

CHAPTER ONE

INTRODUCTION

1.1 General Background

The term language was developed from the Latin word 'Lingua' which means 'tongue'.

The history of human language is as old as human history. It is god's special gift to humanity. It is the most significant aspect of human being that separates man from an animal.

Medium of language may be oral, written or signal. We use language to express day to day activities. We can express both serious and joyful ideas, through language.

Language serves us dress of thought as clothes serve our body.

Regarding language different scholars have forwarded their own opinions. According to Spair (1921), "Language is purely human and non-instructive method of communicating ideas emotions, and desires by means of voluntarily produced symbols."

Chomsky (1999) defined it as, "Language is the distinctive quality of mind (human mind) that is so far as we know unique to man."

To sum up, we can say that language is voluntarily vocal system of human communication.

1.1.1. ELT in Nepal

There are innumerable language communities in the world and every language community has its own language of them. English is the most dominant and widely

spoken language which crosses the boundary of geographical and national territory. English is found and used in every corner of the academic world as well as in our day-to-day life. All recent developments, worldwide events and inventions are found in English. It is regarded as the most prestigious and mobile vehicle in the field of language. Therefore, it is taught as a compulsory subject in Nepal from Grade IV to the Bachelor's level. This fact reveals the need and significance of English language.

The development of English education in Nepal is closely associated with the rise of Prime Minister Janga Bahadur Rana . After his visit of England, he established Darbar High school in 1853 AD. It was the first English School to teach English language in Nepal. Since, then English has mentioned in the curriculum right from Grade one up to Master's level. Now, it has been modernized to fulfill its aims of teaching and learning(Bhattarai,2005).

English teaching situation is built upon different historical facts, and the way nation responds to them. Though Nepal had never been politically under the British colony, it's psychologically shared with the Indian experience of being colonized for the English language. For years English has occupied a prominent place in the Nepalese syllabus and for years it stood for the teaching and learning of it through literary genres, the method being unquestionably grammar translation and direct. Since the beginning English was taught from primary to the Graduate level as a compulsory subject, it has still remained so.

In Nepal there are some non-governmental organizations helping to develop English. There is Literary Association of Nepal (LAN), Linguistic Association of Nepal (LAN), and Nepal English Language Teachers Association (NELTA) and so on .Their role is to make English language accessible to people of disadvantage communities

,provide facilities at reduced cost to the people living in the remote areas (Bhandari, 2010).

English is a major international language, one of the six official languages of the United Nations and the means of international communication in south Asia .It is there for the foreign language taught all schools in Nepal and the medium of higher education

The National Education Commission (1992) laid a great emphasis on the regular updating and improvement of the English language curriculum and the revision sight result of this ongoing process. Teaching English in schools is has to main purposes. Firstly, to enable people to exchange ideas with people of any nationality who speak or write English. Secondly, to expose them to the vast treasures of knowledge and pleasure available in English, both written and spoken .A lifetime of learning thus becomes available to our future citizens.

The curriculum of Lower Secondary is described in two ways. In the first part there is the list of the main language structures introduced and used during the year. The second part describes the kind of the task which students will be taught to do, and also the skills they will gain during the year. The skills are divided in to four areas; listening, speaking, reading and writing. There will be continuous assessment, both formal as well as informal. Tests such as oral\written comprehension in the textbook, dictation, etc. will also be used in addition to the usual exercises from the textbook regarding Eighth Graders, there will be a district level examination at the end of the session. 20% marks should be allocated to listening and speaking skills and 80% marks should be allocated to reading and writing skills (Lower Secondary Level English Curriculum).

1.1.2. Language Skills

The word skill refers to the ability of doing something well. It indicates the performance capacity of someone's in doing something.

The person is called skillful if s/he performs that task easily and in a good way.

According to Haycraft (1978) language skills refers, 'To be able to use the language to convey thoughts, intentions, wishes, information..., etc., a person needs mastery of various elements'

In language teaching and learning the learners are expected to attain different types of language skills, viz: listening, speaking, reading and writing. Speaking and writing are called productive skills of language where learners produce language utterances on the basis of their perceived knowledge and understanding. Whereas reading and listening are known as receptive skills. From listening and reading the student can get or receive different types of information. They can develop their competence level of their knowledge.

1.1.3. Reading Skills

Reading is an important or way of learning a foreign language. Reading has been defined in many ways. Reading generally means understanding or making sense of a given text. This means the meaning is not merely lying in the text waiting to be passively absorbed. On the contrary the reader will have to be actively involved and will have to work to get the meaning out. Before reading, the reader must assume about the code and the message the writer has tried to provide to the reader (Sharma and Phyak, 2007).

Reading is a receptive skill, which is necessary for understanding the content of the subject matters. In the natural order of language learning receptive skills always come earlier than productive skills. Therefore, it is necessary to develop receptive skills first in order to develop productive skills in the learners. This fact shows that reading skill works as a foundation in developing other skills of the language.

Regarding this, Grellet (1995) says, "Understanding a written text means extracting the required information from it as effectively as possible."

Hornby (1996) defines, "Reading means the action of looking at and understanding the meaning of written or printed words or symbols"

Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension and fluency. According to www.Google.com, 'Reading skills are specific abilities which enable a reader to read written form as meaningful language to read anything written with independence, comprehension any fluency and to mentally interact with the message.'

There are different types of reading skills found in English language teaching and learning. Grellet (1995) categorizes reading in different types:

- a) Skimming : - quickly running one's eyes over a text to get the gist of it.
- b) Scanning : - quickly going through a text to find a particular piece of information.
- c) Extensive reading: - reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
- d) Intensive reading: - reading shorter text, to extract specific information. This is more an accuracy activity involving reading for detail.

Reading means understanding the text that involves required information and message. It is one of the important aspects of learning a foreign language. It opens the gateway of knowledge. To read means to understand the various sub-skills of reading.

- Recognizing the script of a language.
- Deducing the meaning.
- Understanding the conceptual meaning.
- Understanding relations within the sentence.
- Understanding the communicative value of sentence and utterances.
- Understanding cohesion between parts of a text through grammatical cohesion devices.
- Interpreting text by going outside it.
- Recognizing indicators in discourse.
- Identifying the main point.
- Distinguishing the main idea from supporting details.
- Extracting salient points to summarize.
- Selective extraction of relevant points from a text.
- Basic reference skills.
- Skimming and scanning.

Hence, reading is not a passive skill it involves an active effort on the part of the reader.

1.1.3.1 Reading Comprehension

As we know that reading is one of the receptive language skills. In which students read some reading text and get knowledge about the concerned subject matter.

Whereas reading comprehension refers to the state of having the knowledge of subject matter. To judge the ability the performance level is also seen.

Hornby (1996) defines comprehension as, 'the ability to understand: speech and an exercise that trains students to understand a language.'

According to Wikipedia, reading comprehension is defined as 'a level of understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text-message.'

The term 'reading' can be defined in many ways. It is regarded as the amalgamation of visual and non-visual experience or behavior. It is a process of understanding a text' in its simple sense. Understanding a text means comprehending a text. Thus, reading is the total understanding of a message or a message in a text. So, in a usual way, reading is handled as reading comprehension.

Reading comprehension is interpreted as "extracting the required information from a written text as efficiently as possible" (Grellet, 1981, p.33). It is generally accepted that reading is the most essential activity of the learners of EFL. Reading comprehension is pervasive and complex that it is difficult to cope with what reading is composed of and what is necessary to develop this ability in a learner. In the words of Davies (1974, p.185), "Reading comprehension is a process of analysis of receiving message from a written text."

By the reading comprehension ability we can judge the students reading comprehension capacity and find out how well the learners grasp the subject matter.

1.1.3.2 Testing Reading Comprehension

While testing reading comprehension we need to test sub-skills or reading. Testing of reading starts right from recognizing the script of a language to complex reading like understanding conceptual meaning, understanding the communicative values of sentences or utterances, understanding the relations within the sentences, understanding relations between the parts of a text through lexical and grammatical cohesive devices. Testing reading in general is testing of reading comprehension but specifically testing reading refers to testing of all the components of reading skills. Reading varies according to the purpose of reading and the types of the text. It also depends on level of the learners. According to Cross (1992, p.255) "The purposes of reading are: for pleasure (novel), information (a railway schedule, a newspaper), knowledge (a scholarly journal or book), curiosity (a guide look), need satisfaction (instructions for a new machine) and so on."

For testing of reading, different techniques have been suggested. The learners will be required to read a text or diagram or picture. The quality of text depends on selection of text. Techniques of testing reading can have different forms. For example, multiple choice, true-false, fill in the gaps, c-test, short answer question, rearrangements, matching items, etc. Testing reading mostly involves objective items. In objective items scoring does not become a problem.

It is interpreting the meaning out of written material. It is not confined to the written text. It is identifying the main point. It is distinguishing the main points from the sub-points.

The following techniques have been suggested by Hughes (1995, pp.120-124) for testing reading.

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

Similarly, Cross (1992: 193) has suggested the following techniques of testing reading.

- i. Multiple Choice reading tests.
- ii. Question and answer.
- iii. Short factual answer.
- iv. Split sentences.
- v. Scrambled texts.
- vi. Gapped texts.
- vii. Pure cloze.
- viii. Multiple -choice cloze.
- ix. Banked cloze.

Some of them are described as follows:

A) Multiple Choice

In multiple choices the candidate provides evidence of successful reading by making a mark against one out of a number of alternatives. The multiple choice test offers a useful way of testing reading comprehension. The most obvious advantages of multiple choice is that scoring can be perfectly reliable.

Multiple choice takes many forms, but the basic form of multiple choice is, there is a system and number of options, one of which is correct and the others being distracters. It is the candidate's task to identify the correct or most appropriate option. After reading the text, the candidates have only to make a mark on the correct option among the distracters.

B) True and False

In Heaton's (1998: 113) word "the true and false test is one of the most widely used tests of reading comprehension." Not only is the scoring of such a test straightforward and quick but also the scores by the testes can be very reliable. True/false tests are of considerable use for conclusion in class progress tests chiefly because unlike multiple choice tests items they can be constructed easily and quickly, allowing the teacher and time for other tasks.

C) Cloze Test

The cloze test is one of the techniques of testing reading comprehension. It is a regarding passage that he been multiplied by the deletion of every 4th (usually every fifth or seventh) word from a passage. In Hughes's (1995,p.63) word "the cloze

procedure involves deleting a number of words in a passage, leaving blanks and requiring the person taking the test to attempt to replace the original words."

D) Multiple Cloze Test

It is a type of cloze test in which the test takers are not supposed to be supplying their own words in the gaps. Rather, they get two or more alternatives to select the appropriate one.

E) Summary Cloze

A reading passage is summarized by the tester, and then gaps are left in the summary for completion by the candidate. This is really an extension of the guided short answer technique and shares its qualities. It permits the setting of several reliable but relevant items on a relatively short passage.

F) Completion Item

In completion items, great care is taken to ensure that there is only one correct answer. The marking will prove very difficult when the tester is confronted with variety of answers ranging from acceptable to unacceptable. Such items are useful for measuring recall rather than recognition. Although such items are similar in many ways to open ended questions in test of reading comprehension, they are often regarded as belonging more to the objective category of test items.

G) Rearrangements

Rearrangement of two or more items such as words or sentences of the text is useful for testing the ability to understand a sequence of steps in a process or events in a

narrative. In this technique of testing reading different exercises for classroom practice is given to the students and they will often be required to rewrite the jumbled sentences in their correct sequence. It is obviously preferable for testing purposes to instruct them to write simple numbers or letters of the jumbled sentences. It is also advisable to provide them with one or two answers: If students start off by putting the first two or three sentences in the wrong order, it may be impossible for them to put the remaining sentences in the correct order. In other words, one wrong answer will inevitably lead to a second wrong answer and possible as third and so on.

H) **Open-ended**

The term 'open-ended' is used to refer to those questions which elicit a completely subjective response on the part of the tests. The response required may range from a one-word answer to one or two sentences. When marking open ending items which require answers in sentences, it is frequently advisable to award at least two or three marks for each correct answer.

1.2. **Statement of the Problem**

As we all know, there are four different language skills is. listening, speaking, reading and writing that the language learners must learn. There is no possibility of speaking without listening, reading without speaking and writing without reading. One becomes incomplete in the absence of other. Among the four language skills here I'm going to talk about the importance of reading skill.

In the context of Nepal the students secure most of the percentage of the marks on the basis of the reading comprehension. It means if the student is able to read the text and comprehend it then he/she will get good marks otherwise not. It reveals how

important reading comprehension is. If a person can read a text but she/he can't comprehend it then there is not any worth of reading. Reading ultimately means comprehension.

As I am a student of JMC I really want to know the present condition of the students in reading comprehension. What is the condition of the public schools students in reading comprehension? What is their condition in seen and unseen story, letter and biography? Do they have similar condition or not? What should they do to improve their condition, etc.... . To find out the above mentioned types of the questions' answers the researcher has selected 'reading comprehension ability' as the subject matter of the study.

1.3. Rationale of the Study

This research is very much important to develop the students reading comprehension ability. Students and teachers of different schools will be benefited from it, so that it is essential to carry out the study.

1.4 Objectives of the Study

The objectives of the study are as follows:

- A. To find out reading comprehension ability of Eighth Graders of public schools of Sunsari.
- B. To compare reading comprehension ability on the basis of the following variables:-
 - i. Seen biography Vs. Unseen biography
 - ii. Seen story Vs. unseen story

iii. Seen letters Vs. unseen letters

C. To suggest some pedagogical implication of the study.

1.5. Research Questions

Research questions related to my study are as follows:

- What is the condition of the public schools' students in reading comprehension?
- Do they have similar condition or not?
- What should they do to improve their condition?

1.6. Significance of the Study

This study will be significant to all researchers who may want to study in the area of reading comprehension. The teachers and students of public schools will be equally benefited by this research work. Moreover, it will be equally beneficial to the textbook writers and curriculum designers too.

1.7. Delimitations of the Study

The delimitation of the studies are as follows:

- a) The study was limited to find out the reading comprehension ability and to compare reading comprehension ability of the students studying in six public schools of Sunsari district.
- b) The study was limited to compare reading comprehension ability using seen and unseen texts.

- c) The study was done using seen and unseen biography, letters and stories.
- d) The study was limited only Eighth Graders students of public schools of Sunsari.
- e) The study was limited to the population of 60 Students their distribution being 10 students from each school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1. Review of the Related Literature

A number of studies have been carried out on reading skills of the student in English language. Here, the researcher simply has reviewed several researches which have been done in the field of English department in English language those are mentioned below briefly.

Giri (1981) carried out a research on 'A Comparative study of English Language Proficiency of the Students Studying in Grade X of Doti and Kathmandu District. In his study, he concluded that the students of urban (Kathmandu) area are more proficient in using the English language than the students of Doti district. In the case of reading proficiency he found that urban students had greater ability to read and comprehend the passage in English than that of the rural students.

Subedi (2000) administered two sets of questions in order to compare reading comprehension of IX Graders of Kathmandu and Jhapa district. One set of questions was selected from the magazines and another set of questions was newspaper. He used both subjective and objective type of text item. His study showed that the students of Kathmandu had better reading skill than those of Jhapa district.

Gaulee (2001) studied on English reading speed of Nepalese students. He involved the students of secondary Education from Dailekh, Surkhet and Kathmandu districts. His study showed that the average English reading speed of Nepali students was 89.10

words per minute. It also showed that the students of Kathmandu district could read fastest of all.

G.C. (2002) studied reading comprehension ability of PCL first year students. His study showed that the average reading comprehension ability of the PCL first year students studying in different streams in Pokhara was 64.11%. His study also showed that reading comprehension ability of the girls (64.95%) was a bit higher than that of the boys (64.15%) and the Indo-Aryan native speakers could comprehend better than those of Tibeto-Burman native speakers (64.05%-62.93%).

Poudel (2002) carried out a study on 'Reading Comprehension Ability of the Students of Proficiency Certificate and Higher Secondary Levels: A Comparative Study. His study was intended to find out and compare the reading comprehension ability of the students of proficiency certificate and higher secondary levels. The primary sources of data of his study were 160 students from different campuses and higher secondary schools of Morang district. He had used random sampling procedure to select the students. Two types of questions: subjective and objective were used based on four different reading texts. His findings prove that PCL second year students have comparatively better reading comprehension ability than those of XII grades and the gap between them was remarkable

Bhandari(2010) studied on reading comprehension ability of SLC graduates . He involved distinction holders in terms of different comprehension skill from inside valley. He used 80 students from Grade 11 who achieved distinction in their SLC (2065) from different private schools. He used observation, interview and questionnaire to elicit the information from the informants. He used four items of unseen reading texts for oral and written test. He used multiple choices, true/false and

gap filling items and rearranging, short questions and opinion seekers were also used. He used cumulative average of scores to interpret the data. He found that students were poor on their performance in the reading skills such as, inference, overall reading comprehension and independent reading. Whereas they were highly proficient in print skills than meaning skills for understanding. They obtained 73.2% scores in print skills while the score was 57.2% on meaning skills. Distinction holders from valley were found remarkably better in different skills and performance in comparison to those from outside valley. Male students were found a bit better in vocabulary understanding and independent reading whereas female students were better in silent reading and overall text comprehension.

Bhandari (2010) conducted a research on the title reading comprehension ability of primary teachers of Chitwan district. He did the study of the teachers on reading comprehension on the basis of teachers training and their experience. The primary source of data for his study were the primary level English teachers both from government aided and private schools of Chitwan district using systematic judgmental sampling procedure. Three different unseen passages were selected. He used both subjective and objective set of questions in his study. He found that the responses of untrained and inexperienced teachers were slightly more erroneous than trained and experience teachers. Trained teachers were found slightly better than untrained teachers. The total average of trained teachers was 13.35 (66.64%) and untrained teachers was 13.32 (63.43%) out of 21 in subjective test. The experienced teachers got 24.6 (81.62%) and inexperienced teachers got 23.41 (77.61%) in average out of 29 objective test. As a whole primary level English teachers were better in objective test than the subjective test.

B. K. (2011) studied on Reading comprehension ability of Dalit students in Shankhuwasava district. He used the Dalit students of six government-aided secondary schools for his study. He selected six students of grade nine of each schools using non- random judge mental sampling procedure. Out of them 18 students were boys and 18 students were girls. Subjective and objective questions were used to collect the required data. After the analysis and interpretation of the data he found that the mean score of the Dalit students in seen and unseen passage were not satisfactory. They obtained 8.33 out of 21 full marks in seen text and 8.86 out of 21 full marks in unseen texts. As a whole he found that Dalit boy students were able to so more reading comprehension ability in comparison to Dalit girl students.

Thus, the research history of reading comprehension shows that many research works have been carried out concerning the reading comprehension of the students moreover, some research works have been carried out regarding the students above secondary level. Unlike the previous works, here the researcher is interested in carrying out the present work in lower secondary level. This study differs from all of the above research studies as it is trying to study the Reading Comprehension Ability of Eighth Graders Students of public schools of Sunsari district using seen and unseen biography, letter and story. The researcher has, therefore, selected the topic for the study.

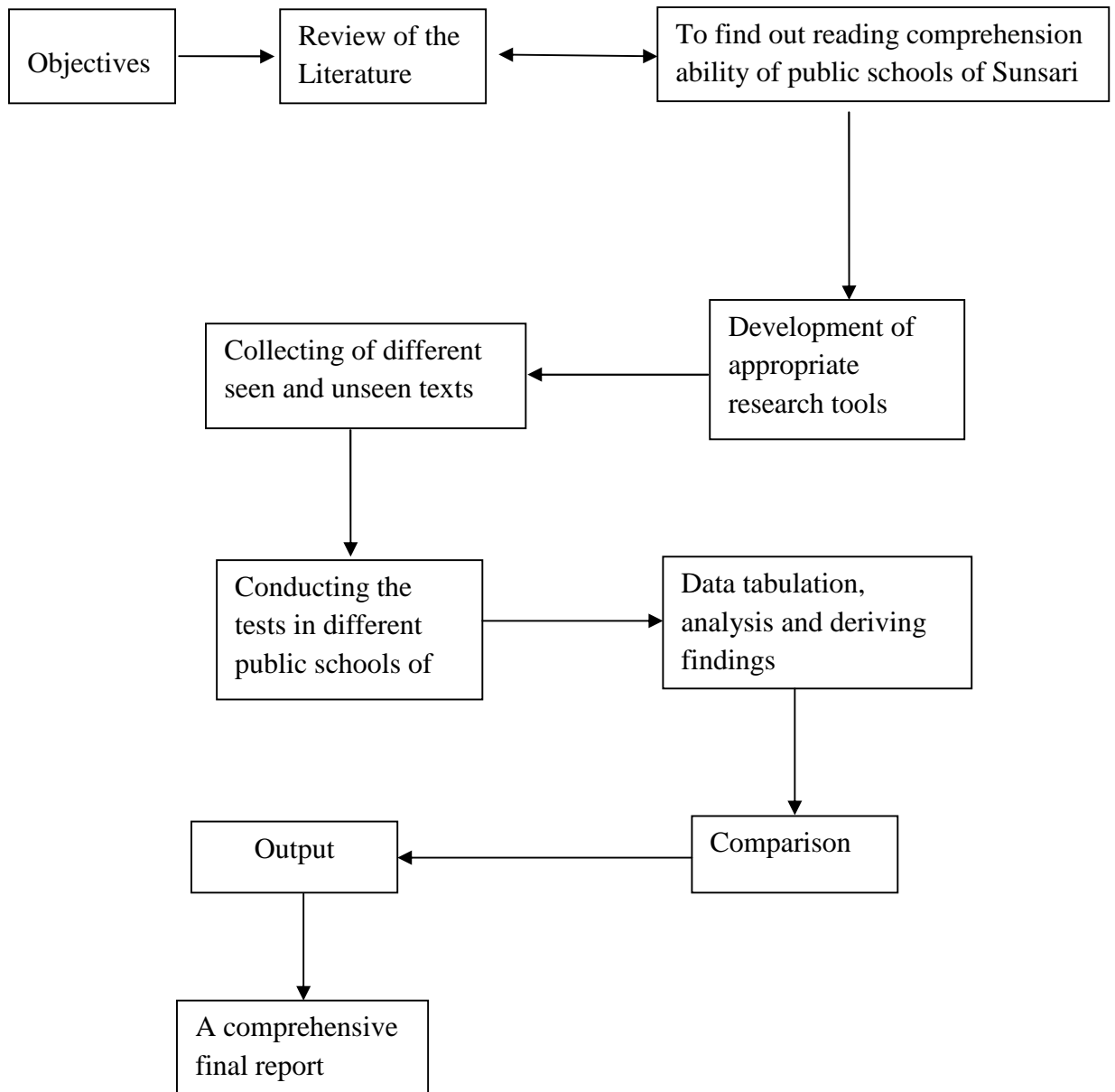
2.2. Implication of the Reviewed Literature

The literature review is an integral part of the entire research process that makes a valuable contribution to almost every operational step of the research. Firstly, it provides a theoretical background to the study, and broadens the knowledge base in the concerned research area. Secondly, it helps to develop a systemic methodology to

solve the research problems as well as to integrate the findings with the existing body of knowledge. The review of the theoretical literature provided a theoretical background for this study and developed the knowledge of the researcher to carry out reading comprehension ability research. Similarly, review of the empirical literature provided the researcher the guidelines for developing the data collection tools and procedure and to conceptualize the systematic research process. The critical review of the literature made the researcher aware of the possible shortcoming of the study that worked as the guidelines to develop the data collection tools, and select the sampling population and sample.

2.3. Conceptual Framework

Conceptual Framework is the guideline to the researcher to conduct a research. The study of 'Reading comprehension ability of eighth graders' of public schools of Sunsari was based on following conceptual framework.



(Figure - 1 Conceptual Framework)

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology is a vital element in a research. Therefore, it is designed in such a way that, it helps to carry out the study systematically and scientifically. This section incorporates the research design, description of sources of data, sampling procedure, tools for data collection, and process for data collection. The following methodology was used to carry out the research.

3.1. Design of the Study

The research was carried out by using different seen and unseen texts, i.e.. biography, letter and story. The researcher used quantitative method in the research.

3.2. Sources of Data

In order to carry out the study the researcher used both primary and secondary sources of data.

3.2.1 Primary Sources of Data

The primary data for this study was collected by administering a test on 60 students. The students for the study were selected from six public schools: Rastriya Higher Hecondary School Itahari, Janata Higher Secondary Itahari, Jyoti Ma. Vi. Itahari, Bha. Si. Higher Secondary School Jhumka, Janata Higher Secondary School Singiya, Janata Ma. Vi. Madhesha of Sunsari district.

3.2.2. Secondary Sources of Data

Our English book of Eighth Graders, some English practice books and magazines were used as the secondary sources of data. The researcher consulted different articles, thesis and other related materials to the topic.

3.3. Sample Population of the Study

The total population of the study were 60 students from six public school of Sunsari district. Their distribution being 10/10 from each school. Five boys and five girls were selected from each school.

3.4. Sampling Procedure

The population of the study were selected by using simple random sampling procedure. However, Schools were selected purposively.

3.5. Tools of Data Collection

The main tool for the study was questionnaire two types of question were used as the tools for data collection. They were subjective and objective questions. The questions were based on six different reading seen and unseen texts. i.e.; biography, story and letters. Text A, B and C were from seen biography, story and letters respectively and text D, E and F were from unseen biography, story and letters respectively.

There were four sets of objectives questions: Fill in the blanks, multiple choice, true or false and matching. Different English textbook, thesis, journals, etc. were also consulted.

3.6 Procedures of Data Collection

The following procedures are used while collecting the data.

-) In course of data collection six public schools were selected from Sunsari District.
-) Ten students from each school were selected by using simple random sampling procedure.
-) Test was conducted by asking the permission to the administration.
-) Time and instructions were provided to them.
-) A set of seen and unseen text was given to the students.
-) To prevent them from cheating only two students were allowed to have a seat in one bench.
-) The test were conducted in the presence of the researcher herself.

3.7 Data Analysis and Interpretation Procedure

After collecting the data, the answers were checked and marks were assigned to them. Then the marks obtained by the students of each school were presented in a table. After grouping their marks, the average marks and the percentage of the average marks secured by each school in seen and unseen text was carefully calculated, and then the students' reading comprehension was analyzed and interpreted on the basis of the marks they obtained.

CHAPTER FOUR

RESULTS AND DISCUSSION

The chapter deals with the analysis and interpretation of the data collected from the students. After collecting the data, the answers were checked and marks were assigned to them. Then the marks obtained by the students of each stream were presented. After grouping their marks, the average marks and the percentage of the average marks secured by each school in seen and unseen texts. (i.e. story, biography and letters) were carefully calculated. Finally, students reading comprehension was analysed and compared on the basis of the marks they obtained.

4.1 Results

On the basis of, the rigorous analysis and interpretation of the data, the following results/ findings of the study were extracted which are presented below:

- a) The students have achieved 82% in seen story, 66.5% in seen letter and 77.92% in seen biography.
- b) The students have obtained 70.5% in unseen story, 86.7% in unseen letters and 55% in unseen biography.
- c) Text wise the student have obtained 76.25% in seen/unseen story, 76.6% in letters and 70.13% in biography.

- d) The students have obtained 74.33% in all seen and unseen texts.
- e) Boys obtained 85% in seen text whereas girls obtained 79% in seen text.
- f) Boys obtained 70.5% in unseen story whereas girls also obtained 70.5% in unseen story. Both of them obtained equal marks.
- g) Boys obtained 77.75% in both seen and unseen story whereas girls obtained 74.75% marks.
- h) Boys obtained 79.5% in seen unseen letters whereas girls obtained 73.75%.
- i) Girls obtained 74.5% marks in seen and unseen biography whereas boys obtained only 65.5% marks.

4.2 Discussion

The levels of their reading comprehension have been analysed and compared in the following tables.

4.2.1 Reading Comprehension Ability of the Eight Graders

This section shows the reading comprehension ability of the Eighth Graders in seen and unseen texts. The following tables. 1, 213 show the performance of the students in seen and unseen texts respectively.

4.2.2 Overall Reading Comprehension Ability in Seen Texts

The table below (i.e. table No.1) shows the reading comprehension ability in seen texts. (i. e story, letters and biography). The table shows the performance of the Eighth Graders in seen texts only.

Table No.: 1**Reading Comprehension Ability in Seen Texts**

S.N	Texts	Number of Students	F.M.	Seen text 10
1.	Story	20	Average percentage	8.2 82
2	Letter	20	Average percentage	6.6 66.5
3.	Biography	20	Average percentage	8.5 85.25
	Total	60	Average percentage	7.77 77.92

The table No. 1 shows the reading comprehension ability of Eighth Graders in different three seen texts (i.e. story, letters and biography) making texts wise interpretation, the students in biography have scored better than in other texts. They have scored 8.5 marks out of 10 full marks. i.e. 85.25 percentage of the marks in the test similarly, the students have performed least in letters in comparison to other texts. Statistically, they have secured only 6.6 marks out of 10 full marks, i.e. 66.5 percentage, which is below than the average in total, i.e. 7.77 (77.92 percentage). The achievement in story is seen near to the

achievement of biography. The achievement in story is seen 3.25 percentage less than the achievement in biography.

4.2.3 Overall Reading Comprehension Ability in Unseen Texts

The table No. 2 below shows the reading comprehension ability in unseen texts (i. e story, letters and biography). The table shows the performance of Eighth Graders in unseen texts only

Table No.: 2

Reading Comprehension Ability in Unseen Texts

S.N	Texts	Number of Student	F.M.	Unseen text 10
1.	Story	20	Average percentage	7.05 70.5
2	Letter	20	Average percentage	8.7 86.7
3.	Biography	20	Average percentage	5.5 55
Total		60	Average percentage	7.08 70.73

Table No. 2 presents the reading comprehension ability in unseen texts of the Eighth Graders studying different six schools of Sunsari district. In unseen texts, they have obtained 7.08 marks out of 10 marks. i.e. 70.73 percentages of the marks.

Text wise, the students have obtained the highest mark (i.e.. 8.7 marks out of 10 full marks) in unseen letter whereas the students have obtained lowest marks. (i.e.. 5.5 marks out of 10 full marks) in unseen biography which is below than average. The performance of the unseen story falls between the performances of the two. The percentage of the each texts are as follow.

Story 70.5%

Letter 86.7%

Biography 55%

This shows that the Eighth Graders of Sunsari have better reading comprehension ability in unseen letter than unseen story and biography. But the student are found to be poor in unseen biography than other.

4.2.4 Text Wise Total Reading Comprehension Ability of the Eighth Graders

The table No.3 below shows the text wise total reading comprehension ability of the Eighth Graders of Sunsari in seen and unseen text.

Table No.: 3
Text Wise Total Reading Comprehension

S.N	Texts	Num. of stu	F.M.	Seen text	Unseen Text	Total
1	Story	20	Average percentage	8.2 82	7.05 70.5	15.25 76.25
2	Letters	20	Average percentage	6.6 66.5	8.7 86.7	15.30 76.6
3	Biography	20	Average percentage	8.5 85.25	5.5 55	14 70.13

Table no.3 shows that eight graders of Sunsari have best reading comprehension ability in letters then story and biography. In letters they have obtained 15.30 marks out of 20 full marks, i.e.. 76.6 percentages. It is the overall performance in two type of texts i.e.. seen and unseen. In seen and unseen story they have obtained 0.05 percentages less marks which is too close to the marks of the letters. In biography they have obtained 14 marks out of 20 full marks, i.e.. 70.13 percentages. As a whole, the eight graders reading comprehension ability in seen and unseen texts is 44.55 marks out of 60 full marks, i.e.. 74.33 percentage of the marks.

4.2.5 Holistic Comparison of the Reading Comprehension Ability of the Eighth Graders

The table No.4 below shows an overall comparison of the marks obtained by the Eighth Graders in seen and unseen texts, i.e. Story, letter and biography.

Table No.: 4

Holistic Comparison of Reading Comprehension

S.N.	Number of student	F.M.	Seen 30	Unseen 30	Total 60
1	60	Average	23.30	21.25	44.55
		Percentage	77.92	70.73	74.33

The table No.4 shows an overall comparison of the marks obtained by the Eighth Graders of Sunsari in seen and unseen (story, letters, biography) texts the overall comparison of the marks obtained by them shows that the students have better reading comprehension ability in seen texts than the unseen texts. In seen texts they have scored 23.30 marks out of 30 full marks. i. e 77.92 percentage of the marks i. e 74.33 percentage of the marks.

4.2.6 Reading Comprehension Ability in Story and Letters

This section makes comparison of the reading comprehension ability of the eight grade of Sunsari in seen unseen story and letters (i.e. story Vs. letter)

Table No.: 5
Reading Comprehension in Story and Letters

S.N	Texts	Number of student	F.M.	Seen text	Unseen text	Total 20
1	Story	20	Average	8.2	7.05	15.25
			Percentage	82	70.5	76.25
2	Letters	20	Average	6.6	8.7	15.30
			Percentage	66.5	86.	76.60

The table No. 5 shows that reading comprehension ability of public schools Eighth Graders of Sunsari in seen and unseen story and letter. The table above shows that the reading comprehension ability of the students in comprehension in story the average percentage of the each text are as follow

Story 76.25

Letters 76.60

But if we compare seen and unseen texts, students have better reading comprehension in seen story than the letters. In seen story they have obtained 8.2 marks out of 10 full marks. i.e. 82 percentage of the marks. Whereas students have obtained only 6.6 marks out of 10 full marks i.e. 66.5 percentage of marks . But in unseen letter they have higher marks than the story in unseen letter they have obtained

8.7 marks out of 10 full marks. Which is good than the unseen story. As a whole the students have better reading comprehension in letters than the story.

4.2.7 Reading Comprehension Ability in Letters and Biography

The section makes comparison of the reading comprehension ability of the Eighth Graders of Sunsari in seen unseen letters and biography (i.e. letters Vs. biographies)

Table No.: 6

Reading Comprehension in Letters and Biography

S.N	Texts	Number of student	F.M.	Seen text	Unseen text	Total 20
1	Letters	20	Average	6.6	8.7	15.3
			Percentage	65.5	86.7	76.6
2	Biography	20	Average	8.5	5.5	14
			Percentage	85.25	55	70.13

Table No. 6 presents the reading comprehension ability of Eighth Graders in seen and unseen letters and biography. The students have better reading comprehension ability in comparison to the biography. The students have obtained 15.3 marks in seen and unseen letters whereas they have obtained 14 marks out of 20 full marks in seen and unseen biography. The students have better reading comprehension ability in seen biography than seen letters.

Similarly, they have better reading comprehension ability in unseen letters than the unseen biography. In unseen biography they have obtain lowest marks of all (i.e. 5.5 marks out of 10 full marks. As a whole the students have better reading comprehension ability in letters than in biography.

4.2.8 Reading Comprehension Ability in Biography and Story

This section makes comparison of the reading comprehension ability of the Eighth Graders of Sunsari seen and unseen biography and stories (i.e. biographies Vs. story)

Table No.: 7

Reading Comprehension in Biography and Story

S.N.	Texts	Number of students	F.M	Seen text	Unseen text	Total 20
1	Biography	20	Average	8.5	5.5	14
			Percentage	85.25	55	70.13
2.	Story	20	Average	8.2	7.05	15.25
			Percentage	82	70.5	76.25

Table No 7 shows that the reading comprehension ability of the students in story is 15.25 marks out of 20 full marks i.e. 76.25 percentage of the marks whereas in biography the students have obtained 14 marks out of 20 full marks

i.e. 70.13 percentage of the marks the data presented over here shows that students have better reading comprehension in story than biography. In biography they have obtained 1.25 less marks in 20 full marks i.e. 6.12 percentage. If we observe seen and unseen texts the students have better reading comprehension in seen text biographies and story than unseen texts.

4.3 Reading Comprehension Ability in Seen and Unseen Story

This section tries to find out students reading comprehension ability in seen and unseen story.

Table No.: 8

Reading Comprehension in Seen/Unseen Story

S.N.	Text	Number of students	F.M.	Seen text	Unseen text	Total
1.	Story	20	Average	8.2	7.05	15.25
			Percentage	82	70.50	76.25

Table No. 8 presents the reading comprehension ability of the Eighth Graders in seen unseen story the total achievement of the student in seen unseen story is 15.25 out of 20 full marks i.e.. 76.25 percentage of the marks.

Comparatively the students have better reading comprehension ability in seen story that the unseen story in seen story they have obtained 8.2 marks out of 10

full marks whereas in unseen story they have obtain 1.15 less marks in unseen text than in seen text.

4.4 Reading Comprehension Ability in Seen and Unseen Letters

This section tries to find out the reading comprehension ability of the students in seen and unseen letters.

Table No.: 9

Reading Comprehension in Seen/Unseen Letters

S.N.	Text	Number of students	F.M.	Seen text	Unseen text	Total
1.	Letters	20	Average	6.6	8.7	15.3
			Percentage	66.5	86.7	76.6

Table No. 9 presents the reading comprehension ability of the students in seen and unseen letters. The total reading comprehension ability of the students in seen/unseen letters is 15.3 marks out of 20 full marks. i.e. 76.6 percentage of the marks.

Comparatively the students have better reading comprehension ability in unseen letters than seen letters in unseen letters they have obtained 8.7 marks out of 10 full marks whereas the students have obtained only 6.6 marks out of 10 full marks which is 2.1 marks less than the marks in unseen texts.

4.5 Reading Comprehension Ability in Seen and Unseen Biography

This section includes the reading comprehension ability in seen and unseen biography

Table No.: 10

Reading Comprehension Ability in Seen/Unseen Biography

S.N.	Text	Number of students	F.M.	Seen text	Unseen text	Total
1.	Biography	20	Average	8.5	5.5	14
			Percentage	85.25	55	70.13

Table No. 10 presents the reading comprehension ability of the Eighth Graders in seen and unseen biography. The total reading comprehension ability in biography is 14 marks out of 20 full marks, i.e. 70.13 percentage of the marks.

Comparatively the students have better reading comprehension ability in seen biography than unseen they obtained 8.5 marks out of 10 full marks in seen biography whereas they have obtained only 5.5 marks out of 10 full marks. The student are seen very poor in unseen biography than seen biography.

4.6 Gender Wise Comparison of the Reading Comprehension Ability in Seen and Unseen Texts

This section presents the students Eighth Graders reading comprehension ability in different seen and unseen texts. (i.e. story, letter and biography)

4.6.1 Gender Wise Comparison of the Reading Comprehension Ability in Seen and Unseen Story

The following table No.11 presents the gender wise comparison of the reading comprehension ability in seen and unseen story.

Table No.: 11

Gender Wise Comparison in Seen and Unseen Story

S.N	Variable	No of Students	F.M.	Seen text	Unseen text	Total
1	Boys	10	Average	8.5	7.05	15.55
			Percentage	85	70.5	77.75
2.	Girls	10	Average	7.9	7.05	14.95
			Percentage	79	70.5	74.75

Table No.11 presents the reading comprehension ability of Eighth Graders boys and girls in seen and unseen story. Boys have obtained 15.55 marks out of 20 full marks in seen and unseen story as a whole whereas girls have obtained 14.95 marks out of 20 full marks. Which is 0.6 marks less than the boys marks.

Boys have obtained higher marks in seen story than the girls. They have obtained 8.5 marks out 10 full marks, ie. 85 percentage of the marks whereas girls have obtained 7.9 marks out of 10 full marks,ie 79 percentage of the marks. In unseen texts they have obtained equal. Marks both in seen and unseen text

In conclusion we can say the Eighth Graders boys have better reading comprehension ability in seen and unseen story than the girls.

4.6.2 Gender Wise Comparison of the Reading Comprehension Ability in Seen and Unseen Letters

The below table No.12 presents the reading comprehension ability in seen and unseen letters in terms of gender.

Table No.: 12

Gender Wise Comparison in Seen and Unseen Letters

S.N	Variabl e	No of students	F.M	Seen text	Unseen text	Total
1.	Boys	10	Average	6.85	9.05	15.9
			Percentage	68.5	90.5	79.5
2.	Girls	10	Average	6.45	8.3	14.75
			Percentage	64.5	83	73.75

Table No. 12 shows that Eighth Graders boys have better reading comprehension ability in seen unseen letters than the girls. The boys have obtained 15.9 marks out of 20 full marks whereas girls have obtained 14.75 marks out of 20 full marks.

Both in seen and unseen letters boys have better reading comprehension ability than the girls. The boy have obtained 6.85 marks in seen letters and 9.05 marks

in unseen letters out of 10 full marks of each. Whereas girls have obtained 6.45 in seen letters and 8.3 marks in unseen letters out of 10 full marks respectively.

4.6.3 Gender Wise Comparison of the Reading Comprehension Ability in Seen and Unseen Biography

The below table No.13 shows the reading comprehension ability in seen and unseen biography in terms of gender.

Table No.: 13

Gender Wise Comparison in Seen and Unseen Biography

S.N	Variable	No of students	F.M.	Seen text	Unseen text	Total
1.	Boys	10	Average	8.1	5.05	13.15
			Percentage	81	50.5	65.5
2.	Girls	10	Average	8.95	5.95	14.9
			Percentage	89.5	59.5	74.5

The table No. 13 show the reading comprehension ability of the Eighth Graders of Sunsari in seen and unseen biography. Gender wise girls are seen having better reading comprehension ability than boys in seen and unseen biography.

The total marks obtained by the girls is 14.9 marks out of 20 full marks. i.e.

74.5 percentage of the marks whereas boys have obtained 13.15 marks out of

20 full marks i.e. 65.75 percentage of the marks. In both seen and unseen texts girls are found to be better than the boys. Girls obtained 8.95 marks in seen text out of 10 full marks and 5.95 marks in unseen text. Whereas boys obtained 8.1 marks in seen text and 5.05 marks in unseen text respectively.

CHAPTER: FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS OF THE STUDY

The final chapter incorporates the summary, conclusions and implications of the study which are based on the results and discussion of the collected data.

5.1 Summary of the Study

The study was on "Reading Comprehension Ability of Eighth Graders". The main objectives of the study were to find out reading comprehension ability of Eighth Graders of Public school of Sunsari to compare reading comprehension on the basis of the seen and unseen story, letters and biography and to recommend. To fulfill those objectives, a set of questionnaire was used as a tool for the data collection. The data were collected from six different public schools of Sunsari. They were, Shree Rastriya Higher Secondary School Aapagachhi, Shree Janata H.S.S. Itahari, Shree Jyoti Ma. Vi. Itahari, Shree Janta H.S.S. Singiya, Shree Bha. Si. H.S.S. Jhumka, Shree Janta H.S.S. Madhesa. Three set of questionnaire were used including subjective and objectives Items in different seen and unseen texts (story, letters, biography). The data were collected including five boys and five girls from each school. The sample population were selected using simple random sampling procedure. The collected data were analyzed and interpreted statistically as well as descriptively arranging them into different dimensions to meet the objective of the study.

The chapter wise summary of the study is present below:

Chapter one deals with English language and its importance and the importance of the reading comprehension ability for the school children. In the school most of the students get fail marks in English subject because more than half of the percentage of the marks were asked from reading comprehension section. So it is necessary to find out students strength and weakness in reading comprehension.

Similarly, chapter two reviewed the related literature on reading comprehension. Different literature were reviewed and studied related to the topic. The reviewed literatures were used as a guideline for this research. And finally, the conceptual framework under this chapter shaped up the whole study into a specific pattern and helped to explore the deeper level of understanding of the respective field.

Chapter three outlined the efficacy of the selected research method. This chapter detailed the research methodology employed in the study. The chapter also detailed the fact that the random sampling procedure was used to collect the data from six public schools of Sunsari district. Furthermore, this chapter also outlined the data analysis and interpretations procedures in a systematic way.

Chapter four outlined the results and discussion of the data obtained from the primary sources. This chapter also detailed the fact that the collected data were

analyzed and interpreted descriptively as well as statistically arranging them into different thematic grounds based on the research questionnaire to meet the objectives of the study.

This chapter detailed the results and also offered a theory driven analysis relating to the literature reviewed in chapter two.

Finally, chapter five is the summary, conclusions and implications of the study.

Summary of the study was made on the basis of research study. Conclusions was made on the basis of the data analysis and interpretation. As a whole students had better reading comprehension ability in seen texts than unseen texts. The student were found very much poor in unseen biography only 55% than other texts. Furthermore, this chapter offered the implications in policy level, practice level and further researches.

5.2 Conclusion of the Study

Here in the study, conclusion means the concise from of the overall findings presented in the result section. As the study was set out to investigate the Eighth Graders reading comprehension ability in seen and unseen (story, letters and biography) texts from six different public schools of Sunsari, the conclusions can be made based on the findings of the study in the concise form.

- a) As a whole in seen text the students in biography have scored better than other texts.

- b) Eighth Graders of Sunsari have better reading comprehension ability in unseen letter than unseen biography and story. In unseen letter they have scored 86% whereas in unseen story 70.50 and in biography 55% only.
- c) The students are found to be very poor in unseen biography i.e..55% than other texts.
- d) Text wise the students are found having better reading comprehension ability in letters 76.60% than story 76.25% and biography 70.13%
- e) The average reading comprehension ability of the Eighth Graders of sunsari is 74.33%
- f) The students have better reading comprehension ability in letters 78.80% than in story 76.25%
- g) The students have better reading comprehension ability in letters 76.60% than in biography.
- h) The students have better reading comprehension ability in story 76.25% than in biography 70.13%
- i) The student can comprehend better seen story 82% than unseen story 70.50%
- j) The students can comprehend better unseen letters than seen letter. There is remarkable between two i.e. 86.7% in unseen letter and 66.5% in seen letters.
- k) The students have better reading comprehension in seen biography i.e. 85.25% whereas in unseen biography 55% only.

- l) Boys are found having better reading comprehension in seen and unseen story i.e. 77.75% and letter i.e.. 79.50% whereas girls scored only 74.75% and 73.75% in each respectively.
- m) Girls are found having better reading comprehension than boys in seen and unseen biography girls scored 74.50% whereas boys scored only 65.75%

5.3 Implications of the Study

The implications of the findings in strategy level, implementation level and further researches have been suggested as follows:

5.3.1 Policy Level

On the basis of the findings of the study, the following implications in policy level can be made so that the lacks seen in the different reading texts can be minimized.

- a) The findings of the study can help the government to adopt suitable English curriculum which fits the students.
- b) Textbook writers and curriculum designers can be equally benefited by the achievement of the students and can select good texts which suits the students.
- c) The result of the study can help to create supportive and favourable reading environment in the school.

- d) After observing the students achievements teachers, students and other concerned authority can conduct different workshops and can develop appropriate reading texts for further practice and to enhance their achievement level.

5.3.2 Implementation Level

On the basis of the findings of the research, the following implications can be made in practice level so that the gap seen in different reading texts can be minimized.

- a) The study helps the students to find out where they are actually and helps to enhance their achievement level.
- b) English language teachers are equally benefitted to develop new teaching learning strategy and enhance the students reading comprehension ability.
- c) As the students are seen poor in unseen texts especially in unseen biography, the teacher can provide many unseen texts focusing on their difficulty level.
- d) The findings of the study can be a corner stone to the teachers and students to develop appropriate teaching learning environment analyzing their teaching learning culture.

5.3.3 Further Research

On the basis of, the findings of the study, several recommendations can be made for further researches which complement the research undertaken in this field. The following recommendations can be made for further researches.

- a) Though different researches have been carried out regarding this field, this research work can provide an insight to develop idea to the researcher who wants to study in this area.
- b) The study can be a construct to conduct a similar research to minimize the gap between the achievements seen indifferent seen and unseen texts.
- c) The finding of the study will help the fellow researchers to develop both theoretical and conceptual framework on the respective field.
- d) The findings of the study can be taken as base for going into deeper level of understanding on reading comprehension ability of the students.
- e) Finally, the study can help the teacher researchers to develop a professional network for sharing thoughts about research and teaching strategies as well as reflection on research challenges.

In conclusion, if further insights can be generated based on the conceptual framework and the results of the present study, the gap seen in different texts can be minimized soon.

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APPENDIX- I

Questionnaire

Read the following texts and answer the following questions:

Text A

Ganesh Man Singh: The iron man

Ganesh Man Singh is publicly acclaimed as all acceptable leader of democracy. It is a sign of respect that all the Nepalese show towards him that they call him supreme leader.

He was born to a well- to- do family on November 09, 1915 in Itumbahal, Kathmandu as the son of Gyan Man Singh and Sanunani Shrestha-singh. His father died when he was six. So, his grandfather Ratna Man Singh brought him up.

He studied in Darbar High School till grade six. He was expelled from the School for not respecting his fellow students who were Ranas. He went to India to continue his studies. After completing his I.Sc. From Vidyasagar College, he returned to Nepal.

As soon as he returned to Nepal, he planned to protest against the autocratic rulers of Nepal. In 1940, he joined the Praja Parishad, the first political party in Nepal.

Unfortunately he was arrested on October 18, 1940. Though he was sentenced to life in prison for anti-Rana activities, he ultimately escaped from Bhadragol Jail in 1944.

After that he led to India.

In 1949, he became one of the founding member of the Nepali Congress. Following this, he played a significant role to overthrow the Rana Regime in 1950. In 1958, he became a cabinet minister. However, after the coup by late king Mahendra on 31st December 1960, he was arrested and kept at Sundarijal Military Detention Camp for eight years. Yet he refused to let his sprit be broken. Instead, he became one of the

main leaders advocating democracy in Nepal after he was released on 30th October 1968.

He spent many years struggling against the party less Panchayat system. Finally he leads the Nepalese Democratic Movement in 1990, which overthrew the pachayat system. After the restoration of democracy, in 1990, he transcended above the party polotics. Later he started working in favor of the nation and her people. Sadly, the iron man died on September 18th ,1997 in Chaksibari, Kathmandu.

Ganesh Man Singh was awarded the United States Peace Run Prize in 1990.

Moreover, he was the first Asian to be honored with the United Nations Human Rights Award which he received in 1993. He was the first commoner to receive the State Funeral in Nepal.

1. Read the text and answer the questions:- $1 \times 2 = 2$

- a. Who is the Ganesh Man Singh?
- b. Where did he study?

2. Match the following: $0.5 \times 4 = 2$

A

B

- | | |
|----------------|--|
| a. transcend | i. bringing back a system that existed previously |
| b. restoration | ii. to be or go beyond the usual limits of something |
| c. advocating | iii. the funeral given by the government in honor of a great person. |

iv. Sudden and unlawful change of the government

v. Supporting something publicly.

3. Fill in the blanks with correct word from the box: $0.5 \times 4 = 2$

Expelled, escaped, democracy, against

- a. There are many political parties in Nepal. We live in a multiparty.....

- b. Though he was sentenced to life in prison, hefrom the jail.
- c. If students break school rules and regulations, they can be.....
- d. Ganesh Man Singh spent many years struggling the party less panchayat system.

4. Find out True or False. 0.5×4=2

- a. Ganesh Man Singh was called an iron man.
- b. He was a good doctor of Nepal.
- c. His father died when he was seven.
- d. He planned to protest against the autocratic rulers of Nepal.

5. Choose the best answer :- 0.5×4=2

- a. Ganesh Man Singh was born at
- i. Kathmandu ii. Pokhara iii. Dharan iv. Butwal
- b. He was also called
- i. a iron gate ii. a iron man iii. a iron window iv. a iron door
- c. He became cabinet minister in
- i. 1959 ii. 1956 iii. 1957 iv. 1958
- d. He was the founding member of
- i. Nepali Congress ii. Nepali Janataparty iii. Madhesi Party iv. Janajati Party

Text B

A beggar's dream

Once upon a time, there lived a poor man in Garrugaun. His name was Dhan Bahadur. He was all alone in this world. He had neither relatives nor friends in this universe. He used to beg for his living. Whatever food he got as alms, he used to eat.

One day, a generous person gave him 5 liters of milk and told him to do better for his livelihood from it. The poor man brought the milk home and keeps it beside him.

Then, he started to make a pane. He would make curd and sell it in the market. Then, he would earn good money and start business.

After some time, he went to sleep on his stone made bed and fell asleep. He began to see a beautiful dream. He was no longer a poor beggar. He wore beautiful clothes and expensive jewels. He was the owner of a big dairy, and he himself was its manager. Hundreds of customers came to his office. He used to sit in the office in the tie and suit. He purchased many buffaloes and cows. Very soon, the buffaloes and cows had their young ones. Those young ones grew and became buffaloes and cows. The buffaloes and cows gave milk. He made a lot of butter and curd from the milk. He sold butter and curd in the market. Soon, he became richer than ever before. He built a big house for himself. Then he married a beautiful girl. Soon they had children. The children played around all day making a noise. He scolded them and asked them to keep quiet. But they wouldn't listen, so he picked up a stick and ran after them.

Dhan Bahadur began to move his legs rapidly while he was still asleep. In doing so, he hit the milk pot which was full of milk broken, and the milk spilled all over the floor. He woke up and found himself in a pool of milk. He could not think for a while. He was confused about whether it was a dream or a reality. Was he rich in dream or reality? Was the milk spilled all over the floor in dream or reality? Very quickly, he came to know that his castle of dream had crashed. Putting both his hands on his forehead, he started to weep. All this happened because of his daydreaming.

1. Read the text and answer the questions. 1×2=2
 - a. Who is Dhan Bahadur?

b. Who gave him five liters of milk? Why?

2. Match the following: $0.5 \times 4 = 2$

<u>A</u>	<u>B</u>
Universe	willing to give freely
Generous	offerings
Alms	dairy products
Butter and curd	cosmos
	Beautiful fantasy

3. Read the story again and fill in the blanks. $0.5 \times 4 = 2$

- Dhan Bahadur is a bagger in Gaurigaun.
- He was in this world.
- He began to seedream.
- He began to move his legs while he was asleep.

4. Find out True or False: $0.5 \times 4 = 2$

- Dhan Bahadur had many neighbors.
- He had a stone made bed.
- A generous man gave him 10 liters of milk.
- At last the milk was pilled all over the floor.

5. Choose the best answer. $0.5 \times 4 = 2$

- Dhan Bahadur is a
 - Teacher
 - beggar
 - student
 - driver
- He lived in a place called
 - Gaurighat
 - Narayanghat
 - Gaurigaun
 - Harigaun
- Dhan Bahadur was a

- i. Rich man ii. rich woman iii. poor man iv. poor woman
- d. He was rich in
- i. reality ii. dream iii. night iv. day.

Text: C

White House

Washington DC

Dear Sir,

He will have to learn I know, that all men are not just all men are not true. But teach him also that for every selfish politician, there is a dedicated leader and for every scoundrel there is a hero Teach him that for every enemy there is a friend. It will take time. I know, but teach him, if you can, that a dollar earned is of far more value than five pound;... Teach him to learn to lose..... and also to enjoy, winning. Steer him away from every; if you can, teach him the secret of quiet laughter. Let him learn early that the bullies are the easiest to lickTeach him if you can, the wonder of booksbut also give him quiet time to ponder the eternal mystery of birds in the sky bees in the sun and flowers on a green hill side.

In the school teach him it is far more honorable to fail than to cheatteach him to have faith in his own ideas, even if everyone tells him he is wrongTeach him to be gentle with gentle people and tough with the tough. Try to give him strength not to follow the crowd when everyone is getting on the bandwagon. Teach him to listen to all menbut screen of truth.

Teach him if you can, how to laugh when he is sad....Teach him there is no shame in tears. Teach him to scoff at cynics and to be aware of too much sweetness.... Teach him to sell his talents and brains to the highest bidder, but never to put a price tag on

his heart and soul. Teach him to close his ears to a howling mob.... and to stand and fight if he thinks he is right.

Teach him gently but do not cuddle him, because only the test of fire makes fine steel.

Let him have the courage to be impatient. Let him have the patience to be brave.

Teach him always to have sublime faith in himself, because then he will always have sublime faith in humankind.

Yours faithfully

A. Lincoln

1. Read the text and answer these questions:-

- a) Who wrote the letter?
- b) What did he request his son's teacher?

2. Read the text above and match the following:-

<u>A</u>	<u>B</u>
white House	-timeless or everlasting un identification
bidder	-inspiring belief
a howling mob	-the residence of the American president
eternal mystery	-a crowd making unnecessary loud noise
	-dealer/buyer

3. Fill in the blanks using the words given below:- 0.5×4=2

Enemy, steer, cuddle, impatient

- a. Don't be Even in your hard times.
- b. We should not fight even with our
- c. Teachers should their students in the right path.

- d. Do nothim so that he will start acting stupidly.
4. Find out true or False:- 0.5×4=2
- a. The father asked the teacher to teach him how to laugh when he is sad.
- b. The above letter is written by a father to his son.
- c. The father asked the teacher to teach him to cheat in school.
- d. We should not fight even with our enemy.
5. Choose the best answer:- 0.5×4=2
- a. This is a letter to the teacher by a
- i. friend ii. doctor iii. father iv. Mother
- b. The father wants to make his son,
- i. good citizen ii. bad citizen iii. doctor iv. teacher
- c. The father asks the teacher not to fight even with our
- i. friend ii. enemy iii. parents iv. brothers
- d. He also asks to the teach him how towhen he is sad.
- i. dance ii. smile iii. dance iv. laugh

Text –D

George Bernard Shaw, popularly known as G. B. S. , was born in 1856, in Dublin, Ireland. He finished his schooling in 1871 and got the job of a junior clerk. Later he left the job and went to London to fulfill his ambition of being the central figure of literary circle in England.

Once asked about his reputation, GBS answered “which reputation? I have at least fifteen different reputations.” Among his fifteen reputations we can describe him as a dramatist, a stage director, an essayist, a novelist, a critic of fine arts, music and drama, an orator, a social reformer, a philosopher and a vegetarian. He won the Noble Prize for literature in 1925. Shaw lived a long life and enjoyed fame and popularity.

He died in 1950 and was buried in the Ayot St. Lawrence Garden as he wished. He left behind a fortune of 367000 pounds which he donated to British Museum, the Royal Academy of Dramatic Art, and the National Gallery of Ireland.

Shaw started his literary career by writing novels. His novels were not successful for the simple reason that he was not born to be a novelist. He was born to be a dramatist and critic. His first comedy was widower's House that appeared in 1893. Among the great bulk of his plays. Arms and the Man (an amusing satire on military glamour and romantic love), Pygmalion (dramatization of a Greek myth of a sculptor who fell in love with a statue), and Man and Superman (that tells Shaw's philosophy of life force) are worth mentioning. Shaw is considered as one of the greatest dramatist of the modern period. Although his dramas are heavy with philosophies, they (particularly the shorter once) are satirical and entertaining. Shaw also earned fame as a critic and his critical essays on music, drama and art as well as his essays on social and political issues are witty, satirical and thought provoking.

A. Match the words in column 'I' with their meanings in column 'II'

Column I

Column II

- | | |
|---------------|---|
| a. Ambition | i. fame and popularity |
| b. Reputation | ii. someone who makes idols from stones, wood etc |
| c. Orator | iii. using words in a clever way |
| d. Bulk | iv. strong desire to achieve something |
| e. Witty | v. someone who is very good at delivering speech |
| | vi. quantity or volume |

B. Find whether the statements are true or False

- a. He enjoyed fame and popularity both in his life time and after death.
- b. He won Noble Prize for literature in 1950.
- c. G. B. S. also a dramatist.
- d. G. B. S. donated his fortune to American Museum.

C. Answer the following questions :- $1 \times 2 = 2$

- a. Where was George Bernard Shaw born?
- b. Where did he go for his career?

D. Choose the best answer:-

a. George Barnard Shaw was born in

- i. India ii. Ireland iii. China iv. Nepal.

b. His first comedy was

- i. Widower's house ii. father's house iii. My house iv. Our house

c. He is one of the greatest dramatists of the

- i. Ancient period ii. Modern period iii. Future iv. History

d. He won Noble prize forin 1925.

- i. Peace ii. Physics iii. Literature iv. Chemistry.

Text E

Once there was a brave king in a beautiful country. He was very famous. His country was famous and developed. He was highly liked by his people. He loved his people very much. The other kings of the neighboring countries felt jealous of his improvement and fame. Unfortunately, they attacked him one day. He was defeated. He lost his country. In order to get his kingdom back, he tried five times but each time the enemies became victors. He was fed up with wars and went to a cave himself. One

day, he saw a spider climbing up wall of the cave. It failed six times. At the seventh attempt it climbed up and got to its destination. The king learnt a lesson that patience and courage lead one to success. He collected his courage adequately and decided to attack the enemies. At last, he got victory over them because of his ample courage.

Thus the king was able to regain his kingdom that he had lost in the battle.

A. Answer the following questions: $1 \times 2 = 2$

- a. Why did the king go to the cave?
- b. Who taught the king a lesson?

B. Complete the following sentences: $0.5 \times 4 = 2$

- a. At last the spider
- b. The king was very much tired and
- c. The other kings of neighboring countries felt.....
- d. In the cave the king learnt that

C. Find out true or False: $0.5 \times 4 = 2$

- a. The king was not famous.
- b. The king loved his people very much.
- c. The king got lesson from the spider.
- d. At last the king didn't regain his kingdom.

D. Match the following words with their meaning: $0.5 \times 4 = 2$

A

B

Famous

Beat

Defeat

trail

Destination

end point

Attempt

known by many people

E. Choose the best answer: $0.5 \times 4 = 2$

- a. The king.....his people very much
- i. Hated ii. loved iii. liked iv. king
- b. One day attacked him.
- i. His friend ii. people of his country iii. kings of neighboring country iv. his relatives
- c. He learnt the lesson from....
- i. Enemies ii. friends iii. kings iv. spider
- d. He hot victory.....
- i. first time ii. at the end of the war iii. second time iv. third time

Text F

Chabahil, Kathmandu

3rd March, 2011

Dear aunt,

Everything is fine here. It was wonderful to see your letter in my mail box. I was so glad to read your letter. Thank you so much! I just read this morning. Because of your request. I am intending to share my plans of upcoming holidays with you.

You know that, I spent my holiday's doings different activities like using internate, listening to songs, watering the plants, roaming here and there. But this time I'm changed. I've planned to visit different places and I hope this holiday will be the best which I ever had.

Do you know aunt, being a Nepali, I've not even bothered to visit my own country.

So, how can I think of visiting other countries? Really I've realized that I should have decided to visit my own country at first and then, I will be dreaming of others. So, I've planned going to different places like Pokhara, Lumbini, Sauraha(Chitawan), Illam and Nagarkot. I hope I will be enjoying a lot. Do you like my plans, ant? Hope

you do. Beautiful scenes of those places will surely attract me. In my opinion, I've chosen the best places of our country because Pokhara is famous for its natural beauty. Lumbini is the birthplace of Gautam Buddha. Chitwan is famous for elephant riding and there's Chitwan National Park (CNP) too. Illam is famous for tea estate and Nagarkot has its own natural beauty. Wow! It will be wonderful!!

All that I've mentioned above are my plans for holidays. If there is anything wrong in my plans, please aunt, I will be waiting for your suggestions. As soon as you can, write to me again. Till then good bye aunt.

With lots of love

Pramisha

- A. Answer the following questions: $1 \times 2 = 2$
- Who has written the letter to whom?
 - What are the names of the places that the girl is planning to visit?
- B. Complete the following Sentences: $0.5 \times 4 = 2$
- The letter is written from.....
 - The girl is planning to visit different places of
 - Pokhara is famous for its
 - Illam is famous for
- C. Find out True or False: $0.5 \times 4 = 2$
- The girls plan to spend her holidays in abroad.
 - Lumbani is the birthplace of Lord Shiva.
 - Chitawan is famous for elephant riding
 - She doesn't like nature.

D. Match the followings: $0.5 \times 4 = 2$

A

B

Pokhara

elephant riding

Lumbani

boating

Citwan

tea estate

Illam

birthplace of Buddha

Pasupatinath temple

E. Choose the best answer: $0.5 \times 4 = 2$

a. The Letter is written by

i. Prabha ii. pramisha iii. prem iv. prahish

b. The girls plans to visit

i. India ii. Japan iii. Nepal iv. Bhutan

c. She is writing the letter to her

i. brother ii. mother iii. father iv. aunt

d. she is sharing her plans.

i. Holiday ii. one day iii. weekly iv. monthly

APPENDIX II

Achievements of Individual Students

(a) Marks obtained by the Individual Students of Shree Rastriya Higher Secondary School, Itahari in seen and unseen biography.

S.N.	Name of the Students	Sex	Marks obtained in		Total 20
			Seen text 10	Unseen Text 10	
1	Biju Adhikari	F	8	5.5	13.5
2	Sumitra Das	F	9	4.5	13.5
3	Manish Bhujel	M	8	6	14
4	Isha Tamang	F	9.5	5.5	15
5	Umesh Bhattarai	M	8	5	13
6	Suraj Thakur	M	9.5	5	14.5
7	Yunisha Katwal	F	9	6.5	15.5
8	Ago Maya Raut	F	8.5	4.5	13
9	Shekhar Bhattarai	M	6.5	4	10.5
10	Khagendra Dhamala	M	8	4	12
	Total		84	50.5	134.5

(b) Marks obtained by the Individual Students of Shree Jyoti Ma. Vi. Itahari in Seen and Unseen Story.

S.N.	Name of the Students	Sex	Marks obtained in		Total 20
			Seen text 10	Unseen Text 10	
1	Sashila limbu	F	9.5	5.5	15
2	Uttam Tamang	M	10	9	19
3	Menuka Shah	F	10	7.5	17.5
4	Nikita Chaudhary	F	9.5	7.5	17
5	Sangita Poudel	F	8	5	13
6	Aayush Karki	M	10	6	16
7	Aaditya Bikram Thapa	M	8	10	18
8	Mausam Khatiwada	M	9.5	9.5	19
9	Samjhana Rai	F	9.5	9	18.5
10	Raj Kumar Khadka	M	9	9	18
	Total		93	78	171

(c) Marks obtained by the Individual Students of Shree Bha. Si. Higher Secondary School, Jhumka in seen and unseen story.

S.N.	Name of the Students	Sex	Marks obtained in		Total
			Seen text	Unseen Text	
			10	10	20
1	Megha Shah	F	9.5	7	16.5
2	Sudhir Kumar Chaudhary	M	6.5	3.5	10
3	Mushraf Ali	M	8	4	12
4	Barsha Kumari Shah	F	10	9	19
5	Dinanath Chaudhary	M	8.5	6	14.5
6	Arati Chaudhary	F	3.5	7.5	11
7	Nutan Subba	F	5	6.5	11.5
8	Sikandar Ansari	M	9.5	9	18.5
9	Sunita Dhungana	F	4.5	6	10.5
10	Saroj Gadtaula	M	6	4.5	10.5
	Total		71	63	134

(d) Marks obtained by the Individual Students of Shree Janta Higher Secondary School, Itahari in seen and unseen letters.

S.N.	Name of the Students	Sex	Marks obtained in		Total 20
			Seen text 10	Unseen Text 10	
1	Rohit Das	M	7.5	9.5	17
2	Milina Sapakota	F	6.5	6	12.5
3	Arjun Niroula	M	8	9.5	17.5
4	Pradip Shrestha	M	8	8	16
5	Nabaraj Bhattarai	M	9.5	7.5	17
6	Sushma Pradhan	F	4	9	13
7	Mamata Bhattarai	F	5.5	9	14.5
8	Dipak Kr. Raya	M	8.5	10	18.5
9	Begam Chaudhary	F	9.5	10	19.5
10	Sunita Panday	F	9.5	10	19.5
	Total		76.5	88.5	165

(e) Marks obtained by the Individual Students of Shree Janta Higher Secondary School, Singiya in seen and unseen letters.

S.N.	Name of the Students	Sex	Marks obtained in		Total 20
			Seen text 10	Unseen Text 10	
1	Manita Chaudhary	F	6.5	7.5	14
2	Parbati Adhikari	F	5	7.5	12.5
3	Suman Bhattarai	M	6	9.5	15.5
4	Yogendra Regmi	M	5.5	9.5	15
5	Sarita Dahal	F	6	9.5	15.5
6	Shardha Chaudhary	F	5	5	10
7	Damodar Kafle	M	5.5	7	12.5
8	Ayush Karki	M	6.5	10	16.5
9	Neushikha Chapagain	F	7	9.5	16.5
10	Bishesh Katwal	M	3.5	10	13.5
	Total		56.5	85	141.5

(f) Marks obtained by the Individual Students of Shree Janta Higher Secondary School, Madhesha in seen and unseen biography.

S.N.	Name of the Students	Sex	Marks obtained in		Total 20
			Seen text 10	Unseen Text 10	
1	A-one shrestha	M	9	6	15
2	Nabin Magar	M	10	5	15
3	Aachal Karki	F	9	6	15
4	Sabitra Kafle	F	9	6	15
5	Dipendra Thapa	M	8	5	13
6	Kritika Koirala	F	10	7	17
7	Kshitija Niroula	F	7.5	7	14.5
8	Rashmila Adhikari	F	10	7	17
9	Kaushal Thapa	M	7	6.5	13.5
10	Ankit Subedi	M	7	4	11
	Total		86.5	59.5	146

APPENDIX III

List of Data Collected Schools

S.N.	Name of the Schools	Number of Informants
1	Shree Restriya H.H.S. Aapagachhi	10
2	Shree Jyoti Ma. Vi. Itahari	10
3	Shree Janta H.H.S. Itahari	10
4	Shree Janta H.H.S. Singiya	10
5	Shree Bha. Si. H.H.S. Jhumka	10
6	Shree Janta H.H.S., Madhesha	10
	Total	60