CHAPTER ONE

INTRODUCTION

The study entitled "**Analysis Of The Studies Carried Out On Reading Skill**". This chapter includes the background of the study, statement of the problem, objectives of the study, research questions significance of the study and delimitations of the study.

1.1   Background ofthe Study

Language learning involves four language skills; listening, speaking, reading and writing which are integrated while learning a language. These skills are focused while teaching and learning a language and have great role in our real life situation in order to communicate and to grasp the information by listening to someone or reading some texts. The linguistic principles of language teaching methodologies are based on speech, and writing. So while teaching a language in the classroom we consider these language skills.

Language educators have long used the concepts of four basic language skills which are related to each other by two parameters:

a) The mode of communication: oral and written

b) The direction of communication: receiving and producing

The relationship among the four skills is as:

	Oral	**Written**
Receptive	Listening	Reading
Productive	Speaking	Writing

(Retrieved from www.pnglanguages.org) (19th March 2017)

1

According to Harmer (1991p.265), 'teachers tend to talk about the way we use language in terms of four skills- reading, writing, speaking and listening.' These are divided into two types. Receptive skill is a term used for reading and listening skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves that receptive skills are somehow passive, whereas production skills are in some way more active.

It is certainly the case that when we speak or write we are producing language and no one would argue with the idea that language activation takes place when we are doing this. But reading and listening also demand considerable language activation on the part of the reader or listener. We cannot access meaning unless our brain is fully engaged with the text we are interacting with. In other words, we have to think to understand using any or all of our knowledge of language to get meaning from what we are seeing or hearing.

All language skills are related to one another as Hinkel points out, "In meaningful communication, people employ incremental language skills not in isolation, but in tandem"(as cited in Adhikari 2008, p.3). When we are engaged in conversation, we are bound to listen as well as speak because otherwise we could not interact with the person we are speaking to. Lectures frequently rely on notes they have generally thought of as a private activity, often provokes conversation and comment. Writing is done in isolation, but what we read what people send to us is writing. Therefore, it would make no sense to teach each skill in isolation.

1.2   Statement of the Problem

The purpose behind carrying out this research was fundamentally to fulfill the partial requirements of Master of Education in English. Moreover I personally felt a tremendous need of a work of compilation which could bring together the essence of many other works already done on reading skill into holistic integration. I believe that the work would be easy for future researchers to use

while on the other hand, it would also be pivotal to revive the thematic substance of old research into new and modified outlook. It can't be denied that only the library of theses hold the research papers into quite unmanaged and neglected fashion. The papers are crumbled, worn out, dusted or otherwise torn. They are indeed in the fragile state.

My work therefore shall be an attempt to integrate thematic values. Those papers hold into something durable before those paper get out of stock.

1.3   Objective of the Study

There were certain objectives which lead the researcher to conduct the study.

- To find out objectives, methodology, findings and recommendations mentioned in the studies of reading skill in the department of English education.
- To compare those studies in terms of similarties and differences
- To suggest some educational implications.

1.4   Research Questions

This study was oriented to find out the answers of the following research questions:

a) Are these objectives, methodology, findings, recommendations in the studies of reading skills similar or different?

1.5   Significance of the Study

The study entails the pragmatic essence and a fair relevance to all those concerned who are directly or otherwise involve in language teaching or research. It will remain as a handy, easy to use yet on unabridged of four themes of those forty research work which have been its fundamental grounds of conception. It is significant to the newcomers in the research as it helps them

to navigate the conclusion easily. Experts can find it useful in order to place and emphasis on the integrated research work and its need. It is also significant to the department of English education to discourage duplication, reshuffling and plagiarism. It is also effective to reduce the danger of duplication and triplication.

1.6   Delimitations of the Study

The proposed study had also the following delimitations:

- The study was limited to forty theses which are carried out in the field of reading skill.
- The study was limited to only reading aspect of language teaching.
- This research was limited to only the Department of English Education, TU, Kirtipur.

CHAPTER TWO

REVIEW OF RELATED LITRATURE AND CONCEPTUAL FRAMEWORK

This unit "Review of Related Literature and Conceptual Framework "concerns with the review of the theoretical literature, review of related empirical literature, implications of the review for the study and theoretical /conceptual framework.

2.1   Review of Related Theoretical Literature

In this section, different theories that are related to the study are reviewed and discussed. This theoretical framework will facilitate the study by providing theoretical backup. It consists of the following topics.

2.1.1   Review

Review is a text of scholarly paper which includes the current including substantive findings, as well as theoretical and methodological contributions to a particular topic. Reviews are secondary sources, and do not report or original experimental work. Most often associated with academic oriented literature. Reviews are a basis of research in nearly academic field. Literature review may be included as part of a peer- reviewed journal article presenting new research, serving to situate the current study within the body of the relevant literature and to provide context for the reader. In such case, the review usually precedes the methodology and results searches of the work.

(https: en.m. Wikipedia.org/wiki/ literature review) 30th Oct 2017

In Nutshell, Review is an inspection or examination by viewing, especially in words; a report or account of something.

2.1.2 Importance of Review

A literature review may consist of simply a summary of key sources but in the social sciences, a literature review usually has an org national pattern & combines both summary and synthesis, often within specific conceptual categories. A summary is recap of the information of the source, but a synthesis is a re organization, or a reshuffling, of that information in a way that informs how you are planning to investigate a research search problem. The analytical feature of review might have:

- Give a new interrelation of old material or combine, New with old interpretations.
- Trace the intellectual progression of the field, including major debates.
- Depending on the situation, evaluate the sources and advise the reader as the most pertinent or relevant research.
- Usually in the conclusion of a literature review, identify where gaps exist in how a problem has been researched to date.

2.1.3 The Purpose of a Review

Purposively, Reviewing is learning from experience or enabling others to do so. Reviewing helps you get from work, life and recreation. Especially if you have the reviewing skills to match your ambitions. The main purpose of a review are as given below:

- Place each work in the context of its contributions to understanding the research problem being studied.
- Describe the relationship of each work to other under consideration.
- Identify new ways to interpret prior research.
- Reveal any gaps that exist in the literature.
- Resolve conflicts among/ seemingly contradictory previous studies.
- Identify areas of prior scholarship to prevent duplication of effort.

- Print the way in fulfilling a need for additional research.
- Locate your own research within the context of existing literature.

(http:// libguides.use. edu/ writing guide) 30th Oct 2017

In conclusion, Reviewing in that helps you to make use of personal experience for your learning development to find out the strength and weakness of context where strength should be highlighted with supporting reasons, but Exaggeration, weakness should be followed by constructive comments or suggestion for further improvements.

2.1.4 The Reading

Reading, one of the receptive skills of the language, is a way of grasping information from graphic symbols. It is the cheapest and best way of getting information, increasing one's professional knowledge and keeping oneself update with things happening around us. Khaniya (2005, p.139) says "The simple way of defining reading is understanding a text. Understanding a text means comprehending a text in a usual way. Reading is handled as reading comprehension". Reading refers to grasping information as increasing one's professional knowledge from graphic symbols. Reading, obviously, is one of the active skills because the reader has to be actively involved in order to receive information.For Richards et.al (1999) reading means "Perceiving a written text in order to understand its context" (as cited in Baral 2011, p.2). Reading may refer to many things depending upon different context (reading literary forms, reading dictionary to find out lexical meaning and structure etc).

In this context, Ur (1996, p, 138) states "Reading means reading and understanding". Similarly, for Grellet (1981.p,3)".Understanding a reading text means extracting required information from it as efficiently as possible and constantly involves guessing, predicting ,checking and asking oneself questions". Supporting Ur and Grellet, Cross (1992, p.255) puts forward the following view:

Reading offers language input as listening does. As it is fast and silent, the efficient reader is exposed much more accurate linguistic content in a short piece of time than when listening or engaging in interactive activities .Thus, Reading a text is the source of language. If an efficient reader is exposed to the accurate contexts of language. She/he may grasp them quickly and immediately.

Reading is the process where three activities are involved. They are cognitive or intellectual, referential (factual) and affective or emotional. The referential materials are read in order to get factual information. Academic or intellectual materials are read in order to foster intellectuality. Similarly, we read some materials for emotional gratification or spiritual enlightens that is for pleasure of self improvement. We read any material purposefully. How a material is read depends on why it is read. It means that how one reads something depends on our purpose of reading.

So, Reading involves a variety of sub skills according to Munby (1978 as cited in Grellet 1981, pp.4-5) are listed below:

- Recognizing the script of language.
- Deducing the meaning and use unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding conceptual meaning
- Understanding the communicative meaning
- Function of sentences and utterances
- Understanding relations within the sentences
- Understanding relation between the parts of text through lexical cohesion devices
- Understanding cohesion between the part of text through grammatical cohesion devices
- Interpreting text by going outside it
- Recognizing indicators in discourse

- Identifying the main point or important information in a piece of discourse
- Distinguishing the main idea from supporting details
- Extracting silent points to summarize (the text, idea etc)
- Basic reference skills
- Skimming
- Scanning to locate specifically required information

Similarly, Harmer (1991, pp.183-184) mentions the development of following reading skills are required to become a good reader.

- Predicating
- Extracting specific information
- Getting the general picture
- Extracting detailed information
- Recognizing function and discourse
- Deducing meaning from the content

Likewise, Hughes (1989, pp.116-117) has mentioned two main skills of reading .They are micro and macro skills

A.)Underlying sub-skills under micro skills are;

- Identifying reference of pronoun.
- Using content to guess the meaning of the unfamiliar words
- Understanding relations between parts of text by recognizing indication in discourse especially for the introduction, development, transition and conclusions of ideas.

B.)Underlying sub-skills under macro skills are;

- Scanning text to locate specific information.
- Skimming text to obtain the gist.

- Identifying stages of an arrangement.
- Identifying examples presented in support of an arrangement

To sum up, reading is traditionally, primary and receptive skill. Furthermore, it is an active skill, a productive skill and predicative skill as well. Mainly, it is a process of grasping from a written text, thus reading is one of the important skills of language teaching and learning.

2.1.5 The Substances of Reading

In real life, we need to read various kinds of texts for various purposes. Different kinds of materials can be used to facilitate teaching reading, which largely depends on the level of the students, and the purpose for which they are used in reading. Mostly, authentic materials are used to teach better reading because they are produced in response to real life communicative needs rather than as imitations of communicative needs. The following list of text types mentioned by Grellet (1996, pp.3-4).

- Literary text such as Novels, stories, dramas.
- Newspaper and magazines
- Specialized articles, Reports, Reviews.
- Letters, postcards, telegrams.
- Précis, summaries, notes.
- Pamphlets, advertisement, travel brochures, tourist guidebooks, catalogues and notices.
- Recipes, instruction, directions, rules and regulations, signs.
- Forms, price lists, menus, tickets.
- Puzzles, problems, limericks, nursery rhymes, cartoons.
- Statistics, diagrams, flow or pi-charts, timetables, maps.
- Telephone directories, dictionaries, encyclopedias, grammar books.
- Text books, hand books, guide books.

Why read and what read depends largely on the needs and interest of people. I personally observed that what researchers pick from library will be different from that of a general reader. So, the substance of reading itself is the substance of human choice and need.

2.1.6 The Purpose of Reading

The overall purpose for teaching reading is to develop in the readers the attitudes , abilities and skills needed for obtaining information, fostering and reacting to ideas , developing interests and finally, deriving pleasure by reading through understanding or comprehension. There are mainly four reasons mentions by Hedge (2008)   are as follows:

- Linguistic knowledge (i.e. lexical and grammatical knowledge)
- General knowledge (i.e. schemata)
- Socio-cultural knowledge(i.e. social conventions of language use)
- Genre knowledge (i.e. discourse pattern and organizational knowledge)

Retrieved from (http://en.wikipedia.org/wiki/whyreading) 13th March 2013

In conclusion, reading has multidimensional outreach and ends. It can be as fundamental as for literacy or as complicated and comprehensive as research itself. In order to research, written pleasure, build literacy, enhance communication or so many goals, people read.

2.1.7 Types of Reading Skills

There are different types of reading skills on the basis of speed, noise, purpose and focus of attention. There are as follows;

Retrieved from (http://www.reading skill.grockets.org/teaching) 20th March 2013

2.1.7.1 On the basis of Speed

On the basis of speed, reading devised into two types such as:

a. Slow reading

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

b. Rapid Reading

It also refers to speed or faster or quick reading. Michigan (2011, P. 9) mentions "It is the special habit of reading with comprehension within reasonable space of time which needs skills, concentration and determination". Quick or faster reading is always silent because reading aloud checks or interrupts the speed of it. It is done by the experts, native languages users etc. That can accumulate a lot of information in a short period of time.

2.1.7.2 On the basis of Noise

Reading has also two types on the basis of noise. They are as follows:

a. Silent Reading

Silent reading is helps to develop thought and engages the readers in the inner processing of the content and organization of the text. It is more concerned with the higher level of comprehension and interpretation then with pronunciation and articulation. Reader's mental mechanisms are fully engaged in the process of reading. It is primarily for comprehension, interpretation and critical analysis of what is being read. It encourages readers to use reading strategies such as using dictionary, glossary, making use of schemata, doing repetition of reading.

b. Loud reading

Loud reading which is also known as oral reading is concerned with pronunciation, articulator practice. It is advantageous for the beginners. It can also be used as one of the speaking pronunciation activities. It may be helpful to develop student's public skills such as giving speech, announcing, advertising. Its important features of loud reading are an emphasis on accuracy and fluency. Loud reading is more concentrated on developing speaking and oral reading skills.

2.1.7.3 On the basis of Purpose of Reading

The purpose of reading devised into two types. They are listed below.

a. Intensive Reading

 Intensive reading is a kind of reading particularly done for language study. It is generally at a slower speed and requires a higher degree of understanding. Intensive reading is a detailed study of the language it is done not only for

detail comprehension of meaning but also for the mastering the structures and vocabulary. The purpose of intensive reading is linguistic rather than literary.

b. Extensive Reading

In contrast of intensive reading, extensive reading is done for pleasure and information. Students have engaged for general understanding of the text without necessarily understanding every word. Richards et.al. (1999,P.133) say "extensive reading means reading in quantity and in order to gain general understanding of what is read it is intended to develop good reading habit to build up knowledge of vocabulary and structure and to encourage liking for reading". Similarly, Carrell and Carson states (as cited in Richards and Rennadya 2010 pp, 269). "Extensive reading…generally involves rapid reading of large quantities of materials or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read of the language".

2.1.7.4 On the basis of Focus of Attention

On the basis of focus of attention, reading has two types. They are as follows:

a. Skimming

Skimming is a type of rapid reading in which the teachers make a rapid survey of texts it helps the reader to grasp the general theme of the text and receive specific information from the text. Dr. Bhattarai(2009,p. 129) mentions "Skimming is making rapid survey of the texts, passages, articles and books to find out what is mainly consist of". It helps the learner to find out specific information from the book.

b. Scanning

By scanning, we mean glancing rapidly through a text in order to search for a specific piece of information. She/he wants to gets specific information by

letting their eyes wander over the text until he/she finds what is looking for in the text. e.g. "Looking through telephone directory for a specific number or a sports articles for the result of a specific sorcerer game"(Davies and Pearse 2008, P.91)

2.1.8 Process of developing/Improving Reading Skills

Reading skill need to be fostered so that the learners can cope with more and more sophisticated text and tasks, and deal with them efficiently and quickly, approximately and skillfully. Reading skill can be improve through the following texts and tasks as according to Ur (1996, p.147)

- The text should be accessible; if the learner cannot understand vital information with looking up words or being given extra information from elsewhere then the activity may improve their vocabulary and general knowledge, but will be less as an aid to improving their reading skill as such.

- Note that the appropriateness of language level depends to some extent on the task. Quiet a difficult text may provide useful reading for an intermediate class. If the task demands understanding only of those parts that are readily comprehensible to them.

- There is some controversy over improving reading speed. It can be improved through training and in any case different reading purposes demand different speeds. In my opinion, the most useful things, we can do as teachers used to provide our students with the opportunities to do as much reading as possible, including varied diets of types reading(fast, slow, skimming, scanning, studying). The main aim is to be encouraging automatization of reorganization of common words or word combination; this is being in general the crucial contributory factor to reading speed.

- Scanning tasks are very useful for getting learners to read selectively careful selection of texts is also important. Finally, this is a place where

15

frank explanation of efficient reading strategies. (E.g. where the teacher legitimizes skipping in significant parts of a text for certain tasks) can help the learners themselves.

- There are tasks which specifically encourage prediction such as 'what do you think - will happen next '.

- Tasks should encourage learners to apply their own background knowledge and experience to reading of the texts.

- We should make sure that our learners are provided with a variety of different kinds of reading tasks, and encourage those explicitly to used different strategies (just skim through this quickly and get the main idea". You will have to study this fairly careful to grasp the author's prejudices, looking for ...).

In conclusion, we can say that reading skill helps to be a good reader by improving in different components such as phonetic awareness, phonic, reading fluency, vocabulary development, reading comprehension strategies etc.

2.1.9 Testing Reading

Testing has to be linked directly with teaching learning because it is a tool to measure the learner's ability in learning. It is quiet vain to develop theory of reading and event to teach if measurement is avoided. The term 'Testing' refers to all the skills of language. In this regard, Khaniya (2005, p.139) writes, "The simple way of defining reading is understanding a text. Understanding a text means comprehending a text". The test item of testing reading comprehension largely depends on the need of the test(s),concept of test administration, and level of the competence of the learners. Testing of reading starts from recognizing the script of language to complex reading like understanding conceptual meaning, understanding the communicative value of sentences or utterances understanding relation with in the sentence, Understanding relations between the parts of a test through technical cohesion and grammatical cohesion devices etc. it is important to note that when testing reading, it is only

reading that has to be tested and nothing else or not any other skill unless integrative skills are too tested. So that, it we would not test integrative skills by using different techniques we cannot test reading skill. Thus, it is important that considerable attention is given to the selection of the text and technique to be included in the text.

Testing is a device to reinforce, motivate and assess the students and their performance. It gives the teacher a measure of progress and helps to supplement necessary feedback, fit is applied properly. Various text items can be applied according to the types of materials, the purpose of reading and the level of the learners. Such as :- True/False, Multiple choice, Matching items, Fill in the blanks, Completion items, Cloze test, Answer questions, to access the reading proficiency of the students.

According to Alderson (2000, p .202), there are different techniques for testing reading as shown below:

i)   Discrete point technique
ii)   Integrative technique
iii)   The close test
iv)   Gap filling test
v)   Multiple choice technique
vi)   Alternative objective
vii)   Matching technique
viii) Ordering tasks
ix)   Dichotomous items
x)   Editing tasks
xi)   Alternative integrated approaches
       a) The c-test
       b) The close elide test
xii)   Short answer test
xiii) The free recall test

xiv)   The summary text

xv)   Te gripped summary

xvi)   Information-transfer techniques etc.

In conclusion reading basically is comprehension of language. Specially, the written ones. The extend somebody has comprehended what he/she has read can be done in many forms and techniques. None the less single technique at times many written poor justification.

2.1.10 Techniques in Using Reading Skills

The reader reads reading materials not only for theme but for the different purposes. At the time of reading, reader uses different techniques while reading. These engage people in thinking, responding, and understanding, following, and doing and so on. The sense of a text can be interpreted according to personal experience or knowledge of the reader, or it can be linked with the intentions of the author of the text according to Raimes (1983, p. 51) says :

> The students work with the text when they copy and when they examine the writer's choices of specific linguistics and logical features such as cohesive links, punctuation, grammar, sentence arrangement and organization. The work from the text when they use it creates a text of their own, that is, when they summarize, complete, speculate or react.

The techniques of reading skill used by Raimes (ibid) are as follows:

a) Examine cohesive links

When students examine a piece of writing closely, they can make discoveries about the devices the writer has used to connect one sentence to another in order to make sentence cohesive. There are logical and linguistic link between the sentences. Learning how to use these links an important part of learning how to write a language. They familiar with connecting words that are

necessary piece in language using. There are the words and phrases that we use to add an idea (also in addition further more), to show sequence (first, then, after that, next, finally), to show result (show, therefore, as a result, consequently), and to show contrast (but, however, nevertheless).

b) Examine punctuation and grammar

The reader will not only consider about the cohesive devices what the writer uses but also about the rules of punctuation and grammar that the writer employs. Close reading of a short passage lets the students scrutinize the choices the writer has made and the rules. He has followed all the students can benefit from reading a text and identifying and describing the grammatical rules used in it. So, it is helpful for the students to examine where and how writers use commas, semicolons, colons.

c) Examine the sentence arrangement

Our students need to examine a text carefully to find out if the sentences hang together or not as according to the basic principle that old information comes before new information in sentences or a text. A text that convey the same meaning as individual sentences, but arranged differently.

d) Summarize

Summarizing provides students with valuable practice in searching for meaning and communicating. That meaning faced with a reading passage, they have not only to find out what the main ideas are but also to be able to express in their own words. This ability of the language learner to understand the concepts, process them and restate in his own words is a major goal of language learning process.

e) Complete

When students examine a reading passage with parts (words, phrase, sentences, and larger chunks missing) they have to consider a great future of writing. If they are to complete. It completion exercises asks students to discern the original writer's purpose, audience, and personal style and to pay attention to those in the completed version.

f) Speculate

Speculation involves thinking beyond the text. Speculative questions open up opportunities for both discussion and writing that encourage them to speculate about the text itself, about its content, organization and the writer's choices of words and syntax.

g) React

Reading helps to expand the worlds of the classroom by bringing subject matter into it. They can react in controversial issues, they can connect stories with their own personal experiences and they can explore new worlds of interest. They can react to a reading assignment by discussing it, writing about it or even by doing something active, like following directions. We can use this power of reading to generate reactions in two ways: We can provide reading that stimulates the need for written communication or we ask our students to write (opinions, instructions, likes) etc.

2.1.11 Stages of Reading Skill

Teaching of reading is an important aspect of teaching and learning foreign language. Teaching reading refers to the process of making students able to grasps the information contained in the text. Teaching of reading should assist the learners to dive into the text in order to recognize the meaning of the elements contained in them. Teaching of reading text generally follows three successive stages.

The pre-reading stage, while- reading stage and post- reading stage. Which are mentioned below;

2.1.11.1 Pre-reading Stage

Pre-reading takes place before the students go through the actual reading materials. During the pre-reading phase learners can be encouraged to do a number of things such as

- Oriented to the content of the text
- Establish a reason for reading
- Express an attitude about the topic,
- Cultural knowledge and became familiar with some of the language in text

The sole purpose of these tasks and activities is to arouse interest in students, motivate them and prepare them for text which they are going to read. Different kinds of pre-reading activities can be done such as: - talking about pictures, figures or charts accompanying the text, answering a set of pre-reading questions may be about personal experiences, discussing topics, having small debate related to the issues of the topic.

2.1.11.2 While -reading Stage

This is the stage for actual reading takes place. This stage of teaching is intended to help the learner to understand the text from different perspectives such as content, language, author's intention, socio-cultural content, power, ideology and so on. Reading activities are to be designed to help the learner better understand and better learn reading, but not to test their understanding. This is the phase in which students are encouraged to use reading strategies such as asking for help, consulting the teachers/ parents, using dictionary, using reference material etc. Abbot and Winard (1981.pp.96-97) suggest the following activities;

- Identifying the main ideas
- Following a sequence inferring from the text
- Recognizing the writers purposes and attitude and discourse features
- The teacher's role

2.1.11.3 Post-reading Stage

This is the stage of evaluation in which students are evaluated by asking questions related to the topic. This phase emphasize the analytical as well as critical work. So, that the reader can make explicit impressions about content, content and language of the text. A number of follow of activities which are related to while-reading tasks are used in this stage. The post reading stage important for elaborating, clarifying, connecting and contextualizing the text that the students have read in the while reading phase regarding this stage, Nuttal (1996,p. 58) suggests the following activities:

- Eliciting personal responses from the readers (agree/ disagree/ like/dislike)
- Linking the students with the reader's experiences or knowledge
- Considering the significance of the text in the books from which it is taken.
- Establishing from connection with other work in this same field
- Suggesting practical application of the theories or principles
- Drawing comparisons/contrast between facts, ideas etc. in the next and others
- Working out the implication for research policy and theory etc

  Retrieved from (-http://en.wikipedia.org/wiki/reading) 25th March 2013

  To sum up pre-reading stage is preparatory stage for making predictions and expectations about reading. The predictions are confirmed and readers actually read and work in the while reading stage. They focus on

the test in this stage. Finally in the post reading stage, the contents are elaborated and the readers employ the higher level of cognition to judge the issues provoked by the reading text.

2.2   Review of Related Empirical Literature

A number of researches have been carried out on reading skills on different times but no research has been done on the analysis of the studies made in the field of reading skill in the department of English education. The researchers have reviewed some of the research related to 'reading skills' which are as follows. The present researcher has taken review of the theses from these three main sectors: school level, college level and purely-

Siwakoti (1996) carried out research on "Analysis of reading proficiency of secondary schools students of Jhapa district". The study was carried out with objectives to analyze the reading proficiency of the students of the HMG aided and private schools and to test their comprehension ability on lexical, textual and contextual level in reading a text. In order to achieve those objectives the researchers used three types of questions such as short question answer, multiple choice and completion item well designed from the text book and non-text book materials from the analysis of data. He found that HMG aided and private urban schools performed better than the rural schools both types of schools could perform on the textual and lexical meanings better than on the contextual meaning.

Bhattarai (2001) presents 'The thematic analysis of research reports' which shows the writer's sincere efforts to present an account of research of department of English education in very systematic way. He made an effort to highlight the contribution made especially our senior faculties (in the capacity of research guide), to help the newcomers and invite those entire ministry, DOE, CDC, text book writers etc who are concerned with the teaching of English as a foreign language in Nepal. The analysis of research reports provide a glimpse of the past activates and provide the guide line for the future.

He reviewed all the problems of second language acquit ion the role of first language, CA, EA, course designing, language testing, motivation, evaluation etc. He has analyzed all the research reports from 1979 to 1999 by different angles like time, topic, supervisor, setting and population. He did not specify a signal area, he included all aspects briefly described he attempt to discourage the duplication, reshuffling and plagiarism. So it is for updated of the record or information in library

Dhakal (2008) carried out research on "The role of exposure in developing proficiency in reading and writing skills". Her one of the objectives to find out the role of exposure in the English language proficiency in terms of reading and writing and to compare their proficiency in terms gender and school. She used questionnaire and test item to carry out their research. She found that the exposure which the students got out of the school environments is found significant for developing reading comprehension. But it can also be said that same exposure is not enough for writing because reading is receptive and writing is productive so productive skills need more exposure than receptive skills.

Bhattari (2009) carry out the research "Reading ability of masters' level students". His main objective was to find out the reading ability of masters level students and compare their reading ability in the basis of variables. He has taken three different central department of University Campus, T.U. the data were collected by administering IELTS test in selected population and he has found that the masters level student of T.U. have average reading comprehension ability against the T.U. standard but their reading comprehension is not up to IELTS standard therefore, the reading of the department variable in M.Ed. students of English are found to have the highest and M.A. students of Linguistics are found to have the lowest proficiency in reading comprehension ability.

Baral (2011) carried out research on "Difficulties in reading comprehension". This study was carried out to explore the difficulties in reading comprehension and to explain the causes of poor reading comprehension. The researcher uses

two sets of questionnaire for the data collection. She has found that most of the students responded their difficulties in comprehending the text when they encountered the unfamiliar words, phrases, idioms due to the lack of exposure in English and the lack of student's persistence or continuity on reading the text. On the other hand, the students has not go through materials is another cause of learner's poor reading.

All these researches have been conductedto evaluate the work of reading aspect of language. Though these studies have been carried out to analyze the studies made in the field of reading skill in the department of English education. So this research will be the first in this area.
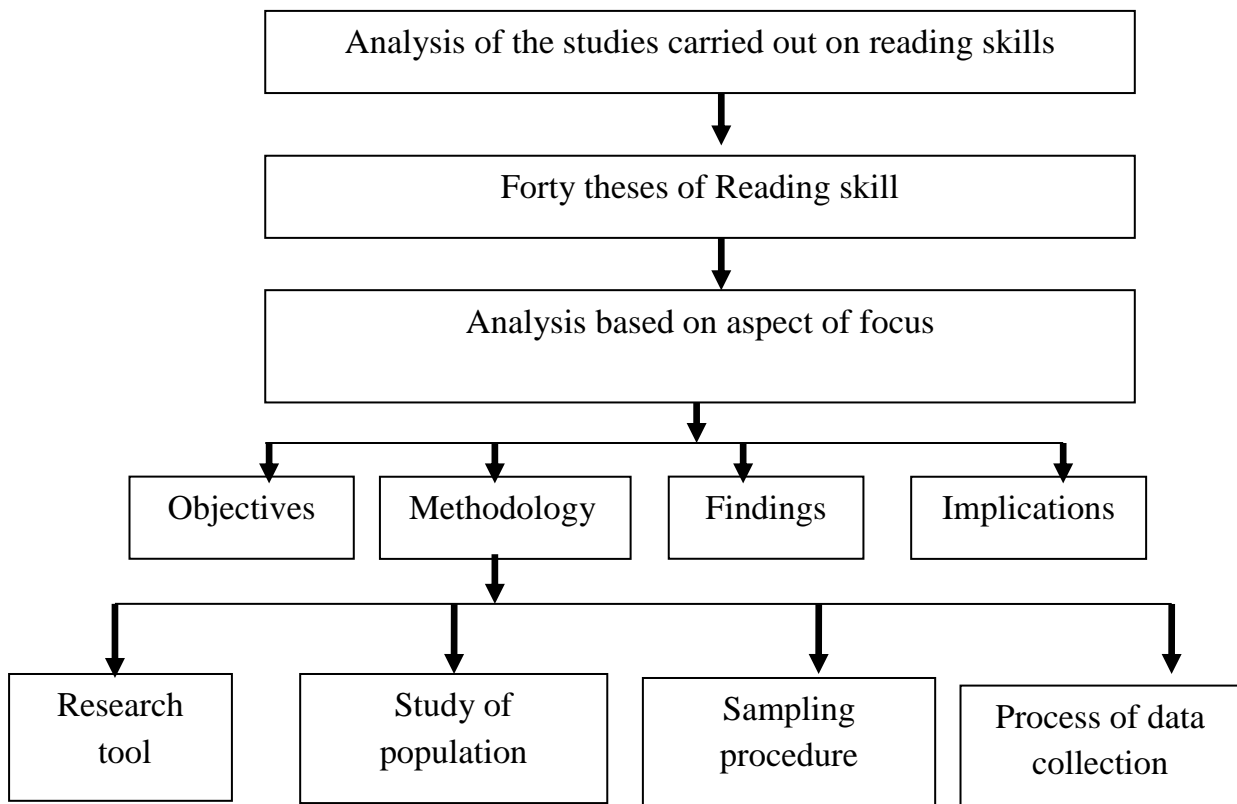
2.3   Implications of Review for the Study

In literature review, our central focus is to examine and evaluate what has happen done before on a topic and establish the relevance of this information to our own research. With reference, I developed my ideas from different literature review such as, Baral (2011) that helped me to explore varieties of searches including books, articles, reports etc. The ideas and information about reading skills, objectives, things to read, the purpose of reading etc got from after reviewing the work of Dhakal (2008). Similarly, Bhattarai (2001) helped me to bring the clarity and focus in research problems to improve methodology and contextualize the findings and. In order to conduct those research works, they have used survey design.
Therefore, after reviewing those researches, I got ideas about the process of survey design. In their research tools for the data collection which are applicable for my research. So, they also help me regarding research. Thus, there research works become very helpful for me to accomplish my task. Since, it helps me to broaden my insights and knowledge about reading skill. Similarly, many authentic writers also provide insights and information about it and so on which ultimately help me to explore the article concepts as my study. So the review of the literature becomes milestone to make my task more informative and reliable.

2.4   Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researchers and his/ her own. Conceptualization of the relationship of different variables. According to Miles and Huber man(1994, p18) conceptual framework is written as visual representation that "explains either graphically or in written form, the main things to study, the key factors, concepts a variables and the presumed relationship among them" as cited in Ojha and Bhandari, 2013, P 325). While carrying out this research, I also consulted different theories, literature, etc and develop my concept/ conceptual framework. The study on "Analysis Of The Studies Carried On Reading Skill" was based on conceptual framework.

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┌─────────────────────────────────────────────────────────┐
│      Analysis of the studies carried out on reading skills │
└─────────────────────────────────────────────────────────┘
                              ↓
┌─────────────────────────────────────────────────────────┐
│                  Forty theses of Reading skill             │
└─────────────────────────────────────────────────────────┘
                              ↓
┌─────────────────────────────────────────────────────────┐
│                  Analysis based on aspect of focus         │
└─────────────────────────────────────────────────────────┘
        ↓              ↓              ↓              ↓
┌────────────┐  ┌────────────┐  ┌──────────┐  ┌─────────────┐
│ Objectives │  │ Methodology│  │ Findings │  │ Implications│
└────────────┘  └────────────┘  └──────────┘  └─────────────┘
    ↓              ↓                  ↓              ↓
┌──────────┐  ┌────────────┐  ┌────────────┐  ┌──────────────┐
│ Research │  │  Study of  │  │  Sampling  │  │ Process of data│
│   tool   │  │ population │  │ procedure  │  │  collection   │
└──────────┘  └────────────┘  └────────────┘  └──────────────┘
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The following methodology was adopted to fulfill the above mentioned objectives.

3.1   Designed and Method of the Study

I used survey research for my study to show my research valid and reliable. This was effective for my study and beneficial to assist my research. Survey research is the research design that is widely used in social and educational researches.

Survey is a superficial study of an issue or phenomenon. It is a general view and characterization of the circumstances and the testing of its status. It is the most commonly used method of investigation in educational research. It may scope from a large scale investigation like census to a small scale. Study like SIP (School improvement plan) or even in small classroom study. Survey research in education can be carried out either by a group of researchers or by an individual if mainly depends upon the nature of the study. In the words of Cohen and Manion (2007, p.205)

> Surveys gather data at a particular point in time with the intention of describing the nature of existing, conditions or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events.

Thus, surveys may vary in their levels of complexity from those that provide simple frequency counts to those that present relational analysis.

Survey may be further differential in terms of their scope. If usually addresses the large group of population. Sampling is a must to carry out the investigation. To make the sample representative, a large number of sample populations are

selected and the finding is conducted to generalize the whole population. Kidder. (1981, p.81) states;

> Survey is the best research design carried out to find out the public
>
> operation and the behaviors and attitudes of different professionals to
>
> access certain activities and study certain trends almost at a single point
>
> of time. No other research strategy matches the strength of survey
>
> research in its potential for handling external validity.

Similarly, Nunan (2008, p.140) states "The main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time".

The above mentioned definitions show the similar concept of survey research and survey is mainly carried by visiting field and collecting quantifiable data.

A survey research has several characteristics and several claimed attractions in order to measure or describe any generalized features. The characteristics of survey are as follows by Morrision, (as cited in Cohen and Manion 2007, p.206)

- Gathers data on a one-shot basis and hence is economical and efficient.
- Represents a wide target population (hence is economical and efficient.
- Generates numerical data
- Provides descriptive, inferential and explanatory information
- Manipulates key factors and variables to derive frequencies (e.g. the numbers of registering a particular opinion or test score)
- Gather standardized information (i.e. using the same instruments and questions for all participants.
- Ascertains correlations (e.g. to find out if there is any relationship between gender and score)
- Concern for participants: Protection of confidentiality and anonymity; avoidance of pain to the respondents; avoiding harm to those who might

be affected by the results; avoiding over-intrusive questions avoiding coercion; informed consent.

Thus, to summarize the idea, survey is a research is a research conducted in a large number of populations for more generalization findings. It is assumed to be the best research in educational and public operations, professional behaviors and attitudes and so.

3.2 Population Sample and Sampling Strategy

In this research, the population of the study was forty theses which have been carried out in the field of reading skills which compiled in the department of English education.

3.3 Sampling Procedure

To carry out this work, forty theses of reading skills were selected using non-random purposive for this study.

3.4. Tools and Techniques for the Data Collection

The main tool for the collection of data used check list which consists of objectives, methodologies, findings and implications of the theses of reading skill.

3.5 Data Collection Procedures

- First of all, I prepared the list of theses thesis's which I had to study
- I went to library and conduct rapport with concerned authority.
- I consulted the record keeping desk to receive the name list of theses of reading skills and theirs' names of the researchers
- Then, I sampled the theses of reading skill which had been already carried out.

- I collected and study that thesis to find out the objectives, methodologies and finding and implication.
- After that I made list of all the objectives methodologies and finding and implication and compared among their differences and similarities in all possible ground.

After finding out the differences and similarity, I analyzed those finding then I generalized my own finding and implications.

3.6   Data Analysis and Interpretation Procedures

The raw data were processed and put into a tabular form according to its basic grounds. The systematically collected data were analyzed, interpreted and presented descriptively and analytically.

This chapter consists of detailed analysis and interpretation of data collected from different secondary resources. Similarly, discussion of the results based on the data is also the context of this chapter more specific, the raw data were analyzed and interpreted both qualitatively and quantitatively on the basis of the nature of data. The data were analyzed and interpreted descriptively by using statistically.

4.1   Analysis and Interpretation of Data

Under this heading the elicited data were analyzed and interpreted using devices and simple statistical tools. It is mostly concerned with the analysis and interpretation of the collected data. The data were collected from secondary sources i.e objectives, methodologies, findings and implications mentioned in the studies of reading skills in the department of English Education and to compare those studies in terms. The analysis has been mainly carried out on the basis of forty theses. I collected data through visiting the central library of T.U and CRC of FOE

All the informants have been grouped into the following five thematic ground to meet the objectives of the study and the data have been analyzed and interpreted respectively.

1. The study of Objectives
2. Methodology
3. The major findings
4. The major recommendations

4.1.1 The Study of Objectives

Objectives are in any research the pre-defined goals end of any action. we fix objectives in anything e.g. research, because it navigates ascertains and reminds the researcher the course of action to be and only the objectives can meaningfully conclude whether the research got the success intended as otherwise.

Table 1

The list of objectives of different thesis.

Thesis No.	Topic	Objectives
604	Study on the techniques of teaching reading in English at primary level	• To find out different techniques of applied by the English teachers in teaching reading at primary level. • To identify most commonly applied techniques at primary level.
658	Reading proficiently of native & non-Native Nepali speakers in the English Language.	• To analyze the reading proficiency of the native and non-native Nepali speakers. • To suggest remedies for the weakness.
707	Performance of listening & speaking versus reading and writing.	• To find & the differences in the scores of reading writing & listening /speaking examinations. • To find out the causes of difference in the scores of those examination.
716	Reading comprehension ability of the differently ABLE and able students	• To find out the reading comprehension ability of the differentially-able (e.g hearing impairment) & able students of

		secondary level.
		• To compare the reading comprehension abilities of the students in terms of the following variables.
		a) Informant oriented variables.
		b) Context oriented variables.
766	Effectiveness of Jigsaw Reading in development reading comprehension.	• To find out the effectiveness of Jigsaw reading for reading comprehension.
814	Reading ability of master level students.	• To find out the reading ability of master level students at T.V
		•To compare their reading ability on the basis of following variables.
		a) Department
		b) Sex
833	A study on reading comprehension ability based on IELTS.	• To find out the reading comprehension ability based on IELTS of Grade XII students of kaski district.
		• To compare comprehension ability of the students on the basis of following variables
		a) Public Vs Private school.
		-Intra-stream
		-Inter-stream
837	Reading comprehension ability of Bachelor level students.	•To find out the reading comprehension level of B.A first year students in poetry & essay.
		• To compare the reading

		comprehension level, in terms of genre, gender campus, text and test terms.
845	Role of illustration in comprehending text.	• To find out the role of illustration on:- -understanding vocabulary -understanding coherence of the text and, -extracting req^d information from the text.
901	Activities used by teachers while teaching reading	• To find out the activities used by the teachers while teaching reading skills. •To identify the reactions of students towards the activities used by the teachers while teaching reading skills.
914	Effectiveness of silent reading and reading a loud.	• To find out which way of reading, silent or loud is more effective for developing regarding comprehension & spelling.
956	Reading comprehension ability of SLC Graduates	•To find out RCA of distinction holders in terms of different comprehension skills. • To compare the RCA of the distinction holders SLC graduates from within and outside Kathmandu Valley.
960	Strategies and achievement of adult women students of grade. Ion reading	• To find out reading strategies employed by adult women students. • To find out the achievement on reading comprehension of adult

	comprehension.	women students.
986	Reading comprehension of Bachelor's level students (2010)	• To find out the reading comprehension ability of B.Ed and B.A first year students. • To compare the RCA of the students of both of these faculties.
1005	Reading comprehension of students of A-level ad Higher secondary schools.	• To find out the reading comprehension of the students of A-level and higher secondary school. • To compare the reading comprehension of the students of A-level and higher secondary school in terms of the variables, Boys V/S Girls.
1056	Strategies of teaching reading skills by used by Secondary English teachers of Dolakha district	• To determine the strategies used by secondary English teachers for teaching reading skill. • To find out the teacher's opinion to these strategies.
1100	Multiple intelligences approach to teaching reading texts (2011)	• To find out the effectiveness of multiple intelligence approach to teaching reading texts at secondary level.
1111	The techniques employed by English teachers while Teaching Reading skills (2011).	•To find out the techniques employed by the teachers while teaching reading skills. • To identify the opinion of the teachers towards the techniques used in the reading skills.
1118	Students ability to establish cahesion in	• To compare and contrast the ability of bachelors level students to establish

	reading (2010)	calesion in reading on the basis of the following variables. i) Girls Vs Boys ii) Nepali Native Speakers iii) Nepali Native Speakers Vs Tharu Native.
1121	Effectiveness of interaction in teaching reading comprehension.	• To Explore the effectiveness of interaction techniques in teaching reading comprehension in terms of a) Time on task analysis b) Analysis of individuals scores on progressive test, per-test &post test.
1130	A study of the reading comprehension ability of B.Ed students (2011).	• To find out the reading comprehension ability of the students.
1169	Content-based instruction in teaching reading	• To find out the effectiveness of content-based instruction in teaching reading at grade nine.
1174	Reading comprehension test strategies adopted by English teachers of school level.	• To analyze students opinion on the use of authentic material in entensive reading.
1221	Reading comprehension test strategies adopted by English teachers of school level.	• To identify the test strategies of reading comprehension adopted by English teachers of school level.
1233	The effectiveness of skimming to develop reading comprehension.	• To find out the effectiveness of skimming to develop reading comprehension.
1237	Effectiveness of thematic	• To find out the effectiveness of

	in teaching reading comprehension.	thematic approach in teaching reading comprehension.
1258	Reading comprehension ability of Dalit students.	• To find out the reading comprehension ability of Dalit students in Shankhuwa Bara district.
1329	Reading comprehension ability of DANUWAR students	• To find out the reading comprehension ability on Danuwar students of KavrePalanchowk district.
1360	Effectiveness of scanning in developing reading comprehension	• To explore the effectiveness of scanning to develop reading comprehension
1364	Strategies adopted by the students of grade 11 to develop reading skill	• to find out the strategies adopted by the students of grade eleven to develop reading skill. • to compare the strategies adopted by students of private collages of Kathmandu district in terms of their school background i.e. government aided school background & private school background.
1430	Developing reading through extensive reading.	• To find out the effectiveness of extensive reading.
2014	Testing reading comprehension: A place of subjective and objective test.	• To find out the place of subjective and objective tests in testing reading comprehension. • To compare between the performance of reading comprehension of seen and unseen reading texts of the students of

		public & private schools in terms of subjective & objectives tests.
2019	reading proficiency of Bilingual and multilingual learners (2008)	• To find out the reading comprehension ability of bilingual and multi-lingual learners. • To compare the reading comprehension ability of bilingual and multi-lingual learners.
2159	Reading comprehension of poetry & short story.	• To find out the reading comprehension level of grade 12 students in poetry and short story. • To compare the comprehension level, in terms of, genre, gender, college, text (seen & unseen) and test items.

2413	A comparative study on reading comprehension of grade eight students of Kathmandu & Chitwan districts (2007)	• To find out the reading comprehension of the eight graders.
		• To compare the performance of the students on the basis of the following variables:
		  - Boys Vs Girls
		  - Publiv Vs Private

2853	Reading comprehension of poetry & prose By B.Ed students	• To compare the reading proficiency in English poetry and prose, • To identify the main causes of difficulty to understand poetry & prose.
3070 EE	Reading comprehension on English newspaper articles (2009).	• To find out the reading comprehension of English newspaper articles by 10+2 level

		students.
		• To find out and compare the habit of reading English Newspaper articles by 10+2 level students in terms of: a) informant oriented variables b) stream-oriented variables.
3438 EE	Reading comprehension of Grade ten students.	• To find out reading comprehension of secondary level students of Sindhupalchok district. • To make gender wise & school wise comprehension between the reading comprehension of the students.
3595 EE	Reading comprehension of the students of Janabadi Model school & Government aided schools.	• To find out the reading comprehension of the students of grade six of Janabadi Model School and the government aided school. • To compare the reading comprehension of the students of grade of Janabadi model school & government aided schools.
4160 EE	Reading comprehension ability of primary level English Teachers.	• To find out the ability of primary level English teachers on reading comprehension. • To compare the ability of the teachers on reading comprehension on the basis of : a) Teacher's training and b) Their experience

The research papers that I have gone through have clear demarcation of similarities and differences. There are different grounds like they are different in research topic alongside the research objectives are not same error. Strategies, techniques, focus and format are other grounds of difference that forty research papers hold. Meanwhile they are after all based on reading comprehension and its analysis is the commonalities among all. Statistically 70% of the focus of the research paper had been on reading comprehension. Similarly, 22.5% focused on teaching reading which is relatively less focus than that of reading comprehension. Meanwhile 7.5% of the focus had been upon miscellaneous grounds eg. types, techniques etc.

4.1.2 Methodology

The following content has included thesis number,tools, population of the study. Place of the study, sampling procedure in brief.

Table 2

List of major components of methodology of each theses.

Thesis No.	Tools	Population study	District	Sampling Procedure
604	A set of open ended questions & class observation check list.	teachers teaching English primary level at different public schools	Banke	Researcher selected 30 teachers teaching English at primary level using non- random judgment procedure.
658	Subjective & Objective test items	Tenth grade students studying	Lamjung	Selected secondary school of 3 hotteodar Sundarbazar & Udayapur V.D.C. selected 80 students from X, 20 from each schools were selected stratified random sampling

707	Two sets of Questionnaire	Five collages of Kathmandu Valley	Kathmandu	Random sampling procedure
716	Four test items prepared their RCA each contains subjective & objective test items from seen & unseen text.	80 students in which 40 differentially able & 40 able students of secondary school	Kathmandu	Non-random purposive sampling procedure.
766	Test items/ Test paper	32 students of grade 8 of Ganesh Himal sec. school	Kathmandu	Non-random judgmental sampling procedure.
814	A model test for reading comprehensio n was selected from IELTS updated edition 2005/ 40 test items & 1 hr time.	3 different departments were selected for study. 28 students are taken from each department who were studying in master level 1st year at central department in T.U in 2008 A.D.	T.U Master's 1st year students of English education and linguistics.	Random sampling procedure was used for the selection of population.
833	Standardized, Test model tests from IELTS each test contained 22 Que & 30 minutes time.	was students of Grade XII from public & private schools: Four diff streams of public & private schools were selected. They were faculty of education. Humanities, management and science.	Kaski	Random sampling Procedure
837	Subjective & objective written test items that includes short	Sts of B.A 1st year form three different campuses: Ratana Rajja Laxmi campus, Patan	Kathmandu	Three campus were selected from Ktm by judgment sumplying& 30 students from each

	answer que, true/false items, fill in the blanks, matching & multiple choice items.	Multiple Campus & Tri Chandra Campus.		campuses including 50% girls using simple random samplying procedure.
845	text items two types of text, one test with illustration & one without illustration	80 students from two schools in the sample	-	Purposive sampling design
901	Observation check-list & survey opinionnaires.	The teachers & students of proficiency certificate level. The total sample Pop^n were 5 teachers & 50 students of PCI campus.	Kathmandu	Purposively non-random sampling procedure.
914	Test papers	The researcher selected Shree Sheetala Deri sec. Boarding school of Pakribas and take 32 students of VIII.	Dhankuta	non- random judgment sampling procedure.
956	Observation, Interview, Questionnaire etc	80 students of XI from private college of valley has been taken among valley outsider, 8 students from each D.R has been taken as sample of 4 colleges there were 20 students (10 boys & 10 girls) from each.	Kathmandu	Judgmental sampling procedure.
960	test items and questionnaire	purposively selected as a research area of her study. 4 women schools were purposively	Kathmandu	Random Sampling

		selected.		
986	Text items	Altogether 80 sts among them 40 from Humanities & 40 from faculty of edu. First year among them 50% were girls & 50% were boys.	Morang	Random sampling by using fish bowl draw method.
1005	Test items subjective & objective	From four colleges, 20 students from each college were selected by using fish bowl procedure total pop^n strength was 80 only.	Kathmandu	Random sampling procedure (Fishbowl draw procedure.)
1056	Observation check-list, survey questionnaire	10 different schools of Dolkha with two English teacher at each of those schools were selected.	Dolkha	non-random sampling procedure.
1100	Test items (Pre test & Post test) progressive tests	9th grade sts of Aadinath sec school.	Kathmandu	Non-random sampling procedure.
1111	Observation checklist, survey, opinionnaire	English teacher of higher sec. school in Kailali district. Ten English teachers of L.H.S.S of Kailali	Kailali	Purposively random sampling procedure.
1118	Two unseen passage & development in the two types of close test.	Eight campuses of Chitwasn and nawalparasi district. So, students were selected who were studying in bachelor's level 1st year.	Chitwan and Nawalpara si	Judgment sampling procedure.
1121	Test item	The sts of class 9 of Jansewa H.S.S of Panga	Kathmandu	
1130	Test item	30 students of mahendra Ratna	Kathmandu	Random Sampling

		Campus Tahachal studying in B.Ed 1st year		
1169	Test items from the primary sources regarding marking scheme.	The students of grage 9 studying in the government aided schools	Makwanpur	
1174	Questionnaire, close to open ended questionnaire used for collecting information.	The students of T.U Gorkha Campus 120 students of Bachelor	Gorkha	Non-random judgemental sampling procedure
1221	Questionnaire	English Teachers From Gandaki & Bagmati Zones. The no. of popn was fourty. Among them 20 from Gandaki & 20 from Bagmati	Gandaki and Bagmati Zones	Purposing non-random sampling
1233	Pre-test Progressive tests and post tests (Test items)	included by grade XI studying at the selected school.	Arghaikhachhi	Random sampling procedure.
1237	Test	The students of grade XI of Shree Devehuli M.S.S Rajahar of Nawalparasi District	Nawalparasi	Non-random judgmental sampling procedure
1258	Subjective & Objective test items	Secondary level students who are studing in six different schools of sankhu, Bara district	Bara	Purposive non-random sampling procedure
1329	Observation, interview questionnaire	60 students of grade 5 from different public schools	KavrePalanchowk	12 students of each school using non-random sampling procedure among

				them 6 were male & 6 females/
1360	Test items	40 students of grade IX of Shree Saraswati Sec. School.	Gulmi	Non-random sampling procedure
1364	A set of Questionnaire	Students of grade XII of private collages.	Kathmandu	80 students studying in grade XIII in different four private colleges selected using purposive non-random sampling
1430	Pre-test progress test & post test to elicit the required data. the same test items were used for the pre- test & post test while progress test was made depending upon how the lesson were in progress.	Consisted 27 students of 12th in a private collage.	Kathmandu	Students of class 12 of Madan Bhandari Memorial College, Binayaknagar Ktm were selected using simple random sampling procedure for teaching & resting purpose as the sample of research.
2014	Subjective & objective test items	10th grade students	Surkhet	it includes all the 10th grader. 4 public & 4 private sec. school were selected using the stratified random sampling procedure 5 students from each selected schools were further picked upon the basis of fishbowl drawing for application of research tools.

|				
2019	Reading comprehension tests seen text and unseen texts (syno & Anto)	Consisted of 100 students studying at grade 10 from 5 different schools each comprised of at least 10 students.	Kaski	Random Sampling procedure.
2159	Subjective & Objective types of written test items which include short answer question, True. false, Fill in the blanks, matching and multiple choice item,	60 students from three different colleges	Kathmandu	Three colleges of Ktm were selected by researcher & 20 students from each collage were selected using simple random sampling procedure.
2413 EE	Subjective & Objective items	It comprises 100 students from grade 8. All together six public schools &four private schools were selected randomly of above mentioned district.	Kathmandu and Chitwan	Random sampling Procedure.
2853	Test items and questionnaire	20 sample popn of B.Ed 1sr year from each five campuses.	kailali	using simple random sampling procedure.
3070 EE	Subjective & Objective test items	Students of 10+2 of Ktm studying in both government. Aided & private schools of both sexes. While under going the present study. 60 students of gov. A ided schools & 60 students from private colleges were taken into	Kathmandu	(For gov. aided school) Non-random sampling procedure & random samplings procedure (For private school)

		consideration.		
3438 EE	Subjective & Objective questions.	Students studying at sec level (grade 10) in Sindhupalchowk in academic year 2065 formed the popn of study.	Sindhupalc howk	Stratified random sampling
3595 EE	Subjective & Objective test items	Grade 6 students of Janabadi Model School	Rukum & Rolpa	Non-random sampling procedure
4160 EE	Test papers which were designed to assess the reading comprehensio n ability of the PLET (Primary Level English Teacher)	It consist of the 50 PLET both from gov aided and private schools of Chitwan district.	Chitwan	random sampling procedure

With reference to the table 2, it deals with the major components of methodology which is consist of research tool, selection of population, area of research (setting) then, sampling procedure and process of data collection included and analyzed systematically below:

4.1.2.1 Tools

Going through the all research paper, most of the researchers have used different research tool for the data collection to support their ideas. The researchers used different research tools such as questionnaire, checklist, test items, survey, interview and so on. The following table reveals the use of research tool according to per research paper.

Figure 1

List of tools used in different research papers.
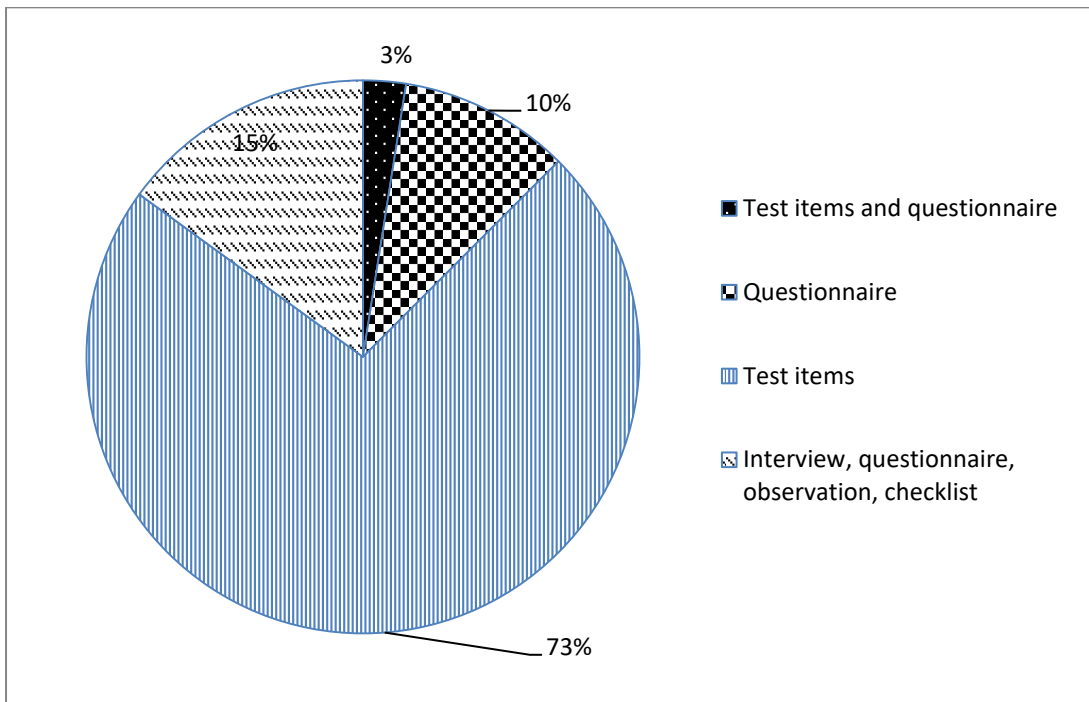
Having gone through forty research papers what has been found is various tools are employed by the researchers such as test items, checklist, questionnaire, survey, interview etc in order to collect data. Out of forty, 72.5% researchers have devised test items as a tool for data collection. This included various types of questions like subjective and objective questions. Similarly, out of remaining 11 researchers, 15% of them have used other tools like observation, interview, questionnaire etc at the same time. Again 10% researchers have used questionnaire exclusively. One of them however has devised both test items and questionnaire as tool of the research which is statistically is 2.5%.
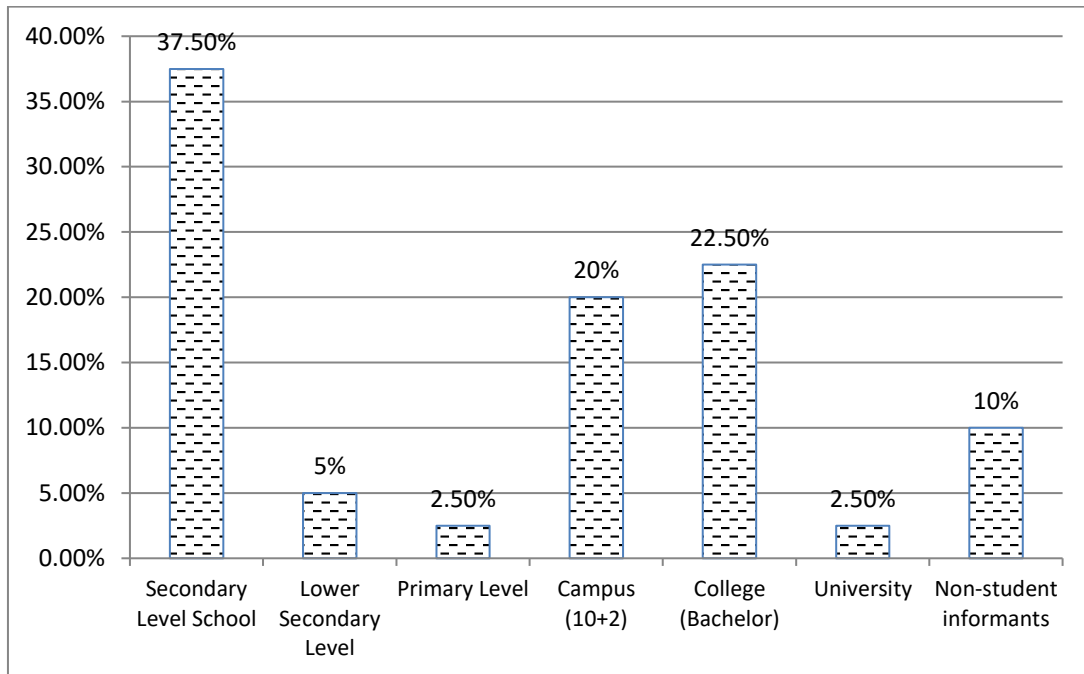
Figure 1

4.1.2.2 Selection of Population

For carrying out research, selection of population is one of the major concern for data collection. While going trough different research papers, many

researchers used different population for the sources of data .they are as follows:

Figure 2

Sources of data used in different studies

The abovefigure shows that the majority of researches have selected their population from school levels. Amongschools; they mostly selected secondary level schools as sources of data collection. Out of forty theses, 37.5% researchers had chosen secondary level school for their studies. Similarly, out of remaining 35 researches, 22.5% used in college (bachelor) and 20% was done in 10+2. On the other hand, 10% researches as done on non-student informants. One each researches was done in university and primary level of the school numerically that represent 2.5% each.

4.1.2.3 Settings

Setting refers to a place or community or organization in which the study in conducted. Different researcher has used different places/ field for their studies on different time axis. These are as follows.

49

Table 3

Distribution of population/ field by district

S.N	Name of the district	No of thesis	Total no	Percentage
1	Kathmandu	707, 716, 766, 814, 837, 901, 956, 960, 1100, 1121, 1130, 1364, 1430, 2159, 3070	15	37.5%
2	Kathmandu & Chitwan	2413 EE	1	2.5%
3	Chitwan	4160, EE	1	2.5%
4	Chitwan & Makwanpur	1118	1	2.5%
5	Dhankuta	914	1	2.5%
6	Morang	986	1	2.5%
7	Dolkha	1056	1	2.5%
8	Kailali	1111, 2853	2	5%
9	Banke	604	1	2.5%
10	Lamjung	658	1	2.5%
11	Kaski	833, 2019	2.	5%
12	Makwanpur	1169	1	2.5%
13	Gorkha	1174	1	2.5%
14	Argha-Khachi	1233	1	2.5%
15	Nawalparsi	1237	1	2.5%
16	Bara	1258	1	2.5%
17	Kavre-planchowk	1329	1	2.5%
18	Gulmi	1360	1	2.5%
19	Surkhet	2014	1	2.5%
20	Sindhupal Chowk	3438, EE	1	2.5%
21	Rukum & Rolpa	3595, EE	1	2.5%

The setting of the area of the study in quite uneven out of 40 researches 15 is Kathmandu based studies Kathmandu based studies dominate other rest of the districts. The second most used field for the research is both Kailali and Kaski, each representing 5% respectively whereas rest of the districts chosen as the field of research have been representing 2.5% each. The following data concludes that new researchers should be encouraged to model their study in the outlying districts of Nepal.

4.1.2.4 Sampling

Many researchers used different types of sampling to collect the sample population for their studies. The researchers used both random and non random sampling procedure. There were the list of sample presented in tabular form:

Figure 3

List of types of sample used in different research papers
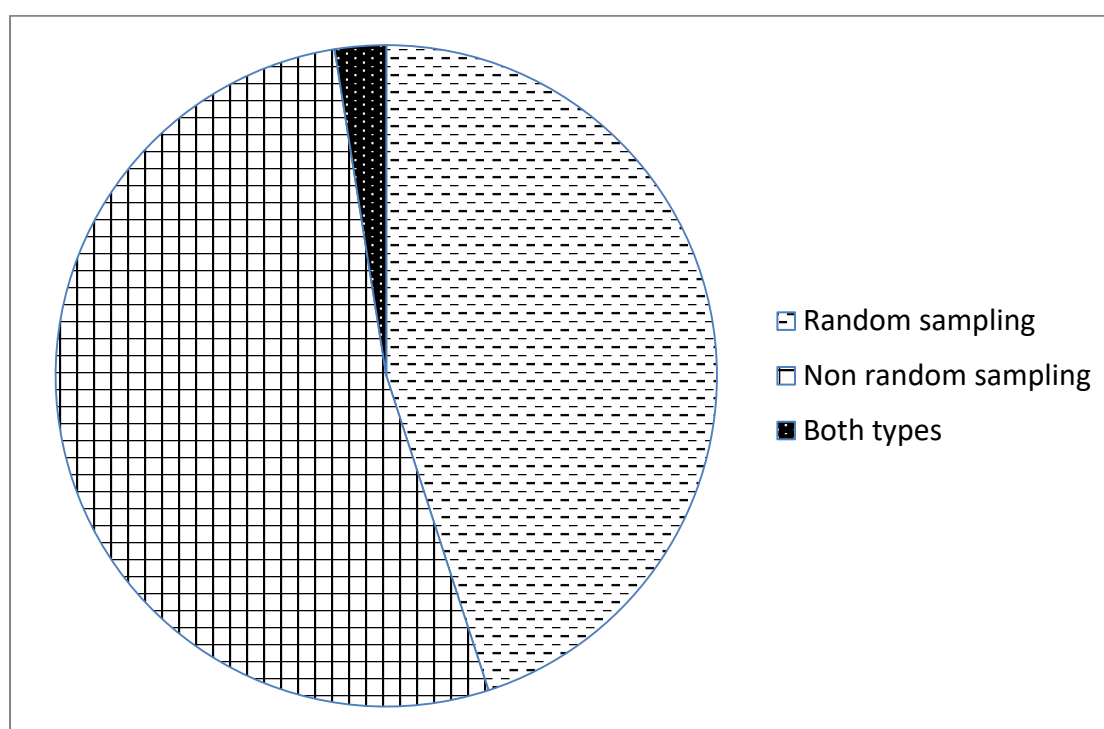
The above figure shows that researchers used both types of sampling for data collection to assist their studies. Out of forty theses, 52.5% researchers used non random sampling and 45% used random sampling procedure that shows non random sampling devised as major concern to facilitate their research papers.

4.1.2.5 Process of Data Collection

The list of the process of data collection of forty theses of reading skill listed below:

Table 4

List of data collection procedure of each thesis

S.N.	Thesis No.	Process of data collection:
1	(604)	Prepared research tools, main tools are questionnaire & observation then went to field. He visited the head masters of thus schools & requested them to convince the popn to participate. - Explained the purpose & process of the study to the sampled population and assured the subjects of confidentially then he fixed the time with sampled population to use research tools. - Distributed the questionnaires to 30 teachers & requested them to write their responses. He made all the teachers clarify about the demands of questionnaires. - Observed 3 classes of samples popn in different days. His observation based on the techniques applied by the teachers while teaching reading in English observed teachers activities & recorded them in the check list. - The researchers collected all the questionnaire form the sampled popn & arranged them observation check list.
2	(658)	- Himself visited the selected school & talked with the head masters & class teachers to establish a good report. Clarified objectives of this study & hook their permission to conduct the research. - To administer the test, he took help of the class teacher. He explained one of the test to the students. - Two types of Questions were constructed from the selected text: obj & sub type - One & half hour long test was administered in each

		school & the test weighted 50 marks.
		- Having administered the text items, all the answers sheets were collected & checked for the analyses of the study.
3	(707)	- Visited the office of the controller of examination (OCF) & requested for the mark ledger of eng. obtained by the sts in SLC examination to the concerned officials.
		- Collected them compared those scores (RW/LS) obtained by 100 examines in SLC exams & found out the difference betwn those scores.
		- Prepared two sets of questionnaire with the help of this guide & the writer of great schools are like grant & Harmer etc.
		- To ensure complete return of the responses fairness in the returns. The researcher visited the concerned colleges & tool permission from the principal after getting permission the researcher gathered the selected students. He explained the task & gave the prepared questionnaire to them.
		- Collect all responses
		- Prepare another set of questionnaire for secondary level Eng teachers involved in SLC examination then visited DEO of KTM valley & found the name of those teachers involved in SLC examination concerned schools. The name of teachers are selected randomly then the researcher personally visited the selected teachers & requested for their response providing them the questionnaire. After that were taken back & thanked to all the respondents.
4	(716)	- The subjective & objective test items were prepared to test the reading C.A of the both differentially able students of sec level. The two reading text form grade 9 & 10 & two from out of their course book (Newspaper) reading text respectively selected

		schools were visited & selected sts were taken in a separate room. They were instructed very carefully about time limitation & activities. All way administered the test.
5	(766)	Piloted the research tools, visited the selected school & talked to the authority & got there permission & explained the purpose & processed of the study. Selected 30 students of grades using non-random sampling procedure developed the text item for pre-test & posttest & the lesson planned for teaching. A pre test was administered to identify the level of proficiency in reading comprehension prior to the experiment. Then the students were ranked from first to last on the basis of their merit list then he made the group on the basis on odd & even then the group with Jigsaw activity and group 'B' was taught without classroom techniques both were taught the same reading text for 20 days. The teachers used the different lesson plans but some teaching materials for teaching the group were taught with Jigsaw technique & group B were taught using conventional teaching techniques. The medium of teaching was English. The teacher something use mother tongue to instruct the students for setting 'Jigsaw activities for group 'A'. Each group taught 6 days in a week. 1 period were made to teach for 20 days for group 'A' & 20 days for group 'B' simultaneously. At the end the classroom teaching a written post test of was administered. The students test of questions were used for post test & the result of test was compared to determine the relative effectiveness of two different techniques for teaching reading comprehension. All together the researcher taught the students of both groups for about 20 days. At last the post test was taken & the result of both pre-test & post test were recorded & compared.
6	(814)	Selected 3 different departments form T.V & visited each department & contacted the department authorities went to concerned classes & met informant, explained the obys.

		He selected the informants in required sou of using simple random sampling procedure & arranged according to their suitability. He administered reading passage & test paper of 40 questions after providing the necessary instructions. He gathered all the test papers & thanked them for the co-operation.
7	(833)	From public & private selected for different faculties, explained the objective of the study getting permission of the authority, he consulted the admission register & copied the name of the students corresponding to the required no. of strata arranged according to their suitability the researcher administered to the test after providing the necessary instruction.
8	(837)	Firstly, she prepared the test items. The students RCA then visited the selected campuses for the study & met the campus chief & subject teachers & mentioned her purpose & importance of the study. After that took permission after getting the permission, she administered the test systematically to the selected popn then the time duration for each set of the test items was one hour finally she checked & tabulated the answer sheets of the students.
9	(845)	The researcher prepares tools for data collection then he visited the selected schools & contacted with authorities of these schools. He asked permission to carry out research in their school explaining the purpose and process of research after the approval he contact with the Eng teacher of grade - 9 & asked his help to conduct the test. The students were divided into two groups A & B. The groups were formed in such way that their average ranked would be same then he contacted with the students& requested them to participate on the text by explaining the purpose of text then he administered the text to both groups simultaneously. The time for the same group was the same. After comprehension of the test researcher collected the answer of both group separately then thanks to all.

10	(901)	- Observation exercise list was prepared on the basis of the curriculum of PCL under the guidance of the research supervision. Altogether, 40 activities under 8 different categories were listed in the check list. These activities were based on different book & research, reports reviewed.
		- Survey opinionnaires was designed on the basis of concerned curriculum. All together 15 statement related to teachers activities in reading skills were listed agreement and disagreement options with given point scale were used.
		- After the preparation of research tools, the researcher contacted the principals of concerned campuses and asked for the permission to carry out the study.
		- After getting the permission from the concern authority he built the report and started his study.
		- After the permission he visited the selected campus told the purpose of study and observed the selected teachers classes to collect data using the check list. He observed 3 classes of each teacher.
		Similarly, he asked the selected students to fill the survey opinionnaires and identified the reactions to the activity data.
11	(914)	- The researcher visited the selected school & asked the authority for permission to carry out the research explaining the process & purpose of the research.
		- The researcher developed the test items for per-test & post-test & lesson plans for teaching. The pre-test was administered to identify the level of proficiently of both group in reading comprehension & spelling.
		- The students were ranked in position on the basis pre-test results they were divided into two groups controlled & experimental on the basis of odd & even ranking of the individual scores.
		- Different treatment was introduced in both groups.

		The researcher asked experimental group 'A' to read silently & controlled group 'B' to read loudly. The researcher to 22 classes - During the AME of experiment each group was taught the passages from their text book. - The researcher administrated the post test to both groups & analyzed the result of both groups comparing their performance of the pre-test with the post-test.
12	(956)	The researcher visited the selected colleges & asked for a list of distinction holder students after establishing report with the concerned authorities & students. The researcher requested a convenient data & time for the administration of the test. then the researcher distributed the test items to the selected students & explained the instruction. After the competition of the test, the researcher collected all the answer sheets & marked them against a previously set shame. The researcher read & analyzed the related research& books as sec. source of data
13	(960)	- She went to the field & build the report with the concerned people. - 60 students were randomly selected from 4 different women schools (15 students from each) - Selected schools were visited one after another with the help of the head teachers & English teacher, I gathered the selected students. - She gave the instruction about the questionnaire & the verbally. - Then she distributed the questionnaire to find out the strategies they employ for reading. - After collecting the questionnaire I distribute the text items & the test was administered for an hour.
14	(986)	- He collected the text and prepared the test items based on text to the test the students reading comprehension of those texts.

		- We visited the concerned colleges and sight consent from the school administration. - He established harmonious relationship with the students. - Then he administered the test on the students. - Students were asked to answer to question after reading the text within one & half hour which consisted of 50 full marks. - He collected answer sheets from the students at the end of the allotted time. - Finally, thanked the students for their active participation, teaching staff, principal & chief providing for their invaluable time to administer his test.
15	(1005)	- The researcher visited the selected colleges personally & tool permission for administering the reading text. The researcher himself with the help of the English teacher distributed the test paper & briefly explained the objectives of the study. After the accomplishment of the test, the researcher collected answer sheet were checked & tabulated.
16	(1056)	The researcher visited the selected schools & built report with the concerned authorities and students. He explained the purpose of his study to the principals and the subjects teachers. He collected the information when the reading class in progress in teachers to teach reading skills to fulfill the process of data collection. He observed four different classes of each of the selected teachers with the prepared observation checklist & collected data. Hence, the total classes observed were eighty. He asked the selected teachers to fill in the survey questionnaires and received data from them after they had completed it.
17	(1100)	- He went ASS and built the report with the head teacher English teacher and the students of class 9. - Then, he explained the purpose of his investigation

		&its significance to them.
		- He fixed the time to run, and extra class and asked the students to be present at school in time.
		- First day, he conducted pre-test to know the students reading ability.
		- After analyzing the scores of the pre-test, I started to teach the reading texts, form English book class 9, following the prepared lesson plans applying multiple intelligence approach.
		- I administered progressive test in the interval of each five classes.
		- After teaching 25 lesson plans, I conducted a post test.
		- Finally, I analyzed the scores of pre-test progressive test & post test. Then he determined the effectiveness of multiple intelligence approach in teaching reading texts.
18	(1111)	- After the preparation of the research tools, the researchers the principals of concerned schools & asked for their permission to carry out the study.
		- After getting permission from the concerned authority she built the report and visited the selected schools told the purpose of the study & observed the selected teachers classes to collect data using the check list she observed for classes of each teachers.
		- Similarly, she asked the selected teachers to fill in to the survey opinionnaires and identified the altitudes towards the techniques given in the opinionnaires.
19	(1118)	Firstly, prepared the tools then visited the selected campuses & conducted the concerned authority after that he requested the authority for permission to conduct research these. Then, he requested the authority to inform & convince the sample for participation in the research after that he sample the required no of popn by using simple random sampling procdure & finally fixed the time, administered the text & collected data.

20	(1121)	The primary data were collected by conducting a pre-test, time on task test, progressive test & posttest from the students of grade nine for this purpose. I adopted the following steps: – At first, I visited the selected schools & talked to the authority for their permission to carry out the research & I explained its process & purpose to them. – After that, I prepared the test items to be used for pre-test & post-test. the prepared pre-test items which were administered to identify the proficiency level of the students in reading comprehension. – After analyzing the pre-test scores of the students, I started teaching reading passage using interaction techniques. I tool altogether 20 classes. – I administrated the post-test in order to explore the effectiveness of interaction techniques in teaching reading comprehension. – Finally, I analyzed & compared the individual scores on the time on task progressive tests & posttest.
21	(1130)	Firstly, the researchers visited the selected college & talked with the college authorities in order to ask permission for the research study. After taking permission he came in contact with the students of B.Ed 1st year. Then, he informed the students about the program which he was going to conduct a administer. And he administered a pre-test on the students using the following procedure.
22	(1169)	– First of all, I consulted the relevant curriculum & text book of grade 9. A set of least items were developed as a tool for taking pre-test & post test to measure the proficiency of students in reading comprehension. – Then I visited to the concerned school to meet the authority and the subject. I informed them about my research & requested seeing their consent. – The collaboration which a subject teacher & a principal I got the fixed period carrying out the

		experimental teaching for a month.
		– After getting permission, I established a report with the students & informed them about my purpose & process of the research.
		– After being acquainted with them I administered pre test to measure the initial proficiency level of reading, compression the test item included both the seen as well as unseen text.
		– Then I thought the reading skill using the context based instruction they were taught for 25 class day each period was a 40 minutes.
23	(1174)	Visited the concerned authority & asked permission to carry out the research then he consulted the students of Bachelor 1st year & built report with them to take part in responding to the questionnaire after that he distributed the questionnaire & selected those students who participated on the question managed extra classroom & brought those students into it and provided authentic materials according to their need & interest after reading the authentic materials. Students wrote the comments after reading different kinds of books, he provided them a set of questionnaire to each students.
24	(1221)	He prepared the questionnaires & purposing visited 20 schools of Gandaki & Bagamati zones. Among them 10 from Gandaki & 10 from Bagamati zone. He purposively selected the teacher from the each school he managed level after that he contacted the administrator & build the report with & asked the permission to distribute the questionnaire to the respondents. Then he asked for permission to the respective teachers & requested them to fulfill up the questionnaire. Finally, he collected the filled the questionnaires from the teachers.
25	(1233)	The primary data for the study were collected by conducting the pre-test progressive test and the post test of the students grade XI in reading skills for the purpose. I adopted the following steps:

		– At first he visited the selected school and talked to the concerned authority then he explained his purpose of this study and asked for the permission to carry out the research. After getting permission from authorized person. I consulted with the English teacher grade 11 and requested him to get permission and to get data. After that he prepared the lesson plans for teaching.
26	(1237)	A set of test wise prepared to measure the proficiency of the sts in RC and the same set of test items was used before & after teaching. One researcher talked to the authority and established the report with him. The researcher explained the purpose and process. The study he asked the subject teacher for his permission to carry out experiment on grade 11 for 24 days. In the collaboration with the subject teacher and principal he fixed the period for carrying out the experimental teaching & consulted the record keeping desk to the name list of the students. He made the students inform them as to how for what purpose he would teach them English. A pretest was administered to identify the level of proficiency in RC prior to the experiment. Then, the responses were marked. The students were divided into 2 groups i.e. experimental and control. the students were marked from the first to the last position on the basis of the result of pre test. The total students were divided into 2 groups A & B on the basis of odd and even. The students divided into 2 groups were taught the same text why different teaching materials. The students of Group 'A' were taught using thematic approach and Group 'B' controlled group was taught using conventional teaching procedure. The medium of teaching was English. Each group taught for six days in a week one period in a day & lasted for 45 mins. Each group was taught for about three weeks i.e. 24 classes lesson plans were designed to teach for 24 days for both the groups. At the end post test was administered. The

		same test of question used for the pre-test was used for the post-test also. Then, the results of the two sports was compared to determine the relative effectiveness of two approaches for teaching.
27	(1258)	The researcher visited the selected schools personally & take permission from administering the researcher himself with the help of the English teacher distributed the test paper & briefly explain the purpose of testing students after the accomplishment of the test, the researcher collected the answer tests sheets. Similarly, he checked and tabulated those collected answer sheets finally; he thanked all of them for their co-operation.
28	(1329)	The researcher collected the list of the schools near Danuwar resident where there was good number of popn of students & selected schools after that he contacted the head master of those selected schools & asked for their permission to carry out the study. Then, he visited the selected students in a separated room made rapport & instructed them very carefully about time limitation and the activities they should supposed to do. After that to administered the test wing the prepared test items.
29	(1360)	Following procedure was applied to the collection the data from the primary sources. At first, the selected school was visited & built report with the authority & got permission to conduct this research. The purpose & process of the research was explained. Then forty students of grade IX were selected using non-random sampling procedure, After that, the test items were developed for the pre-test. The students were divided into two groups, group 'A' i.e. experimental group & Group 'B' i.e. controlled group on the basis of odd & even numbering. {{TABLE}} Then the pre-test was administered to identify the

Table inside row 29:

Per-test	Group 'A'	Group 'B'
1-40	Even	Odd
Post-test	Even	Odd

		students level 07 proficiency in reading comprehension. The students were given 30 min to attempt the question. After that, the students of Group 'A' were taught using scanning reading & the students of group 'B' were taught using usual class room techniques after teaching 22 lessons based on the text books, the post-test was conducted.
30	(1364)	In order to collect the primary data. I went to the field & built report with concerned authority. Then I told the purpose of my study & requested them for permission for data collection I selected 20 students from each school using purposing non-random sampling. 10 students were selected from government aided school background & 10 other were form private school background. After that I managed the time for collection data in co-ordination with students. I told them a purpose of the study. I distributed the questionnaire to the selected students. When the students finished filling in the questionnaire. I collected them & thanked the students.
31	(1430)	- At first, I visited the selected school & talked to concerned authority. - Then I explained my purpose & asked for the permission to carry out the research. - After getting permission from the authorized person, I consulted with the English teachers of class see & requested him to get permission to get data. - After that I prepared the lesson plans for teaching. - Then the pre-test was administered determine the level of language proficiency in reading comprehension of the students. - After analyzing the scores of the students on the pre-test, I started to teach the class 12 students with extensive reading materials.
32	(2014)	The researcher at first made a visit to DEO & collected to the total list of secondary schools both private and public in surkhet district. Then he visited each selected schools one by with the help of the concerned head masters & the English

		teachers, he gathered the subjects for conducting tests. Before beginning of the administration of the test. All necessary instruction with clear examples were provided with subjects. Then, the researcher distributed the reading passage with subjective & objective type of questions & 45 minutes time was allotted for the fall test weighting twenty (20) full marks. At last, the answer scripts were at last collected scored & marks tabulated in accordance with the objectives of the study.
33	(2019)	- First of all, the researcher developed the test of reading comprehension based on SLC model. - The researchers then visited the head of the concerned schools to get permission for data collection from the students. He also consulted the English teacher of concerned class for information & permission by explaining his purpose of data collection & its process. - He managed 10th graders bilinguals and multilingual & administered the test briefing them the necessary information.
34	(2159)	Subjective & objectives types of written tests items. This tests items included short answer questions. True/false items, fill in the blanks, matching & multiple choice items
35	(2413 EE)	The researches randomly selected altogether six public schools & focus private schools from Kathmandu & Chitwan districts. Then she visited each other selected schools personally & talked with the principal and English teachers of the respective schools. The researcher explained the objectives of the study to all of them. According to their suggestions, the date & time of the test were fixed. Secondly, the researchers randomly selected ten students from grade eight of the concerned schools. She took help of class teachers to arrange the students in seals. In order to present the copy from others only two students

		were allowed to have seat in one bench. After the classroom set up the objective of the test was told & appropriate instruction was given. The researcher herself with the help of English teachers of the schools played the role of the invigilator during the test. After the test was over the researcher collected the test papers. All the staffs were also thanked for their kind co-operation.
36	(2853)	The researcher visited the selected campuses administration asked for permission to administer the test & questionnaire & selected the sample popn from B.Ed first year. Then, he described them the purpose of doing so & its important too. He persuaded them to respond to the questions patiently. Then he distributed the questionnaire of poetry with the text. After collecting the answer sheets, He distributed another set of questionnaire of propose with the texts. The time limit was also determined. At the same time, the researches requested the English teacher to answer the question of the study. At last, the researcher distributed another set of questionnaires to the students to find the causes of difficulty. Then, the researcher checked the answer sheets & kept the record with their names. The same procedure were applied to all the selected campuses, students & English teachers.
37	(3070 EE)	The researcher prepared a different set of questionnaire to judge the newspaper reading habit. - The researcher collected two different texts from the newspapers to the reading comprehension ability of the both government & private schools, - He then prepared both subjective and objective test items from the selected texts. - He visited the selected collegues i.e. both government aided & private schools in Kathmandu. - He consulted the administration & asked permission to carry out the study. - He himself grabbed the selected students in a separate

		room, instructed them very carefully about time limitation the activities they were supposed to do & then administered the test.
38	(3438 EE)	The researchers visited each of the sample schools, meetings, head masters, the researcher gave a request letter & explained the purpose of the visit & bought permission & appoint to visit the school the following day to administered the test to the randomly selected students and having the permission & appointment from the authority, the researcher administer the test in the following steps - wise procedure: − The researcher arranged the seating of the students in a peaceful room in such a way that they could not consult each other for the answer. − The purpose of the test was explained to the students & they were told that it was not a test of formative or summative nature. They were convinced that the sole purpose of the test was to enumerate authentic data for a study i.e. reading comprehension. − They were instructed clearly about do's and don'ts untill they were clear about the test. They were not allowed to see the test paper until the start time. The test papers asked to supply the necessary details at the back page itself such as Name, Class, School's name of address. − Then, they were indulged in some interesting tasks & were made comfortable with the situation to boost up their reading without any hesitation. − See The students were asked to begin reading the test paper that laid in front of them. To caves their they, were asked just to tick the right alternative from among a, b, c & d test time. − The students were notified about the time passed on see………. − One completion of 15 mins the students were told for stop & they did it without failure.

		− After the collection of paper, they were thanked for their participation & co-operation & were informed of some of the bad reading habits which they were supposed to evaluate themselves & satisfy if they had any. Then, the researcher calculated their reading comprehension on the basis of the right responses they could make & the no of words they had to read to have made that many right responses.
39	(3595 EE)	In course of data collection, the researcher himself was involved. The researcher went to the field & requested the principal & head masters of the concerned schools. Then, he instructed the students about the test. After that, he administered the test the students with the help of English teachers. The text 'A' was administrated & text 'B' was administered next day. The researcher himself with the help of the English teachers of the related schools played the role of the invigilator during the test after the accomplishment of the test the researches collected the answer sheets. Those collected answers sheets were checked & tabulated.
40	(4160 EE)	At first, the researcher attended the meeting held in the resource centre (Kabilas). He asked the head masters for one & half hour for conducting test in their own schools. Then, the researcher visited the schools. He selected the teachers with the help of the headmasters under the given criteria: teachers who teach English in the primary level & whose qualification is only SLC. They were given a set of test, items with some personal details in the beginning like name, school, training, qualification & experience. After filling in this information, they were asked to attempt given test items based on the test for the authority & got permission to carry out the test for research. The selected the teachers with the help of head teachers on the basis of above mentioned criteria. Altogether, a schools of Chitwan district were visited for collecting data.

Process of data collection largely depends upon the research design. Based on the sorts of research process varies within a single process. There can be many process of data collection having gone through forty research papers. I have found that the data collected into them had been through different process. Most of the research papers have similarities while few others have differences as well in the process. Most of the research were based on survey have similarities in process but then they have differences of place, level, areas and population. Same as true with regard to experimental and action research that I have gone through. In other words, survey dominates all others research design representing 70%.5 researchers used action research which holds 21.5% and is equal to experimental design used by the researchers ,similarly 2 researchers used comparative research design which represents 5%of all.

4.1.3 Major Findings

Findings are what come at end of research. The real finding depends on how well the methods are used while research is being carried out. Here, below are the major findings.

<div align="center">

Table no.5

List of Major Findings

</div>

S.N.	Thesis No.	Findings
1	(604)	- Drill, explanation, group work, pair work, demons tration etc are the techniques used while teaching reading at primary level. - 13 teachers, out of thirty, mentioned as the most applied technique in teaching reading at primary level. - Drill is the mostly used technique while teaching reading because 68%, 4% teachers used it in average. - The percentage of teachers used in the 1st observation was 73.33% it decreased in the 2nd observation i.e.

		63.33% but it remained the same in 3rd observation as it in 1st 73.33%. - Besides, drill 56.66% mostly explanation techniques used, 38.88% demonstration, 23.22% group work similarly 15.55%, 33.22% & 07.77% teachers had been found using pair work, illustration and discovery techniques respectively.
2	(658)	- When comparing the students leading proficiency with the secondary norm (i.e. 12.80%) most of the students are found above the norm. So, most of the students proficiency seems to be satisfactory. - The performance of native speakers students is better than that of non-native nepali speakers. - The proficiency of non-native Nepali speaker's students is better than native Nepali speaker students. The former obtained 52.50 percent against the letter who obtained 40% marks. - School wise comparison should that students of ex-serviceman English Boarding school found more proficient that the students of other 3 schools. - Under wise, comparison shows that gins are more proficient than boys in total ..... 60% of frns score above the total average followed by 45% of boys. - Text wise comparison shows that most of the students are found to be most proficient in text 'c'. - Native Nepali speaker students are found the most proficient with respect to text 'C'. - Girls are found the most proficient in text 'C'
3	(707)	- Out of hundred students, only 1st secured distinction marks in reacting, writing exam where as more than 35 students secured distinction marks in listening,

		speaking exam.
		- The score obtained by the students in 115 exam have been found high than the scores obtained in reacting/ writing exam.
		- The majority of the teachers and students accepted the act that there were differences in the scured in l/s & r/w earns of Eng.
		- The main cause of difference accepted by the majority of the respondents was the same question asked to the students of all levels. As a result, brilliant students were benefited & most of the average and pair level students became unsuccessful.
4	(716)	Of hundred students, only 1 students secured distribution marks in reading/ writing exam whereas, more than 35 student secure distinction marks in listening/speaking exam. 1. The scores obtained by the students into exams have been found high than the scores obtained in reading/ writing exam. 2. The majority of the teachers &students accepted the fact that there were differences in the scores inc/s & r/w exam of Eng. 3. The main cause of differences accepted by the majority of the respondent's was the same question asked to the students of all levels. As a result, briilant brilliant students were benefited & most of the average & pair level students become unsuccessful. 4. Majority of the teachers found that many students had focused their studies in the learning of grammatical items by having in order to get success in the exam. So, they had found weakening other skills such as listening, speaking & writing.

		- Non practiced by skill in the lack of sufficient material.
		- Secured better marks in L/S exam then R/W books examiners gave average marks to all the participants.
		- L/S exam students didn't feel comfortable with the examiners. They felt nervous & hesitation with the examiners so, secured less mark in speaking.
		- Majority of the teachers viewed that the results of L/S exam have been affected due to bad attitudes of the teacher towards the students of other schools.
		- Most of the respondents realized that the causes of getting low marks in R/w exams are due to the insufficient practices in all the skills.
		- Majority of the teachers views that external factors such as strikes, traffic jams, unnecessary holidays political activities etc hampered in order to complete an academic session. So it lacks sufficient practices.
		- Most of the teachers viewed that no trained teachers have been available in the schools. No encouragement & the facilities are provided to the trained teachers to work especially in the rural areas.
5	(814)	– The master level students of T.U has an average reading comprehension ability against the T.U. standard but their reading comprehension ability is not up to TELTS standard.
		– Reading the department variable, MED students of English are found to have the lowest proficiency in reading comprehension ability.
		– Regarding the sex variable the reading comprehension ability between boys & girls is not found to be

		significantly different.
6	(716)	Reading CA of able students was found higher than the differentially able so than seen & unseen. The findings of the reading CA of the
		– Students in terms of in formant oriented variable the able students as a whole has showed better reading comprehension average marks than the differentially able students.
		– The boys in average were found better than the girls as a whole in general & both the boys & girls of able-students were found better than the boys & girls in differentially able students in particulars.
		– The findings of RCA of the students of both AS & DAS in terms of content oriented variable in the total average RCA is seen Reading text (SRT) is better than unseen Reading text (URT) in general the RCA of AS is found better in both SRT & URT than the RCA OF DAS both in SRT & URT.
5	(833)	– The 10+2 students of grades 12 of HSEB had good reading comprehension ability in terms of higher secondary education boards. Standard because they have secured good 2nd division marks but their reading comprehension ability is not adequate in terms of IELTS standard.
		– The students of private schools have obtained better marks in reading comprehension ability compared to the students of public schools except commerce stream.
		1.2 Variable findings
		- The average RCA of grade XII students of public

		&private schools as a whole is found to be not adequate for expected English language reading proficiency regarding proficiency in terms of HSEB's evaluation scheme. - The average of RCA of grade XII. Students of private and public as whole as found to be satisfactory, it means it is not adequate for the expected eng eg. Reading proficiency regarding IELTS standard, but is is good for HSEB evaluation scheme. - The average of RCA of grade XII of public and private as a whole is found to be low in terms of IELTS score. - The RCA of the science stream students of private and public schools is found very good in terms of HSEB as well as IELTS standard. - The RCA of commerce private and public schools found to be low in terms of the expected proficiency of the grade XII students in IELTS standard. - The RCA of Education stream students of both schools found to be good and satisfactory respectively in terms of 10+2 standards. It is not adequate for the expected English language reading proficiency regarding IELTS standard. - The RCA of Humanities stream students of both private and public schools is found to be good in terms of 10+2 but RCA is inadequate in terms of IELTS standard.
7	(766)	– The effectiveness of Jigsaw techniques is relatively, better & more effective than non- Jigsaw teaching techniques.

		– In objective test item based comparison as a whole the experimental group got better result than the controlled group.
		– The D.R.T seemed insignificant in multiple choice test items.
		– The JRT is relatively better in matching list of items.
		– The effectiveness of JRT is also found insignificant in true/false test item.
		– The use of see for completion test item is found effective since the experimental group has the differences average marks in the pretest & post test.
		– For jumbled sentence ordering Jigsaw is found relatively better since the average difference between pre test & post test of Group 'A'.
8	(1329)	– The total RCA of the danuwar students of grade X from Kavrepalanchowk district was 63% which was satisfactory.
		– Students were found to have more RCA in the seen text than in the unseen text with 71.61% & 54.39% respectively.
		– In the comparative analysis of the result in terms of sex variable, the boys were found to have better RCA than the girls with 66.39% & 59.6% respectively. The boys were nearly 7% a head in RCA than the girls.
		– Both the boys & girls were found to have better RCA in seen text than in unseen text.
		– The RCA of ASH was the highest & the Jess was the lowest with 73.33% & 58.6% respectively.
16	(837)	– The students are faced to have better comprehension ability in poetry than in the essay the see

			comprehension 58.28% in poetry & 57.34% essay.
			− Regarding the OCI of three different campuses the students of RRC are found to how better comprehension ability than the other two the students of TC are in the second position & the students of PMC in third.
			− The OCI of the male students in both poetry & essay.
			− The students are found to have better comprehension ability in poetry than in the essay. The OCL of the students studying at B.A first year is 52.28% in poetry and 57.34% in essay.
			− Reading the OCL of three different campuses, the students of RRC are found to have better CA than the two, the students of TC are in the second position and the students of PMC in the third. The OCL of RRC is 58.44% it is 57.33% of TC and 56.04% of PMC.
			− The OCL of the students in both poetry and essay is found better in comparison to the female students. The OCL of male students 59.42% & of female is 55.2%
			− The CA of the students in seen texts is found better than in the unseen text. Their OCL in seen text is 58.97% and 55.71% in unseen texts.
			− The students are found to have better performance in the objective text items than in the subjective test items their OCL in objective test in 62.84% and 51.85% in subjective text.
			− YLO students are found to have the best performance in the matching items (i.e 78.38%) and the lowest performance is fill in the blanks items (i.e. 44.9%)
			− The students are found to have interested in the short

		texts than in longer ones. so, they performed well in poetry than in essay. Their OCL in poetry in 52.28% and 56.4% in essay.
9	(914)	– On the whole silent way of reading has been found to be more effective for developing reading comprehension & spelling than loud reading. – The average increment percent group A is found to be better than that of Group 'B'. – As a whole silent reading is more effective over loud reading for developing reading comprehension & spelling since that calculated spelling since that calculated – For comprehension purpose, silent way of reading has been found to be more effective than loud reading. – There is in significant difference in the highest increment percent between two groups but there is significant difference in the lowest increment percent. The students under experimental group seemed a little bit weaker regarding lowest increment percent since one student has done he read the text silently. The lowest increment percent of both group is equal i.e. 1.37 (see table 10 & 11) - The average increment of Group 'A' in comprehension is found better than Group 'B'. Group 'A' has average increment percent of 9.15 while group 'B' has 3.69 percent (see table 4) - The lowest increment percent of Group 'A' is 4.08 where as that of group B is 7.50% in RC it means the post- test mark as lower than pre-test mark in RC due to loud reading. But this is not always the case (see

		table 12 & 13)
		- While comparing the effectiveness of silent reading and loud reading for comprehension it is found that silent reading is effective way since the calculated value of 't' (3.447) is greater than tabulated value of 't' (1.697) which signifies that there is a significance difference between two groups a significance difference between two groups see. (3.3.2) - The average increment percent of group 'A' in spelling is 11.86% and group B has 11.07% (see table 7) - On the whole, it can be said that there is no significant difference between two groups since the calculated value of 't' (0.219) is lower than tabulated value of 't' (1.697) (see 3.3.3)
11	(960)	1. Findings of reading strategies – All the students employed taking notes guessing meaning of different words & phrases according to the context. – Very few students studied other related see & materials to know more about the lesson. – Majority of the students consulted with the teachers for unclear points. 2. Findings of the achievement. – The achievements of women students of pws & cuts were satisfactory in average but the achievement of NWs the majority of the students were found become the total average. – In the see item & multiple choice item was found satisfactory as it had shown in the data. – According to data, the average marks writing fact the

		achievements of see was unsatisfactory. — Similarly, in the question answer students were found above the total average.
12	(901)	— Only one fifth of the teachers were good in the activities like guessing & providing the reasons for reading & none of them was good in asking the sign see was see for mereading activities. — Except in summarizing the text, more than 60% teachers were pair in past reading activities. Solely a few of them used the activities such as discussion role play & project work. — The data stained from both teachers & the students about the while reading activities reveal that our students love still learned in the shadow of the outdated method even though our global seen ario love entered in the 21th country scanning skimming, Jigsaw reading & silent reading techniques were found pair. Only lecture technique was extersinely used. — The data collection from both check list & survey oppinnaires show glaring see the use of visual material while teaching reading because a very few. Teachers used visual materials in oral extensive & intensive reading. — The data concerned with the activity introducing course concept provides an illuminating discussion of how education changes. — As the data analysis related to classroom management highlights the need for a new approach to the cohesion of a lesson, the majority of the activities were found

		good as the class room management.
		− The result of the question, 'Do you like the text?' Shines a light on the pressure of the global use of the general question while teaching reading. The substantial number of teachers asked the questions.
		− Only 26% of the students were found to strongly agree the library study for pleasure.
13	(1118)	− As a whole, the students ability to established cohesion in reading was poor. They were more proficient to establish exact key words than the acceptable words. Their overall ability to establish cohesion in reading by supplying exact key words were 34.42% & by supporting acceptable words was 34.42% & by supplying acceptable words was 7.90%.
		− The students were found to have some confidence in cohesiveness form at test than in cloze test because the ability of the students to establish cohesion in reading was 47.39% on cohesiveness format test & 37.33% on close test.
		− The students of humanities were found to be more proficient in supplying exact key words & accept words on both close text & cohesiveness format test.
		− The students of humanities were found to be more proficient in substitution ellipsis, conjution, reference & lexical condensionsion that the students of education.
		− Non- Chaudhary students were found to be more proficient to establish cohesion of cloze test & cohesiveness format test than Chaudhary students.
		− Non-Chaudhary students were found to be more

		proficient in supplying exact key words where as Chaudhary students were found to be more proficient in supplying acceptable words.
		– The students of SMC were found to be more proficient than the students of others colleges on cloze test & cohesiveness format test.
14	(1237)	– The matic approach to relatively better & more effective than the conventional technique.
		– The score of the students' taught through thematic approach seemed significant in group wise comparison also experimental group 34.4 & controlled 17.9.
		– The result of multiple choice test shows that the thematic approach has been effective in teaching KC in comparison to the conventional approach.
		– Fill in the blank test, word arrangement matching test long answer question test has been proved to be more effective.
		– The findings show that using thematic approach in teaching reading comprehension have relatively better impact on the whole The above result shows that teaching reading through thematic approach is more effective than teaching with conventional approach.
		– The result of word management test shows that TA' is more effective because the difference in average percentage of group 'A' is 41.5 but group 'B' is only 21.5 which means 'A' has excelled group 'B' by 20%
		– 'TA' has been proved to be more effective in matching test than conventional approach. Group 'A' has got average percentage where Group 'B' has go 20% so,

		Group 'A' has progressed by 20 average percentage than group 'B'. − The difference of the score is significant in short answer questions test. In this text, Group 'A' has gor 31 average percentage whereas group 'B' has got only 6 average percentage. So, group 'A' has progressed by 25 average percentage than Group 'B'. − The score of long answer questions test is significant also. So, TA is effective in comparison to conventional approach. Since, Group 'A' has the difference of 35 average percentage in pre & post-tests. So, group 'A' has excelled group 'B' by 22 average percentage.
15	(1221)	− The most frequently & strong word strategies i.e. 100% in formates always used in infesting comprehension a text are as reorganizing cause & effect, making predication, find word meaning in context distinguishing fact & opinion interpreting figurative languages summarizing & skimming. − The strategies which are unfamiliar with some teachers & less frequently used in testing reading comprehension text are like findings the main idea. Recally facts & details understanding sequence, identifying authors purpose, making inferences. Scanning & understanding relation within the sentences. − Testing reading compression has the following good & bad sides. He collected some responses & forward some points. − It tests student comprehensive power only while other

		aspects of language test different skills.
		− It test how the students understood the subject matter & implied meaning.
		− It integrate the other skills & aspects of language.
		− Concrete testing item a measurement cannot be developed.
		− Students acknowledge vocabularies & grammar.
		− It needs creative thinking &Judgment ability.
16	(1174)	− From the analyze & interpretation of the information, the researcher found that the students do not have much knowledge about authentic materials but they sometimes use at for pleasure information.
		− 85% the female students read boots as their hobbies & rest of the time they work at home.
		− 90% of the students read 'Kantipur post.'
		− The students found difficulty chiefly on pronunciations & meaning of the context in the authentic materials.
		− All the students emphasizes an the importance of reading not only text book but also other reading materials.
		− 90% of the students read stories for pleasure.
17	845	− Illustration of reading text helped the endons to understand the text make effectively.
		− The highest influence of illustration was in extracting information in the category Group 'A" (76.2%) inenformed 11.9% better than group 'B' (64.8%)
		− In understanding coherence of the text group 'A' performed 10% better than Group 'B'.
		− The last influence of illustration was understanding

		vocabulary where group 'A' performed 2.8% better than group 'B'. – Both group 'A' & group 'B' of NA performed better than those of CIBHS average enformence.
18	1233	– The average scores of the post test (18%) compared the pre-test scores (6.97%) shows a remarkable progress made by the students in reading comprehension through skimming students were taught through skimming techniques which is effective to develop reading comprehension. – The average scores of first progressive test (11.18%) compared to the pre test (6.9%) shows a considerable progress made by the students in rethroughing skimming. – The average scores in the 2nd progressive best (14.10%) compared to the first progressive test score (11.8%) shows that the students have shown satisfactory progress in RC through skimming. – The students' average scores on the post test (18%) compared to the second progressive test scores (14.70%) shows that the students have shown satisfactory progress in R.C through skimming. – In case of the responses given to two progressive & the post-test items, the students have shown notable performance on the pretest. – Item-wire analysis of the individual scores of the student also shown the progressive result in different tests.
19	986	1. – The students of the FOE have scored 26 average

		marks (i.e. 52% out of 50 full marks.)
		− The students of FOH have scored only 24.5 marks in the same text of RC which is 49%.
		− The RCA of the students of both the faculties is not so satisfactory according to the standard of their level. No one could secure even 60% marks.
		− The girls and boys of both the faculties can be graded in order according to their RCA with their average marks and percentage of the average marks and the percentage of the average marks as follows. A. Girls of the FOH = 27.7 out of 50 (i.e. 55.4%) B. Girls of the FOE = 27.5 out of 50 (i.e. 55%) C. Boys of the FOE = 24.5 out of 50 (i.e. 49%) D. Boys of the FOH = 21.3 out of 50 (i.e. 42.6%)
	2	− a) As a whole the B.Ed first years students have better RCA of the newspapers & magazines the students of B.A.
		− b) The girls of both faculties are better in comprehending the text than the boys of the same level.
		− c) The girls of both faculties have scored 27.6 average marks (i.e. 55.2%) out of 50 full marks where as the boys only 22.9 average marks (i.e. 45.8%) in the same test.
		− d) Even, the girls of FOH are found to be slightly better in comprehending the reading text than the girls of faculty of Education.
		− e) The girls of FOH have scored 27.7 average marks

		(i.e. 55.4%) out of 50 FM whereas the girls of FOE have scores 27.5 marks (i.e. 55%) in the same test. It proves the girls of the FOH are better than students of FOE. And the boys of their own faculty in comprehending the reading text.
		− f) The RCA of the boys of FOE is better than the boys of FOH.
		− g) The boys of FOE have secured 24.5 average marks out of 50 FM while the boys of the FOH have scored only 21.3 average marks in the same test which turns to be 49% & 42.6% respectively.
		− h) The boys of FOH have the least reading CA among the students of FOE (i.e. girls & boys) and the girls of their own faculty.
20	956	- To the most extent, students were found poor on their performance in the subset reading skills, such as interference, over all reading comprehension, independent reading & overall text comprehension.
		- It is found that students have a major tendency of activity their prior knowledge & information while reading a text, as both groups of participants were rated as medium skilled in the interviews.
		- During the reading time, students have middle low performance on visualizing text & concepts.
		- In comparison of SLC graduates from the valley were found remarkably better in their reading skills & performance in most of the sub set of skills in comparison to those from outside valley.
		- Students who were from outside valley were found poor on their performance in extensive reading

		scanning, reading aloud, recognizing, writer's style and strategy, anticipating the main idea, meaning in interpretations & overall evaluation.
		- The students are found poor in the textual skills for understanding reading texts, such as understanding the figurative language, understanding the multiple meaning, understanding the reference& literacy terms.
		- Students in valley are better skilled in comprehension sub-skills such as understanding the main idea, understanding the cause and effect and understanding facts & opinions, in comparison to those from out of valley base. The students from inside valley obtained 57.3% scores in sub skills on average, while the score was 44.09% an average from the students of outside valley.
		- It is found that there is no marked gender effect an reading comprehension in terms of reading skills & component skills. However male students are slightly better in vocabulary understanding and independent reading skills in comparison to female students are a bit proficient in silent reading and overall text comprehension skills.
21	1100	- Teaching, reading texts through MI approach was found to be better since the improvement is seen in every text.
		- The items wise analysis of the progressive tests shows that the majority of the students were weak in reading except a few linguistically talented students at the beginning but at the end of experimental corrected by most of the students which shows the valuable contribution of MI Approach in teaching reading

		texts.
		- While teaching reading through MI approach. Students were found to be highly motivated. So, this approach is very much useful to active different abilities students.
		- MI based teaching is very useful & helpful for teachers as it made me active & devoted during the experimental teaching in ASS.
22	1258	The findings of the students derived on the basis of students overall performance, reading comprehension ability of the dalit students & on the basis of data analysis.
		– a) Reading comprehension ability of the students in six different test items both groups should in the seen passage both groups should their good performance in all the items.
		– b) In the unseen, the performance was not appreciable again they showed their performance in item no VI & they feel easier to do item no IV. But after the analysis of data it was found that the boy students' performance in RCA was better than that of girls.
		– a) The RCA of Dalit students in seen passage is not satisfactory.
		– b) In the unseen passage, the students showed the better performance in comparison to unseen passage in seen passage.
		– a) The RCA of boys in the seen passage was not appreciable. The data shows that the boys are quite in RCA than the girls.
		– b) According to data RCA of Dalit boy students in the

		unseen passage, I was not good.
		– c) In unseen passage- II, Dalit girls students had not secured good marks. Their individual performance was not good.
		At last, the analysis & interpretation, it showed that Dalit boy students were able to show more reading comprehension ability in comparison to Dalit girl students.
23	1130	– The major finding of the research study remained the average RCA of the students; it is also found form had better reading performance in pre-test also had better reading performance in post-test.
		– It is found from this study that the average RCA of the B.Ed students is 10:43 in pre-test & 12:42 in post-test out of 20.
		– Those students who had better reading performance; reading comprehension in pre-test had better reading performance in post-test.
		– When the data was analyzed using paired samples test or test the experimental teaching was found effective. A significant difference was found between pre-test & post-test.
24	1056	– Some of the common activities which are frequently practiced in teaching reading classroom of secondary level were writing the topic on the board, reading the text, and giving the meaning of unfamiliar word or phrases in the middle of the text, asking the students to highlights the particular area & make hotels explaining them in detail, asking some comprehension questions to the students & summarizing the text at the end of the class.

		– A number of teachers were found reading the text themselves & some of them just explained & asked the students to read at their home in detail. However, they were also sometimes found asking the students to scan for a particular answer of the question. – Regarding the teachers appearance in the classroom, most of them were clean the punctual but their self-confidence on the subject matter seemed poor as if they have entered the classroom except usual materials like text books, chalk duster etc. – Most of the teachers were found good at controlling the teachers – students inter action in the classroom was found satisfactory however, none of the teachers could make students interact with their friends on any subject from the text. – At last of the teaching as the post reading activities, a great deal of the teachers (81%) were found summarizing the text but only 42% of them discussed or debated an something new or controversial topic in the text with the students. None of them made students play the role according to the text and asked them to report nordid they ask to present the text in their own words at this stage. – 20% of the teachers could present the lesson perfectly in the classroom and almost none of them used the teaching materials in their classroom except usual materials like textbook, chalk, duster etc. – Most of the classes (80%) were teacher centered and there was practice of lecture method even in teaching of reading classes. A few teachers (11.25%) were

		found behaving as facilitator as guide for the students.
25	1005	– It was found that students studying in A-level students performed better than the students of higher secondary schools it show that the students studying in A-level schools had better RCA, than the students studying in higher secondary schools. – The RC of the students who were studding in A level was 86% on the other hand students who studying higher secondary schools obtained 66.96%. – Comparatively, the students studying in JSHSS were found to have poor reading comprehension. Their RCA was only 66.80% among the selected A school. – The boys performed better RC than the girls. – Comparatively the students studying in LATLA were found to have better reading comprehension. Their RCA was 87.33% among the selected 4 schools.
26	1111	– Focusing the academic activities introducing of the topic was given clearly by the most of the teachers. – Teachers themselves read the text loudly then explained on detail only around 15% teachers tried to behave as facilitators or guide for their students. – Classroom is interactive. Teachers students interactions in the classroom was found satisfactory. However, none of them could make students interact with their friends on any subject from the text. – Mostly teachers used sensitizing techniques for guessing unfamiliar words & phrases while reading skill. Improving reading speed technique was given priority by the most teachers. – Guessing techniques is mostly used in pre-reading

		stage & some of the teachers also asked questions like can you guess what may be the text about relating with the topic.
		– At while reading stage, most of the teachers were found reading, the text themselves and some of them just explained and asked the students to read at their home in detail. However, they were also sometimes found asking the students to scan for a particular answer of the question. A large number of the teachers were translating the text into the Nepali language in this stage.
		– At the last stage of teaching reading as the post reading. Stage, a great deal of the teachers were found summarizing the text but 10% of them discussed or debated on something new or controversial topic in the text with the students.
		– 2. According to this survey opinionnaires, all the statements were agreed but only 10% of the teacher disagreed in only one statement that is "sometimes teacher provides text for extensive reading" The most interesting thing is that, none of them strongly disagreed in any statement.
		– Most of the teachers agreed in majority of cases, thought they did not use the same techniques in to their classroom, and some of them were found uncertain in some statements.
27	1121	4.1.1 Findings related to time on task analysis. a) After observing the scores of the students on time on task, during the teaching of twenty lesson , the average scores of the students were almost recorded between 8-9 out of 10 as

full marks. Around sixty % of the students scored above the average score. It indicates that the use of interaction technique has shown nutable effect in teaching reading comprehension.

4.1.2 Findings Related to progressive tests

In each and every progressive tests, students showed commendable performance in reading comprehension in comparison to their performances on the pre-test students scored 8 out of 10 full marks. It was found that the 34% to 670% of the students continued their scoring above 9 out of 10 throughout the administration of the four progressive tests. Thus, it indicates that the use of interaction techniques has a significant role in teaching, reading comprehension.

4.1.3 Finding related to pre-test and posr-test

The following findings have been derived after observing the scores of the students on pre-test and post test.

- The scores of the students on pretest were recorded around the average score of 18.16 out of 50 as full marks whereas the score of the students on post test were recorded around the average score of 36.38 out of 50 as full marks.
- Around 7% of the students (i.e. out of 30) scored 23 marks (out of 50 as full marks) as the lowest on post test, whereas 10% of the students were scored 35 marks as the highest score on the pre-test.
- Sixteen students scored above the average score in the pre-test where as in the post test 23 students scored above the average score.
- Thus, the above findings advocate that the use of interaction seemed to be an effective technique in

		regarding comprehension.
28	2014	– On the whole, the place of objective tests was found more effective then the place of subjective tests interesting reading comprehension. Hence, the overall average performance of the students of public and private was better in objectives tests in terms of both TM and NTM. – The figure of data reveals the fact among the eight schools selected 50 far for the data collection, no school was found performing better in subjective test in average. That is to say, the students of all the schools performed better in objective tests. – The performance of the students in objective in TM was better than NTM. – The performance of the students f Public Schools was poorer than that of their counter parts of private schools in both TM and NTM in terms of subjective and objective tests.
29	2015	– The average marks obtained by the multilingual learners out of 45 full marks are 32.72 and the marks obtained by the bilingual learners are 32.42. – On the basis of the overall comparison between the bilingual and multilingual learners, it was found out that bilingual learners were better in reading comprehension test than their multilingual counter parts. – No significant difference was found between reading proficiency of the bilingual and multilingual learners. – In comparison to the unseen texts the bilingual learners are found better than their multilingual

		counter parts.
30	1169	The findings of this study have been identified on the basis of the results of the pre-test, progressive test and protest. It is based on the result of the group rather than the response of the individual students on the basis of analysis and interpretation of the data; the following findings have been drawn. – 1. On the basis of holistic comparison of pre-test and post-test, the following finding is as follows. – a. The comparison of score, obtained by the students in pre-test reveals that teaching, reading through CBI is and effective method in developing students reading skill. The scores of the students were distributed around the average score of 24 in pre-test whereas, in post-test their score were distributed around the average score of 46% The average score in post-test is increased by 21% so, it can be said that it is effective to teach reading through CBI. – 2. On the basis of individual scores of progressive test and item wise analysis of test, the findings.
31	2159	- The students are found to have better comprehension ability in poetry than in the short story. The overall comprehension level of the students studying is grade 12 is 56.4% in poetry and 53.64% in short story. - Reading to OCL of three different colleges, the students of MMC are found to have better comprehension ability than other two, the students of PLSMC are in the second position and the students of MBMC in the third. The OCL of MMC is 57% PLSMC is 55% and MBMC is 54.46%. - The comprehension ability of the students in seen

		texts is found better than in the unseen texts.
		- The students are found to have better performance in the objective test items than in the subjective test items.
		- The students OCL have been found satisfactory in poetry and short story.
32	1430	- The comparison of score obtain by the students in pre-test and post-test shows that extensive reading is an effective measure developing students reading skills. The total score of pre-test was 578 i.e. 38.52% and the total score of the post test was 96.4 i.e. 64.26%
		- The students average score on the post-test 32.13 compared to the pre-test 19.26 scores shows a remarkable progress made by the students in reading skill, through extensive reading students were taught to through extra reading materials.
		- The student's average score on the progress test 29 i.e. 58% compared to the pretest 19.26 i.e. 38.52% shows a considerable progress made by the student in reading skill through extensive reading.
		- The students' average score on the post-test 32.13 i.e. 64.26% compared to the progress test scores 29. i.e. 58% shows the students have shown satisfactory progress in reading skill through extensive reading.
		- In case of the response given to the progress and the post-test items the students have shown notable performance in reading skills in comparison to their performances on the pretest.
		- Item wise analysis score in post test 29 i.e 96.33% compared to the progress test 2.86 i.e 95.33% and pre-test 2.35 i.e. 78.33% shows a considerable progress

		made by the students in fill in the blanks.
33	2413 EE	- The students studying in grade eight from the schools of Kathmandu and Chitwan have same reading skill as whole their scores being 8.93% and 80.43%. - The boys of Kathmandu have less reading comprehension skill than that of the boys of Chitwan, their scores being 82.13% and 83.60%. - The girls of Kathmandu have better reading comprehension skill than that of chitwan their scores being 79.57% and 77.20%. - The students of private schools of Kathmandu have higher reading comprehension skill than that of the students of private schools of Chitwan, their scores being 91.05% and 89.55% respectively. Findings on the basis of sex variables - The performance of the boys of Chitwan is higher than the boys of Kathmandu. - The Performance of the girls of Kathmandu is higher than the girls of Chitwan. - The performance of the boys of Kathmandu is better than the girls of Chitwan. - The performance of the boys of both the districts is higher than the performance on the girls. Findings on the basis of sector - The students of Private schools of Kathmandu higher level comprehension skill than the students of private schools of Chitwan. - The students of Public schools of Kathmandu and Chitwan have same ability in comprehending reading texts. - The students of private schools of both districts

		performed better than the public schools of those districts.
34	1360	- On the whole, scanning reading was found more effective for reading comprehension in experimental group than controlled group, The more progress is seen in favor of experimental group. - The average increment % of group 'A' i.e. experiment group was found better and effective that the group 'B'. The average increment % of group 'A' was 17.8% and the average increment % of group 'B' was 11% (see table 2) - The average increment % of group 'A' in fill in the blank items was found a bit better than group 'B'. The average increment % of group 'A' was 3% and the average increment % of group 'B' was 2% (see table 3) - It was found that the students from group 'A' did more progress than the group 'B' in tick. The best answer items. The average increment % of group 'B' was 23% and the average increment percentage of group 'B' was only 2% (see table 4) - The students from group 'A' also did better than the group 'B' in matching items too. The average increment % of group 'A' was 24% group 'B' was 35% (see table 5) - The students' average percentage from group 'A' in the true, false items was 17% it was found that the students from group 'A' did a bit better than group 'B' (see table 6) - In conclusion, it can be said that scanning reading was more effective in tick the best answer item than other items. As a whole students from group 'A' did more

		progress in the post test than the pre-test in comparison with group 'B'.
35	2853	- The students are found to have better comprehension ability in prose texts than in poetry. - Regarding the ORCL of five campuses, the students of TMC are found to have better comprehension ability in both poetry and prose texts than other campuses. - Most of the students considered vocabularies as the most difficult factor in prose texts. Similarly, cultural value and contexts have seen considered as the second difficult factor by most of students. Only some of the students considered sentences structures as the text difficult factor in prose texts. Sentence structures were considered less difficulty in prose texts than in poetry. - It is also found that most of the students understand poetry better when their teachers describes the poem in simple English. And only some of the students understand prose texts in this condition. The students understand poetry better when their teacher gives the summary and general background and context respectively. - 40% of teachers are interested in teaching poetry and 60% of them are interested in teaching prose.
36	3070 EE	- The RCA of the private school students is found better than the government aided schools students. Similarly, the boys are found better than the girls in reading comprehension ability in the news paper text and the science stream students are found to have the higher RCA than the commerce, education and humanities

		stream students in NRT.
		- Among the four students of government aided schools, it is found that the newspaper reading habit of science stream students is the highest whereas Commerce Stream students have the lowest NRH and education and Humanities students NRH have between commerce and science streams.
		- Similarly, Boys are found better RCA in NRT than the girls and then RCA of science stream students is better than commerce, Education and Humanities stream students in government aided schools.
		- The newspaper reading habit (NRH) of private school students is higher than those of the government aided schools students. Similarly, the NRH of the boys is slightly higher than their counter part girls and the students of science stream are found to read most frequently that the other stream students.
37	3595 EE	- The reading, comprehension of the students who were studying in JMS was 71.35%
		- The reading comprehension of the students who were studying in JMS had higher reading comprehension than the students who were studying in government aided schools in Rolpa and Rukum districts.
		- Comparatively the students studying in government aided schools in Rukum districts are found poor reading comprehension. The reading comprehension ability was only 37.3% among the selected four schools.
		- The reading comprehension of the students who were studying in government aided schools was 51.15%.
38	1364	Findings

After the analysis and interpretation of the data, the findings of the study are summarized as follows.

Strategies that the students adopted

- It was found that 85% of the students set the purpose of reading whereas 15% did not use it.
- The percent of the students previewing the text before reading was 88.25 and 11.25% of the students found not doing so.
- Regarding the connection of the pieces of information given throughout the text it was found that 83.75% of the students connected whereas 16.25 percent were found not doing so.
- The percent of the students that searched the difficult words and meaning before reading was found 68.75 and 31.25% of the students were not found using.
- It was found that 77.5% of the students as marking predictions regarding the text before reading whereas 22.5% as not making prediction.
- The students those scan the text while reading was found as being 53.73% and not using this way 47.75%.
- The percent of the students who connected the previous knowledge related to the text was found as being 80% and not doing so was 20%.
- Out of the total 78.75% of the students were found paraphrasing the important information whereas 21.25% were not found doing so was 20%.
- The students those looked for detailed information given in the text were found 73.75% and 26.25% did not look for detailed information.

		− It was found that 76.25% of the students as a king question about the text to themselves while reading whereas 23.75 percent were found not asking questions. − The students those visualized the events, things etc of the reading text were found 90% and not doing so was 10%. − The students those read the longer and difficult texts by dividing into sections were found 52.5% The percentage of students those did not read in this way was 47.5%. − Out of the total 82.5% of the students were found as guessing the meaning of unknown words form its context but 17.5% of the students were not doing so. − It was found that 70.25% of the students used monolingual dictionary to find out the meaning of unknown whereas while reading where 23.75% did not use it. − the percent of the students those thought both explicit and implicit information given in the text was found 71.25 and not doing so was 28.75%. − It was found that 63.75% of the students wrote the summary of the text after reading it whereas 36.25% did not write the summary. − The percent of the students who discussing with friends in classroom about the text after reading it was found as 83.75 and the percent of the students not discussion with their friends was found as 16.25. − After reading 43.75% of the students were found assessing whether the purpose they before reading was

met or not. But 56.25% of the students were found not assessing their purpose of reading in case of whether their purpose was met or not.

Findings of the strategies in Terms of the schools Background.

As the research objective, the strategies that the students used were analyzed using comparative study are mentioned as follow-

- It was found form the analysis that 87.5% of the students form PSB set the purpose and only 12.5 percent of the students form GSB set the purpose and rest of the students i.e. 17.5% did not set the purpose.

- From the analysis it was found that the students form GSB previewed the text more than the students from GSB previewed the text before reading it was 90 whereas 87.5% of the students form PSB previewed. The Percent of the students not previewing the text was 10 and 12.5 from GSB and PSB respectively.

- Before reading, 87.75% of the students from PSB and 80% from GSB connected the pieces of information that is given throughout the text whereas 12.5% and 20% of the students from PSB and GSB respectively. did not do so.

- The percent of the students form PSB that searched the difficult words and meaning before reading the text was found 70 and not searching it was 30 whereas 67.5% of the students from GSB searched words and meaning before reading and 32.5 percent of the students were not found doing so.

- It was found that 85 and 70% of the students from

			PSB and GSB respectively made predictions regarding the text before reading it but 15% of the students from PSB and 30 from GSB were not predicting regarding the text before reading.
			– The students from PSB and GSB who scan the text while reading were 60% and 47.5% respectively. But 40% of the students from PSB and 52.5% of the students form GSB were not found using this strategy.
			– The students form PSB who connected the previous knowledge related to the text were 82.5% and 17.5% were not found using it where as 77.5% of the students form GSB used this strategy & GSB used this strategy & 22.5% were not found using it.
			– In case of paraphrasing the important information, 8.73% of the students from PSB were found applying it and 12.5% as not applying. But 70% of the students from GSB were found paraphrasing information and 30% as not doing so.
			– Out of the total, 60% of the students from PSB were found as reading the texts in detail and 40% & as not reading in such way whereas 87.5% of the students forms GSB were found reading in detail and 12.5% as not reading so deeply.
			– Most of the students i.e. 90% of the students form PSB asked the questions about the text to themselves while reading and only 10% did not do so. But in case of PSB, it has found that only 62.5% of the students asked the questions and remaining 37.5% of the students were not doing so.
			– Most of the students i.e. 95% adn 85% of the students

from the PSB and GSB respectively were found visualizing the events things etc of the text whereas remaining 5% and 15% of the students from PSB and GSB were not found adopting this strategy.

- In case of the strategy dividing the longer and difficult texts into section and reading one of a time the percent of the students from both PSB and GSB that adopted this strategy was the same 52.5% of the students were found using this strategy where as 47.5% of the students were not found.

- Out of the total 85 percent of the students from PSB and 80% from GSB were found guessing the meaning of unknown words from its context and other remaining %.

- While reading 82.5% of the students form PSB and 70% from GSB were found using the monolingual dictionary to find out the meaning of the difficult words.

- The students from PSB who thought about both explicit and implicit information while reading were found 75% and form GSB, they were 67.5% on the other hand, the percent of the students that did not do such was 25 and from PSB 32.5% from GSB.

- It was found that 62.5% of the students from PSB wrote the summary of the text after reading whereas 65% of the students form GSB wrote the summary after reading it.

- Most of the students i.e. 92.3% form PSB were found having discussion with their friends in classroom about the text after reading it.

		– Out of the total, 92.5 percent of the students form PSB reviewed the text after reading it. The students form GSB that reviewed the text was found 85%. – It was found that only 47.5% of the students from PSB and 40% form the GSB assessed whether the purpose that they set before reading was met or not. But the percentage of the students who were not found assessing their purpose after reading the text was 52.5% of the students from PSB & 60% from GSB.
39	3438 EE	– The average reading comprehension of the students of Sindhupalchowk was found to be 38.60 percentage in unseen text. – There is not much difference among the reading comprehension of the students studying in government aided secondary level of Sindhupalchowk district. – It was found that boys, comprehension is better than that of girls in all he schools in average.
40	4060 EE	1. Almost all responses were more or less erroneous but the responses of untrained and inexperienced teachers were slightly more errenous than trained and experienced teachers. Therefore, training and teaching experience had positive effect on reading comprehension ability of the primary level English teachers. 2. Most of the errors as a whole were concerned with incomplete sentences, punctuation, spelling, absence of answers and lack of link with questions

		and the least of the errors were related to the use of adverb, article, subject, modal and connectives. In conclusion, almost all of the errors were due to addition or omission or arrangement of necessary elements while answering.
		3. In subjective test, the trained teachers were slightly better than untrained teachers. The total average of trained teachers is 13.35 (66.64%) and untrained teachers is 13.32 (63.43%) out of 21 in subjective test.
		4. The experience affected the performance of the teachers. The teachers who were experienced obtained higher marks than those who were inexperienced. The experienced teachers got 24.6 (81.62%) and inexperienced got 23.41 (77.61%) in average out of 29 in objective test.
		5. The trained teachers were better than untrained teachers in the objective test items. The trained teachers obtained 25.19 out of 29 (84.60%) and untrained teachers obtained 23.40 (77.24%) as a whole. Therefore, training affects their reading comprehension ability.

The findings of forty theses were quite exciting, truthful and well done. Indeed it was the outcome of different researchers, experts, mentors and the department itself. It reveals the work of collaboration of the sectors more than one. The outcomes are also the credits of effective sort out of the strategies,

appropriate division of techniques and of course indomitable spirit to face the problem. The findings are qualitative and quantitative of each forty theses of reading skill.

4.1.4 Major Recommendations

List of major recommendations of each theses has been listed below:

Table 6

List of Major Recommendations

S.N.	Thesis No.	Recommendation (Implication)
1.	(604)	– Drill (especially imitation drill) is technique for teaching reading to the beginners to recognize new letters, words, phrase clauses but reading is not only that so it would be better if the teachers use other techniques also. – The beginners are very curious to know new things. Therefore, it would be better if the language teachers make them read the text by creating interesting situation by creating interesting situation by creating interesting situation instead of making them depend on teachers. – Reading is the most important skill to gain knowledge so to make reading purposeful the readers should read authentic materials. – This research has been limited to only primary level of public school so the researchers are recommended to be carried out in other level as well.
2	(658)	– More attention should be given to them to find out & solve their weakness while teaching English. – The research finding shows that boys are less

		proficient than girls. In English some more attention should be given to boys while teaching. − Bhakti Namuna H.S.S Bhoteodar Jana Kalyan S.S Udipur Adarsh Bal H.S.S sundarbazar are found less proficient in English so teaching methods in these 3 schools should be improved. − Majority of the schools are found below the total average score so new teaching methods & techniques should be applied by using appropriate teaching materials. − The students form Government aided schools are found to be less proficient that those form private schools. The teachers of government schools have to keep this fact in mind and modify their teaching accordingly so that they can make their teaching more effective by concentrating to the intended group.
3	(707)	− The difference in scores of R/W & r/q exams has found to minimize this differences, examiner came to be informed to this fact & trained to conduct the exam accordingly. − Accepted the fact by the respondents due to lack of sufficient materials and practices provided to them. So enough material & time should be provided to the students to learn and practice such by skills. − The question should be formed fusing on different level of students. − Enough practice should be given to the students in those skills & the marks. In those exams should be provided according to their proficiency level materials used in those exam should be well equipped

		&managed properly.
		– To avoid such attitudes toward the students of the other schools, exam should be taken by more than one examiner.
		– As an internal exam 80% of the total marks should be provided by the concerned teachers and as an external exam one examiner should be called from other school to take the exam for the another 80% marks total marks form internal & external exam should be provided to the students.
		– The educational plans/activities mentioned in the calendar may not be completed in time & the result of the student will be affected.
		– The cause of differences in the scores of different communication in English. Answer sheet of exam should be exchanged but the teachers of government schools & the teachers of private schools can be helpful to mark the students' answer paper fairly.
		– More than two sets of question should be formed according to the proficient of level of the students to avoid cheating in the exam.
		– Teaching-learning activities should be based on students centered methods. The creativity & interest of the students should taken care while learning/teaching. Similarly, focuses should be given on the 19 skills in a balanced way rather focusing on the grammar while learning English.
4	(814)	– The students could not have the satisfactory performance. Therefore, the researcher comes to this claim that the concerned body should pay attention

		towards the English language proficiently to the learners. So, that input and output processes of teaching-learning & assessing systems are to be revised & reformed.
		– Reading comprehension ability of the master level students should be improved by any means to reach the international standard in English. The students should be exposed with varieties of texts.
		– The students of language should labor more in reading comprehension. They have power performance in reading texts technically and non-technically compared to the students of other stream.
		– If the present status will not be improved the students may lose the better opportunities at the international level. Therefore, educational system should be revised immediately.
		– Further researcher are to be carried out in this field. That will contribute to the improvement of the present situation in reading comprehension ability of the students.
5	(833)	– All the concerned people like syllabus designers, experts, teachers & the students themselves should be aware of the academic standard at the international level.
		– Reading proficiency of the students of grade XII should be improved to reach the international standard in reading comprehension in English.
		– The students should be exposed to varities of texts because proficiency in reading the comprehension does not include any reading the course based

		materials.
		– The students of management stream should labor more in reading comprehension.
		– If the present status is not improved the students may lose the better opportunities at the international level.
		– It is necessary to have well managed libraries having plenty of simplified & interesting books in any educational institution.
		– Further researchers are to be carried out in this field. That will contribute to the improvement of the present situation in reading comprehension ability of the students.
6	(716)	– DAS students could not show their strong outstanding performance in reading comprehension both seen & unseen text in comparison to their able counterpart in the lack of exposure of loud reading. They need a special programs & designed material to assist in their reading comprehension ability development. The research study recommends to provide the training of the skn 19 to the teachers else manage the interpreter to the hearing impairment students to design the special supportive materials for them effective classroom management and to teach using the maximum parallnguils HIC features, lipreding and total communication made.
		– 4.2.2 Study recommends launching the special programs to change the misconceptions & negative attitudes of the parents, teachers & other concerned persons, regarding the women education in general and to conduct the teaching and learning activities in

		the classroom focusing on the girls especially the DAS.
		– 4.2.3 Recommends that teaching reading comprehension not only from the text prescribed in the text book but also from the newspapers, journals etc to teach the various sub-skills of reading camp such as scanning, skimming, silent reading intensive reading, exertive etc for the development of effective reading comprehension ability in the students & to teach the DAS using maximum mode of communication.
7	(766)	– In most of the test items, the ex. group has obtained better marks compared to the controlled group so we can say that fig saw R.T is better than conventional teaching. Techniques of reading, so it should be applied in developing reading comprehension.
		– The Jigsaw reading expansions co-operative learning by providing students and opportunity to actively help each other to build comprehension. The teacher uses there techniques to assign students to ready groups composed of varying sides level it should be implemented in the class.
		– Each group member is responsible for all activities so, it is also useful to build the students confidence group sharing skill and commenting and skill of giving feedback to others it also helps to those students who are introverted do not want to expose them in front of the teacher,
		– We can use this techniques in teaching reading comprehension by using subjective objective different

		speaking text them in any size E the no of the students. − This should be used in top, down processing equally important for developing other by skill. − Useful to make the class student centered it is helpful for those students who are in povert & do not want to expose them in front of the teachers. − Syllabus designer, textbook writer methodology, and the teachers should give priority to use this techniques in the designed mathroiusly bk it is helpful to make the class students centered and help to reduce and increase STT.
8	(1329)	− The RCA of Danuwar students of grade X from KavrePalanchowk district seemed satisfactory that should be increased to meet the higher level. − Girls seemed to be some how weaker than boys in comprehending the reading texts. So for their improvement they should be motivated to participated in class and teachers should be provide more feedback to them. − More reading should be given in reading the variety of reading texts in and out from their course. The teachers should encourage them to read the reading texts that are not in their course books, which improve the CA in both seen and unseen reading texts.
9	(914)	− Somebody who wants to teach the students for the purpose of developing reading comprehension and improving spelling it is better to adopt silent way of reading because it has already been proved that students who were taught through this way got better

		percentage over-loud way of reading.
		− The syllabus designer and methodologist should encourage the silent way of reading for comprehension. But, it does not mean that loud reading is bad for comprehension.
		− For improving the spelling it is a little bit better to adopt loud reading through, the difference is not sufficient.
		− The students who were exposed to silent reading were found to be reading faster than those who were exposed to loud reading so the students must be trained to build and cultirate the habit of reading text silently.
10	837	− Relatively more exposure should be given to the long texts like essay to improve the student's comprehension.
		− Group discussion and home assignment are always profitable in reading and comprehending any texts so, the teacher should involve the students in group activity and encourage them for home assignment.
		− The teacher should be provided with the adequate training and regular workshops in dealing with the different aspects of literary texts which may bring uniformity in teaching learning process. They should be updated with the new approaches, methods and techniques in dealing especially with literary texts.
		− Female students are found weaker than male students in comprehending the texts. So, for their improvement they should be motivated to participate in class & teachers should provide more feedback to them.

		− The students are found weaker in performing in subjective items in comparison to the objective items. So, the teacher should involve them in coherent and cohesive study.
		− Teachers should be prepared in such ways that they could arise curiosity and interests among the leaners, while studying on reading the texts.
		− The students should be encouraged to read more books, use dictionary for developing the vocabulary power. A long with this, the grammar of language also should not be neglected.
		− Campus should provide the students with the adequate reading materials in the library and the teachers should help them to form the habit of reading materials in the library.
		− For the maximum exposure to literature, students oriented reading activities should be encouraged and let them interpret the texts in their own way and encourage them to express their ideas and feelings. The teacher can just act as an informant or should remain to the limitation of a guide.
11	(960)	− Students should continue their habit of taking notes, guessing the meaning of difficult words and phrases according to the context and motivating themselves for reading.
		− Very few students other related books and materials to know more about the lesson. So, teachers should encourage the students to read related to reading materials like articles, newspaper, stories and extra textbook to improve their reading comprehension.

		− Most of the students were found weak in writing fact and question answer. This result might be related to students habit of not thinking about the sentence construction (Grammar) while reading. So, they should think about sentence structure (grammar) while reading and they have to analyze the whole text after reading. − Teachers should take tests related to reading comprehension on regular basis. − The text item should be constructed in such a way that it will improve students reading comprehension.
12	901	− All the teachers should be careful and sensitive to the pre-reading activities such as presenting vocabularies, writing signpost questions in addition to providing for reading and guessing the topic. − The teacher used while reading activities such as completing sentences, T/F statements answering questions that was good but they should be moved according to the global scenario of 21th century rather than out dated method and highlight scanning, skimming, jigsaw reading and silent reading. − The teacher should not only summarize the text but also ask to discuss and debate about the interesting and controversial topic as the post reading activities. − The teacher should be use the visual materials properly and extensively. − The teacher should provide variety of exercises such as matching items guessing games, multiple choices form the authentic text so that the students called be motivated to the text.

			– The teacher should give the students a lot of information gap activities for meaningful interaction while teaching reading.
			– It is essential to introduce 'course concept' clearly and address the issues, related to teachers as well as students while reaching reading skill.
			– The teacher should use series of activities as ice breaking, classroom metaphors and light house in order to bring the change in teaching reading.
			– The teacher should manage the class properly while teaching reading.
			– The teacher should always ask the general question, do you like text? For the understanding of student's interest.
			– The teachers should ask the students for the library study so that they would get pleasure and satisfaction form the reading.
			– Checking & cross-checking exercises should be provided extensively for the meaningful interaction and purposeful communication.
			– The teachers should teach reflectively and thoughtfully with self-evaluation.
13	(1118)		– The researcher finding shared that the students need more practice in both cohesive format and cloze test.
			– The teachers need to raised awareness in learners on the function of cohesiveness in the text through various, activities for developing reading comprehension. The students should be exposed to the English language more so that they could expand their vocabulary and grammar.

		− While comparing the students of different colleges, the students of BSMC were found very poor in both cohesive ties format and dose test so they need more practice to improve the weakness in both the test items. − The findings show that the students are seriously in need of improving their awareness towards cohesiveness for this. The teacher in question should have some knowledge on cohesion and reading skills. He/ She should create cohensiveties format test and clove test the students to practice so that they can perform an erosion and develop a better understanding of establishing coleston reading.
14	(1237)	− This research shows that 'Group A' performed relatively better in all aspect of tests than 'Group B'. Thus, the matic approach shared be used to teach RC in all the schools. This implies that this approach should be used for teaching reading. − To implement this technique at school level efficiently, the teacher should be trained and provided with sufficient teaching materials. − The syllabus designer and methodologists should encourage the use of the matic approach in teaching of RC. − The themes should be chosen according to the level of the students of the themes are not chosen according to the level of students they may loose their interest. − Thematic approach in a time consuming task so, it is suggested that much time should be allowed while using thesis approach.

		– Teachers should be trained in teaching through thematic approach.
15	(1221)	– English teachers should use students centre techniques to teach R.C.S similar, the teaching of RC should be skill oriented rather than knowledge oriented. The teacher course designer simethoadology should be use a appropriate methods and techniques in the place of oldest methods & techniques.
		– The teacher training programs, workshops seminar & teacher gathering should be conducted regularly for sensitizing the teacher's knowledge of teaching strategies.
		– TRC is different from testing other aspects of language because it integrates varieties of skills and techniques which is why, a teacher should be knowledge able with the different strategies of testing, reading comprehension.
		– To find out the main idea of RCT, the teacher should know how to prepare objective questions to the students.
		– To teacher should ask the questions to present ovally to check up whether they have understood the text in a sequence as not.
		– The teacher should have the knowledge of figure the language to make the students familiar with the cultural mentioned in the text & to related it to their own culture.
		– The teacher should create many activities as they can as by means of motivation.
		– All the concerned personnel and authorities should

		take immediate action to implement the finding to make testing comprehension more effective.
16	(1174)	– The students were less aware of the use of authentic materials. They should be provided with much practice with them. – The teacher should encourage more students too as the use of authentic materials. – The students should be provided with the variety of authentic materials to use interest in reading them. – They can investigate how authentic materials help to develop the vocabulary power of the students. – The teacher can use authentic materials to motivate the learners in the class room. – The authentic materials should be based on the linguistic difficulties of they read it.
17	(845)	– The performance of the group 'A' was better than group B it means that illustrations help students in understanding text so, language teachers should use illustrated reading text in teaching-reading. – Authentic material contain varieties of illustration of teachers brought them it to class room teaching, to helps the students to develop reading skill. – The text book designers should be aware of illustrating on text book. They should appropriately illustrate the text. They should understand and interpret the intention of the text and appropriately include the pictures similarly there should be varieties of illustration and appropriate number of illustration. – Illustration are very influential if they are included in the story, poem. Conversation, drama etc.

		− Because of the illustration students easily get the theme of text so it woner as motivating factor so other measure of motivation is not required if he use illustrated reading text.
18	(1233)	− Skimming the cheque is effective to develop and memory power of the students. Therefore, they should be used by all the teachers while reading any passage. − Skimming helps the students to concentrate their mind so, all the students should be skimming while reading passage. − Teachers should bear in mind that the subject matter or reading passage should match the students level. − Teachers should bear in mind that the quantity of reading passage should match the time allotnest.
19	(986)	- The RCA of the students of bachelor first year was not found to be so satisfactory. So, some portion of the course of the study of this level should be entirely allotted for the development of RC. - The English course of Bachelor first year does not seem to be practival or it does not seem to be useful in student's day to day life. It needs to endow all the English students with the ability at least to gain a lot of information via English Newspapers & magazines. Having such objectives in the mind the course should be designed. - The colleges running these programs should provide a wide variety of English texts not only the texts prescribes in the courses. - The teachers have to encourage the students to read a wide variety of English texts not only the texts

		-	prescribed in the course.
		-	Certain percentages of the total marks should be separated of the student's ability to comprehend the text related to their practical life.
		-	2. a) Students majoring English at FOH should not only be able to understand the story, poems, essays or the complex Jargons found in literary works, but they should also be able to grasp the pieces of information useful for their daily life which may be found in English newspapers and magazines or in any other English sources. That is why, they should be given practices in comprehending the wide variety of reading texts.
		-	b) Students majoring English at the FOE also should not only be able to understand the text about linguistics, phonetics and other technical Jargons of English language but they should also be able to gain a lot of information from the simple and useful texts found in their day to day life. They should be given a lot of practice in comprehending the simple looking English texts found in their daily life.
		-	c) 3rd students of both faculties seen to be weakling comprehending the reading text. They should be psychologically encouraged and motivated to read the English newspapers, magazines, articles, books & so on.
		-	d) Relatively more exposure should be given to unseen texts to improve the RCA of the bachelor first year students of both the faculties.
20	(956)	-	It is suggested that during classroom teaching and learning processes, especially in language teaching,

		students are to be well addressed and encouraged for intensive reading habits so that they can develop meaning skills well.
		- For the promotion of reading habits it is required to form and design a skill-wise and reading component-wise strategies and activities for teaching and learning reading skills.
		- Textbook writers, authors and policy makers should build up effectively reading texts and text books based on the process based approach to reading and its psychological foundation.
21	(1100)	- The MI approach is better than the usual way of teaching. Therefore, the teachers are advised to apply the multiple intelligence approach to teach reading texts.
		- Since the progress of each students has been increasing in each of the progressive test with the application of MI approach, the teachers had better to address MI of the students in teaching the texts in English.
		- As all the items were equally corrected on the last progressive test, the MI approach should necessarily be applied for equity rather than equality in teaching & learning.
		- As the MI approach motivates, all kinds of students it should be used for intellect justice in learning.
		- MIA is equally important for the parents and head teachers of the students. MIA can be useful almost for all levels ages and ability of the students.
		- MIA is essential to activate the students and teachers, the policy makers and text book writers should

		consider this approach while making the language teaching methodology and writing the text books.
22	3070	- Since, the government, aided schools students are found to possess weaker performance in RCA in the newspaper reacting text (NRH) than their counterpart private school students, it is recommended that the government aided school students are encouraged to read newspaper text the administration of government aided schools should manage sufficient newspapers published in the English language and the teacher should encourage students to read as much as possible. - The girls should be encouraged to read the newspaper text to cultivate their RCA because they are found less users of newspapers daily. - There should be enough facility to read newspapers published in English to enhance the student's newspaper reading habit. This research study recommends the concerned authority to manage the English newspapers in library rooms compulsorily in all the higher secondary schools, and the English teacher should encourage their students to react the English newspapers regularly to cultivate their reading habit.
23	3438 EE	- Reading speed should be emphasized along with comprehension while designing the course and text books. - Every secondary level schools should have a well equipped and updated library full of the books of students interest like pictures stories, cartoon stories, function and science fictions.

		- The students should maximum use of available technologies to roster reading among the students. - Along with silent reacting, various reacting skills like, skimming, scanning etc should be developed among the students and recitation and land reading school be practiced as an exercise any of the development of pronunciation of the students. - Students should be encouraged to read as many books as they can for pleasure which improves reading comprehension. - Further researchers should be carried out in this field form time to time. -
24	2853	- Due priority should be given on poetry from high school level because of the weak performance of the students in it. - Some literary texts especially poetry should be included in B.Ed level with varieties of exercises it will be fruitful in education faculty. - Short answer questions should be given in poetry and prose texts widely in upper levels too, it will developed reading as well as writing skills. - Students as well as teachers should be encouraged and facilitated to publish literary and other journals regularly to increase the interest in poetry and prose texts and to make them familiar with different kinds of sentences, structures vocabularies etc. - Concerned authorities should develop and distribute related books, poster and figures to each compus to avoid cultural gap. If possible related documentary should be given regularly.

126

		- Maximum exposure should be given in simple English to the students in poetry and prose texts along with exercise as home assignment to avoid the translation in the Nepali language. - Teaching/ learning environment as well as weak administrative aspect should be improved for better learning and understanding. Both, environment and administrative have crucial effect on technology, learning and understanding text.
25	2159	- To increase the level of performance of the students in reading texts, the students are to be provided with supplementary materials like; story books, newspaper, magazines, teaflets, brochures etc. - The girls should give more time for their study. - The public schools should provide English environment to their students just like private schools. Extra activities like debate, speech, essay writing, story writing, and competition should be held in English medium. - The students should be exposed to varieties of texts. - To improve the reading skills of the students, they are to be given different types of class works, such as pair works, group's works. - The literacy text should be included in the textbook to agreat external which help them to understand literary meaning of the text. - Further researchers are to be aimed out in this field. That will contribute to the improvement of the present situation in reading comprehension ability of the students.
26	2014	- The multi-lingual learners are found less proficient in

		the reading comprehension performance than the bilingual ones. This may be because of the lack of proper instruction the foreign language. Therefore, the foreign language teachers should pay special attention in instructing the multilingual students. The teachers need to understand the psychology of every individual student.
27	2019 See	- Relatively more exposure should be given to the long texts like short story to improve the students comprehension.
		- Group discussion and home assignment is always profitable in reading and comprehending any texts. So the teachers should involve the students in group activity and encourage them for home assignment.
		- The teachers should be provided with the adequate training and regular workshops in dealing with different aspects of literacy texts which may bring uniformity in teaching learning process. They should be updated the new approaches, methods, techniques in dealing especially with literary texts.
		- Female students are found weaker than male students in comprehending the text so far their improvement they should be motivated to participate in class and teachers should provide more feedback.
		- The students should be encouraged to read more books, use dictionary for developing the vocabulary power. Along with this, the grammar of language also should not be neglected.
		- Colleges should provide them the adequate reading materials in the library and the teachers should form the habit of reading materials in the library.

28	1364	On the basis of the above finding the following recommendations have been made, - All the students should set their purpose of reading so that they can read systematically & effectively. - The students should connect the piecy of information that is given throughout the text which helps them to understand the text. - The teachers should encourage the students to search the difficult words & their meaning before reading to make the reading smooth. - The students should paraphrase the information as it helps them to understand & remember the text for longer time. - All the students need to read the texts given in the book thoroughly to get the complete meaning of it. - The students, themselves should ask questions, about the text to while reading which makes them to be critical in reading. - The students should not guess the meaning of the unknown words as it may mislead them in meaning. So, the words that are get difficult should be searched using dictionary as far practicable. - The teachers should encourage the students to use the monolingual dictionary vathes them bilingual one. They should also tell to the students about how to consult dictionary. - The students think about both explicit & implicit in information as it encourage the students to be creative, critical & makes reading more enjoyable. - The teachers should encourage the students to write the summary of the texts after reading it because it

		helps the students check their understanding of the text. The teachers can also be known to the comprehension ability of their students.
		- The course designers should include the texts that require more & more discussion which helps the students lead critically.
		- The students should review the texts after reading them to remember the information that they forget, to find out the information missed while reading etc.
		- All the students should assess themselves whether the purpose they set before reading the text was met or not.
29	3505 EE	– The reading comprehension of the students of government aided schools found poor. So, the teachers who are teaching in GAS should focus on RC practice.
		– The RC of JMS seems some how satisfactory but they also should use new and modern methods and technologies in teaching so that, the students became able to complete with others.
		– The reading comprehension of the students who were studying JMS in Rolpa were found better than the students of Rukum district. So, the teachers who are teaching in janabadi model schools in Rukum should observe to classes of Rolpa to in prove the students reading comprehension ability (RCA).
		– The teacher should use all testing strategies in a balance way while testing reading comprehension.
		– The teacher should involve the students in various group works, pair works and individual works and

		encourage them to read.
30	1360	On the basis of the following obtained from the analysis of collected data, the following recommendation have been made for pedagogical purpose. – In most of the test items the experimental group obtained better marks compared to the controlled group so, it can be said that scanning reading is better than conventional teaching techniques of reading so, it would be better to apply in developing reading comprehension. – We can certainly use scanning leading or enhancing reading comprehension by using subjective & objective test item to any size of the students. – The students showed the progressive result in the polt test than the pre-test. So it can be inferred that scanning reading is and effective way to develop reading comprehension. Hence, the teachers are advised to use scanning to teach passage. – Scanning reading is more effective to develop reading comprehension & memory power for the students. Therefore it would be better to apply while teaching the text. – Scanning certainly helps the students to concentrate their mind. So, all the students should use scanning for reading passage.
31	1430	- Since, the students have shown the progressive result in different tests i.e. the pre-test, progess test & post test. It can be inferred that extensive reading is proved to be an effective way to develop reading skills. Hence, the teachers are advised the use extensive

		reading class as well as outsides the classroom. - Extensive reading is effective to develop reading habit & to improve writing of the students. Therefore it should be used by all the teachers in order to develop the habit of reading in students. - Extensive reading provides information fun or pleasure. Thus teachers are advised to teach poems, jokes, passages, short stories, fairy tales etc the students found them very interesting. - Teachers should bear in mind that the subject matter of reading passages should match the student's level & interest. The present study is limited to thirty students of grade 12 from Madan Bhandari Memorial College, Binayaknagar, Kathmandu. Thus it cannot be claimed that the findings of the study are applicable to all the schools of Nepal. Therefore, it is desirable to carry out the further studies involving more number of the students & schools to verify the findings of the study.
32	1169	The following recommendations are presented on the basis of findings. - Post-test yielded better result compared to pre-test. From this we can say that teaching, reading through CBI is better than usual way of teaching. So, it should be applied in teaching leading for better results. - CBI is found to be more effective in teaching, reading skills in the sense that students get a 'two or one' both convert knowledge & increased language proficiency so the planners education experts should be incorporate various type of reading exercises in the text book.

		- The present study proves that CBI is an effective method in teaching reading. So, all the language teachers involved in teaching English at secondary level, throughout the country should apply CBI in their teaching. - The teachers should be trained to apply this method as per the need requirements & context.
33	1121	- As reflected by the pre-test & post-test progressive tests & time on tasks tests analysis, the use of interaction technique. For reading comprehension seemed to be fruitful....... So, interaction techniques should be applied in teaching should be applied in teaching reading comprehension of hte students. - Interaction technique develops creativity of the learners. It provides opportunity even to slow & shy learners in technique learning activities so the preference should be given to it in order to enhance the students reading comprehension. - It can minimize the monotony of classroom situation as the students themselves involve in learning activities. - The students get opportunity to develop the competence & performance skills with the help of interaction techniques. - While teaching reading passages through interaction techniques students were found to be highly motivated so this technique should used in teaching learning. - Teaching reading through intersection technique was found to be satisfactory since the progress is seen in every progressive test so, it can be said that it is

		effective to teach reading passages through interaction techniques.
34	(1258)	- Both girls and boys shows their improvements but their improvement were not appreciable so they should be involved in the English Language. - Most of the students ignored to write the answer of the given questions. So, they should be taught text and answer properly. - Both boys and girls should be equally emphasized in teaching and learning process. - Educational awareness should be arisen in the Dalits habitations. - The students be encouraged in reading along with other skills.
35	(1130)	- The students should be asked to read as many books as they can which are of their interest and reading should be followed by comprehension questions. - Well-managed libraries having plenty of interesting books should be provided in colleges. - Language teachers should be supported by providing visual aids and other essential facilities by the concerned department. - Emphasis should be given on intensive reading, extensive reading skimming and skimming techniques of teaching reading while teaching this level. - While teaching in the classroom students should be encouraged a reading applying different approaches of reading applying different approaches of reading such as : Thematic approach, sign post approach and language experience approach which are mainly based on selection of reading materials, organization of context

		and presentation of context. - The teachers should provide the guidelines so that they can develop their techniques for their better comprehension.
36	(1056)	- The teachers should practice stage wise activities in order according to finding-1. - Teachers should practice pre-reading activities by asking sign post questions to guide them and to present the unfamiliar vocabularies in this stage. - The teacher should ask and skim the text. - Teachers should use more & more reading material. as far as possible to araise interest in their students and present the subject matter effectively. - Students should be involved in reading the text and they have to be monitored properly. A part from that, teachers should work as a facilitators to students to enable their students understand the text and do the exercises. - The teachers most endeavors to use the English language and motivate the students to use only English in the English class room.
37	(1005)	- The RC of the students HSS was found to be poor. So, the teachers who are teaching in higher secondary schools should focus on reading comprehension practice. - The reading comprehension of A-level schools seems satisfactory but they also should use now & modern methods & technology, in teaching so that the students become able to complete with others. - Additional reading materials should be provided for

		the students of HSS. A library with interesting books in English will motivate them to read. Reading books in English will develop their RC. - The teachers will use all testing strategies in a balanced way while testing RC. - The teacher should involve the students in various groups, pair works and individual works and encourage them to read. - Reading techniques and practice material should be emphasized to enhance reading comprehension. -
38	(1111)	- Teachers should also use other activities like group discussion & role play. They should faces ice breaking activities to motivate students. - Classroom environment should be more interactive students participation and student- student interaction should be focused. - Around 20% of teachers seemed to stand at the same place in the classroom for the whole period. So, they should move around the class & facilitate students in need. - Sensitizing technique should be used for sentences as well not only for words and phrases and the teachers should provide small text for improving reading as well. - Teachers in their classroom should use pre-reading activities by asking questions to guide them. - Many teachers were found using Nepali language in their English classroom and translating the whole text in Nepali language. So, they should try to use English language and motivate the students to use only

		English language in the classroom.
39	2413 EE	- To increase the level of performance of the students in reading text, the students are to provided with supplementary materials. - The girl should give more time for their study. - The student should be exposed to varieties of texts. - To improve the reading skills of the students, they are to given different types of class works. - The literally text should be included in the text book to a great extend which help them to understand literary meaning of the text.
40	4160 EE	- Since the ability of trained and experienced teachers was found better in reading comprehension than untrained and less experienced teachers, special training package needs to be launched packages and experienced teaching manpower is recommended to be given high priority in teaching the English language in primary level. - The performance on objective test was much better than subjective test. Therefore, the research study recommends launching the training programs viewing reading and writing development. They need extra reading and writing practices as well. - During the data analysis many graphological, grammatical and lexical errors were found.

| | | Therefore, they need extra reading and writing practices to lessen the errors and make their classroom teaching effective and fruitful. |
| | | - Finally, the pedagogical implications of this research study may be useful for both the teachers who are involved in English language teaching at primary level and the concerning trainers. The teachers can improve their teaching themselves. This is equally useful for the curriculum designers, material producers, teacher trainers and researchers who precede their studies on reading comprehension ability. |

Each research has strong ideas of the recommendation indeed it is for excellence, better of an enhancement of anything. The recommendations are also the strong basis for new hypothesis and research. They are also contributing in nature to develop personally, professionally and institutionally depending on the purpose that it is done and executed well. Out of all recommendations stressed out in 40 theses of reading skill, 30% of recommendation is gender based .stressing out the boys are more fluent in reading and comprehension than girls. Whereas 40% of recommendations focus on the need of the use of authentic materials in order to enhance reading skill abilities. While 5 % of the recommendation state that private organization are better than government. 10% and 15% and policy level planning and practice based teaching for improving reading skill and comprehension.

4.2   Summary

the main purpose of this study was to examine and find out the objectives, methodology, findings and implication and to compare them in terms of forty

theses of reading skill of the department of English education. It is an attempt to analyze on the major grounds of forty theses to bring the essence in holistic way. I used checklist as a research tool for the data collection. After analyzing and interpreting the data, the study has come up with the following findings:

1. I have found that all those research paper have some similarities and differences at the same time. The structure, the format, genre, gender, ethnic groups are the few elements which commonly found in all different research papers. But then largely differ in methodology, approach, objectives levels and of course of findings.

2. There are different grounds like they are different in research topic alongside the research objectives are not same error. Strategies, techniques, focus and format are other grounds of difference that forty research papers hold.

3. Findings in terms of methodology were given below:

   a. It is found that most of the researcher used test item as research tool in comparison to other research tool.

   b. Researchers preferred to carry out the researches in secondary level rather than university or to the non student informants.

   c. With regarding to setting, I found that most of the researcher did their research in valley itself. Whereas district valley were sparse setting for similar research. This called be particularly because the valley been more. Resourceful, convenient, accessible and more importantly affordable where as setting out of valley could be expensive, inconvenient, not resourceful and more importantly withal access.

   d. Survey has been dominantly used by a number of researchers as a process of data collection. In comparison to other research design.

4. Through out of my study, I confirmed that each research paper has a beautiful mile stone but unfortunately the conclusions, findings are largely over looked. It seems like there are research just for its own sake. They have been stocked to the old and unused section of the library.

5. Through my research I have found that the different research papers can come into singular category based on the research modality approach and methodology used.

6. I found that the conclusion of each theses has derived in same despite statistical differences within them. I meant to say on average, there findings are overlapping but individually areas of differences as well as level, place, informants and so on.

7. I found that each researches has brought really drastic, ground breaking recommendations. The situation will go much better only if we implement them well.

This chapter deals with the summary and conclusion of the research on the basis of collected data. It also incorporates some pedagogical implications for policy related, practice related and further research related on the basis of the findings of the study.

5.1   Conclusions

The motive at the back drop of my research to examine and find out the objectives, methodology, finding and implication mention in the studies of the reading skill of forty research papers and also to compare each of these grounds of one research with that of others.

As far as my research is concerned, it is pivotal for the future researcher given that they choose to carry the research on the topic similar. It has thoroughly examined each forty research papers and claimed the states based on the accuracy of ideas prevalent over those papers. Hence forth, I feel confident to claim that this research paper stands ahead in terms of both the nature and the existence. People can afford to choose it as an authentic reference tool that not only saved economy of time and currency but also aids to the convenience and comfort.

5.2   Recommendations

On the basis of findings of research, I have made the following pedagogical implication for the policy related, practice related and further research related:

5.2.1   Policy Level Related

The most determinant factor in any sector is policy implemented by the state or country. The proper policy should be formed from the national level which should in general helped to enrich educational standard of our country andto

develop the students become completed. I would like to point out effective policy making level below:

1. The state has to find and patronize the new researchers to come in new research.

2. The university should be motivating environment to boost the zeal and spirit of the researcher.

3. There has to be strong collaboration among the state, university and department in order to institutionalize the research outcomes.

4. Research has to be made integral part of education in school or college in order that it develops free thinking abilities and research attitudes in students.

5.2.2 Practice Level Related

From the findings of this study, several pedagogical implications can be drawn as the useful insights for the educational practitioners. The present study would be very fruitful for the institution and the department as well to overview all those theses at the same time. It is necessary to have good relationship among department, mentors and researchers for effective implications in practice level.

1. Before assigning the work of thesis, it would be therapeutic and boost up if department avails the students of some opportunities to explore and analyze the thesis.
2. The new researchers need mentorship from time to time. They need regular checkup in their efforts to carry out small research before they start a big one.
3. There has to be well equipped library for the references. The library need to hold piles of authentic and research friendly reference sources as well.

4. Much can be done to upgrade the situation. The information should be kept digitally. Now, the time has come that it easy, convenient and interesting to access the information digitally as a tool for the data collection.

5. The researchers should be encouraged to carry out their research paper in remote area to know the fact and condition of learning activities and their performance.

6. The research carried out within and beyond the valley retains low authenticity and thereby downsizing the credibility of the information collected if just to access to the paper alone that the researchers submit. The supportive evidence and testimonials need to be made mandatory. Alongside, the department needs to stay through the area and agency that the researcher has been deployed to. The survey has remained a chiefly dominant research modality so far in on context. Instead the researcher needs to be encouraged, guided and motivated towards after researcher modality.

7. The researcher should be encouraged to carry out the research paper on techniques of reading skills to develop fluency and accuracy of the readers.

5.2.3 Further Research Related

This study is just in the Department of English Education, TU, Kirtipur and limited to forty theses of reading skill only. Sowe need to make great detailed and similar type of research study in it as well in different research area. Hopefully, research related of this theses area will be carried out in the future at the time, this work can serve as a reference to for those who want to carry out.

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Appendix 1

Check List

S.N.	Name of the researcher		Research guide
1.	Title: Year:		
2.	Objective		
3.	Methodology	Sample Population	
		Sampling procedure	
		Research tools:	
		Process of Data collection	
4.	Findings		
5.	Implication		

Appendix: 2

List Of thesis number, Research Topic, Name of the Researchers ,supervisors, completed under the Department of English Education.

S.N	Thesis No	Research Topic	Researcher	Research guide	Research design
1	604	a comprehensive study on reading comprehension of grade seven students of Kaski and parvat district (2008)	Hira mani Poudel	AB	Survey research
2	658	Reading proficiency of native and non native Nepali speakers in the English language (2008)	Hira Bahadur Karki	SD	Survey research
3	707	Performance on listening and speaking Vs Reading and writing (2008)	Indra Pd. Wasti	AB	Comparative research
4	716	Reading comprehension ability of differentially able and able (2008)	Bishnu Kr. Khadka	CM	Survey research
5	766	Effectiveness of Jigsaw reading for reading comprehension	Rajan Sharma Sapkota	JRA	Experimental research
6	814	Reading ability of master level students	Ramesh Bhattarai	TRK	Survey research
7	833	Reading comprehension Based on IELTS (2009)	Phanindra Pd. Adhikari		Survey research
8	837	Reading Comprehension ability of Bachelor level students (2009)	Bina Dahal	AB	Survey research
9	845	Role of illustration on reading comprehension (2009)	Hari Prasad Poudel		Action research
10	901	Activities used by teachers while teaching reading (2010)	Hari pd. Gautam	JRA	Survey research
11	914	Effectiveness of silent reading and loud reading (2010)	Surya Bd. Basnet	AB	Experimental research

12	956	Reading comprehension ability of SLC graduates (2010)	Krishna Pd. Bhandari	BMB	Survey research
13	960	Strategies and achievement of adult woman students of grade nine on reading comprehension (2010)	Bijay Chandra Karki	AB	Survey research
14	986	Reading comprehension of Bachelor's level students (2010)	Rohit Bhattri	BHS	Survey research
15	1056	Strategies of teaching reading skills used by Dolkha secondary English teachers of Dolkha Districts (2010)	Ashok Kumar Mandal	TRK	Survey research
16	1005	Reading comprehension of students of a level & higher secondary schools (2010)	Prem prakash Acharya	HR	Survey research
17	1100	Multiple intelligence to teaching reading text. (2011)	Sangram Sing Dhami	JRA	Survey research
18	1111	Techniques employed by english teachers while teaching reading skills (2011)	Tika Kumari Bhatta	JRA	Survey research
19	1118	Student's ability to establish cohesion reading (2011)	Laxmi Raj Bartaula	SD	Survey research
20	1121	Effectiveness of interaction teaching reading comprehension (2011)	Til Kumari Roka	JRA	Experimental research
21	1130	A study on the reading comprehension ability of B.Ed students (2011)	Govind Pd. Ghimire	TB	Survey research
22	1169	Context base instruction in teaching reading (2011)	Anju Kumari Chimariya	BRP	Action research
23	1174	Use of Authentic material in extensive reading (2011)	Parbati Shahi	LBM	Action research
24	1221	Reading comprehension test strategies adopted by teachers (2011)	Rana Bdr. Neupane	HR	Survey Research
25	1233	Effectiveness of skimming	Ben. Bdr	HR	Experimental

		in developing comprehensions (2011)	Rayamajhi		research
26	1237	The effectiveness of thematic approach to teaching reading skill	Khim Raj Gautam	AG	Experimental research
27	1258	Reading comprehension ability of Dalit students (2011)	Khadga Bdr. B.K	SD	Survey Research
28	1329	Reading comprehension ability of Danrwar students (2011)	Dinesh Nepal	MN	Survey Research
29	1360	Effectiveness of scanning in developing reading comprehension (2012)	Bhuddha man Ghimire	AB	Experimental research
30	1364	Strategies adopted by students of grade eleven to develop reading skill (2012)	Rahendra Pd. Joshi	AB	Survey Research
31	1430	Developing reading through extensive reading (2012)	Dewaki Khadka	AG	Action research
32	2014	Testing reading comprehension: A place of subjective and objective test	Bhupendra Kr. KC	JRA	Survey Research
33	2019	Reading proficiency of Bilingual and multilingual learners.	Chhabi lal Adhikar	DR. TRK	Survey Research
34	2159	Reading comparative of poetry and short story.	Nav Raj koirala	TB	Comparative research
35	2413 EE	A comprehension study on reading comprehension of grade eight students of Kathmandu & Chitwan Districts (2007)	Shanti Adhikari	TRK	Survey Research
36	2853	Reading comprehension of poetry & prose By B.ed students	Prem Prasad Bhandari	SD	Survey Research
37	3070 EE	Reading comprehension an English newspaper articles (2009)	Dambar Bhadur karki	LBM	Survey Research
38	2438 EE	Reading comprehension of grade ten students	Gopal Chandra Kattel	TB	Survey Research

| 39 | 3595 EE | Reading comprehension of the students of Janabadi model schools & Government aided schools. | Dharma jit oli | SD | |
| 40 | 4160 EE | Reading comprehension ability of primary level English Teachers. | Ramji Bhandari | BMB | |

Appendix 3

Thesis Supervisor with their designation

S.N	Abbreviated Name	Full Names	Designation
1	JRA	Professor Dr. Jay Raj Awasti	Professor
2	AG	Prof. Dr. Anju Giri	Professor
3	CM	Prof. Dr. Chandeshwor Mishara	Professor
4	TRK	Prof.Dr. Tirth Raj Khaniya	Professor
5	GRB	Dr. Govinda Raj Bhattarai	Professor
6	AB	Dr. Anjana Bhattari	Professor
7	LBM	Prof.Dr. Laxmi Bd. Maharjan	Professor
8	BMB	Dr. Bal Mukund Bhandari	Professor
9	RES	Dr. Ram Ekwal Singh	Associate Professor
10	TB	Tapasi Bhattacharya	Associate Professor
11	RNY	Raj Narayan Ray Yadav	Associate Professor
12	BRP	Bhes Raj Pokharel	Lecturer
13	MN	Madhu Neupane	Lecturer
14	SD	Sarswati Dawadi	Lecturer
15	HR	Hima Rawal	Lecturer
16	GPP	Guru Prasad Poudel	Teaching Asst.
17	AS	Ashok Sapkota	Teaching Asst.
18	RA	Resham Acharya	Teaching Asst
19	KRJ	Khem Raj Joshi	Teaching Asst