

**READING COMPREHENSION ABILITY OF THE
TAMANG STUDENTS**

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

**Submitted by
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**Faculty of Education
Tribhuvan University, Kirtipur
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2016

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2016**

**T.U. Regd. No. : 9-1-29-351-2003
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**Date of Approval of the
Thesis Proposal: 5 July, 2016
Date of Submission
28 August, 2016**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Harischandra Khadka** has completed the research of his M.Ed. thesis entitled '**Reading Comprehension Ability of the Tamang Students**' under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated to

My Father

Mr. Shyam Bahadur Khadka

&

My Mother

Mrs. Dhana Kumari Khadka

DECLARATION

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

Date: 28 Aug. 2016

.....

Harischandra Khadka

ACKNOWLEDGEMENTS

I would like to extend my sincere gratitude to my thesis supervisor, **Dr. Anjana Bhattarai**, Professor and Head, Department of English Education, University Campus, Kirtipur for making constant supervision and guiding me with regular inspiration, encouragement and insightful as well as valuable suggestion throughout the study. I would like to acknowledge her invaluable instructions, suggestions, guidance and strong co-operation in completing the study.

I would like to express my sincere gratitude to **Professor Dr. Govinda Raj Bhattarai, Professor Dr. Tirth Raj Khaniya, Professor Dr. Anju Giri, Prof. Dr. Laxmi Bahadur Maharjan, Dr. Ram Ekwel Reader and Saraswati Dawadi, Mr. Bhesh Raj Pokhrel and Mrs. Hima Rawal Lecturers**, Department of English Education, T.U. Kirtipur for their valuable suggestions to complete my study.

I would like to extend my sincere gratitude to **Mrs. Madhu Neupane**, the member of research guidance committee for her admirable suggestions and advice. Likewise, my sincere gratitude goes to all my respected Gurus and Gurumas of the Department for their kind support and encouragement during my study period.

I would like to express my gratitude to the students of different secondary schools of Dolakha district for their friendly help in collecting required data to accomplish my study. Ram Bahadur Khadka, Narayan Khadka and Abinash Khadka also deserve thanks for taking trouble in managing family environment to support my study. All those who directly or indirectly supported this work are heartily thanked.

Harischandra Khadka

ABSTRACT

This study entitled “**Reading Comprehension Ability of the Tamang Students**” firstly, aimed at finding out the level of reading comprehension ability of Tamang students. Secondly, it had the objective to compare and contrast the proficiency of students in terms of seen and unseen texts. I used non-random purposive sampling procedure to select the forty Tamang students studying in grade 9 in different 5 schools in Dolakha district. I used test as the research tool including seen and unseen passages following with a number of items of questions. The collected data have been presented in tables; and analyzed and discussed quantitatively in mean, standard deviation and z-test. The major findings showed that the Tamang students’ overall reading comprehension was ‘average’. Similarly, they had slightly better performance in seen passages in comparison to unseen ones. The level of reading comprehension ability of Tamang boy and girl students was same in both seen and unseen passages. The students scored the highest average mark in ‘True/False item of question’ in both seen and unseen passages whereas they achieved the lowest average mark in ‘Writing a book review item’ in seen passage and ‘Answering the questions’ in unseen passages.

The thesis consists of five chapters. The first chapter is an introductory chapter. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with review of theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework of the study. The third chapter deals with methodology which incorporates research design and method, population, sample and sampling strategy, field/area of the study, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure. The fourth chapter deals with the

rigorous analysis of data and interpretation of results along with the summary of the findings. The fifth chapter presents the conclusion and recommendations of this research in different levels such as policy related, practice related and further research related ones. References and appendices form the concluding part of the thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	Percentage
/	Slash
CUP	Cambridge University Press
Dr.	Doctor
ELT	English Language Teaching
etc.	Et- cetera
i.e.	id est (that is to say)
IELTS	International English Language Testing System
M.Ed	Master of Education
MOE	Ministry of Education
NESP	National Education System Plan
NCED	National Centre for Educational Development
NELTA	Nepal English Language Teachers' Association
No	Number
RCA	Reading Comprehension Ability
SLC	School Leaving Certificate
T.U.	Tribhuvan University
UN	United Nations
VDC	Village Development Committee