

CHAPTER ONE

INTRODUCTION

This study entitled 'Effectiveness of pre questions in Teaching Reading Texts. (A Case of Grade VIII Students) consists of general background to language skills, objectives, techniques, types of teaching reading, stages of teaching reading, process of teaching reading, approaches to teaching reading and skills involved in teaching reading. Moreover, a review of the related literature, objectives of the study and significance of the study are also included in Chapter One.

1.1 General Background

Language is used for communication. The main purpose of teaching language is to enable the learners to communicate via that language. Teaching language means teaching listening, speaking, reading, writing, vocabulary, grammar and language functions. These language skills are interlinked not only in the context of teaching but also in the real life situation. Listening and reading fall under the category of receptive skills. It means that the language user receives messages or information through listening and reading. On the other hand speaking and writing fall under productive skills. In using these skills the user produces some messages or information. Reading and writing are also called secondary or optional language skills because we are not compelled to learn them in our life. The classification of these language skills from this perspective is given below.

Receptive Skills	Productive Skills
Listening	Speaking
Reading	Writing

Primary Skills	Secondary Skills
Listening	Reading
Speaking	Writing

Language skills are classified in terms of different views and angles. However, they interlink and overlap with each other.

The meaningful arrangements of forms in a language constitute its grammar. It is an analytical study of language structures or forms. Venkateswarn (1995) says:

Language is a type of rule governed behaviour. Grammar, on the other hand is a sub-set of those rules which govern the configurations that the morphology and syntax of a language assure. Grammar is the description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. (p.129)

According to Halliday (1991), a language function refers to "the purpose for which an utterance or unit of language is used." These four language skills, grammar and language functions are equally important in teaching language. So we can not say that a given skill is more important than another.

1.1.1 The Reading Skill

Reading is a receptive skill because the reader receives information while reading. We read in order to obtain information, which is presented in the written form. We also read for pleasure and self improvement. Grellet (1981) says "Reading as understanding involves extracting the required information from the text as efficiently as possible." (P.1.) Thus we can conclude that reading is a process of collecting information through written texts. Reading means understanding or making sense of a given text. The reader should be involved in the process of getting meaning of the text. Reading helps recognize and comprehend messages or information contained in the text. The writer expresses his/her thoughts and feeling in written language and the reader constructs the meaning after reading the text. Reading is to grasp message from

the written documents. It involves the recognition of graphic symbols. Reading comprehension is needed for the advanced level readers. Therefore reading ranges from recognition of scripts and the vocalization of letters to the process of getting information from the printed or written symbols or letters or even interpreting the texts. We assume that from the stand point of teaching, reading is a task-based activity; and the ultimate goal of teaching reading is to prepare autonomous readers.

1.1.2 Types of Reading

There are different types of reading. The main types of reading are listed below:

- i) Rapid reading
- ii) Reading aloud
- iii) Silent reading
- iv) Skimming
- v) Scanning
- vi) Intensive reading
- vii) Extensive reading

Each type of reading is further elaborated below:

I. Rapid Reading

At the early stage of reading, reading is normally slow and vocalized. As the reader passes through different stages of reading, the speed of reading becomes faster, so it becomes faster reading. Readers are usually trained to use more effective eye movements when reading and to use better ways of understanding words and meanings in written texts. According to Sharma (1999), there are four objectives of teaching reading. They are intellectual, literary, linguistic and recreational. Rapid reading is intended for students' reading speed and the

readers get a lot of information at the same time. When the readers practice rapid reading they normally commit some mistakes such as movements in the beginning of the head, faulty eye movements. When they commit such mistakes they need individual help from the teacher.

II. Reading Aloud

It is also known as oral reading. This reading is carried out to enable the students to read with correct pronunciation, intonation and rhyme. It helps students to read with understanding the meaning of the words and sentences. It is also useful to test students' knowledge of the words and sentences. It helps the students in the correct pronunciation and method of reading and to develop the speaking skill. This type of reading is mainly appropriate at the primary level.

III. Silent Reading

In silent reading the reader reads the text mentally without producing verbal sounds. This is also known as mental reading. According to Richards et.al. (1990), "Silent reading is perceiving a written text in order to understand its content." It is considered the best kind of reading as far as comprehension is concerned. It facilitates the mastering of language and encourages the students to make use of a dictionary. One of the most important objectives of silent reading is to develop in students the way they enjoy and recreate while reading. Therefore, the aim of silent reading is pleasure and to be able to read for interest and to get information.

IV. Skimming

Skimming is a form of rapid reading in which the reader makes a rapid survey of the text. Skimming helps the reader to grasp the general theme or central idea of the text. Grellet (1981) writes, "Skimming is, therefore, the thorough activity which requires an overall view of the text and implies definite reading

competences." (p.19) Similarly, according to Cross (1992, p.261.) skimming tasks include the following.

- Comparing values
- Finding and comparing events
- Selecting a title
- Drawing inferences
- Creating a title.

V. Scanning

Scanning is a reading technique in which readers read the text to find out a particular piece of information. The reader doesn't care about the details. The reader scans the text in order to find out what main points are included in the text. S/he goes through the text in order to find out where they are located. Thus, scanning is a rapid reading, which is required to get a particular piece of information. According to Cross (1992, p.260), scanning may include the following tasks.

- Find new words for old
- Locate grammar features
- Compare details
- Check dates
- Shopping lists
- Make word sets
- Newspaper headlines.

VI. Intensive Reading

It also known as detailed reading. It is aimed for detailed comprehension of meaning and mastering the structure and vocabulary. It is related to further progress in language learning under the teachers' guidance. It helps the learner

enrich active vocabulary and improves the power of expression of the reader. Grellet (1981) states, "This is more accuracy activity involving reading for detail." Therefore it requires a higher degree of understanding.

VII. Extensive Reading

Extensive reading is also known as independent reading. It is primarily carried out to train the students to read directly and fluently in the foreign language for their own enjoyment without the aid of the teacher. The main aim of extensive reading is to get information and pleasure. According to Harmer (2001), "to get maximum benefit from their reading students need to be involved in intensive reading, whereas in extensive reading a teacher encourages students to choose for themselves, what they read and to do so for pleasure and general language information." Therefore, extensive reading encourages students to read for pleasure and information.

1.1.3 Skills Involved in Reading

Reading involves varieties of sub-skills. According to Munby (1978, p. 201), the main skills of reading are as follows.

- i) Recognizing the script of language
- ii) Deducing the meaning and use of unfamiliar lexical items
- iii) Understanding explicitly stated information
- iv) Understanding information when not explicitly stated
- v) Understanding conceptual meaning
- vi) Understanding the communicative value of sentences and utterances
- vii) Understanding relation within sentences
- viii) Understanding relations between the parts of the text through lexical cohesion devices

- ix) Understanding cohesion between parts of the text through grammatical cohesion devices
- x) Interpreting the text by going outside it
- xi) Recognizing indicators in discussions
- xii) Identifying the main point or important information in a piece of discourse
- xiii) Distinguishing the main idea from supporting details
- xiv) Extracting silent points to summarize
- xv) Selecting extraction of relevant points from the text
- xvi) Basic references skills
- xvii) Skimming
- xviii) Scanning to locate specifically required information
- xix) Transcoding information to diagrammatic display

Harmer (2001) mentions five sub-skills of reading

- i) Identifying the topic
- ii) Predicting and guessing
- iii) Reading for general information
- iv) Reading for specific information
- v) Interpreting the text

Thus reading involves several sub-skills. It involves the skills like decoding, deducing, comprehending, understanding, extracting, responding etc. Thus, the major foci of this study are: understanding explicitly stated information, identifying the main point or important information in a piece of discourse, distinguishing the main idea from supporting details, extracting silent points to summarize, skimming, scanning to locate specifically required information (Munby, 1978) and reading for specific information (Harmer, 2003).

1.1.4 Teaching Reading

Teaching reading refers to the process of making students able to grasp the information contained in the text. It is an important aspect of teaching / learning a foreign language. Reading generally means understanding or making sense of a given text. It is the total understanding of a message in a text. Moyle (1973) mentions that "A broader view of teaching of reading is that it involves the recognition of the important elements of meaning in their essential relation including accuracy and thoroughness in comprehension!" (as cited in Bhattarai, 1995, p.103). Moyle emphasizes that while teaching reading, meaning of the text and essential elements are accuracy and thoroughness in comprehension are to be focused. The purpose of teaching reading should lie on making the learners able to grasp information or message the writer tries to convey. Another aim of teaching reading is to enable students to read unfamiliar authentic reading texts at an appropriate speed with understanding without the help of others. Cross (1992) states:

Good readers become autonomous, able to read outside the classroom and to study in touch with English through periodicals and books, when they leave school. Through the rich language environment, readers can acquire a large vocabulary and an implicit command of the limitless forms, pleasurably and almost effortlessly. Good writing is probably the product of reading too. (p.255).

Likewise Mourdouch (1986) writes, "different skills are interlinked that any attempt to hermitically seal off one from the others can only produce harmful effects that will inhabit the development of a rich versatile language competence." (as cited in Bhattarai, 1995). Thus teaching reading is not an isolated and mechanical exercise. In reading, written words are associated with spoken sounds in relation to meaning. Grellet (1981) mentions, "The first point to be noted that when practicing reading in the classroom, that it is a silent activity. Silent reading should be encouraged in most cases, though the teacher

may sometimes need to read part of the text aloud." (p.10). Therefore in the classroom only one type is not sufficient. We can not neglect any method because a single method is not complete itself. The selection of a method/approach is to be done by the teacher as required depending upon the linguistic level of the learners and the situation they are surrounded by. In addition, students are also encouraged for timed reading exercise to develop their reading speed.

1.1.5 Objectives of Teaching English at the Lower Secondary Level

Teaching reading has certain objectives. The main objective of teaching reading is to enable the students to grasp the information from the text. It also aims to enable the reader(s) to receive the total understanding of a message contained in a text. Therefore the reading skill is viewed to enable the learners to further their studies, to be employed and to entertain by reading a variety of reading materials. The lower secondary English curriculum (2064 B.S.) has outlined the following specific objectives related to reading (Grade 8):

- Read texts intensively using additional reading materials suitable for Grade 8
- Show understanding of the main themes and ideas of the texts
- Scan, e.g. a newspaper, to locate a particular item and extract information
- Predict the purpose and content of a text from the title by quick skimming and other clues
- Complete a cloze test with any words removed but with familiar vocabulary and sentence structure
- Guess unknown words by contexts, word form and other clues
- Improve dictionary skills using a monolingual English dictionary
- Understand and interpret information presented in a simple diagrammatic form

1.1.6 Techniques of Teaching Reading

We can use various types of techniques in teaching reading. It is determined by the nature of the text as well as the level of the learners. Harmer (2003) writes:

To get maximum benefit from their reading, students need to be involved in both extensive and intensive reading. In the former, a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement. The latter is often teacher chosen and directed. (p. 283).

Harmer focuses on both extensive and intensive reading to develop reading comprehension. Some common techniques of reading are given here.

I. Model Reading

It is a teacher centered technique. In this technique the teacher reads the text as a model and asks students to follow him/her.

II. Student Reading

In this technique students are asked to read the text usually silently. The teacher helps the students as a facilitator.

III. Scanning

Scanning is a technique of reading in which the students are asked to read the text in order to find out the particular message or information.

IV. Strip Story

Strip story is a technique in which the whole text is divided into general strips. The strips are distributed to the students randomly. Then the teacher asks the students to memorize the sentences and the teacher collects the strips from the students. Then the students are asked to combine the sentences sequentially.

V. Skimming

It is also a reading technique, in which the reader goes through the reading text to get its gist and find out the main idea it contains.

VI. The SQ3R Technique

Fry (1963, p.92) states, in the SQ3R technique 'S' stands for 'survey', which means to turn all papers of a chapter being studied lightly, skimming, reading the sub-headings and glancing at the pictures to get the general ideas of the length of the chapter and the scope of the materials. Similarly 'Q' stands for 'question', which means that the student should make up questions about each main point of the chapter. The first 'R' stands for 'read', which means students should read the chapter to answer the questions. The second 'R' stands for 'recite' that means the student should answer the questions either through speech or by writing. Here, the students can use their own words and examples to answer the questions. The last 'R' stands for 'revise'. At this stage the students revise the materials by fast reading and framing their answer in their own ways.

Apart from the above mentioned techniques there are other techniques applicable to teaching reading such as; group work, pair work, role play, simulation, dramatization etc.

1.1.7 Stages of Teaching Reading

In the classroom, teaching reading is conducted at three stages. They are pre-reading, while reading and post reading. Again those stages are related to each other. Those stages are explained in greater details below:

I. Pre-reading Stage

In the classroom teaching of reading the pre-reading stage takes place before the students go through the actual reading materials. It is the first stage of

teaching reading. There are various activities we can do before reading a text, which will make it easier for students to understand the text and help them focus attention on it as they read. At this stage the teacher makes the students prepare for the lesson and the task to be done. The main purpose of this stage is to arouse interest in students to read the text and motivate them. According to Nuttal (1996) the following stages are commonly done at this stage.

- Providing reasons for reading
- Introducing the text
- Setting the top down task
- Breaking of the text
- Dealing with new language
- Asking sign post questions
- Guessing the topic and content through headlines, illustrations, pictures etc
- Presenting the meaning of new vocabulary, which will appear in the text etc

All these pre-reading strategies are aimed at preparing the students for actual reading.

II. While-Reading Stage

This is the second stage of teaching reading at which the actual reading takes place. Students read the text to find out the answers to some specific questions. Nuttal (1996) mentions three guidance approaches to reading applicable to this stage.

- Guidance from the text: Individual approach
- Guidance from the teacher: The whole class approach
- Guidance from the fellow students: The group approach

At this stage, the following activities are commonly conducted

- Scanning the passage to locate some specific information
- Skimming for the general idea
- Answering the signpost questions
- Completing the table, chart, map etc
- Labeling the pictures based on the text
- Matching halves
- Choosing the appropriate answers among the alternatives
- Asking questions to each other

III. Post-Reading Stage

It is the third stage of reading, a stage of evaluation. At this stage, the teacher provides the students with an opportunity to express their personal experiences and knowledge in relation to the text they have read. It is time to put questions for evaluation and it is a stage for developing immediate creativity. Nuttal (1996, p.167) mentions, the following activities under this stage.

- Eliciting a personal response from the readers (agree/disagree, like/dislike etc)
- Linking the content with the readers experience/knowledge
- Considering the significance of the text in the book from which it is taken
- Establishing the connection with other works in the same field
- Suggesting practical applications of theories or principles
- Drawing comparison/contrasts between the facts, ideas etc. in the text and others
- Recognizing/discussing relationship of cause and effects
- Ascertaining chronological sequence of information in the text
- Distinguishing facts from opinions

- Finding evidence
- Recognizing the bias
- Discussing, evaluating characters, incidents ideas arguments

Therefore, while teaching reading, various strategies are applied in accordance with different stages. In fact, reading is not an independent skill, but an integration of all language skills.

1.1.8 Approaches to Teaching Reading

There are different approaches to teaching reading, which are mainly based on the reading materials. According to Harmer (2001) the approaches to teaching reading depend upon the learners' linguistic and psycholinguistic knowledge related to the intrinsic and pragmatic properties of language intended to be learned. Some of the approaches to teaching reading are presented below:

I. Thematic Approach

The main aim of the thematic approach to reading is to help the students to recognize how the arrangement of information in the text can determine the order of the words in those sentences. The main skill involved in this task is the understanding of the relations between parts of the text. This approach to reading gives importance to the organization of information in the reading text. Grellet (1981) writes, "the organization of a passage is not always determined by its contents and by the nature of the information to be conveyed." The quality of a reading text depends on how the message is organized while conveying information through words. So that, the change in word order can change the meaning conveyed by the sentences. The thematic approach aims to help the learners recognize how the arrangement of information in the passage can determine the order of the words implied in particular sentences."

II. Signpost Approach

This approach is based on the view that reading comprehension takes place best

if students are provided with pre-reading tasks. Signpost questions play a crucial role in the provision of guidelines to the reader. They guide and direct the reader to avoid going off along a false track. Doff (1988) writes, such signpost questions are 'guiding questions', which aim to:

- give the students a reason to read by giving them something to look for as they read the text
- lead (or guide) the students towards the main points of the text, so that after the first reading they should have a good general idea of what it is about.

Signpost questions should be concerned with the general meaning or with the most important points of a text, and not focus on minor details: they should be fairly easy to answer and not too long. Signpost approach of teaching reading and pre-questions are related and similar to each other. In the signpost approach pre questions are given before reading the text.

III. Language Experience Approach

This approach is originally based on the ideas by Mackey (1979), Rigg (1990), and Walker (1992) (as cited in Sharma and Phyak, 2006, p.240). The basic assumption behind this approach is that reading becomes more effective and successful if the materials and activities are prepared based on the experience of the learners. This approach supports student's concept development and vocabulary growth while offering many opportunities for meaningful reading and writing activities. Another benefit of this approach is that it is the development of shared experiences that extend children's knowledge of the world around them while building senses of the classroom community.

This approach is supported to prompt reading and writing through the use of personal experiences and oral language. It can be used in tutorial or classroom settings. Language teacher can make use of materials based on the nature of the chosen experience.

1.1.9 Use of Pre-questions in Teaching Reading

Teaching reading can be effective while the reader applies appropriate teaching strategies. Using pre-questions plays a vital role in teaching reading. General questions are given before reading by the learners to find out a piece of information, which is central to the understanding of the text. They should capture its central understanding of the text and not the minor details. Thus, while using pre questions the teacher provides the students with some questions, which have to be answered after reading the text. The main aim of using pre-questions is to fulfill the objectives of the reading text. Pre-questions are used as tools for purposeful teaching/learning. As a result students can notice the guidelines of the text before entering the actual reading text. Therefore, pre-questions help to motivate the students towards the contents. Thus one function of pre-questions is to serve as motivators during the pre-reading stage.

1.2 Review of Related Literature

Teaching and research are considered as two sides of a coin. One can not have a good existence without the other. Many research studies have been carried out in teaching reading. A number of them are reviewed for our purpose here.

Khanal (1997) carried out a research work on 'Effectiveness of Cloze Test Over Objective Tests in Teaching Reading Comprehension.' The main objective of this study was to test reading comprehension ability through the cloze test and objective test and to compare the effectiveness of the cloze test and objective test in teaching reading comprehension. His study was experimental and included 'experimental' and 'controlled' groups. The finding of the study was that the private school students performed better than public school students in both objective and cloze tests in reading comprehension. It was also found that an overall proficiency on reading comprehension of private school students was far ahead of public school in every respect.

Gaulee (2001) conducted research on 'English Reading Speed of Nepalese Students'. The main purpose of that study was to find out the reading speed of the individual student studying at the lower secondary, secondary and higher secondary levels of Dailekh, Surketh and Kathmandu districts and to make a comparison between the average reading speed of those students. He found that the average reading speed of Nepalese students of secondary level was found to be 89.10 words per minute (wpm). The comparison of the three levels of secondary education of Nepal showed that the secondary level students can read slightly faster than the students of lower secondary level. The study found that those secondary level students were the slowest readers.

Pandey (2001) carried out a research study on 'Comparative Study on 'Reading Comprehension through Cloze Test and British Council Reading Comprehension Test.' The main objective of that study was to find out and compare the reading comprehension ability of the students of B.Ed. first year through the cloze test and British Council reading comprehension test (BCRC). He did experimental research with the help of pre and post tests including 'experimental' and 'controlled' groups. The finding of the study was that the students' reading comprehension through cloze test was not satisfactory. It was also found that the cloze test was not as effective as the BCRC test.

Humagai (2006) carried out a research on 'Effectiveness of Language Games in Learning Reading Comprehension.' The objective of that research was to find out the effectiveness of language games while learning reading comprehension. He did the research by making the students into two groups. 'experimental' and 'controlled'. These two groups were taught using the same objectives. The pre test and post test were administered before and after the teaching respectively. The findings of the study revealed that the group taught reading through language games performed better in all cases than taught through conventional techniques. (i.e. explanation and lecture).

Ghimire (2007) carried out a research study entitled, 'Effectiveness of Authentic Materials in Teaching Reading Comprehension.' His objective of the

study was to find out the effectiveness of authentic materials in teaching reading comprehension. He did this experimental research by making the students into two groups: 'experimental and controlled. Pre test and post test were administered to both the groups before and after teaching respectively. The findings of the study was that the group taught using authentic materials performed better than the group taught through non-authentic materials.

Jaisi (2008) conducted research on 'Techniques of teaching reading at primary level' with an objective to find out different techniques applied in teaching reading and to identify most commonly used techniques in teaching reading at primary level. The sampled population for that study was thirty primary English teachers teaching at different public schools. The findings of the study revealed that group work, pair work, demonstration and explanations are generally used techniques, whereas drill is the most commonly used technique in teaching reading at primary level. Kafle (2008) carried out research on 'Effectiveness of Strip Story in Teaching Reading Comprehension.' His research was experimental. He found that the strip story technique is more effective than the usual way of teaching for developing reading comprehension since the increment of the percent of the experimental group was better in all items compared to the Controlled Group and the calculated value of 't'.

Oli (2008) conducted research on 'Reading Comprehension of the Students of Janabadi Model School and Government Aided School.' He selected the Janabadi model schools and government aided schools from both Rukum and Rolpa districts. He showed that the reading comprehension ability of the students of Janabadi model schools were better than the students of the government aided schools. The reading comprehension ability of the students of the Janabadi model schools and government aided schools was 71.35% and 51.15% respectively. Similarly he found that the reading comprehension of the students who were studying in Janabadi model schools in Rolpa was better than the students studying in Janabadi model schools of Rolpa. Khatri (2010) carried out research on strategies of teaching Reading skill used by secondary level

English Teachers'. His main objective was to find out the different strategies of teaching reading skill used by secondary level English teachers. He found that a majority of the secondary level English teachers i.e., 80 percent were found using varieties of such strategies as pair work, group work, role play, simulation, project work, strip story, discussion for teaching of the reading skill. However, they did not follow concrete stages of teaching reading: pre, while and post reading. He also found that among the pre-reading strategies, students' motivation, vocabulary teaching, frame of reference and setting signpost questions were more common in the classroom in comparison to others. More than 70 percent teachers were found using strategies in the class.

1.3 Objectives of the Study

The study had the following objectives:

- a) to find out the effectiveness of pre-questions in teaching reading texts in Class Eight
- b) to provide some pedagogical implications

1.4 Significance of the Study

This study will be significant for language teachers, course designers, trainers and experts of teaching and testing English. It will be important for students and researchers too. Textbook writers and those directly and indirectly involved in the teaching profession are also expected to benefit from this study. The outcome of the study will be beneficial for applied linguists too. Above all those who are pedagogically or technically involved in language teaching, especially English, will be benefited from this study.

CHAPTER TWO

METHODOLOGY

The following methodology was applied to the study.

2.1 Source of Data

Both primary and secondary sources of data were used to complete this study.

2.1.1 Primary Sources of Data

I collected the data from Class Eight of B.B. Memorial Secondary School, Sakhejung-7, Ilam. The primary sources of data for this study were the answers collected from the students. I prepared questions based on the components of comprehension (i.e., Objective, Short Answer, Description and Summary) and used them both as pre-questions and post questions to derive the data. I collected the raw data and analyzed them in order to reach the findings and conclusion.

2.1.2 Secondary Sources of Data

The secondary source were books in ELT by nationally and internationally recognized authors. I also used journals, articles, curriculum, web pages, training manuals, dictionaries and other materials prepared in English.

2.2. Population of the Study

Thirty students of Class Eight from B.B. Memorial English Secondary School, Sakhejung-7, made the population of this study.

2.3 Sampling Procedure

I visited B.B. Memorial English Secondary School, Sakhejung-7, Ilam and selected thirty students using the purposive sampling procedure. I divided those thirty students into two groups. The first group was named Treatment Group and the second Controlled Group. I divided the groups on the basis of the

results of the proficiency pre-test score. I ranked the students from the first position to 30th position on the basis of the results of the pre test. They were divided into two groups of fifteen on the basis of the odd and even numbers, determined by their positions in the proficiency pre-test results.

2.4 Tools for Data Collection

I used 21 different sets of test items consisting of multiple choice items, true/false items, task for sequencing sentences, task for summary writing, description writing, matching items etc.

2.5 Process of Data Collection

I visited Shree B.B. Memorial English Secondary School Sakhejung-7, Ilam and took permission for research form the authority. There I involved myself in teaching our English Book Grade Eight. Each day I taught the Controlled Group without using pre-questions and I taught the Treatment Group using the pre-questions. I administered a class test to both groups at the end of the class each day. I checked the students' answer papers in line of the answer keys and marking schemes. I collected the required data using different questions (given in Appendix 3). I adopted the following steps.

- a) First, I visited the concerned school for getting permission.
- b) After getting permission from the head teacher, I visited the selected class.
- c) There were 40 students in Grade Eight. Out of the total students, 35 gave their commitment to be regularly present in the experimental classes.
- d) I selected 30 students by administering proficiency pre-test, so 5 of the lowest scorers were excluded.
- e) I divided the selected students into Treatment Groups and Controlled Group for ranking purpose. I ranked the students from the first position to thirtieth position on the basis of the pre test score.
- f) I selected 12 reading lessons and prepared 20 reading texts, each to be taught in a class period (thus 20 classes).

- g) I taught the lessons to both groups each day.
- h) I applied the pre-question technique to Treatment Group but not to the Controlled Group.
- i) I administered the class tests, each carrying 10 marks, at the end of the class each day for both groups. Thus, each individual attempted the tests amounting the aggregated full marks of 200 throughout the experimental classes.
- j) Each test was based on (either of) the four components of comprehension: objective question answers, short answers, description writing and summary writing.
- k) I scored the answer sheets on the link of the answer keys and scoring schemes prepared in advance.
- l) I edited the raw data for making the data free from any error before tabulating .

2.6 Limitations of the Study

The study had the following limitations.

- a) The study was limited to the thirty students of B.B. Memorial English Secondary School, Sakhejung-7, Ilam.
- b) It was limited to Class Eight.
- c) It was limited to the four components of comprehension: objective items, short answers, description writing and summary writing.
- d) It was limited to the twelve reading texts divided into 20 lessons for 20 class periods for each group.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter mainly deals with the analysis and interpretation of the data collected from the primary source. At the end of each class the same test carrying 10 marks was given separately to both of the groups. There were altogether 20 of such tests spread through the study period, one each day. This indicates that each group covered an aggregate of 3000 marks, or that each participant attempted 200 marks. Table no: 1 shows the distribution of marks to the selected components of reading comprehension. Therefore, the analysis and interpretation of the collected data were done on the basis of the components of comprehension. Such components were the objective question, area short answer question area, description and summary writing. The data obtained in this way were analyzed and interpreted in the following sub-headings with simple statistical tools, mainly percentage and mean.

- I. Distribution of marks to the different components of comprehension
- II. Holistic comparison of the post reading results
- III. Detailed comparison of Treatment Group and Controlled Group in terms of the components of comprehension
- IV. Comparison in terms of the Objective Tests
- V. Comparison in terms of the Short Answer Tests
- VI. Comparison in terms of the Description Writing Tests
- VII. Comparison in terms of the Summary Writing Tests

3.1 Distribution of marks to the different components of comprehension

The following table shows the distribution of marks in total and percentage on the basis of objective, short answer, description and summary writing tests.

Table no. 1 Marks Distribution (aggregated)

Components of Comprehension	Total Marks	Percentage
Objective	40	20%
Short Answer	116	58%
Description	22	11%
Summary	22	11%
Grand Total	200	100%

Table no. 1 shows the distribution of marks. The students were tested on four different components of comprehension: objective, short answer, description and summary carrying an aggregated total of 200 marks distributed to the four components (i.e. Objective, Short Answer, Description, Summary). The Objective tests carried 40 marks, (i.e., 20 percent) out of the total marks. The Short Answer type tests carried 116 marks (i.e., 58 percent). Similarly, both Description writing and Summary writing tests equally carried 22 marks (i.e. 11 percent) (See Appendix: 6). More marks were distributed to short answer testing in comparison to the other three components of comprehension. It does not mean that only short answer testing was given priority. It simply means that description writing and summary writing tests were least focused. Lower marks were given to description writing and summary writing, because class eight students were beginners in description writing and summary writing, and burdening them with such composition types would not be justifiable.

During the study period it was made sure that all the participants were present. In case of the absence of any participant (s), the classes were postponed. There were two of such postponements.

All the answer papers were marked carefully on the basis of the previously determined scoring schemes. They were calculated separately on different

components of comprehension. (The results of the tests are presented in Appendix 6: Table nos. 2 & 3).

3.2 Holistic comparison of the post reading results

I compared Treatment Group and Controlled Group holistically. They were compared in terms of all components of comprehension on the whole. (see Appendix 6 Tables no: 2 and 3).

Out of the aggregate of 3000 marks spread equally over the 15 participants, Treatment Group obtained 2043 marks, which makes an average of 136.2 marks (out of 200 marks) or 68.1% for one participant (see Appendix 6, Table no: 2).

Out of the aggregate of 3000 marks spread equally over the 15 participants, Controlled Group obtained 1813 marks, which makes an average of 120.86 marks (out of 200 marks) or 60.43 percent for one participant (see Appendix 6, Table no: 3).

The comparison between Appendix tables no: 2 and 3 indicates the difference of marks between the two groups. The difference shows that Treatment Group obtained 2043 marks, or 68.1 percent for one participant and Controlled Group obtained 1813 marks or 60.43 percent for one participant. Treatment Group obtained 230 marks or 7.67 percent more marks than the Controlled Group did. So the difference is significant. It indicates that using pre-questions has a better effect on reading comprehension than none.

3.3 Detailed Comparison of Treatment Group and Controlled Group in terms of the components of comprehension

On the other hand, I compared, in detail, both of the groups in terms of a single component of comprehension at a time. The results are of comparison are presented in the following sections.

3.3.1 Comparison in Terms of the Objective Tests

The students of Treatment Group and Controlled Group were compared in terms of objective tests. The following table shows that the results of the tests in detail.

Table no. 2 Comparison of Treatment Group and Controlled Group in terms of the Objective tests (aggregated).

S.N.	Roll No	Full Marks	Marks Obtained	
			Treatment Group	Controlled Group
1.	1	40	39	36
2.	2	40	39	36
3.	3	40	37.5	35
4.	4	40	37	38
5.	5	40	34	36
6.	6	40	38	35
7.	7	40	33	36
8.	8	40	38	33.5
9.	9	40	37	33
10.	10	40	38	36.5
11.	11	40	37.5	38.5
12.	12	40	33.5	32
13.	13	40	35.5	33.5
14.	14	40	36.5	39
15.	15	40	37.5	36
Total		600	551	534
Marks on the Average			36.73	35.6
Marks in Percentage			91.83	89

Table no. 2 shows that the aggregated full marks of the Objective tests were 600 and out of this total, the students of Treatment Group obtained 551 marks in total or 36.73 marks on the average per participant, which makes 91.83%.

On the other hand, the participants of Controlled Group obtained 534 marks in total or 35.6 marks on the average per participant which makes 89%. Thus Treatment Group obtained 17 (2.83%) more marks than Controlled Group in the Objective tests, indicating that the use of pre-questions in teaching reading gives a better result from the objective testing criterion.

3.3.2 Comparison in Terms of Short Answer Tests

The students of Treatment Group and Controlled Group were also compared in terms of the short answer tests. The table below shows in detail results of the short answer tests.

Table no. 3 Comparison of Treatment Group and Controlled Group in terms of the Short Answer tests (aggregated).

S.N.	Roll No	Full Marks	Marks Obtained	
			Treatment Group	Controlled Group
1.	1	116	79.5	84
2.	2	116	76	75
3.	3	116	83	57
4.	4	116	75.5	64
5.	5	116	69.5	57.5
6.	6	116	76	51
7.	7	116	66	60
8.	8	116	81	55.5
9.	9	116	70.5	50.5
10.	10	116	65.5	59.5
11.	11	116	65.5	54.5
12.	12	116	50	48
13.	13	116	63	51.5
14.	14	116	70	61
15.	15	116	63.5	67
Total		1740	1054.5	896
Mark On the Average			70.30	59.73
Mark in Percentage			60.60	51.49

Table no. 3 shows that the aggregated full marks of the Short Answer tests were 1740, and out of this total, the students of Treatment Group obtained

1054.5 marks in total or 70.31 marks on the average per participant, which makes 60.60%. On the other hand, the participants of Controlled Group obtained 896 marks in total or 59.73 marks on the average per participant which makes 51.49%. Thus, Treatment Group obtained 158.5 (9.10%) more marks than the Controlled Group in Short Answer tests. This shows that the use of pre-questions in teaching reading gives a better result seeing from short answer testing too.

3.3.3 Comparison in Terms of Description Writing Tests

Treatment Group and Controlled Group were compared in terms of description writing tests. The table below shows the results of the tests in detail.

Table no. 4 Comparison of Treatment Group and Controlled Group in terms of Description Writing tests (aggregated).

S.N.	Roll No.	Full Marks	Marks Obtained	
			Treatment Group	Controlled Group
1.	1	22	18.5	17
2.	2	22	19	14
3.	3	22	16.5	14
4.	4	22	16.5	12.5
5.	5	22	15	11
6.	6	22	16	10
7.	7	22	15.5	11
8.	8	22	16.5	13
9.	9	22	13	11
10.	10	22	14.5	12
11.	11	22	14.5	13
12.	12	22	14	11
13.	13	22	15	13
14.	14	22	15	13
15.	15	22	13	14.5
Total		330	232.5	190
Marks on the Average			15.5	12.66
Marks in Percentage			70.45	57.57

Table no. 4 shows that the aggregated total full marks of the Description Writing tests were 330 and out of this total, the students of Treatment Group obtained 232.5 marks in total or 15.5 marks on the average per participant, which makes 70.45%. On the other hand the students of Controlled Group obtained 190 marks in total or 12.66 marks on the average per participant, which makes 57.57%. Therefore, Treatment Group obtained 42.5 (12.88%) more marks than Controlled Group in Description Writing tests, indicating that the use of pre-questions in teaching reading gives a better result applying description writing tests.

3.3.4 Comparison in Terms of the Summary Writing Tests

Treatment Group and Controlled Group were compared in terms of summary writing tests. The table shows the results of the tests in detail.

Table no. 5 Comparison of Treatment Group and Controlled Group in terms of Summary Writing tests (aggregated)

S.N.	Roll No.	Full Marks	Marks Obtained	
			Treatment Group	Controlled Group
1.	1	22	16	17
2.	2	22	15	16
3.	3	22	16	12
4.	4	22	14	15.5
5.	5	22	14.5	14.5
6.	6	22	12	13
7.	7	22	11.5	11
8.	8	22	15	12
9.	9	22	16.5	10.5
10.	10	22	13	14
11.	11	22	14.5	12
12.	12	22	12.5	11
13.	13	22	13	10
14.	14	22	12.5	12
15.	15	22	9	12.5
Total		330	205	193
Marks on the Average			13.66	12.68
Marks in Percentage			62.12	58.48

Table no. 5 shows that the aggregated full marks of the Summary Writing tests were 330 and out of this total the students of Treatment Group obtained 205 marks in total, or 13.66 marks on the average per participant, which makes 62.12%. On the other hand the students of Controlled Group obtained 193 marks or 12.68 makes on the average per participant, which makes 58.48%. Thus, Treatment Group obtained 12 (or 3.643%) more marks than the Controlled Group in the Summary Writing tests, indicating that the use of pre-questions in teaching reading gives a better result as regards summary writing tests.

Figure no. 1 below will more concisely display the results of the analysis of the data.

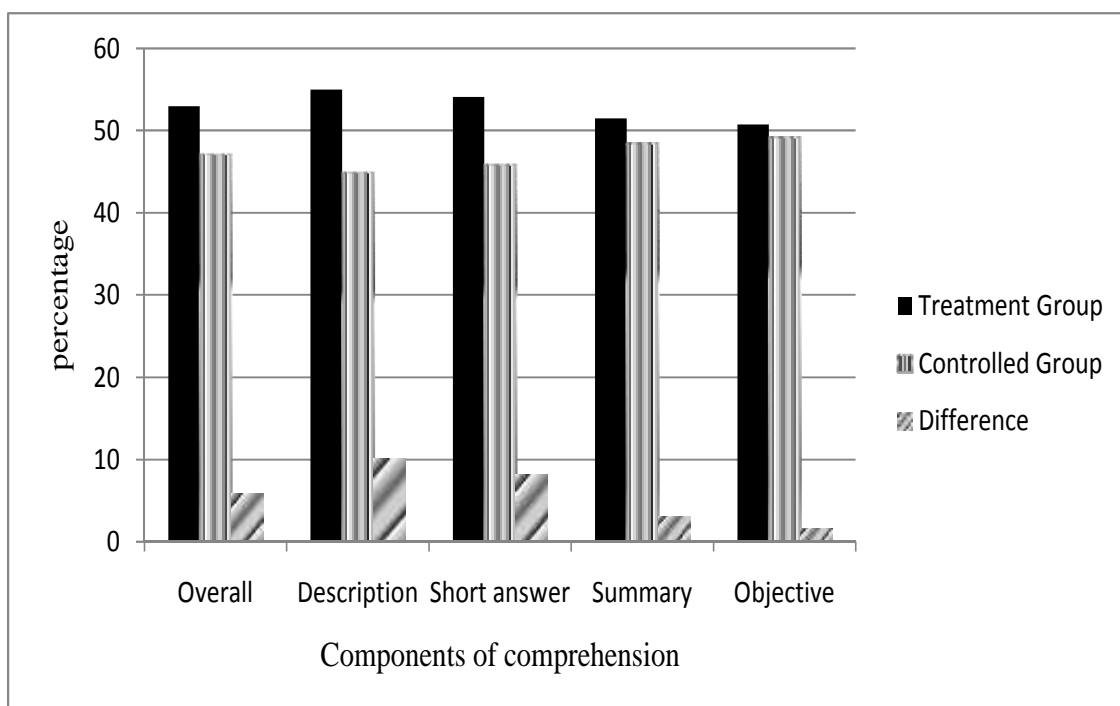


Figure no. 1 Shared Achievements of Treatment Group and Controlled Group (in Percentage)

The figure displays the shared achievement levels of Treatment Group and Controlled Group. The sum of the scores (in percentage) of the two groups in each of the components was first calculated and each group's achievement was

converted into percentage again. For example, the shared achievements in Description Writing were calculated thus:

70.45 (%scored by Treatment Group) + 57.57 (%scored by Controlled Group)= 128.02. Then the shared percentage is:

$$\frac{70.45}{128.02} \times 100 = 55.03 \text{ (Treatment Group)} \quad \frac{57.57}{128.02} \times 100 = 44.96 \text{ (Controlled)}$$

; and the shared difference is: 10.07%.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The following findings have been drawn from analysis and interpretation of data.

- 1) The aggregated full marks that each of the groups attempted was 3000. Out of this aggregate, Treatment Group obtained 2043 marks or 68.1%. On the other hand, Controlled Group obtained 1813 marks or 60.43%. Therefore, Treatment Group obtained 230 more marks (7.67%) more marks than Controlled Group. This indicates that the use of pre-questions has a great impact on teaching reading comprehension on the whole.
- 2) The aggregated total full marks of description writing were 330. Out of this total, Treatment Group obtained 232.5 or 70.45%. On the other hand, Controlled Group obtained 190 marks or 57.57%. Thus, Treatment Group obtained 42.5 (12.5%) more marks than Controlled Group. This indicates that out of the four components of comprehension, the use of pre-questions is most effective in description writing.
- 3) In the case of short answer tests the aggregated total full marks were 1740. Out of this total, Treatment Group obtained 1054.5 marks or 60.60%. On the other hand, Controlled Group obtained 896 marks or 51.49%. Thus, Treatment Group obtained 158.5 (9.11%) more marks than Controlled Group. In other words the use of pre-questions is significantly effective in short answers too.
- 4) In the case of summary writing the aggregated total full marks were 330. Out of this total, Treatment Group obtained 205 marks or 62.12%. On the other hand, Controlled Group obtained 193 marks or 58.48%. Treatment Group obtained 12 (3.64%) more marks than Controlled Group. Thus, the use of pre-questions is effective in summary writing too.

5) In the case of objective tests the aggregated total full marks were 600. Out of this total, Treatment Group obtained 551 marks (91.83%). On the other hand Controlled Group obtained 534 marks (89%). Treatment Group obtained 17 (2.83%) more marks than Controlled Group. Of the four components, the use of pre-questions is least effective in objective testing though significant.

4.2 Recommendations

On the basis of the findings of this study, the following recommendations have been made:

- i) Pre-questions should be used as a pre-reading activity for teaching all the components of comprehension.
- ii) Designing and using pre-questions needs technical skills, so pre-questions should be designed technically and most carefully in order to enhance comprehension.
- iii) The use of pre-questions can be a very effective way of teaching comprehension-based description writing. Very carefully selected pre-questions should be used to gear towards description writing as a post reading activity. However, not all texts should be regarded suitable for description writing.
- iv) Pre-questions should be used to achieve an effective result in the area of short answer questions as an indicator of comprehension. Short answer pre-questions can be used with nearly all kinds of comprehension texts.
- v) As appropriate, pre-questions should be used as a tool for comprehension-based summary writing. However, not all texts will be equally suitable for this kind of activity.

- vi) Pre-questions should be used to get a better effect wherever the area of concern is objective tests as an indicator of comprehension. Nearly all kinds of comprehension texts can be suitable for this kind of activity.
- vii) Simpler manipulative pre-questions should generally gear to the more complex compositional ones during both pre-reading and post-reading activities. Thus, the order should usually be: objective items→ short answer items→ description writing items→ summary writing items.
- viii) Reading is a task-based activity. The reader should find purposes in reading the text. For this, the reader should be motivated through the use of pre-questions. After all, pre-questions should be used as a means of preparing autonomous readers.

This study was limited to a small universe (i.e. 30 students of B.B. Memorial English Secondary School Sakhejung-7, Ilam. For the greater validity of the research, similar experiments should be conducted with a larger population. Similarly, further research of similar nature can be conducted into other areas and situations, and the finding should appropriately be applied.

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Appendices

Appendix-1: Proficiency Pre-test Questions

Shree BB Memorial English Secondary School

Sakejung-7, Ilam

Class Test-2068

Class: 8

F.M. 50

Subject: Our English

P.M. 20

Time: 1.3 hrs

1. Answer the following questions. **20**

- a) What warnings did Daedalus give Icarus? (A story of Icarus)
- b) Where is Ayer's rock? Why it is famous? (Shyam talks about Australia)
- c) What do you mean by glacier? (Upto Gokyo)
- d) When was Janaki Mandhir built? (In Janakpur)
- e) Who was Marko Polo ? (A traveler and a conqueror)

2. Fill in the blank spaces with the appropriate word. **5**

- a) Who is best student of your class? (a, an, the)
- b) Taj Mahal is very famous. (a, an, the)
- c) We have here for a long time. (working, worked, will work)
- d) Every book and note book..... been turn by little child. (has, have, have)
- e) He'd never met her before, ? (had he, hadn't he, would he)

3. Write 'T' for true and 'F' for false in each sentence. **8**

- a) Australia is 45 times bigger than Nepal.
- b) Gengehis Khan was born in 1162.
- c) Icarus was the father of Daedalus.
- d) Ellen was usually happy because she enjoyed sounds and smells.
- e) Janakpur was capital of Nepal.
- f) Kublai Khan was Gengehis Khan's son.
- g) Gharials can be 6 miters long.
- h) LWF stands for Living world Films.

4. Match the following. **8**

Mount Everest	goods needed for an activity.
Lukla	a mountain south of Everest.
Namche bazaar	first climbed in 1952.
Altitude	moving mass of ice.
Equipment	height above sea level
Amadablam	district center.
Glacier	big pill of mud and rocks.
Moraine	nearest airport to Namche.

5. Put for, since or ago in the blank spaces. **4**

- a) I haven't seen Suman few weeks.
- b) He has been in china..... January.
- c) He has worked for a trekking company several years.
- d) They came here 2 years.....

6. Write a short description on Australia. **5**

Appendix-2: Pre-reading Questions (applied to Treatment Group only)

Shree BB Memorial English Secondary School

Sakhejung-7, Ilam

Pre-Questions

Class: 8

Subject: Our English

Unit: 4

Topic: Animals in Chitwan (1st, 2nd and 3rd paragraphs)

Underline the answers to these questions as you read through the passage.

- a) What is a hatchery?
 - b) Chitwan has been a Sanctuary for rhinos since _____
 - c) Gharials can be _____ meters long.
 - d) In the passage which animal has been described as 'dangerous'?
 - e) How many rhinoceros are there in Chitwan?
 - f) How did they go from Kathmandu to Chitwan?
 - g) Gharials eat _____
 - h) Who was busy filming the animals?
-

Class: 8

Subject: Our English

Unit: 4

Topic: Animals in Chitwan (4th, 5th and 6th paragraphs)

Underline the answers to these questions as you read through the passage.

- a) What is the Chittal?
 - b) What did a Mahout tell them?
 - c) What did Ishwor explain?
 - d) Elephants can learn as many as _____ commands.
 - e) Elephants eat about _____ kilos of fodder and drink _____ liters of water everyday.
 - f) What is the weight of the biggest elephant?
-

Class: 8

Subject: Our English

Unit: 5

Topic: A traveler and a conqueror. (Paragraph A)

Underline the answers to these questions as you read through the passage.

- a) Why was Venice a very important place?
- b) Who was Kublai Khan?
- c) Where was Marco Polo born?
- d) What was the capital city of China?
- e) They went by boat to Palestine and then they travelled right across central__
- f) They struggled with camels across the cold dry_____
- g) They were the first Europeans for many hundreds of years to visit the great country of _____.
- h) When did Marco Polo leave Venice?

Class: 8

Subject: Our English

Unit: 5

Topic: A traveler and a conqueror. (Paragraph B)

Underline the answers to these questions as you read through the passage.

- a) Who was Rusticello?
- b) To which country were Marco Polo and his father sent as ambassadors?
- c) Who attacked Venice?
- d) What did people think about Marco's book?
- e) What did Marco Polo mention in his book?
- f) Where did Marco and his father want to go after seventeen years in China?

Class: 8

Subject: Our English

Unit: 5

Topic: Genghis Khan. (1st Paragraph)

Underline the answers to these questions as you read through the passage.

- a) Who were the Mongols?
- b) Genghis Khan means _____
- c) When was Genghis Khan born?
- d) Who was Genghis Khan?

- e) Genghis Khan's father was murdered when he was a _____
 - f) What did Genghis Khan do when he was older?
 - g) Each soldier had _____ horses.
 - h) The Mongols rode _____ and kept _____.
-

Class: 8

Subject: Our English

Unit: 5

Topic: Genghis Khan. (2nd Paragraph)

Underline the answers to these questions as you read through the passage.

- a) What did the army do in the village?
 - b) What did the army use for attacking?
 - c) When did Genghis Khan die?
 - d) Who was Kublai Khan?
 - e) How many sons did Genghis Khan have?
 - f) By 1206 the Mongols controlled most of _____
 - g) Kublai Khan conquered the rest of _____
 - h) He had _____ and _____ capitals.
 - i) How many years did Marco serve Kublai Khan?
 - j) Marco Polo travelled all over the vast kingdom of _____.
-

Class: 8

Subject: Our English

Unit: 6

Topic: In Janakpur. (6.1)

Underline the answers to these questions as you read through the passage.

- a) What did they see in Janakpur?
- b) What is the 'Kuti'?
- c) When was the Janaki Mandir built?
- d) Janakpur was the capital of the Mithila kingdom between _____ and _____ years ago.
- e) Nearly everyone in Janakpur speaks the _____ language.
- f) When did Shambhu fly over the Koshi Barrage?
- g) What types of houses can we see in Janakpur?
- h) Write three things you can see in Janakpur.

Appendix-3: Post-reading Questions (applied to both Treatment Group and Controlled Group)

Shree BB Memorial English Secondary School

Sakhejung-7, Ilam

Class Test-2068

Class: 8

F.M.: 10

Subject: Our English

P.M.: 4

Unit: 4

Time: 15 Mins.

Topic: Animals in Chitwan (1st, 2nd and 3rd paragraphs)

1) Write 'T' for true and 'F' for false sentence.

4×0.5=2

- a) Gharials can be 2 meters long.
- b) There are more than 400 rhinoceroses in Chitwan.
- c) Gharials eat grass.
- d) Mina was busy filming the animals.

2) Answers the following questions.

4×2=8

- a) How long has Chitwan been a Sanctuary?
- b) What is the food of Gharials?
- c) What do you mean by hatchery?
- d) In the passage, which animal has been described as 'dangerous'?

Shree BB Memorial English Secondary School

Sakhejung-7, Ilam

Class Test-2068

Class: 8

F.M.: 10

Subject: Our English

P.M.: 4

Unit: 4

Time: 15 Mins.

Topic: Animals in Chitwan (4th, 5th and 6th paragraphs)

1) Complete the following sentences.

4×0.5=2

- a) The mahout told them _____
- b) Elephants can learn as many as _____ commands.
- c) Elephants eat about _____ kilos of fodder.

d) The biggest elephant's weight is _____ kilos.

2) Answers the following questions.

4×2=8

a) Write a short introduction to the chital.

b) Why do male chittals use their antlers?

c) What did the mahout tell them?

d) How many commands can elephants learn?

Shree BB Memorial English Secondary School

Sakhejung-7, Ilam

Class Test-2068

Class: 8

F.M.: 10

Subject: Our English

P.M.: 4

Unit: 5

Time: 15 Mins.

Topic: A traveler and a conqueror (Paragraph A)

1) Choose the correct word from the brackets.

4×0.5=2

a) Marco Polo was born in _____ (Peking, Venice, Delhi)

b) The capital city of China was _____ (Venice, Peking, China)

c) They went by boat to _____ (China, Venice, Palestine)

d) Marco Polo left Venice when he was ____ (Seventeen, eighteen, nineteen)

2) Answers the following questions.

4×2=8

a) Who was Kublai Khan?

b) Why was Venice a very important place?

c) Where did Marco Polo and Niccolo travel?

d) Who were the first Europeans for many hundreds of years to visit the great country of China?

Shree BB Memorial English Secondary School

Sakhejung-7, Ilam

Class Test-2068

Class: 8

F.M.: 10

Subject: Our English

P.M.: 4

Unit: 5

Time: 15 Mins.

Topic: A traveler and a conqueror (Paragraph B)

1) Fill in the blanks with appropriate words. 4×0.5=2

- a) Kublai Khan sent Marco Polo and his father as ambassadors to _____
- b) Marco Polo was caught and put in _____
- c) When Marco Polo was released he published his adventure as a _____
- d) After seventeen years in China, Marco and his father wanted to go back_____

2) Answers the following questions. 4×2=8

- a) Who attacked Venice?
- b) Who was Rusticello?
- c) Write a short paragraph about Marco Polo's book. Write about:
 - i) What people say about it.
 - ii) What he wrote about in the book.

Shree BB Memorial English Secondary School

Sakhejung-7, Ilam

Class Test-2068

Class: 8

F.M.: 10

Subject: Our English

P.M.: 4

Unit: 5

Time: 15 Mins.

Topic: Genghis Khan (1st Paragraph)

1) Choose the correct word/words from those given. 4×0.5=2

- a) Genghis Khan was born in _____
 - a) 1162 b) 1262 c) 1362 d) 1062
- b) Mongols rode _____
 - a) camels b) horses c) yaks d) elephants

- c) Genghis Khan's father was murdered when he was a ____
a) small boy b) young man c) baby d) teen ager
- d) Genghis Khan was the son of the chief of a tribe which lived in ____
a) south east Asia b) north east Asia
c) north west Asia d) South Africa

2) Answers the following questions. 4×2=8

- a) What does Genghis Khan mean?
b) Write a short description about 'Mongols'.
c) Who was Genghis Khan?
d) What did Genghis Khan do when he was older?

Shree BB Memorial English Secondary School

Sakhejung-7, Ilam

Class Test-2068

Class: 8

F.M.: 10

Subject: Our English

P.M.: 4

Unit: 5

Time: 15 Mins.

Topic: Genghis Khan (2nd Paragraph)

1) Write 'T' for true and 'F' for false sentences. 4×0.5=2

- a) By 1206 the Mongols controlled most of northern Asia including China itself.
b) Kublai Khan conquered the rest of China.
c) Marco Polo served Kublai Khan for nineteen years.
d) Marco Polo travelled all over China.

2) Answers the following questions. 4×2=8

- a) What were the weapons the army used?
b) Who was Kublai Khan?
c) What did the army do in the villages?
d) Kublai Khan had two capitals. What were they?

Shree BB Memorial English Secondary School

Sakhejung-7, Ilam

Class Test-2068

Class: 8

F.M.: 10

Subject: Our English

P.M.: 4

Unit: 6

Time: 15 Mins.

Topic: In Janakpur (1st, 2nd and 3rd Paragraphs)

1) Complete the following sentences.

4×0.5=2

- a) The Janaki Mandir was built in _____
- b) Nearly everyone here speaks the _____ language.
- c) Shambhu flew over the Koshi Barrage on _____
- d) The balloon flew over the Koshi Tappu Wild Life Reserve, where there were nearly _____ wild buffaloes.

2) Write a short description of Janakpur stating what you can see there. 4

3) Write a short summary of the first paragraph.

4

Appendix-4: Answer Keys (Objective Pre-questions)

Class: 8

Subject: Our English

Unit: 4

Topic: Animals in Chitwan (1st, 2nd and 3rd paragraphs)

1)

- a) F b) T c) F d) T
-

Unit-4

Topic: Animals in Chitwan (4th, 5th and 6th paragraphs)

1.

- a) elephants live for seventy or eighty years.
b) twenty or thirty.
c) 200
d) 45,000
-

Unit-5

Topic: A traveller and a conqueror (Paragraph A)

1)

- a) Venice b) Peking c) Palestine d) Seventeen
-

Unit-5

Topic: A traveller and a conqueror (Paragraph B)

1)

- a) Persia b) prison c) book d) home
-

Unit-5

Topic: Genghis Khan (1st Paragraph)

1)

- a) 1162 b) horses c) small boy d) north east Asia
-

Unit-5

Topic: Genghis Khan (2nd Paragraph)

1)

- a) T b) T c) F d) T
-

Unit: 6

Topic: In Janakpur (1st, 2nd and 3rd paragraphs)

1)

- a) 1911 b) Maithili c) Thursday, March 17 d) 200
-

**Appendix-5: Scoring/Marking Schemes (applied to short answers,
description writing and summary writing)**

Note that the focus will be the comprehension of the content rather than grammaticality or style. Judgement will primarily be based on the elements underlined.

Class: 8

Subject: Our English

Unit: 4

Topic: Animals in Chitwan (1st, 2nd and 3rd Paragraphs)

- 2) a) Chitwan has been a Sanctuary since 1964/for 47 years.
- b) The food of gharials is fish.
- c) Hatchery is a place where the eggs and small gharials are kept safely.
- d) In the passage, rhinos has been described as dangerous.
-

Unit: 4

Topic: Animals in Chitwan (4th, 5th and 6th Paragraphs)

- 2)
- a) The animals, which are spotted and males have antlers.
- b) Male chittals use their antlers for fighting each other.
- c) The mahout told them that elephants live for seventy or eighty years.
- d) They can learn as many as twenty or thirty commands.
-

Unit: 5

Topic: A traveller and a conqueror (Paragraph A)

- 2)
- a) Kublai Khan was the emperor of China.
- b) Venice was the very important place because it was an important trading center in Italy.
- c) They traveled right across central Asia.

- d) Marco Polo and Niccolo were the first Europeans for many hundreds of years to visit the great country of China.
-

Unit: 5

Topic: A traveller and a conqueror (Paragraph B)

2)

- a) Genoa attacked Venice.
 - b) Rusticello was the friend of Marco Polo.
 - c)
 - i) Different people say differently about Marco polo's book.
(fantastic, , ridiculous.
 - ii) He wrote about an account of all his adventures. (animal with a big mouth/Crocodile, paved roads.)
-

Unit: 5

Topic: Genghis Khan (1st Paragraph)

- 2) a) Genghis khan means 'prince of all that lies between the oceans.'
- b) In north east Asia there were many tribes or groups, they are called Mongols/ rode horses, kept sheep, goats and cattle.
 - c) Genghis Khan was the son of a chief of a tribe, which lived in north east Asia.
 - d) When he was older he trained his soldiers and made a great army.
-

Unit: 5

Topic: Genghis khan (2nd Paragraph)

- 2) a) The army used arrows and bombs made from gunpowder.
- b) Kublai Khan was Genghis Khan's grandson and he was the ruler of China.
 - c) The army burned and looted the villagers, attacked at a great speed.
 - d) They were winter and summer capitals.
-

Unit: 6

Topic: In Janakpur (1st, 2nd and 3rd Paragraphs)

- 2) - holy and historical place.
 - we can see: ponds, special hotels/'Kutis' houses with beautiful paintings, Chankhay/monkey.
 - the capital of Mithila.
 - 3) - short introduction of Janaki Mandir
 - beautiful scenes including ponds, Kutis, long walks.
 - Maithili language
 - thousands of people come to visit.
-

Appendix-6: Table no. 1 Marks allocated to the different types of components of comprehension.

Day	Date	Objective	Short Answer	Description	Summary	Total
Day 1	2068-12-5	2	4×2=8	-	-	10
Day 2	2068-12-6	2	4×2=8	-	-	10
Day 3	2068-12-7	2	4×2=8	-	-	10
Day 4	2068-12-8	2	2×2=4	4	-	10
×	×	×	×	×	×	×
Day 5	2068-12-10	2	4×2=8	-	-	10
Day 6	2068-12-12	2	4×2=8	-	-	10
Day 7	2068-12-13	2	-	4	4	10
Day 8	2068-12-14	2	4×2=8	-	-	10
Day 9	2068-12-15	2	2×2=4	2	2	10
Day 10	2068-12-16	2	4×2=8	-	-	10
Day 11	2068-12-17	2	4×2=8	-	-	10
Day 12	2068-12-19	2	-	4	4	10
Day 13	2068-12-20	2	4×2=8	-	-	10
Day 14	2068-12-21	2	4×2=8	-	-	10
Day 15	2068-12-22	2	4×2=8	-	-	10
Day 16	2068-12-23	2	4×2=8	-	-	10
Day 17	2068-12-24	2	2×2=4	4	-	10
×	×	×	×	×	×	×
Day 18	2068-12-27	2	2×2=4	-	4	10
Day 19	2068-12-28	2	2×2=4	-	4	10
Day 20	2068-12-29	2	-	4	4	10
Total		40	116	22	22	200
%		20%	58%	11%	11%	100%

Note 1: On 2068-12-9 two of the participants, and on 2068-12-25 three of them were absent, so the 2 classes were postponed on those days (indicated by the sign ×)

2: The sign (-) indicates that this type of test was missing that day.

**Appendix 6: Table no. 2 Aggregated results of the post reading class tests
(Treatment Group)**

Day →	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Full M. ↓ Roll No.	10	10	10	10	10	10	10	10	10	10	10	10	10	10
1	8	8	8	8	6	8	8	8	7	8	8	8	8	7
2	8	8	7	7	8	8	8	7	8	8	8	7	8	7
3	7	8	7	8	7	8	7	8	8	8	8	7	8	7
4	8	8	7	6	8	7	7	7	7	8	7	8	8	6
5	6	5	7	5	6	7	6	7	8	7	8	8	7	7
6	8	8	7	7	8	6	6	7	7	7	7	7	8	7
7	7	7	7	7	6	7	6	6	6	6	7	6	7	7
8	8	8	8	7	6	8	8	8	8	8	8	7	8	7
9	4	7	6	6	6	6	6	6	7	8	8	8	7	7
10	8	7	6	7	5	8	6	8	6	7	6	7	7	7
11	7	8	6	7	8	8	6	6	6	7	7	7	6	6
12	6	6	6	4	3	6	6	6	5	6	4	6	7	7
13	7	6	7	7	6	7	7	6	5	6	7	7	7	7
14	6	8	7	7	8	7	7	6	6	7	7	7	6	6
15	8	7	7	6	5	6	6	6	5	7	7	6	7	7
Total	106	109	103	99	96	107	100	102	99	108	107	106	109	102
Average	7.06	7.26	6.86	6.6	6.4	7.13	6.66	6.8	6.6	7.2	7.13	7.06	7.26	6.8

**Appendix 6: Table no. 3 Aggregated results of post reading class test
(Controlled Group)**

Day →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Full M. ↓ Roll No.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
1	8	8	8	8	7	8	8	7	8	8	8	8	8	7	7	8	8
2	7	7	5	7	5	7	7	7	6	8	8	7	8	7	7	8	8
3	7	6	6	7	5	4	5	7	4	8	8	5	5	5	7	6	6
4	6	5	6	6	6	7	7	6	6	8	8	7	7	7	6	8	4
5	7	4	7	3	6	5	6	6	6	6	6	7	7	7	6	5	6
6	3	7	6	5	5	6	6	4	6	5	6	6	5	6	6	6	5

7	7	6	6	7	6	6	4	5	4	7	7	5	5	5	6	5	6	
8	5	5	5	6	5	7	5	6	5	6	6	7	4	7	7	5	6	
9	7	6	5	5	6	4	5	5	6	5	5	5	4	4	5	6	5	
10	5	6	5	4	7	7	6	6	7	6	6	6	6	6	6	6	7	
11	6	6	5	6	5	6	6	5	6	5	5	6	7	7	7	6	5	
12	6	5	5	4	6	7	5	5	6	3	5	6	5	4	4	5	6	
13	6	5	6	5	5	6	3	6	5	5	5	6	3	6	6	7	6	
14	5	8	7	6	6	7	6	3	6	5	6	7	7	7	7	6	6	
15	7	5	5	6	6	7	6	5	6	8	8	7	8	8	6	7	5	
Total	92	89	87	85	86	94	85	83	87	93	97	95	89	93	93	94	89	9
Average	6.13	5.93	5.8	5.66	5.73	6.26	5.66	5.53	5.8	6.2	6.46	6.33	5.93	6.2	6.2	6.26	5.93	6

Appendix-7

Appendix 7: Table no. 1 Details of marks obtained in the different components of comprehension (Treatment Group)

Roll no	Components of comprehension	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
1	Objective	2	2	2	2	2	2	2	2	2	2	2	2	2	1.5
	Short Answer	6	6	6	3	4	6	-	6	2	6	6	-	6	5.5
	Description	-	-	-	3	-	-	3.5	-	1.5	-	-	3.5	-	-
	Summary	-	-	-	-	-	-	2.5	-	1.5	-	-	2.5	-	-
2	Objective	2	2	2	2	2	2	2	1.5	2	2	2	2	2	2
	Short Answer	6	6	5	1.5	6	6	-	5.5	3	6	6	-	6	5
	Description	-	-	-	3.5	-	-	3.5	-	1.5	-	-	3.5	-	-
	Summary	-	-	-	-	-	-	2.5	-	1.5	-	-	1.5	-	-
3	Objective	2	2	2	2	2	2	2	2	2	1.5	2	2	2	1.5
	Short Answer	5	6	5	3	5	6	-	6	3	6.5	6	-	6	5.5
	Description	-	-	-	3	-	-	2	-	1.5	-	-	3	-	-
	Summary	-	-	-	-	-	-	3	-	1.5	-	-	2	-	-
4	Objective	2	2	2	2	2	1.5	1.5	2	1.5	2	2	2	2	2
	Short Answer	6	6	5	1	6	5.5		5	3	6	5	-	6	4
	Description	-	-	-	3	-	-	2.5	-	1.5	-	-	3	-	-
	Summary	-	-	-	-	-	-	3	-	1	-	-	3	-	-
5	Objective	2	1.5	2	0.5	2	1.5	1.5	2	2	2	2	2	2	1.5
	Short Answer	4	3.5	5	1.5	4	5.5	-	5	3.5	5	6	-	5	5.5
	Description	-	-	-	3	-	-	3	-	1	-	-	3	-	-

Roll no	Components of comprehension	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
	Summary	-	-	-	-	-	-	1.5	-	1.5	-	-	3	-	-
6	Objective	2	2	2	2	2	1.5	1.5	1.5	2	2	2	2	2	2
	Short Answer	6	6	5	2.5	6	4.5	-	5.5	2	5	5	-	6	5
	Description	-	-	-	2.5	-	-	3	1.5	-	-	3.5	-	-	-
	Summary	-	-	-	-	-	-	1.5	-	1.5	-	-	1.5	-	-
7	Objective	2	2	1.5	2	2	2	1.5	2	1.5	1.5	2	1.5	1.5	1.5
	Short Answer	5	5	5.5	2	4	5	-	4	2	4.5	5	-	5.5	5.5
	Description	-	-	-	3	-	-	2.5	-	1	-	-	3	-	-
	Summary	-	-	-	-	-	-	2	-	1.5	-	-	1.5	-	-
8	Objective	2	2	2	1.5	2	2	2	2	2	2	1.5	2	2	1.5
	Short Answer	6	6	6	2.5	4	6	-	6	3.5	6	6.5	-	6	5.5
	Description	-	-	-	3	-	-	3	-	1.5	-	-	3	-	-
	Summary	-	-	-	-	-	-	3	-	1	-	-	2	-	-
9	Objective	2	2	1.5	1.5	2	1.5	2	2	2	2	2	1.5	2	1.5
	Short Answer	6	5	4.5	2.5	4	4.5	-	4	2.5	6	6	-	5	5.5
	Description	-	-	-	2	-	-	2	-	1	-	-	3	-	-
	Summary	-	-	-	-	-	-	2	-	1.5	-	-	3.5	-	-
10	Objective	2	2	2	2	2	2	2	2	2	2	2	1.5	2	2
	Short Answer	6	5	4	2	3	6	-	4	1.5	6	4	-	5	5
	Description	-	-	-	3	-	-	2.5	-	1.5	-	-	2.5	-	-

Roll no	Components of comprehension	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
	Summary	-	-	-	-	-	-	1.5	-	1	-	-	3	-	-
11	Objective	2	2	2	1.5	2	2	2	1.5	2	2	2	2	2	2
	Short Answer	5	6	4.5	1.5	6	6	-	4	1	5	5	-	4	4.5
	Description	-	-	-	3.5	-	-	2.5	-	1.5	-	-	2.5	-	-
	Summary	-	-	-	-	-	-	2	-	1.5	-	-	2.5	-	-
12	Objective	2	2	2	1	1.5	2	2	1.5	1.5	1.5	1.5	2	2	1.5
	Short Answer	4	4	4	1	1.5	3	-	4.5	1	4.5	2.5	-	5	5.5
	Description	-	-	-	2	-	-	2.5	-	1	-	-	3	-	-
	Summary	-	-	-	-	-	-	1.5	-	1.5	-	-	1	-	-
13	Objective	2	2	1.5	1.5	2	1.5	2	2	2	1.5	2	2	2	1.5
	Short Answer	5	4	5.5	2.5	4	5.5	-	4	0.5	4	5	-	5	5.5
	Description	-	-	-	3	-	-	3	-	1.5	-	-	3	-	-
	Summary	-	-	-	-	-	-	2	-	1	-	-	2	-	-
14	Objective	2	2	2	2	2	2	1.5	0.5	1.5	2	2	2	2	2
	Short Answer	4	6	5	2	6	6	-	5.5	2	5	5	-	4	4
	Description	-	-	-	3	-	-	3	-	1.5	-	-	3	-	-
	Summary	-	-	-	-	-	-	2.5	-	1	-	-	2	-	-
15	Objective	2	2	2	1.5	2	2	2	1.5	2	2	2	2	1.5	2
	Short Answer	6	5	5	1.5	3	4	-	4.5	0.5	5	5	-	5.5	5
	Description	-	-	-	3	-	-	2	-	1	-	-	2	-	-
	Summary	-	-	-	-	-	-	2	-	1.5	-	-	2.5	-	-

Note: - The sign (-) means that this type of test was missing that day.

**Appendix 7: Table no. 2 Details of marks obtained in different components
of comprehension (Controlled Group)**

Roll no	Components of comprehension	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
1	Objective	2	2	2	2	1.5	2	2	1.5	2	2	2	2	2	1.5
	Short Answer	6	6	6	3	5.5	6	-	5.5	2	6	6	-	6	5.5
	Description	-	-	-	3	-	-	2	-	2	-	-	3	-	-
	Summary	-	-	-	-	-	-	4	-	2	-	-	3	-	-
2	Objective	2	2	1.5	1	1.5	2	2	2	1.5	2	2	2	2	2
	Short Answer	5	5	3.5	3	3.5	5	-	5	1.5	6	6	-	6	5
	Description	-	-	-	3	-	-	2	-	1	-	-	2	-	-
	Summary	-	-	-	-	-	-	3	-	2	-	-	3	-	-
3	Objective	2	2	2	2	1.5	2	2	1.5	1.5	2	2	2	2	1.5
	Short Answer	5	4	4	2	3.5	2	-	5.5	0.5	2	6	-	3	3.5
	Description	-	-	-	3	-	-	1	-	3	-	-	2	-	-
	Summary	-	-	-	-	-	-	2	-	3	-	-	1	-	-
4	Objective	2	1.5	2	2	2	1.5	2	2	2	2	2	2	2	2
	Short Answer	4	3.5	4	2	4	5.5	-	4	1	6	6	-	5	5
	Description	-	-	-	2	-	-	2	-	1.5	-	-	2	-	-
	Summary	-	-	-	-	-	-	3	-	1.5	-	-	3	-	-
5	Objective	2	1.5	2	1.5	1.5	2	2	2	1.5	2	1.5	1.5	2	2
	Short Answer	5	2.5	5	0.5	4.5	3	-	4	1.5	4	4.5	-	5	5
	Description	-	-	-	1	-	-	2	-	1.5	-	-	2.5	-	-

Roll no	Components of comprehension	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
	Summary	-	-	-	-	-	-	2	-	1.5	-	-	3	-	-
6	Objective	1.5	1.5	1.5	2	1.5	1.5	1	2	2	2	2	2	2	1.5
	Short Answer	1.5	5.5	4.5	1	3.5	4.5	-	2	1	3	4	-	3	4.5
	Description	-	-	-	2	-	-	3	-	2	-	-	1	-	-
	Summary	-	-	-	-	-	-	2	-	1	-	-	3	-	-
7	Objective	2	2	2	1.5	2	2	2	1	1.5	2	1.5	2	2	1.5
	Short Answer	5	4	4	2.5	4	4	-	4	0.5	5	5.5	-	3	3.5
	Description	-	-	-	3	-	-	1	-	1	-	-	1	-	-
	Summary	-	-	-	-	-	-	1	-	1	-	-	2	-	-
8	Objective	2	1.5	1.5	2	1.5	2	1	2	1	2	2	2	1.5	2
	Short Answer	3	3.5	3.5	2	3.5	5	-	4	1	4	4	-	2.5	5
	Description	-	-	-	2	-	-	2	-	2	-	-	3	-	-
	Summary	-	-	-	-	-	-	2	-	1	-	-	2	-	-
9	Objective	2	2	2	1.5	1.5	2	2	1	1.5	2	1.5	2	2	2
	Short Answer	5	4	3	1.5	4.5	2	-	4	1	3	3.5	-	2	3
	Description	-	-	-	2	-	-	2	-	1.5	-	-	1.5	-	-
	Summary	-	-	-	-	-	-	1	-	2	-	-	1.5	-	-
10	Objective	2	1.5	1.5	2	2	2	1	1.5	2	2	2	2	2	2
	Short Answer	3	4.5	3.5	1	5	5	-	4.5	1	4	4	-	4	4
	Description	-	-	-	1	-	-	2	-	2	-	-	2	-	-

Roll no	Components of comprehension	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
	Summary	-	-	-	-	-	-	3	-	2	-	-	2	-	-
11	Objective	2	2	2	2	1.5	2	2	2	2	2	1.5	2	2	2
	Short Answer	4	4	3	2	3.5	4	-	3	1	3	3.5	-	5	5
	Description	-	-	-	2	-	-	2	-	2	-	-	2	-	-
	Summary	-	-	-	-	-	-	2	-	1	-	-	2	-	-
12	Objective	2	1.5	1.5	1.5	2	2	1	0.5	1.5	1.5	2	2	2	1
	Short Answer	4	3.5	3.5	1	4	5	-	4.5	1	1.5	3	-	3	3
	Description	-	-	-	1.5	-	-	2	-	1.5	-	-	2	-	-
	Summary	-	-	-	-	-	-	2	-	2	-	-	2	-	-
13	Objective	2	2	2	1.5	2	1.5	1	2	1	1.5	2	1.5	1	2
	Short Answer	4	3	4	1.5	3	4.5	-	4	1	3.5	3	-	2	4
	Description	-	-	-	2	-	-	1	-	2	-	-	2.5	-	-
	Summary	-	-	-	-	-	-	1	-	1	-	-	2	-	-
14	Objective	2	2	2	2	1.5	2	2	1.5	2	2	2	2	2	2
	Short Answer	3	6	5	3	4.5	5	-	1.5	1	3	4	-	5	5
	Description	-	-	-	1	-	-	2	-	2	-	-	3	-	-
	Summary	-	-	-	-	-	-	2	-	1	-	-	2	-	-
15	Objective	2	1	2	1.5	2	2	2	1	1.5	2	2	2	2	2
	Short Answer	5	4	3	1.5	4	5	-	4	1	6	6	-	6	6
	Description	-	-	-	3	-	-	2	-	2	-	-	2	-	-
	Summary	-	-	-	-	-	-	2	-	1.5	-	-	3	-	-

Note - The sign (-) means that this type of test was missing that day.