 marks in prose out of 50 but Nabin Shikshya Sadan's students have secured Only 30.4 marks in poem and 32.95 marks in prose. We can also say that their score was below the average, as the average mark was 75.72 but they have scored only 63.35 out of hundred.

All students' performance was better in prose texts than in poem text except the students of Ratna HSS. Ratna's students have performed better in poem texts (37.05/74.1%) than in prose texts (36.15/72.3%). The above table exhibits that the students of Krishna HSS have performed better than the students of Saraswati HSS and Ratna HSS but it was less than the students of Singha Devi HSS.

3.7 Reading Comprehension Ability in Seen Texts of Non- Nepali Mother Tongue Students

This section presents the non-Nepali mother tongue students' reading comprehension ability in seen texts. The following table shows the marks obtained by the non-Nepali mother tongue students in seen text out of 50 full marks.

Table No.7

Marks of non-Nepali Mother Tongue Students in Seen Texts

S.N.	Schools	No. of students	Text A (F.M.-25)	Text B (F.M.-25)	Seen texts Total (50)
1.	Krishna HSS	10	Average- 20.73	Average- 21.13	Average- 41.86
			Percentage- 82.92	Percentage- 84.52	Percentage- 83.72
2.	Ratna HSS	10	Average- 21.7	Average- 22.7	Average- 44.4
			Percentage- 86.8	Percentage- 90.8	Percentage- 88.8
3.	Singha Devi HSS	10	Average- 20.8	Average- 23.6	Average- 44.4
			Percentage- 83.2	Percentage- 94.4	Percentage- 88.8
4.	Saraswati HSS	10	Average- 21	Average- 20.7	Average- 41.7
			Percentage- 84	Percentage- 82.8	Percentage- 83.4

5.	Nabin Shikshya Sadan HSS	10	Average- 18.5	Average- 14.9	Average- 33.4
			Percentage- 74	Percentage-59.6	Percentage- 66.8
6.	As a whole	50	Average- 20.54	Average- 20.6	Average-
			Percentage- 82.16	Percentage-82.4	Percentage- 82.28

The table and diagram given above present the reading comprehension ability in seen texts of the non-Nepali mother tongue students of each of the schools. It shows that the non-Nepali mother tongue students of Ratna HSS and Singha Devi HSS have secured the highest percentage mark; both of the schools' students have obtained equal percentage, i.e.88.8% and the non- Nepali mother tongue students of Nabin Shikshya Sadan HSS secured the lowest percentage (66.8).

While analyzing the marks in terms of text (Text-A vs. Text-B), the non-Nepali mother tongue students are found to be slightly better in Text-B, i.e. passage than in Text-A, i.e. poem. But in separate, the students of Saraswati HSS and Nabin Shikshya Sadan HSS were better in Text-A than in Text-B. While comparing students' reading comprehension ability of each school with the overall reading comprehension ability, it shows that the students of Nabin Shikshya Sadan HSS are below the overall percentage (82.28) and the students of other remaining schools are above the overall percentage.

3.8 Reading Comprehension Ability in Seen Texts of Nepali Mother Tongue Students

This section presents the reading comprehension ability of Nepali mother tongue students in seen texts. Fifty Nepali mother tongue students were involved in examination and their mark in average is presented in the following table.

Table no. 8

Marks of Nepali Mother Tongue Students in Seen Texts

S.N.	Schools	No. of students	Text A (F.M.-25)	Text B (F.M.-25)	Seen texts Total (50)
1.	Krishna HSS	10	Average- 20.43	Average- 21.83	Average- 42.26
			Percentage- 81.72	Percentage- 87.32	Percentage- 84.52
2.	Ratna HSS	10	Average- 19.6	Average- 17.7	Average- 37.3
			Percentage- 78.4	Percentage- 70.8	Percentage- 74.6
3.	Singha Devi HSS	10	Average- 22.5	Average- 24.4	Average- 46.9
			Percentage- 90	Percentage- 97.6	Percentage- 93.8
4.	Saraswati HSS	10	Average- 20.9	Average- 15	Average- 35.9
			Percentage- 83.6	Percentage- 60	Percentage- 71.8
5.	Nabin	10	Average- 14.7	Average-	Average-

	Shikshya Sadan HSS			14.1	28.8
			Percentage- 58.8	Percentage- 56.4	Percentage- 57.6
6.	As a whole	50	Average-	Average-	Average-
			Percentage- 78.48	Percentage- 74.4	Percentage- 76.44

The above presented table shows the reading comprehension ability in seen texts of the Nepali mother tongue students of each of the schools. The table shows that the students of Singha Devi HSS have obtained the best marks (49.9/93.8%) out of 50 full marks and the students of Nabin Shikshya Sadan HSS obtained the least (28.8/57.6%). The order of the reading comprehension ability from the highest to the lowest is Singha Devi HSS, Krishna HSS, Ratna HSS, Saraswati HSS and Nabin Shikshya Sadan HSS.

While comparing the marks in terms of texts, the students are found to be better in Text-A than in Text-B. But in separate, the students' performance was better in Text-B than in text-A of Krishna HSS and Singha Devi HSS.

While analyzing students' reading comprehension ability of each school with the average reading comprehension ability, the above table shows that the students of three schools viz. Nabin Shikshya Sadan HSS, Saraswati HSS and Ratna HSS are below the overall percentage (76.44%) and the students of the rest of schools are above the average percentage.

3.9 Comparison of the Reading Comprehension Ability in Seen Texts of Non- Nepali Mother Tongue Students and Nepali Mother Tongue Students

This section compares the reading comprehension ability of non-Nepali mother tongue students and Nepali mother tongue students in seen texts of individual school. The following table shows the marks obtained by both students in seen texts.

Table No.9

Marks of Non-Nepali Mother Tongue Students and Nepali Mother Tongue Students in Seen texts

S.N	Schools	Variables	No. of Sts.	Text-A (F.M.-25)	Text-B (F.M.-25)	Seen Texts Total-50
1.	Krishna HSS	NNMT	10	Average- 20.73	Average- 21.13	Average- 41.86
				Percentage- 82.92	Percentage- 84.52	Percentage- 83.72
		NMT	10	Average- 20.43	Average- 21.83	Average- 42.26
				Percentage- 81.72	Percentage- 87.32	Percentage- 84.52
2.	Ratna HSS	NNMT	10	Average- 21.7	Average- 22.7	Average- 44.4
				Percentage- 86.8	Percentage- 90.8	Percentage- 88.8
		NMT	10	Average- 19.6	Average- 17.7	Average- 37.3
				Percentage- 78.4	Percentage- 70.8	Percentage- 74.6

3.	Singha Devi HSS	NNMT	10	Average-	20.8	Average-	23.6	Average-	44.4
				Percentage-	83.2	Percentage-	94.4	Percentage-	88.8
		NMT	10	Average-	22.5	Average-	24.4	Average-	46.9
				Percentage-	90	Percentage-	97.6	Percentage-	93.8
4.	Saraswati HSS	NNMT	10	Average-	21	Average-	20.7	Average-	41.7
				Percentage-	84	Percentage-	82.8	Percentage-	83.8
		NMT	10	Average-	20.9	Average-	15	Average-	35.9
				Percentage-	83.6	Percentage-	60	Percentage-	71.8
5.	Nabin Shikshya Sadhan HSS	NNMT	10	Average-	18.5	Average-	14.9	Average-	33.4
				Percentage-	74	Percentage-	59.6	Percentage-	66.8
		NMT	10	Average-	14.7	Average-	14.1	Average-	28.8
				Percentage-	58.8	Percentage-	56.4	Percentage-	57.6
6.	As a Whole	NNMT	50	Average-	20.54	Average-	20.6	Average-	41.14
				Percentage-	82.16	Percentage-	82.4	Percentage-	82.28
		NMT	50	Average-	19.62	Average-	18.6	Average-	38.22
				Percentage-		Percentage-		Percentage-	

				78.48	74.4	76.44
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The table given above reveals the reading comprehension ability in seen texts of non-Nepali mother tongue students and Nepali mother tongue students of each school. On the basis of table, if we analyze in terms of school variable the non-Nepali mother tongue students of Ratna HSS and Singha Devi HSS scored equal marks and the non-Nepali mother tongue students of Nabin Shikshya Sadan HSS scored the lowest marks and in Nepali mother tongue students, the students of Singha Devi HSS scored the highest and Nabin Shikshya Sadan's students scored the least in seen texts. On the basis of text, the non-Nepali mother tongue students' performance was a bit better in Text-B (passage) than in Text-A (poem) but the Nepali mother tongue students performed better in Text-A.

In conclusion, on the basis of above table, we can say that the non-Nepali mother tongue students performed better than the Nepali mother tongue students in seen texts, their scores were 41.14/82.28% and 38.22/76.44% out of 50, respectively.

3.10 Reading Comprehension Ability of Non- Nepali Mother Tongue Students in Unseen Texts

This section presents the reading comprehension ability in unseen texts of non-Nepali mother tongue students of individual school. Non-Nepali mother tongue students were 50 and their performance is presented in the following table.

Table No.10

Marks Obtained by Non-Nepali Mother Tongue Students in Unseen Texts

S.N	Schools	No. of students	Text C (F.M.-25)	Text D (F.M.-25)	Unseen texts Total (50)
1.	Krishna HSS	10	Average- 18.23	Average- 16.33	Average- 34.56
			Percentage- 72.92	Percentage- 65.32	Percentage- 69.12
2.	Ratna HSS	10	Average- 19.1	Average- 19.3	Average- 38.4
			Percentage- 76.4	Percentage-77.2	Percentage- 76.8
3.	Singha Devi HSS	10	Average- 21.5	Average- 19.3	Average- 40.8
			Percentage- 86	Percentage-77.2	Percentage- 81.6
4.	Saraswati HSS	10	Average- 17.8	Average- 22	Average- 39.8
			Percentage- 71.2	Percentage- 88	Percentage- 79.6
5.	Nabin Shikshya Sadan HSS	10	Average- 14.4	Average- 19	Average- 33.4
			Percentage- 57.6	Percentage- 76	Percentage- 66.8
6.	As a whole	50	Average- 18.2	Average- 19.18	Average- 37.38

			Percentage- 72.82	Percentage- 76.44	Percentage- 74.74
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The above presented table elaborates the reading comprehension ability of non-Nepali mother tongue students in unseen texts only. According to the table, the mark obtained by the students of Singha Devi HSS was the highest i.e. 40.8 in average and 81.6 in percentage out of 50 full marks and the students of Nabin Shikshya Sadan HSS scored the lowest, i.e. 33.4 in average and 66.8 in percentage.

While comparing students' reading comprehension ability of each school with the average reading comprehension ability, it shows that the students of Nabin Shikshya Sadan HSS and Krishna HSS were below the average percentage (74.76%) and the students of other remaining schools are above the overall percentage. If we analyze marks on the basis of text (Text-C and Text-D), the students have performed a bit better in Text-D i.e. passage than in Text-C i.e. poem.

3.11 Reading Comprehension Ability of Nepali Mother Tongue Students in Unseen Texts

This section reveals the reading comprehension ability in unseen texts of Nepali mother tongue students in unseen texts. The mark obtained by the each school's students is presented in the following table.

Table No. 11

Marks Obtained by Nepali Mother Tongue Students in Unseen Texts

S.N	Schools	No. of students	Text C (F.M.-25)	Text D (F.M.-25)	Unseen texts Total (50)
1.	Krishna HSS	10	Average- 18.23	Average- 20.23	Average- 38.46
			Percentage- 72.92	Percentage- 80.92	Percentage-76.92
2.	Ratna HSS	10	Average- 13.7	Average- 12.6	Average- 26.3
			Percentage-54.8	Percentage-50.4	Percentage-52.6
3.	Singha Devi HSS	10	Average- 21.5	Average- 19.9	Average- 41.4
			Percentage- 86	Percentage-79.6	Percentage- 82.8
4.	Saraswati HSS	10	Average- 15.9	Average- 18.2	Average- 34.1
			Percentage- 63.6	Percentage-72.8	Percentage- 68.2
5.	Nabin Shikshya Sadan HSS	10	Average- 13.2	Average- 17.9	Average- 31.1
			Percentage- 52.8	Percentage-71.6	Percentage- 62.2
6.	As a whole	10	Average- 16.5	Average- 17.76	Average- 34.26
			Percentage- 66	Percentage- 71.04	Percentage- 68.52

The above table reveals the reading comprehension ability in unseen texts of Nepali mother tongue students. According to the table the marks obtained by the students of Singha Devi HSS was the highest i.e.41.4 in average and 82.8 in percentage out of 50 full marks. Similarly the performance of the students of Ratna HSS was the least. In comparison to average marks, (34.26/68.52%) the

students of Nabin Shikshya Sadan HSS, Saraswati HSS and Ratna HSS were below the average, their performances were 31.2/62.2%,34.1/68.2% and 26.3/52.6% respectively. As per the table, the students have secured slightly better marks in Text-D i.e. 17.76 in average and 71.04 in percentage than in Text-C i.e. 16.5 in average and 66 in percentage.

In conclusion, we can say that the students have performed better in prose text than in poem text in this table as Text-C was poem and Text-D was descriptive passage.

3.12 Comparison of the Reading Comprehension Ability in Unseen Texts of Non-Nepali Mother Tongue Students and Nepali Mother Tongue Students

This section compares the reading comprehension ability of Nepali mother tongue students and non- Nepali mother tongue students in unseen texts. Both, Nepali mother tongue students and non- Nepali mother tongue students were equal in number. The mark obtained by them is presented in the following table.

Table No. 12

Marks Obtained by the Nepali Mother Tongue Students and Non- Nepali Mother Tongue Students in Unseen Texts

S. N.	Schools	Variables	No. of Sts.	Text-C (F.M.-25)	Text-D (F.M.-25)	Unseen Texts Total(50)
1.	Krishna HSS	NNMT	10	Average- 18.23	Average- 16.33	Average- 34.56
				Percentage-	Percentage-	Percentage

				72.92	65.32	- 69.12
		NMT	10	Average- 18.23	Average- 20.23	Average- 38.46
				Percentage- 72.92	Percentage- 80.92	Percentage - 76.92
2.	Ratna HSS	NNMT	10	Average- 19.1	Average- 19.3	Average- 38.4
				Percentage- 76.4	Percentage- 77.2	Percentage - 76.8
		NMT	10	Average- 13.7	Average- 12.6	Average- 26.3
				Percentage- 54.8	Percentage- 50.4	Percentage - 52.6
3.	Singha Devi HSS	NNMT	10	Average- 21.5	Average- 19.3	Average- 40.8
				Percentage- 86	Percentage- 77.2	Percentage - 81.6
		NMT	10	Average- 21.5	Average- 19.9	Average- 41.4
				Percentage- 86	Percentage- 79.6	Percentage - 82.8
4.	Saraswati HSS	NNMT	10	Average- 17.8	Average- 22	Average- 39.8
				Percentage- 71.2	Percentage- 88	Percentage - 79.6
		NMT	10	Average- 15.9	Average- 18.2	Average- 34.1
				Percentage- 63.6	Percentage- 72.8	Percentage - 68.2

5.	Nabin Shikshya Sadan HSS	NNMT	10	Average- 14.4	Average- 19	Average- 33.4
				Percentage- 57.6	Percentage- 76	Percentage - 66.8
		NMT	10	Average- 13.2	Average- 17.9	Average- 31.1
				Percentage- 52.8	Percentage- 71.6	Percentage - 62.2
6.	As a Whole	NNMT	50	Average- 18.2	Average- 19.18	Average- 37.38
				Percentage- 72.8	Percentage- 76.74	Percentage -74.76
		NMT	50	Average- 16.5	Average- 17.76	Average- 34.26
				Percentage- 66	Percentage- 71.04	Percentage -68.52

The above presented demonstrates the reading comprehension ability in unseen texts of non- Nepali mother tongue and Nepali mother tongue students. As per the table, the students of Singha Devi HSS obtained the highest marks and the students of Nabin Shikshya Sadan HSS secured the least. In comparison to the average marks, the students (non- Nepali mother tongue and Nepali mother tongue) of Nabin Sikshya Sadan HSS were below the average. Both (non- Nepali mother tongue and Nepali mother tongue) students have secured better marks in Text-D, which was descriptive passage, than in Text-C, which was poem.

As a whole, we can say that non- Nepali mother tongue students have performed better in unseen texts than Nepali mother tongue students. Non- Nepali mother tongue students' mark was 37.38 in average and Nepali mother tongue students have secured only 34.26 out of 50 full marks.

3.13 Reading Comprehension Ability of Non-Nepali Mother Tongue Students in Poem Texts

This section reveals the reading comprehension ability in poem texts of non-Nepali mother tongue students. The non-Nepali mother tongue students were 50 out of 100 and mark obtained by them is presented in the following table.

Table No. 13

Marks Obtained by the Non- Nepali Mother Tongue Students in Poem Texts

S.N.	Schools	No. of students	Text A (F.M.-25)	Text C (F.M.-25)	Poetic texts Total (50)
1.	Krishna HSS	10	Average- 20.73	Average- 18.23	Average- 38.96
			Percentage- 82.92	Percentage- 72.92	Percentage- 77.92
2.	Ratna HSS	10	Average- 21.7	Average- 19.1	Average- 40.8
			Percentage-86.8	Percentage- 76.4	Percentage- 81.6
3.	Singha Devi HSS	10	Average- 20.8	Average- 21.5	Average- 42.3
			Percentage-83.2	Percentage- 86	Percentage- 84.6
4.	Saraswati HSS	10	Average- 21	Average- 17.8	Average- 38.8
			Percentage-84	Percentage- 71.2	Percentage- 77.6
5.	Nabin	10	Average- 18.5	Average- 14.4	Average-

	Shikshya Sadan HSS				32.9
			Percentage-74	Percentage- 57.6	Percentage- 65.8
6.	As a whole	50	Average- 20.54	Average- 18.2	Average-
			Percentage-82.16	Percentage- 72.8	Percentage- 77.48

The above presented table shows the reading comprehension ability of non-Nepali mother tongue students in poem texts. According to the table the non-Nepali mother tongue students of Singha Devi HSS have obtained the highest i.e. 42.3 in average and 34.6 in percentage and the students of Nabin Shikshya Sadan HSS have obtained the least i.e. 32.9 in average and 65.8 in percentage, which was also below the average marks i.e. 38.74.

In comparison text, all schools' students except Singha Devi HSS have performed better in Text-A than in Text-B. But the students of Singha Devi HSS have performed better in Text-B than in Text-A. They have scored 20.8 in average in Text-A out of 25 full marks and 21.5 in Text-B.

3.14 Reading Comprehension Ability of Nepali Mother Tongue Students in Poem Texts:

This section presents the reading comprehension ability of Nepali mother tongue students in poem texts. The mark obtained by them is given below.

Table No. 14

Marks Obtained in Poem Texts by Nepali Mother Tongue Students

S.N.	Schools	No. of students	Text A (F.M.-25)	Text C (F.M.-25)	Poetic texts Total (50)
1.	Krishna HSS	10	Average- 20.43	Average- 18.23	Average- 38.66
			Percentage- 81.72	Percentage- 72.92	Percentage- 77.32
2.	Ratna HSS	10	Average- 19.6	Average- 13.7	Average- 33.3
			Percentage- 78.4	Percentage- 54.8	Percentage- 66.6
3.	Singha Devi HSS	10	Average- 22.5	Average- 21.4	Average- 43.9
			Percentage- 90	Percentage- 83.6	Percentage- 87.8
4.	Saraswati HSS	10	Average- 20.9	Average- 15.9	Average- 36.8
			Percentage- 83.6	Percentage- 63.6	Percentage- 73.6
5.	Nabin Shikshya Sadan HSS	10	Average- 14.7	Average- 13.2	Average- 27.9
			Percentage- 58.8	Percentage- 52.8	Percentage- 55.8
6.	As a whole	50	Average- 19.62	Average- 16.48	Average- 36.1
			Percentage- 78.48	Percentage- 65.92	Percentage- 77.2

The above presented table exhibits the reading comprehension ability of Nepali mother tongue students in poem texts. On the basis of above presented table, the students of Singha Devi HSS have scored the highest mark i.e. 43.9 in average and 87.8 in percentage out of 50 full marks but the students of Nabin Shikshya Sadan HSS have scored the least, i.e.27.9 in average and 55.8 in percentage.

In comparison to average marks, the students of Ratna HSS and Nabin Shikshya Sadan HSS were below the average mark. The average mark was 36.1 (72.2%) and the students of these two schools have secured 33.3 (66.6%) and 27.9 (55.8%) respectively. In comparison to text, all schools' students have performed better marks in Text-A, i.e. 19.62 in average and 78.48 in percentages, in comparison to Text-B.

3.15 Comparison of the Reading Comprehension Ability in Poem Texts of Non-Nepali Mother Tongue Students and Nepali Mother Tongue Students

This section presents the comparative study of reading comprehension ability of non- Nepali mother tongue students and Nepali mother tongue students in poem texts. The mark secured by them is presented below.

Table No. 15

Marks Secured by the Non- Nepali Mother Tongue Students and Nepali Mother Tongue Students in Poem Texts

S. N.	Schools	Variables	No.of Sts.	Text-A (F.M.-25)	Text-C (F.M.-25)	Poetic Texts Total(50)
1.	Krishna HSS	NNMT	10	Average- 20.73	Average- 18.23	Average- 38.96
				Percentage- 82.92	Percentage- 72.92	Percentage- 77.92
		NMT	10	Average- 20.43	Average- 18.23	Average- 38.66
				Percentage- 81.72	Percentage- 72.92	Percentage- 77.32
2.	Ratna HSS	NNMT	10	Average- 21.7	Average- 19.1	Average- 40.8
				Percentage- 86.8	Percentage- 76.4	Percentage- 81.6
		NMT	10	Average- 19.6	Average- 13.7	Average- 33.3
				Percentage- 78.4	Percentage- 54.8	Percentage- 66.6
3.	Singha Devi HSS	NNMT	10	Average- 20.8	Average- 21.5	Average- 42.3
				Percentage- 83.2	Percentage- 86	Percentage- 84.6
		NMT	10	Average- 22.5	Average- 21.4	Average- 43.9
				Percentage- 90	Percentage- 85.6	Percentage- 87.8
4.	Saraswati HSS	NNMT	10	Average- 21	Average- 17.8	Average- 38.8
				Percentage- 84	Percentage- 71.2	Percentage- 77.6
		NMT	10	Average- 20.9	Average- 15.9	Average- 36.8
				Percentage- 83.6	Percentage- 63.6	Percentage- 73.6
5.	Nabin Shikshya Sadan HSS	NNMT	10	Average- 18.5	Average- 14.4	Average- 32.9
				Percentage- 74	Percentage- 57.6	Percentage- 65.8
		NMT	10	Average- 14.7	Average- 13.2	Average- 27.9
				Percentage- 58.8	Percentage- 52.8	Percentage- 55.8

6.	As a Whole	NNMT	50	Average- 20.54	Average- 18.2	Average- 38.74
				Percentage- 82.16	Percentage- 72.8	Percentage- 77.48
	NMT	50	Average- 19.62	Average- 16.48	Average- 36.1	
			Percentage- 78.48	Percentage- 65.92	Percentage-72.2	

The above presented table shows the reading comprehension ability in poem texts of non- Nepali mother tongue students and Nepali mother tongue students. As per the table, non- Nepali mother tongue students were slightly better in poem texts than the Nepali mother tongue students. Non- Nepali mother tongue students have obtained 38.74 in average and 77.48 in Percentage while the Nepali mother tongue students have scored 36.1 in average 72.2 in percentage.

In school wise comparison, the students (both non- Nepali mother tongue students and Nepali mother tongue students) of Singha Devi HSS have secured the highest mark in poem texts and the students Nabin Shikshya Sadan HSS have secured the least mark and that was also below the average mark. In comparison to text, the students have performed better in Text-A than in Text-B. The above presented table also reveals one interesting thing, that is, most of the schools' non- Nepali mother tongue students have performed better than Nepali mother tongue students but the Nepali mother tongue students of Singha Devi HSS performed a bit better than non- Nepali mother tongue students.

3.16 Reading Comprehension Ability of Non-Nepali Mother Tongue Students in Prose Texts

This section presents the reading comprehension ability in prose texts of non- Nepali mother tongue students of individual school. The mark secured by students of each school is presented in the following table.

Table No.16**Marks Obtained by Non- Nepali Mother Tongue Students in Prose Texts**

S.N.	Schools	No. of students	Text B (F.M.-25)	Text D (F.M.-25)	Prose texts Total (50)
1.	Krishna HSS	10	Average- 21.13	Average- 16.33	Average- 37.46
			Percentage- 84.52	Percentage- 65.32	Percentage- 74.92
2.	Ratna HSS	10	Average- 22.7	Average- 19.3	Average- 42
			Percentage- 90.8	Percentage- 77.2	Percentage- 84
3.	Singha Devi HSS	10	Average- 23.6	Average- 19.3	Average- 42.9
			Percentage- 94.4	Percentage- 77.2	Percentage- 85.8
4.	Saraswati HSS	10	Average- 20.7	Average- 22	Average- 42.7
			Percentage- 82.8	Percentage- 88	Percentage- 85.4
5.	Nabin Shikshya Sadan HSS	10	Average- 14.9	Average- 19	Average- 33.9
			Percentage- 59.6	Percentage- 76	Percentage- 67.8
6.	As a whole	50	Average- 20.60	Average- 19.18	Average- 39.78
			Percentage- 82.4	Percentage- 76.72	Percentage- 79.56

The above mentioned table displays the reading comprehension ability of non-Nepali mother tongue students in prose texts. On the basis of school wise comparison, the students of Singha Devi HSS performed the highest mark (42.9 in average and 85.5 in percentage) and the students of Nabin Shikshya Sadan performed the least (33.9 in average and 67.8 in percentages).

While analyzing the students' performance on the basis of average mark, the performance of the non- Nepali mother tongue students of Krishna HSS and Nabin Shikshya Sadan HSS was below the average. The average mark was 39.78 /79.56% and their scores were 37.46 or74.92% and 33.9 or 67.8% respectively. In text wise comparison, the non- Nepali mother tongue students have performed better in Text-B than in Text-D.

3.17 Reading Comprehension Ability of Nepali Mother Tongue

Students in Prose Texts

This section presents the reading comprehension ability of Nepali mother tongue students in prose texts. The Nepali mother tongue students were 50 and prose texts were of 50 marks. The mark obtained by the students is presented in the following table.

Table No.17

Marks of Nepali Mother Tongue Students in Prose Texts

S.N	Schools	No. of students	Text A (F.M.-25)	Text B (F.M.-25)	Seen texts Total (50)
1.	Krishna HSS	10	Average- 21.83	Average- 20.23	Average- 42.06

			Percentage- 87.32	Percentage- 80.92	Percentage- 84.12
2.	Ratna HSS	10	Average- 17.7	Average- 12.6	Average- 30.3
			Percentage- 70.8	Percentage- 50.4	Percentage- 60.6
3.	Singha Devi HSS	10	Average- 24.4	Average- 19.9	Average- 44.3
			Percentage- 97.6	Percentage-79.6	Percentage- 88.6
4.	Saraswati HSS	10	Average- 15	Average- 18.2	Average- 33.2
			Percentage- 60	Percentage-72.8	Percentage- 66.4
5.	Nabin Shikshya Sadan HSS	10	Average- 14.1	Average- 17.9	Average- 32
			Percentage- 56.4	Percentage- 71.6	Percentage- 64
6.	As a whole	50	Average- 18.6	Average- 17.76	Average- 36.36
			Percentage- 74.4	Percentage- 71.04	Percentage- 72.72

The above presented table shows the reading comprehension ability of Nepali mother tongue students in prose texts. On the basis of school wise comparison, the students of Singha Devi HSS scored the highest marks i.e.44.3 in average and 88.6 in percentage and the students of Nabin Shikshya Sadan HSS scored the least i.e.32 in average and 64 in percentage. On the basis of average mark the students' performance of Ratna HSS, Saraswati HSS and Nabin Shikshya sadan was below the average mark and average mark was 36.36 or 72.72%.

While analyzing the students' performance on the basis of texts, the students secured a bit better marks in Text-B than in Text-D.

3.18 Comparison of the Reading Comprehension Ability in Prose

Texts of Non-Nepali Mother Tongue Students and Nepali Mother Tongue Students

This section presents the comparative study of the reading comprehension ability of the non- Nepali mother tongue students and Nepali mother tongue students in prose texts. Both, non- Nepali mother tongue students and Nepali mother tongue students were in equal in number. The mark secured by them is presented below in the table.

Table No.18

Marks Obtained by Non- Nepali Mother Tongue Students and Nepali Mother Tongue Students in Prose Texts

S. N.	Schools	Variables	No. of Sts.	Text-A (F.M.-25)	Text-B (F.M.-25)	Seen Texts Total(50)
1.	Krishna HSS	NNMT	10	Average- 21.13	Average- 16.33	Average- 37.46
				Percentage- 84.52	Percentage- 65.32	Percentage- 74.92
		NMT	10	Average- 21.83	Average- 20.23	Average- 42.06
				Percentage- 87.32	Percentage- 80.92	Percentage- 84.12
2.	Ratna	NNMT	10	Average- 22.7	Average- 19.3	Average- 42

	HSS			Percentage- 90.8	Percentage- 77.2	Percentage- 84
		NMT	10	Average- 17.7	Average- 12.6	Average- 30.3
				Percentage- 70.8	Percentage- 50.4	Percentage- 60.6
3.	Singha Devi HSS	NNMT	10	Average- 23.6	Average- 19.3	Average- 42.9
				Percentage- 94.7	Percentage- 77.2	Percentage- 85.8
		NMT	10	Average- 24.4	Average- 19.9	Average- 44.3
				Percentage- 97.6	Percentage- 79.6	Percentage- 88.6
4.	Sarasw ati HSS	NNMT	10	Average- 20.7	Average- 22	Average- 42.7
				Percentage- 82.8	Percentage- 88	Percentage- 85.4
		NMT	10	Average- 15	Average- 18.2	Average- 33.2
				Percentage- 60	Percentage- 72.8	Percentage- 66.4
5.	Nabin Shiksh ya Sadan HSS	NNMT	10	Average- 14.9	Average- 19	Average- 33.9
				Percentage- 59.6	Percentage- 76	Percentage- 67.8
		NMT	10	Average- 14.1	Average- 17.9	Average- 32
				Percentage- 56.4	Percentage- 71.6	Percentage- 64

6.	As a Whole	NNMT	50	Average- 20.6	Average- 19.18	Average- 39.78
				Percentage- 82.4	Percentage- 76.72	Percentage- 79.56
	NMT	50	Average 18.6	Average- 17.76	Average- 36.36	
			Percentage- 74.4	Percentage- 71.04	Percentage- 72.72	

The above mentioned table displays the reading comprehension ability of non-Nepali mother tongue students and Nepali mother tongue students in prose texts. According to the table, in school wise comparison the students (both non- Nepali mother tongue students and Nepali mother tongue students) of Singha Devi HSS have scored the highest mark. Non- Nepali mother tongue students of Singha Devi HSS secured the mark 42.9 in average and 85.8 in percentage out of 50 full marks and Nepali mother tongue students have secured 44.3 in average and 88.6 in percentage. In text wise comparison, both group students have performed better in Text-B than on Text-D. On the basis of language, the non- Nepali mother tongue students have shown their better performance in prose texts than the Nepali mother tongue students. The average mark obtained by the non- Nepali mother tongue students was 39.78 or 79.56% out of 50 full marks but the mark obtained by the Nepali mother tongue students was 36.36 in average and 72.72 in percentage. Only the Nepali mother tongue students of Singha Devi HSS have performed better than non- Nepali mother tongue students. In conclusion, we can say that the non- Nepali mother tongue students' reading comprehension was better than Nepali mother tongue students.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings on the basis of the analysis and interpretation made in the chapter three. On the basis of the findings of the study some recommendations are drawn. Findings are presented in two parts. First part is related to good aspect and second part is related to weak aspect.

4.1 Findings

The following points state the findings of this study which are totally based on analysis and interpretations of data presented in the previous chapter.

- I. As a whole, the average reading comprehension ability of the ninth graders studying in different schools of Tehrathum district is 75.72% that is satisfactory.
- II. The ninth graders of Tehrathum district can comprehend prose texts better than poem texts.
- III. The students of grade nine can comprehend seen texts better than unseen texts.
- IV. The non- Nepali mother tongue students have better reading comprehension than Nepali mother tongue students in both seen and unseen texts of grade nine of Tehrathum district. The non- Nepali mother tongue of students have secured 82.28 % in seen texts and 74.76% in unseen texts but the Nepali mother tongue students have secured 76.44 % mark in seen texts and 68.52% in unseen texts.
- V. The non- Nepali mother tongue students have shown their better performance in reading comprehension of poem and prose texts than Nepali mother tongue students. The non- Nepali mother tongue students have obtained 77.48 % in poem and 79.56% in prose texts but the Nepali

mother tongue students' marks were 72.2% in poem and 72.72 in prose texts.

- VI. The non- Nepali mother tongue students of Tehrathum district can comprehend better than Nepali mother tongue students.

4.2 Recommendations

On the basis of the above mentioned findings, the researcher likes to propose some recommendations in the following points:

- I. Though the reading comprehension ability of the ninth graders of Tehrathum district is quite satisfactory, it is not sufficient. Therefore, they should be given adequate practice on reading comprehension exercise so as to develop their reading comprehension ability further better.
- II. The teacher should expose the students to more English so that students can increase reading speed and reading comprehension.
- III. Much focus should be given to teaching and learning of poetry and unseen texts than of prose and seen texts and more exposure should be given to the students in that area.
- IV. Since the Nepali mother tongue students are found weaker than the non- Nepali mother tongue students, they should be encouraged to study different kinds of texts to develop reading comprehension.
- V. The school should provide interesting and relevant reading materials in library. Students should be encouraged to use the library and reading books in English.
- VI. It is necessary for the concerned authority to bring teacher training programmes in time and again so as to develop teaching skills.

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APPENDIX-I

Reading Comprehension Test

Name of the Student:..... Fm: 100

Name of School:.....Time: 1.30 hrs.

Class:.....

Sex: Male. Female

Text: - A

Read the following poem and do the activities given below:

Madam and her Madam

I worked for a woman,
She wasn't mean-
But she had a twelve –room
House to clean.

Had to get breakfast.
Dinner, and supper, too-
Then take care of her children
When I got through.

Wash, iron and scrub,
Walk the dog around –
It was too much,
Nearly broke me down.

I said Madam
Can it be
You trying to make a
Pack horse out of me?

She opened her mouth
She cried, oh, no!
You know, Alberta,
I love you so!

I said Madam,
That may be true-
But I'll be dogged
If I love you!

– Langston Hughes

A: Answer the following questions: 5X2=10

a) How was the woman if she was not mean?

Ans:-.....

b) How is the madam like?

Ans:-.....

c) What did Alberta complain?

Ans: -

d) How many times did she prepare their food?

Ans: -

e) List any two jobs that had to be done.

Ans:-.....

B: Find the words or phrases in the above poem that are similar in meaning to the followings: 5 X1=5

a) Collapsed

b) Spoke

c) Not giving up easily

d) Mistress

e) Last meal of the day

C: Write 'T' for true and 'F' for false statements: 5X1=5

a) The maid servant is selfish. ()

b) There are twelve rooms in the house. ()

c) The servant cares her mistress child. ()

d) The servant is still fresh due to the work. ()

e) The mistress loves Alberta very much. ()

D: Tick the best answer: 5 X1=5

I. The relationship between the two woman's

- a) mother and daughter
- b) mistress and servant
- c) co- wife to each other

II. She had to clean

- a) the twelfth room
- b) twelve rooms
- c) twelve houses

III. She nearly broke down because

- a) Children beat her bitterly
- b) She couldn't walk with the dog

- c) She had heavy duties to be done

IV. Alberta had to

- a) Wash, iron and scrub
- b) Wash, sew and scrub
- c) Wash, iron and sleep

V. She had to get

- a) Breakfast, lunch and dinner
- b) Breakfast, dinner and supper
- c) Fast, dinner and supper

Text: - B

Read the following passage and answer the questions:

Mom went to the cupboard and took down a plate. Holding it of, she said, “See this break on the edge here? It happened when I was 17.” Her voice softened. “One autumn day my brothers needed help putting up the last of the hay, so they hired a young man to help out. He was slim, with powerful arms and thick blond hair. He had an incredible smile. My brother took a liking to him and invited him to dinner. He sat next to me, it flustered me so, I nearly fainted.”

Suddenly remembering that she was telling the story to her young daughter and a neighbor, Mom blushed and hurried on. “Well, he handed me his plate and asked for a helping. But I was so nervous that when I took the plate, it slipped and knocked against to the table.” “ That sounds like a memory I’d try to forget,” said Marge.

“Oh, no” replied my mother “As the young man was leaving, he walked over, took my hand in his hand and laid a broken piece of china in my palm. He didn’t say a word. He just smiled that smile.”

“One year later I married him. And to this day, when I see this plate, I fondly recall the moment I met him.” Seeing me staring, Mom gave me a wink. Then carefully, she put the plate back, behind the others, in a place all its own.

The love story that began with that chip is now in its 54th year.

Recently one of my sister asked, “Mom, you won’t mind giving me the ruby ring some day, will you?” My other sister laid claim to the pearl earrings.

As for me, I’d like Mom’s most precious keepsake, a memento of an extraordinary life of loving: that little china chip.

A: Answer the following questions: 5X2=10

a) Why did the writer’s mother knock the plate against the table?

Ans:-.....

b) How was the young man?

Ans:-.....

c) What did the man do after the plate broke?

Ans: -

d) Where did the lady put the broken plate?

Ans: -

e) Why the chip was safely kept?

Ans: -

B: Write the words from the above passage which are similar to the following words: 5 X1=5

a) Gave

b) Reddened

c) Employed d) Crack

e) Wedded

C: Write 'T' for true and 'F' for false statements: 5 X1=5

- a) The plate slipped because of her nervousness. ()
- b) The broken piece of plate was put in her hand to show her mistake. ()
- c) The chip recalled their love story. ()
- d) A daughter is telling the story to her mother. ()
- e) The writer's mother fell in love with the young man 53 years ago. ()

D: Put the following sentences in the write order: 5 X1=5

- a) She put the plate back, behind the others.
- b) The young man sat next to her.
- c) One year later she married her.
- d) The young man took her hand in his hand and laid a broken piece of china in her palm.
- e) The young man handed her his plate and asked for a helping.

Ans:

- a).....
- b).....
- c).....
- d).....
- e).....

Text –C

Read the text and answer the questions given below:

‘When I Am Dead, My Dearest’

When I am dead, my dearest,
Sing no sad songs for me;
Plant thou no roses at my head,
Nor shady cypress tree:
Be the green grass above me
With showers and dewdrops wet;
And if thou wilt, remember,
And if thou wilt, forget.

I shall not see the shadows,
I shall not feel the rain;
I shall not hear the nightingale
Sing on, as if in pain;
And dreaming through the twilight
That doth not rise nor set,
Haply I may remember,
And haply I may forget.

__ Christina Rossetti

A: Answer the following questions:

5X2=10

I. Who is the composer of this poem?

Ans :-

II. What does the poet tell her dearest to do after her death?

Ans:-

III. What does not rise and set?

Ans:-

IV. Why should not the poet see the shadows?

Ans:-

V. What do you mean by 'dreaming' in the fifth line of the second stanza?

Ans:-

B. Match the words in column A with their meanings in column B.5X1=5

Column 'A'

I. thou

II. doth

III. haply

IV. shadows

V. twilight

Column 'B'

a. dark shapes

b. you

c. does

d. dusk

e. by chance

C. Write the words from the above poem that is opposite to the followings:

5X1=5

I. under

II. happy

III. alive

IV. remember

V. dawn

D. Write T for true and F for false statements:

5X1=5

I. There are three stanzas in this poem. ()

II. The poetess wants not to sing sad songs for her when she is dead.()

III. The poetess requests the dear one to be the green grass above her. ()

IV. Cypress is a big elephant. ()

V. 'Tree' in the third line rhymes with 'wet'. ()

Text – D

Read the following text and answer the following question given below:

All for a greener Hetauda

June 6, 2010

Hetauda Municipality has launched a number of projects for the improvement of environment and sanitation in the urban area. The municipality has carried out construction of toilets and drainage for the families with low income. The civic body has constructed 509 private toilets and a public one in the city. With the motive of making Hetauda an open defecation free area by the end of 2010, it has also started providing loans for the construction of toilets. “For waste management, we have constructed community compost plant while training on waste management is being imparted,” said Bharat Bahadur Dhungana, Executive Officer at the municipality.

A. Answer the following questions:

5X2=10

a) Who is Bharat Bahadur Dhungana?

Ans:- -

b) Why has Hetauda Municipality lunched a number of projects?

Ans:-

c) How many private toilets are constructed by the civic body?

Ans:-

d) What is the motive of Hetauda Municipality?

Ans:-

e) When was the news written?

Ans:-

B. Write the words from the above news which are opposite in meanings to the following words: 5X1=5

- a) private b) against
- c) rural d) ended
- f) high

C. Write T for true and F for false statements: 5X1=5

- a. Hetauda is a Metropolitan city. ()
- b. The civic body has constructed a public toilet in the city. ()
- c. Mr. Dhungana is a Marketing Officer of Hetauda Municipality()
- d. The motive of Hetauda Municipality ends in 2011. ()
- e. Hetauda Municipality has constructed community compost plant for waste management. ()

D. Put the following sentences in the correct order: 5X1=5

- a) The motive of Hetauda Municipality ends in 2010.
- b) Hetauda Municipality has launched a number of projects.
- c) Hetauda Municipality has also started providing loans for the construction of toilets.
- d) The civic body has constructed a public toilet in the city.
- e) Hetauda is a Municipality.

Ans:-

a)

b)

c)

d)

e)

APPENDIX –II

Marks obtained in the piloting test by the individual students studying in grade nine of Shree HSS, Mirgouliya Morang.

S.N.	Name of Sts.	Text-A	Text-B	Text-C	Text-D
1.	Man K. Majhi	17	9	16	14
2.	Bijaya K. Modi	16	13	12	15
3.	Indra K. Chaudhary	20	19	17	19
4.	Tika Magar	21	23	22	20
5.	Dhiren K. Khawas	15	18	19	21
6.	Sirjana k.Tharu	22	10	15	18
7.	Samjhana Sikdar	14	13	10	12
8.	Puja Modi	17	10	15	15
9.	Rabina K. Chaudhary	16	18	15	13
10.	Sharmila Chaudhary	15	16	18	20
11.	Phaguraj Basnet	19	17	15	20
12.	Sujan Khadka	20	19	18	23
13.	Buddhishwar Dhungana	18	15	13	19
14.	Santos Acharya	24	22	15	18
15.	Ram B. Karki	23	21	19	15
16.	Laxmi Phuyal	18	13	17	21
17.	Naina K.Adhikari	20	12	15	19

18.	Indira Gautam	22	18	13	18
19.	Ganga Pokhrel	19	17	15	17
20.	Sujata Khatri	23	22	19	20
	Average	18.95	16.25	15.9	17.85
	Percentage	75.8	65	63.6	71.4

APPENDIX – III

MARK LEDGER

S.N	Name of Sts.	Text-A	Text-B	Text-C	Text-D	Total
1	Yam B. Sangroula	24	25	21	20	90
2	Durga B. Katuwal	24	25	21	20	90
3	Dambar Sangroula	19	25	21	20	85
4	Dinesh Timsina	24	25	22	20	91
5	Roshan Karki	22	25	21	20	88
6	Kumar Limbu	22	16	14	13	65
7	Milan Thapa Magar	19	20	16	14	69
8	Siddhiman Kurungbang	17	13	17	13	60
9	Biraj Limbu	20	17	18	14	69
10	Binod limbu	22	10	12	9	53
11	Ful Kumari Pithakoti	24	25	21	20	90

12	Shusma Kumari Limbu	24	24	21	20	89
13	Sarita Magar	23	20	21	20	84
14	Bal Kumari Limbu	24	25	21	20	90
15	Debika Limbu	24	25	21	20	90
16	Devi Maya Basnet	24	25	21	19	89
17	Shobha Timsina	22	20	12	24	78
18	Saraswati Tiwari	11	14	17	9	51
19	Pabitra Ghimire	11	11	12	22	56
20	Lila Devi Tiwari	23	25	21	20	89
21	Rajan Khatiwada	17	9	16	14	56
22	Yubaraj Thakuri	11	9	11	16	47
23	Thaneswar Luitel	11	17	13	22	63
24	Achyut Pd. Bhattarai	9	17	13	20	59
25	Bikram Thapa	17	18	18	21	74
26	Rita Thakuri	17	15	13	13	58
27	Ranju Bhandari	17	15	13	15	60
28	Shobha Luitel	12	8	11	14	45
29	Sujata Niroula	18	13	13	23	67
30	Anju Dahal	19	20	14	21	74
31	Subas Limbu	24	24	25	23	96
32	Dik Bahadur Limbu	20	16	17	22	75

33	Surendra Limbu	15	9	18	5	47
34	Dhakai Sing Limbu	15	12	11	12	50
35	Jita Hang Limbu	19	7	13	20	59
36	Mina Shrestha	22	22	17	24	85
37	Goma Limbu	19	14	17	24	74
38	Man Kumari Limbu	18	14	13	24	69
39	Sunita Limbu	18	20	9	16	63
40	Yogamaya Limbu	15	11	13	11	50
41	Yubaraj Limbu	23	19	19	25	86
42	Ashok Limbu	23	21	16	25	85
43	Sagar Shrestha	22	18	21	20	81
44	Khujendra limbu	21	21	21	24	87
45	Madan Limbu	22	21	21	25	89
46	Shobha Tamang	18	17	13	10	58
47	Thaleshwari Limbu	18	21	18	22	79
48	Shanta Kumari Limbu	19	22	16	24	81
49	Pasang Biki Sherpa	21	23	18	24	86
50	Srijana Limbu	22	23	14	25	84
51	Basanta Thakuri	20	12	8	9	49
52	Pradip Khadka	22	11	11	9	53
53	Bhem Raj Karki	22	12	9	9	52

54	Khagendra Bhattarai	14	15	11	16	56
55	Chandra Bahadur Shahi	23	23	21	25	92
56	Pabitra Bhandari	23	19	20	25	87
57	Junu Basnet	22	21	21	25	89
58	Kumana Budathoki	23	22	21	25	91
59	Kamala Niroula	22	23	22	24	91
60	Mandira Khadka	15	15	15	15	60
61	Lilam Limbu	22	25	21	20	88
62	Gobinda Magar	24	25	21	20	90
63	Bhupal Magar	20	25	14	25	84
64	Udaya Dewan	14	8	16	12	50
65	Mina Limbu	23	25	21	18	87
66	Hari Maya Magar	24	25	21	20	90
67	Jhuma Nepali	24	25	21	20	90
68	Sapana Rai	19	19	18	14	70
69	Junu Limbu	21	25	21	20	87
70	Puja Khanal	21	17	18	14	70
71	Sanjina Khanal	17	17	11	15	60
72	Sita Bastola	20	19	10	10	59
73	Suraksha Karki	23	24	25	23	95
74	Sumita Pokhrel	21	25	19	19	84

75	Shambhu Bastola	21	24	8	12	65
76	Niroj Thapa	20	18	10	6	54
77	Milan Khanal	20	11	13	13	57
78	Shailesh Bastola	19	15	12	6	52
79	Gobinda Khanal	14	6	11	8	39
80	Sher Bahadur Limbu	24	25	21	18	88
81	Gyan Bahadur limbu	18	24	22	20	84
82	Ishwar Limbu	22	24	23	20	89
83	Madan Sing Limbu	22	23	22	19	86
84	Magha Raj Shrestha	19	24	23	17	83
85	Dambar limbu	18	23	21	20	82
86	Durga Jogi	21	24	22	20	87
87	Barsa Limbu	18	24	23	20	85
88	Aasha Limbu	22	24	23	20	89
89	Kalpana Jogi	21	21	15	17	74
90	Kausila Limbu	22	24	21	20	87
91	Bipana Baral	24	25	21	20	90
92	Dali Baral	24	25	21	20	90
93	Balika Khadka	24	25	21	20	90
94	Asmita Bista	22	25	21	20	88
95	Sebika Luitel	22	24	23	20	89

96	Dik Bahadur Karki	22	24	21	20	87
97	Arjun Sangroula	24	25	21	20	90
98	Sundar Sangroula	21	24	23	20	88
99	Uttam Thapa	18	21	19	19	77
100	Dambar Sangroula	22	25	23	20	90