

CHAPTER ONE

INTRODUCTION

1.1 General background

Language is a set of conventional communicative signals used by humans for communication in a community. Language exists in society. It is a means of nourishing and developing culture and establishing human relationship. Language, in this sense, is a possession of social group, comprising an indispensable set of rules which permits its members to relate to each other, to interact with each other, to co-operate with each other: it is a social institution.

Language is not monolithic object. It is a human phenomenon which is as complex as human relationship in a society. Language is the medium of culture transmission and makes people aware about their past generation in future. Baudouin de Courtenay (1972) stated:

Language is no longer regarded as an organism but as the function of the human organism; it is not a biological phenomena which assumes a life of its own but a social one which exists and develops only within a given speech community and only to communicative needs...the speech itself was a social act, and that language opened to the speakers, possibilities and choices which presumed an active and creative process. Language is throughout a psychological - social phenomena; it is both a tool and an activity... (as cited in Rastogi, 1997, p.10)

Language is social-cultural-geographical phenomenon used by people living in a society. It always remains in flux according to time and culture. It is responsible for social mobility, social stratification and socialization. It is the society that human acquires and uses the language. There is therefore, a very close relationship between society and language.

1.1.1 Sociolinguistic Situation of Nepal

The country, Nepal is famous due to different varieties of natural assets of the nation. One of the most influencing factors is of being a multiracial, multireligious, multicultural and multilingual state. The configuration of Nepal's ethnic, cultural, and linguistic diversity is unique national asset. It means Nepal represents a complex cross section of linguistic and cultural diversity. It is very small in size but has been very fertile for languages. There has been reported varying number of languages in different censuses; the census (1991) has reported 60 different languages are spoken in Nepal and the census (2001) has mentioned the largest number viz. 92 languages. Still, a number of languages has been reported as unknown languages and even today linguists are discovering new languages in some remote places of the country. These languages and their innumerable satellite dialects have genetic affiliations to four language families, namely Tibeto-Burman, also called Sino- Tibetan (about 54 languages), Indo- Aryan (14 languages) Austro- Asiatic/ Munda (1 language), and Dravidian (1 language) together with one controversial isolated language- Kusunda (Kansakar, 1999 as cited in Rai, 2005, p. 132). Despite the mutual influences among these languages of different genetic stocks, the channels of communication between groups of speakers are not ideal due to natural and social barriers of caste, of professions. Nepali language is designated in the Interim Constitution (2007) as the language of nation and the official process, medium of instruction at various levels of education, commerce, legal practices and in public communication media. The constitution recognizes all indigenous languages of the country as the national languages. Nowadays, different programs, news are broadcast from different radio stations in about 26 languages in Nepal.

Bilingualism or multilingualism has firmly established itself in Nepalese context. However, there do exist some isolated communities like Raute, Chepang, which are confined to their native languages and have remained detached from other speech communities. In addition, there are a number of speech communities whose native languages are either extinct or threatened with extinction.

One remarkable aspect of the multilingual situation of Nepal is that every person is at least a bilingual. Another important fact is that Nepali is the dominant language and almost every one speaks Nepali. People are shifting from their mother tongue (i.e. Tamang, Limbu) to Nepali. There are some regions where the mother tongue is the dominant language so far the majority population still continues to be non-Nepali viz. Maithali, Bhojpuri in many areas in the Terai region.

Most minority languages are being declined because of the lack of language loyalty among native speakers. Only a few languages (i.e. Newari, Maithili) in Nepal enjoy the language loyalty. This will lead eventually to language shift to Nepali like most of the languages (i.e. Dhimal, Kumal) which are being declined due to the lack of language loyalty among their speakers. They have to compete to survive and if they do not learn Nepali, they will be lagged behind. Sadly, education in this respect is being one of the causes of declining the other language.

Setting aside the various censuses, attempts have also been made by some linguists to identify Nepal's languages. The linguist, Grimes (2005) listed 126 languages; 123 languages are living whereas 3 languages are already extinct and 3 languages are in the verge of extinction. The present status of the related speakers of the language percentage of Nepal is as follow;

Nepali- 47.87%	Maithili-12.1%	Bhujpuri -7.53
Tharu-5.86%	Tamang-5.19%	Newari-3.63%
Magar-3.39%	Awadhi-2.47%	Others- 11.22 %

Unspecified- 0.74%

(CBS Population Census, 2001)

1.1.2 The Language Family

All the languages identified and spoken in Nepal are classified under the four language families viz. Indo-European, Sino-Tibetan, Austro-Asiatic and Dravidian (Kansakar, 1999 as cited in Rai, 2003, p. 132). An attempt has been made to present a brief description of each of them.

1.1.2.1 The Indo-European Family

The Indo-European family of languages mainly comprises Indo-Aryan group of languages, which forms the largest group of languages in terms of speakers, viz. nearly eighty percent in the context of Nepal. This family of languages consists of the following languages:

Nepali	Rajbansi	Darai	Urdu	Manjhi	Panjabi
Maithily	Hindi	Kumal	Awadhi	Marwari	Magahi
Bhojpuri	Danuwar	Bote	Tharu	Bengali	Churauti
English					

(Source: Social Demography of Nepal, 2003)

Some of the Indo-Aryan languages spoken in Nepal are yet to be sub-classified in the lack of their adequate description. These languages include Tharu, Bote, Kumal, Churauti, and Danuwar.

1.1.2.2 The Sino-Tibetan Family

The Sino-Tibetan family of languages can further be classified into three sub-groups, i.e. Sinetic, Tibeto-Burman and Karen. The Tibeto-Burman family of languages, which is a sub-group of the Sino-Tibetan language family, consists of the larger number of languages and is spoken in various central and South Asian countries, including Myanmar (Burma), Tibet, northern regions of Nepal and parts of India. In Nepalese context, this family consists of the following languages:

Tamang	Newar	Magar	Raute	Tilung	Chhintang
Gurung	Bantawa	Limbu	Lohorung	Chinese	Dongmali
Sherpa	Chamling	Chepong	Kaile	Hayu	Puma
Sunuwar	Thami	Kulung	Ghale	Raji	Jirel
Dhimal	Yakha	Thulung	Chhiling	Baing	Mizo
Sangpang	Khaling	Thakali	Byangshi	Lepcha	Dzonkha
Chhantyal	Tibetan	Dumi	Koche	Meche	Pahari

(Source: ibid)

1.1.2.3 The Austro-Asiatic Family

The Austro-Asiatic family of languages is the mostly spoken language family of South-East Asia. In the context of Nepal, it comprises only one language, i.e. Santhali/ Satar which is spoken in Jhapa district, one of the eastern regions of Nepal.

1.1.2.4 The Dravidian Family

The Dravidian family of languages includes approximately seventy three languages that are mainly spoken in southern India and northern Sri Lanka, as well as certain areas in Pakistan, Nepal and Bangladesh. Jhangar/Dhangar and Kisan are the languages spoken in

Nepal. Of these two languages, the former one is spoken on the province of the Koshi river and the latter one in Jhapa district.

1.1.3 The English Language

There are many distinct languages spoken all over the world. "...all languages and all varieties of particular languages are equal in that they quite adequately serve the needs of those who use them" (Wardhaugh, 2000, p. 325). However, some languages have entertained prestige everywhere whereas some others are confined within a particular situation on particular occasion in a society. Of them, English is one of the most prestigious and dominant language used widely in the present world. It has a wide scope of use almost in every aspect of human life such as in communication, education, science and technology, medicine, language and literature, business politics and so forth. It is recognized not only as the British and American language but also a major international language, one of the six official languages of the UN and the means of international communication in South Asia. It deserves, therefore, to be regarded as a world link language and the communication means of contacting between the people of different nations.

The English language is one of the widely used 'West-Germanic' sub-branches of the Germanic branch of the 'Indo-European' family. It is the mother tongue of the people of Great Britain. Americans, Canadians and Australians are also the native speakers of English. It is taken as a second language in many countries including India. It is learned and taught as a foreign language in Nepal, with several other countries. The use of English is spread over almost everywhere.

A very important reason for regarding English as a world language is that the world's knowledge is contained in English. Books written in English are the main sources of getting scientific and technical knowledge. It is the language used in international conferences and seminars as an international lingua-franca. English deserves a special position since it has become the international language for communication.

The English language is a rich language in its vocabularies, structures, and literature. It covers a wide range in human life. It is the beam of the light to see and know the English speaking people and the ways of life.

To be specific, English is the world widely accepted as a lingua franca, which has now made the communication possible among the people having different linguistic background and cultures. It is important for academic purposes, to establish diplomatic relation with the foreign countries, to run trade, to enhance science and technology, for specific purposes and such others. In a nutshell, English has become the heart of every man to be survived in this competitive world.

1.1.3.1 The English Language in Nepal

English is the most dominant language and every language community has been enjoying it by for the fastest growth with recent times. Throughout the history foreign language learning has always been an important practical concern. Today English is the world's most widely studied foreign language. The need of ELT is generally felt all over the world.

In the context of Nepal, the historical development of English goes back to the early 1850s. The teaching and learning of English in Nepal started only with the establishment of Durbar High School by J.B. Rana. At that time learning English was confined to the children of Rana family. But at present it is not so. Now, the teaching and learning of English is opened to all social classes. It is taught as a core subject from the beginning of primary to the graduate level and taken as a major subject as well as medium of instruction of various academic institutions because it is the sole medium of instruction for further education. The use of English in some formal conversation, meeting has been increasing in Nepal. Teaching and learning of English is also suitable in Nepal in present situation because of the proliferations of English medium schools throughout the nation and the extensive use of internet, mass media. So, English is the appropriate international

language for Nepal and a vital tool for any student to become successful in local, national and international communication.

Teaching a foreign language aims at enabling the learners in such a way, so that, they can participate to some degrees and for certain purposes as a member of a community other than their own. The main objective of teaching English, therefore, is to make the learners able to communicate in English. But the problem is that even with years of efforts to learn English; the Nepalese learners of English seem to have problems in communicating English. The use of English is confined to formal situations only. Teaching of English in Nepal does not seem to go satisfactorily. There may be various reasons behind it. The most affecting factor is the education system. The present education system of Nepal is not favorable for developing English. Providing a single period per day and a single subject on English is not sufficient to learn English. Another problem is that Nepal is facing the lack of expertise in ELT. Despite long institutional efforts of the government, the lack of trained English teachers is always being felt. Most of the English teachers are untrained. Even trained teachers are failure due to the lack of adequate and appropriate support materials (Bhattarai, 2006). They are still using the traditional methods of teaching language giving much emphasis on reading and writing skills. Listening and speaking skills are neglected without which communicative purpose of teaching language will always be one sided. The students are taught about the language not the language itself.

1.1.4 An Introduction to the Tamang Language

Tamang refers both ethnic and language group. Tamang people are one of the major aboriginal ethnic groups of Nepal, pertaining to the Mongoloid sub- branch. They speak Tamang language which comes under the Tibeto-Burman language family. "Tamang people have been living in the Himalayan region for 5000 years" (Yonjan, 2006, p. 1). They hold different perceptions about their societies, different notions of living and maintaining livelihood, different sets of ideas and methodologies associated with their

customs and traditions. Now, they are found to be living almost all over the country as one of the marginalized indigenous groups. However, the dense population of Tamang remains in the surrounding districts of the Kathmandu valley. The main areas occupied by them are the Himalayan regions of the Central Development Region of Nepal. They are also found to be living outside Nepal especially in Darjeeling, Sikkim, Asam, Nagaland and Arunachal Pradesh of North-East India, Bhutan, Myanmar and even in Tibet.

Tamang is a language of the Tibeto-Burman language family belonging to the same branch as classical Tibetan. It is the language spoken by Tamang people as a mother tongue. The Tamang language is called Tamang or Tamang Gyoi/ Gyot. In Tamang, Gyoi or Gyot refers to speech or voice of Tamang. Tamang is known under several appellations such as 'Tamang Tam', 'Tamang Lengmo'; 'Tamang Kyat', 'Tamang Kayi', 'Tamang Gyot', and 'Tamang Gyoi' within the Tamang communities. These different words stand for the 'Tamang Language'. This language, marginally stands as monosyllabic language where one syllabic word can also represent the meaning, e.g. nga-I, chu-this, ya- hand. Tamang language is classified as a tonal language along with the other languages in the west Himalayan group commonly known as the Gurung or the Tamang branch. However, Mazaudon(1978) states that it does not recognize as a fully tonal language but categorises it semi- tonal or marginally tonal (as cited in Yonjan, 2006, p. 15). One of the special features of this language is the maximum use of the phoneme 'nga'. It has its own classical written script, which is called Tamgyhig. Tamang community has also accepted Devanagari script. Most of the Tamang publications are based on Devanagari script.

1.1.4.2 Distribution of Tamang Population

According to the census report 2001, the Tamang constitutes 5.64 % of the country's population. The number of active speakers is 1,179,145 (5.19%). The dense population of Tamang remains in the districts of Central Development Region mainly in Rasuwa (63.75%), Makawanpur (47.34%), Nuwakot (38.52%), Kabhrepalanchowk (33.78%), Sindhupalchowk (30.93%), Sindhuli (25.36%), Dhading (21.48%), Ramechap (20.56%), and Dolakaha (13.52%). They undoubtedly constitute the largest Tibeto-Burman language group in Nepal. According to the CBS 2001, Tamang is the fifth largest language spoken in the country as a mother tongue.

1.1.5 Language skills

A language is basically used in real life situation in order to receive information where four language skills, listening, speaking, reading and writing are closely integrated. To grasp information, we have to listen to someone or something, or read a written text. Therefore, listening and reading are referred to as receptive skills. It means that we receive a message or information through listening and reading. On the other hand, a language is used to express our feelings, thoughts, emotions and so on in terms of speaking and writing. So, speaking and writing are involved in production process known as productive skills.

1.1.5.1 Listening

Listening is a complex process. In listening the listener receives the incoming data, an acoustic signal, and interprets it on the basis of a wide variety of linguistic and non-linguistic knowledge. In recent years, listening theory has been influenced by cognitive science. As a matter of fact, listening comprehension is accepted not only as a receptive process, but rather as an active process of constructing knowledge. “In a communicative framework, it is a collaborative process consisting of speaker’s production of signals and a listener’s contextualization of those signals” (Khaniya, 2005, p.126). So, listening is the activity of paying attention to and trying to get meaning from something we hear. To

listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions.

1.1.5.2 Speaking

Language is primarily manifested in speech. Speaking is the productive and active language skill. It is a very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking. Through speaking, we express our emotions, opinions, desires and establish social relationships and friendships. In other words, speech enables us to communicate our intentions, interact with other persons and situations and influence other human beings.

1.1.5.3 Reading

Generally, reading involves the recognitions of script of language by understanding the information explicitly stated and the process of deciphering symbols into sounds. But in fact, it is the process of getting messages or information imparted by the texts in which complete understanding is required. Reading is the third in order and a receptive language skill on the part of the students. This skill is inseparable from others. Indeed, the different skill are so intertwined that any attempt to hermetically seal off one from the others can only produce harmful effects that will inhibit the development of a rich and versatile language competence (Murdoch 1986 as cited in Bhattarai, 1991, p. 103). Reading proper has three elements i.e. symbol, sound and sense. It means learning reading requires conscious effort and practice as in learning writing skill in comparison to listening and speaking language skills.

1.1.5.4 Writing

Writing is the last of the four language skills. It is an act of putting down the graphic symbols on paper that represent a language. So, it is often regarded as the visual representation of speech. It is the skill associated with the productive aspect of language. It is the permanent and powerful medium which we use to express our feelings, ideas and

inner content material. The ultimate goal of writing is to compose a creative writing. So, it keeps the students active. This skill is much slower than either speaking or reading.

1.1.6 Testing

Tests invite candidates to display their knowledge or skills in a concentrated fashion, so that the results can be graded, and inference made from the standard of performance in the test about the general standard of performance that can be expected from the candidate, either at the time of the test or at some future time. Testing has become an international activity due to it has always been an inherent part of teaching. “Testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn” (Khaniya, 2005, p. 1). Testing and examination should be used to improve teaching learning activities. Both are used as in formal situation but testing usually puts or grades the students on a scale and examination is conducted at the end of an academic year or twice a year, it is prepared and administered by authorities out of school and its purpose is to grade the students in form of a ‘pass’ or ‘fail’.

A test is seemed as a natural extension of classroom work, providing teacher and student with useful information that can serve each as a basis for improvement (Harrison, 1994, p. 1). There are many kinds of tests according to level, situation, knowledge and time. Of them achievement tests are that kind of test which measure how much of the foreign language taught during a given period has been learned by the students. “Language learning is a struggle on the part of the student. S/he tries to achieve some of it through his/her efforts. Those tests that try to measure students’ language learning efforts are achievement tests”

(Bhattarai, 1991, p.165). It is intended to show the standard which the students have now reached in relation to other students at the same stage. This standard may be worldwide or to an individual school or group of schools which issues certificates to students attending courses. But the important point which is common to all these situations is that the standards remains constant as far as possible from course to course and from year to

year and is external to the individual class or text book (Harrison, 1994, p.7). They can be divided into two types: final achievement test and progress achievement test (Hughes, 1989 as cited in Rai, p.83). Final achievement tests are administered at the end of a course or program and usually designed by some external authorities not by teachers. These tests are based on what the student is presumed to have learnt-not necessarily on s/he has actually learnt-not necessarily on s/he actually learnt not on what has actually been taught. Progress achievement tests are intended to measure the progress that students are making. They are designed to measure the extent to which the students have mastered the material taught in the classroom. It is based on the language program which the class has been following and is just as important as an assessment of the teacher's own work as the students own learning. The class progress test is a teaching device, its backwash effects on teaching and motivation being important features. A good progress test encourages the student to perform well in the target language in a positive manner and to gain additional confidence.

1.1.7 Achievement Test

Language learning is a struggle on the part of the student where s/he tries to achieve some of it through his/her efforts. Those tests that try to measure students' language learning efforts are achievement tests. Achievement tests are that kind of tests which measure how much of the foreign language taught during a given period has been learned by the students. They are conducted at the end of year or at the end of a certain period of study or course in the form of final examination. They are usually designed and administered by some external authorities not by teachers. In this sense, most annual examinations can be taken as the form of achievement tests; all public tests which are intended to show mastery of a particular syllabus are also achievement test. The questions are selected in accordance with the course of study designed in the curriculum. These tests are based on what the student is presumed to have learned; not necessarily on what s/he has actually learned and not on what has actually been taught. So, it is assumed that everyone has learned what is required by the syllabus. According to Brooks (1964, as cited in

Bhattarai, 1991, p. 165), "...they should measure learning that has been acquired, with reference not to any specific course of study but to a great number of such cases." One of the important features of these tests is that they are based on syllabus and do not take into account whether or not students were taught the contents and objectives set in the syllabus.

1.1.8 Statistical Methods of Analyzing Data

Statistical methods provide an indispensable tool for collection, organizing, analyzing and interpreting data expressed in numerical terms. By synthesizing the data, this method can facilitate the derivation of conclusions and formulation of generalizations. Best and Kahn (1993, p.274) define statistics as "a body of mathematical technique or process for gathering, organizing, analyzing and interpreting numerical data." Similarly, Koul (1997, p.222) says, "Statistical methods use measurement as the most precise and universally accepted method for assigning quantitative values to the characteristics of properties of objects or events for the purpose of discovering relationship between variables under study."

The statistical methods may be classified into four sets of techniques according to the major purposes that they are intended to serve (Joshi, 2001, p. 134). The first set of technique enables to organize group data, to describe and interpret these data in terms of derived measures of central tendency, of variability and to portray these data in graphical form for more convenient interpretation or more ready assimilation. The second set of techniques will be useful to describe quantitatively the limits within which the generalization of populations on the basis of facts derived from these populations. The third set of techniques will help to describe quantitatively the degree of relationship existing between measures of different characteristics. The fourth set of techniques will

enable to describe quantitatively fluctuations occurring in time series, to isolate these variations and to eliminate their influence from the basic data, when it is desired.

This statistical method studies only a group of individuals but not a single unit. The statistical units which are total, multiplied, divided and manipulated in other ways and are important in the collection, analysis and interpretation of statistical data. “A satisfactory statistical unit should have four qualities: appropriateness, clarity, measurability, and comparability” (Joshi, 2001, p.134-34). The appropriateness can of course be measured with the help of purpose of study. A unit which might be appropriate for one study may be so in the case of other study. Clarity imposes precision and simplicity of definition. A unit should be so defined that it is really understandable and possess the same meaning for all concerned in terms of measurability and comparability too. The statistical methods widely used in research analysis are: frequency distribution, measures of central value, measures of variability, measures of relative positions, measures of relationship, and hypothesis testing.

1.1.9 The English Curriculum of Nepal

A curriculum is constructed at a certain time to produce skilled manpower for the future generations. Social needs and necessities are continuously changing, depending on the current social context. According to Allen (1984, as cited in Rai, 1998, p. 2), “...curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program”. After the restoration of multi-party democracy in Nepal changes have taken place in many areas of national life. In this evolving context many changes are occurring in the education sector. Since curriculum revision is a continuous process, school curricula are being revised or reconstructed in order to achieve desirable goal.

English is taught as a foreign language in all schools and colleges of Nepal starting from Grade 1 at primary level (2061 B. S. onwards) up to Bachelor level as compulsory subject.

The structure of education system in Nepal is outlined below:

Pre-primary education	a preparatory phase for primary
Primary Classes	1-5
Lower secondary Classes	6-8
Secondary Classes	9-10
Higher Secondary Classes	11-12

The primary English curriculum has been designated for primary level (Grade 1-5) education in Nepal, with a view to catering to the immediate needs of children learning English and building a basic foundation for their further studies in and through English. Moreover, it aims at developing a comprehensive communicative competence on the part of learners.

The three-year lower secondary and the two-year secondary English curriculum for Grade 6 to 10 have two main purposes: one is to enable students to exchange ideas with people of nationality who speak or write English and the other is to expose them to the vast treasures of knowledge and pleasure available in written and spoken English (CDC). With these purposes in mind the curriculum has been prepared in order to make the Grade 6 to 10 courses more applicable to society, both in Nepal and in the outside world. The curriculum has been prepared in order to make the courses more applicable to the society, both in Nepal and abroad. In the curriculum, English is one of the compulsory subjects carrying 100 full marks with practical aspects.

The curriculum has been set up following modern English language teaching approaches. It focuses on language functions along with grammatical items. Recent approach is that

language cannot be taught and learnt without considering the social and cultural situation of the learner. The curriculum is very useful in promoting the students' competency in English and in developing the communicative competency of the learner. The desirable goals of language teaching in short, it is hoped that this curriculum will promote and strengthen the aspirations and interests of the nation.

1.2 Review of the Related Literature

Several studies have been carried out on the achievement of school level students related to different ethnic groups. Some of them are concerned with general issues of national education system as a whole and some others have focused on the students achievement related to their ethnic groups. The researcher has reviewed the following research works which are related to the present study.

Shrestha (1998) conducted a research in lower secondary level students in Lalitpur entitled "Reading Comprehension in English language of students of Grade VIII" to ascertain the proficiency of students in seen and unseen passages and ascertained that the students had better performance on seen passages than on unseen passages. She also found that the performances on seen and unseen passages are positively correlated.

Similarly, G.C. (2002) made a study in Pokhara entitled "Reading Comprehension Ability of PCL first year students" to find out the ability of PCL first year students on reading and found that the average reading comprehension ability of PCL first year students in different branches in Pokhara was 64.11%. His study also showed that the reading comprehension ability of girl was 64.15% and Indo- Aryan native speakers (64.15%) could comprehend better than those of Tibeto- Burman native speakers (62.93%).

Lamsal(2005) made a study in Kathmandu entitled "Reading Comprehension of different Ethnic groups" to find out the proficiency in reading text of different ethnic groups and found that Newar students as a whole had comparatively the best reading comprehension proficiency (86.6%) than those of other ethnicity and Kami students were the poorest.

Likewise, Timsina (2006) conducted a research in secondary level students in Tehrathum entitled “Language Proficiency of Dalit and non- Dalit students” to ascertain the language proficiency of Dalit students in comparison to non- Dalit students in the same variables and ascertained that the students from the lower working class Dalit had low English proficiency in comparison to non-Dalit.

Devkota (2007) conducted a research entitled “Vocabulary Achievement of students from different Ethnic groups” in the public schools of Kathmandu to ascertain the vocabulary achievement level of ten ethnic groups in the text book of Grade 8 and ascertained that Brahmin-Hill students, as a whole, were found more proficient in vocabulary items than any other groups whereas the students from Kami ethnicity were found least. Newar in noun, Chhetri in verbs, adverbs and Magar in adjectives achieved better next to Brahmin whereas Kami students in nouns and adverbs and Tharu students in verbs and adjectives showed least achievements. Similarly, Chhetri stood in second position, Newar in third, Magar in fourth, Rai in fifth, Yadav in sixth, Gurung in seventh, Tamang in eighth, and Tharu in the ninth position.

In the same way, Adhikari (2008) conducted a research entitled “Reading Proficiency of Bilingual and Multilingual learners” to ascertain the reading proficiency of bilingual and multilingual learners in English medium schools of Kaski district and ascertained that the bilingual learners were found better than the multilingual counterparts. In the seen texts, there were found very little difference, almost no difference in reading ability whereas bilingual learners were found better in unseen texts in comparison to multilingual learners.

Ghimire (2009) made a study in Arghakhanchi entitled “A study of teaching reading in classroom activities” to ascertain the activities held by teachers in teaching reading in classroom and ascertained that a majority of the teachers conducted reading activities in the classroom with asking questions and reciting meaning in their mother tongue. Most of the teachers just asked students to read the passage thoroughly without comprehension.

Seventy percent of teachers commonly pointed out to their textbook and they explained the text themselves. The teachers gave attention on reading and writing than listening and speaking. A few teachers used teaching reading materials. Students' participation and interaction seemed less and most of the classes were dominated by the teachers.

There are a very few research works available on ethnic groups who speak their own language. The present study is different from the reviewed ones. No attempt has been made to find out the Tamang students' achievement in English within one year. The area and scope of this study are well defined and confined to the achievement of Tamang students in reading skill of the English language. In this sense, it differs from the works in its objectives. Thus, the researcher was interested in conducting a research on this topic.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To find out Tamang students' achievement in English within one year.
- ii. To suggest some pedagogical implications.

1.4 Significance of the Study

The present study is expected to be helpful in the field of educational planning in particular, and in the field of language teaching and learning in general. This research will be fruitful to all the linguists, language teachers, students, textbook writers, syllabus designers, language planner and the researchers who are interested in carrying out research on the Tamang students. Supervisors and other interested persons can derive information from this research work.

CHAPTER TWO

METHODOLOGY

The researcher used the following methodology to accomplish the objectives of the study.

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

The primary sources of data were the Grade-7 Tamang students of different schools of Sindhupalchok district.

2.1.2 Secondary Sources of Data

The secondary sources of data were the different books, journals, magazines, research reports, theses and other materials which were related to the present study. Some of the sources consulted were: Best and Kahn (1993), Bhattarai (2001), Lamsal (2005), Koul (1997), Kumar (2006), Wardhaugh (2006), Devkota (2007), Thokar (2007), Adhikari (2008), Tamang (2009).

2.2 Population of the Study

The population of the study was forty Tamang native students of the selected public schools of Sindhupalchok district representing both male and female students.

2.3 Sampling Procedure

Chautara VDC and Syaule VDC of Sindhupalchok district were selected for the collection of data. Forty Tamang students of Grade-7 were selected from two public schools; Seti Devi Secondary School and Ban Devi Secondary School, representing both male and female on the basis of purposive sampling procedure.

2.4 Tools for Data Collection

The researcher used the test items as major tool to elicit data. He also observed the raw marks of the students previous academic year of English examination.

2.5 Process of Data Collection

The researcher himself was involved in the process of data collection and visited the selected schools. There, he explained the purpose of visiting and the needs and objectives of the study in brief. After construction of the test, he took the test of related students and their responses were kept for the analysis. Then, he requested to see the raw marks of the students previous academic year.

2.6 Limitations of the Study

The limitations of the study were as follows:

- i. The study was limited to the past and present achievements in the English language of Tamang students who were studying in Grade -7.
- ii. The scope of the study was confined to two public schools of Sindhupalchok district.
- iii. The study was limited to the English language.
- iv. The constructed test item and the past raw marks observation were the major tools for data collection.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data. The main concern of the present research work was to analyse the English exam result statistically. For this purpose, the previous and present achievements in English of Tamang students of Grade-7 were analysed. The researcher selected two public schools of Sindhupalchok district. The researcher sampled forty Tamang students purposively from the schools. The main focus was given in comparison of previous and present obtained marks in English. For the purpose of analysing the development of Tamang students' achievement in English, the researcher used both descriptive and inferential statistics. While analysing the data, measures of central value, measures of relative position, measures of relationship and hypothesis testing were main statistical methods.

3.1 Statistical Analysis of English Result

In this sub-topic, the researcher analysed the English result statistically in terms of central values and measures of relationship.

3.1.1 Analysis of Central Value of English Exam Result

The tendency of the items or value of the items is clustered in the central part to the distribution. So, averages are the statistical constants which enable us to comprehend in a single effort, the significance of the whole, which gives us an idea about the concentration of the value in the central part of the distribution.

Among these central values only the two most commonly used measures of central tendency, i.e. mean and median were used for the purpose of the present research. The number of observations or scores is large. So, the researcher first grouped the data in a suitable frequency distribution and then, computed the mean and median of English exam result. After computing the mean and median, the researcher found the mean and median of English exam result which are presented in the table as follows:

Table No. 1

Mean and Median of Previous and Present Test of Seti Devi Secondary School and Ban Devi Secondary School

SN.	Name of School	No. of students	Previous Test		Present Test	
			Mean	Median	Mean	Median
1.	Seti Devi Secondary	20	39.5	43	42.45	44
2.	Ban Devi Secondary	20	37.25	36	48.5	46

The above table shows that the average score of Grade-6 Tamang students in English 2065 of Seti Devi Secondary School, in Sindhupalchok was 39.5, which can be taken as a poor satisfactory achievement score. The achievement mean fall into the pass division score. The median of English score shows that the point 43 divides the observation into two parts, which means 50 percent of the scores fall under the mark 43 and 50 percent of scores fall above 43 mark. It shows that the Tamang students of Seti Devi School possess poor achievement in learning English. Similarly, the above table shows that the average score of Grade-6 Tamang students in English 2065 of Ban Devi Secondary School, in Sindhupalchok was 37.25, which can be taken as a poor satisfactory score as well. The achievement mean also fall into the pass division score. Similarly, the median of English score shows that the point 36 divides the observation into two parts, which means 50 percent of the scores fall under the mark 36 and 50 percent of scores fall above 36 marks. It shows that the Tamang students of Ban Devi Secondary School possess poor achievement in learning English.

On the other side, the above table shows that the average score of Grade-7 Tamang students in English 2066 of Seti Devi Secondary School was 42.45, which can be taken as a poor satisfactory achievement score. The achievement fall into the pass division score. The median of English score shows that the point 44 divides the observation into two parts, which means 50 percent of scores fall under the mark 44 and 50 percent of scores fall above 44 marks. It indicates that the Tamang students of Seti Devi School, in present test also possess poor achievement in learning English. Same as the above table shows that the average score of Grade-7 Tamang students in English 2066 of Ban Devi Secondary School was 48.5, which can be taken as a satisfactory achievement score. The achievement fall into second division score. Similarly, the median of English score shows that the point 46 divides the observation into two parts, which means 50 percent of scores fall under the mark 46 and 50 percent of score fall above 46 marks. It indicates that the Tamang students of Ban Devi School, in present tests possess good achievement in learning English.

In terms of skills and ability for any grade in Nepal, the basic learning competence (BLC) level has not been set. Based on the criteria established by CDC of school level of Nepal 35% scores is set up as the cut off point for pass percentage. On the basis of the average achievement (39.5%) total sample was found a pass achievement score (37.5).

3.1.1.1 School wise Comparison of the students' Achievement

The researcher compared the central value of English exam result with students' achievement of present scores in terms of school. This topic deals with the comparison of the students in terms of school who were involved from both schools in total with their achievements. It helps to ascertain the school wise status in English and their involvement.

Table no. 2
School wise Comparison

<i>S.N.</i>	<i>Name of the school</i>	<i>Sample size</i>	<i>Total Average</i>	<i>Above average</i>		<i>Below average</i>	
				<i>no. of students</i>	<i>%</i>	<i>no. of students</i>	<i>%</i>
1.	Seti Devi Secondary	20	40.9	10	50	10	50
2.	Ban Devi Secondary	20	42.8	12	60	8	40

The above table shows that the average mark of Tamang students of Seti Devi Secondary School was 40.9 and 50% students have got the scores above the average and 50% of below the average scores. Similarly, the average mark of Tamang students of Ban Devi Secondary School was 42.8 and 60% Tamang students are able to get the scores above the average and 40% of below the average scores. It seems that the students of both school are not satisfactory because the average mark falls within pass division and still more students are below the average percentage. In comparison, the Tamang students of Ban Devi Secondary School have quite satisfactory achievement to the Tamang students of Seti Devi Secondary School.

3.1.1.2 Gender wise Comparison of the Students' Achievement

The researcher compared the central value of English exam result with students' achievement of present scores in terms of gender. This topic deals with the comparison of the students in terms of gender who were involved from both schools in total with their achievements. It helps to ascertain the gender wise capability in English and their involvement. The central values of gender wise English achievement scores are presented in the table as follows:

A. Gender wise Comparison of Seti Devi Secondary School

This sub topic deals with the gender wise comparison of Seti Devi Secondary School in relation to their achievements in terms of their performance.

Table no. 3

Gender wise Achievement of Seti Devi Secondary School

<i>SN.</i>	<i>Variables</i>	<i>Sample size</i>	<i>Average</i>	<i>Above average</i>		<i>Below average</i>	
				<i>no. of students</i>	<i>%</i>	<i>no. of students</i>	<i>%</i>
1.	Boys	10	39.3	6	60	4	40
2.	Girls	10	45.6	5	50	5	50

The above table shows that the Tamang students of Seti Devi Secondary School in which 10 boys and 10 girls took part. The average mark of the boy Tamang students of Seti Devi School was 39.3 and the percentage of boy students scoring above the average was 60 (6 students) and percentage of the boy students scoring below the average was 40 (4 students). Similarly, the average mark of the girl Tamang students was 45.6 and the percentage of girl students scoring above the average was 50 (5 students) and percentage of the girl students scoring below the average was 50 (5 students). The above table clarifies that the girl students have good proficiency in English comparatively to boys.

B. Gender wise Achievement of Ban Devi Secondary School

This sub topic deals with the gender wise comparison of Ban Devi Secondary School in relation to their achievements in terms of their performance.

Table no. 4

Gender wise Comparison of Ban Devi Secondary School

<i>SN.</i>	<i>Variables</i>	<i>Sample size</i>	<i>Average</i>	<i>Above average</i>		<i>Below average</i>	
				<i>no. of students</i>	<i>%</i>	<i>no. of students</i>	<i>%</i>
1.	Boys	10	45.8	5	50	5	50
2.	Girls	10	52.2	6	60	4	40

The above table shows that the Tamang students of Ban Devi Secondary School in which 10 boys and 10 girls took part. The average mark of the boy Tamang students of Ban Devi Secondary School was 45.8 and the percentage of boy students scoring above the average was 50 (5 students) and percentage of the boy students scoring below the average was 50 (5 students). Similarly, the average mark of the girl Tamang students was 52.2 and the percentage of girl students scoring above the average was 60 (6 students) and percentage of the girls students scoring below the average was 40 (4 students). The above table clarifies that the girl Tamang students have good proficiency in English comparatively to boys.

3.1.2 Correlation Analysis of Students' Past and Present Achievement

In this sub topic, the researcher compared the English result in relation with students past and present achievement scores in terms of correlation. Correlation is a statistic representing how closely two variables co- vary and correlation analysis is the use of statistical correlation to evaluate the strength of the relation between variables. The researcher compared the achievements of students previous and present scores to ascertain the relationship with direct method using the past and present obtained marks which helps to get their progressive pattern in English. The correlation values of past and present English achievement scores are presented under the school wise as follows:

Table No. 5

Comparison of Correlation Values

SN.	<i>Name of school</i>	<i>No. of students</i>	<i>Correlation Value of Past test and Present test</i>	<i>Sign</i>
1.	Seti Devi Secondary	20	1.07	Positive
2.	Ban Devi Secondary	20	0.11	Negative

The above table presents the correlation value of the Tamang students of Seti Devi Secondary School was 1.07. It indicates that there were positive relationships in their achievement. Positive correlation is a correlation in which large values of one variable are associated with large values and small with small values. It shows that there were not satisfactory progresses in their achievement in comparison to previous and present performance. It means what were their performances in previous seemed so close to present performances as a little bit progressive pace in their achievements.

Similarly, the above table shows that the correlation coefficient value of the Tamang students of Ban Devi Secondary School was -0.11. It indicates that there were negative relationships in their achievements. Negative correlation is a correlation in which large values of one variable are associated with small values of the other. It shows that there were big gap relationships in their achievement where their previous performance average was very poor even in pass division but in present performance they have progressed in second division average mark with first division scores as well. Hence, it indicates that the Tamang students of Ban Devi Secondary School have better progressive achievement in English than the Tamang students of Seti Devi Secondary School.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter consists of two parts: findings and recommendations. Having analyzed and interpreted the data, some findings related to the objectives of the study have been drawn. On the basis of findings, some recommendations have also been suggested.

4.1 Findings

The major findings of the study are presented as follows:

4.1.1 Progress of Tamang Students Achievement

The researcher has found the following progress in the Tamang students in their achievement.

- i. The average mark of Tamang students of Seti Devi Secondary School was 39.5. It indicates that they are in satisfactory position within pass division in their previous year. They possess very normal in learning English.
- ii. Similarly, the Tamang students of Ban Devi Secondary School also seem satisfactory in pass division in their previous year where their average mark was 37.25. It also indicates that they are very poor in learning English.
- iii. In present results, the average mark of Tamang students of Seti Devi Secondary School was 42.45. It seems they are little bit in progress comparatively to previous one.
- iv. Likewise, the average mark of Tamang students of Ban Devi Secondary School was 48.5 in present result. It shows that they have comparatively better progress in English to previous one where their average difference is 10.25.

- v. In comparison, both schools are getting a little bit progress than their previous achievement. To the point, the Tamang students of Ban Devi Secondary School are in quite better progress than Seti Devi Secondary School ' students.
- vi. In gender wise comparison, the boy Tamang students of Seti Devi Secondary School have got 39.3 percent average mark and 60 percentage boys are in above the average mark, whereas the girl Tamang students have got 45.6 percent average mark and 50 percentage girls are in above the average mark. It indicates that girl Tamang students have better proficiency in English than boy Tamang students in Seti Devi Secondary School.
- vii. Similarly, the boy Tamang students of Ban Devi Secondary School have got 45.8 percent average mark and 50 percentage boys are in above the average mark, whereas the girl Tamang students have got 52.2 percent average mark and 60 percentage girls are in above the average mark. It indicates that girl Tamang students have better proficiency in English than boys Tamang students in Ban Devi Secondary School as well.
- viii. In gender wise comparison of both schools, the girl Tamang students of Ban Devi Secondary School have seemed better achievement in English where 60 percentages of them are in above the average mark 52.2.
- ix. The correlation coefficient value of Tamang students' previous and present performance of Seti Devi Secondary School was 1.07. Their previous average mark was 39.5 and present average mark was 42.45. It is positive relationship due to having a progress but it indicates that their achievements of previous and present are comparatively normal like corresponding each other. So, they are in low progressive pace in their achievements within positive relationship.
- x. The correlation coefficient value of Tamang students' previous and present performance of Ban Devi Secondary School was -0.11. It shows that there is gap

relationships in their previous and present achievement where their previous performance average was very poor even in pass division and in present performance they have progressed in second division average mark with first division scores as well. So, there is negative correlation coefficient value because of their previous performances were very low in comparison to present performances. It indicates that the Tamang students of Ban Devi Secondary School have better progressive achievement in English.

4.2 Recommendations

On the basis of the findings listed above, the researcher recommends the following points for pedagogical implications.

The teaching and testing are closely interrelated. In due course of time everything undergoes changes in its structure and functions. So does the teaching and testing of English, too the new trends, advancement, and modifications in language teaching necessarily bring out the corresponding changes and reforms in testing too.

As every research work certainly and necessarily does have its implications. Similarly, the finding of the present study on the place of subjective and objective tests in testing reading comprehension will also have some implications on teaching and testing of English in EFL classroom in the context of Nepal. Some of the pedagogical implications of this study are stated as follows:

- a. The Tamang students have poor achievements in English. The previous and present marks of Tamang students should be compared and cared by centering in their teaching learning situation to improve their performances in coming future.
- b. Girl Tamang students have also better proficiency in English. So, to keep this spirit, they must be kept on encouraging for better achievement in English.

- c. The Tamang students have seemed very normal pace in learning English and should not be confined to certain prescribed course books only. In addition, to increase their outlook of the subject matter, they need to have with varieties of reading material of their level and interests. So, while setting the teaching/learning objective and activities, everyone concerned must bear this fact in mind.
- d. The Tamang students in public schools are not large enough to understand the text well. A student whose first language is other than English may hide his or her ignorance for fear of being, exposed. However, this will not work for long. If simple subject matter is not understood or there will be no progress in learning and sooner or later such a student will give up and drop out. Unless language skills are developed, the students are also not expected to develop well. Therefore, in order to develop all around, and well-balanced language proficiency in the EFL learners, Tamang students have to give top priority to the students' achievement.

Hence, the study has the implication that curriculum and all other teaching material or activities need to be arranged and set in such a way that the English language skill is credited with high priority to Tamang students.

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Appendix-II

Distribution of Tamang Population

SN	Districts	Total Population	Tamang Population	Percentage of Tamang population
01	Rasuwa	44,731	28,515	63.75
02	Makawanpur	392,604	185,874	47.34
03	Nuwakot	288,478	111,112	38.52
04	Kavrepalanchok	385,672	130,261	33.78
05	Sindhupalachok	305,857	94,614	30.93
06	Sindhuli	279,821	70,968	25.36
07	Dhading	338,658	72,746	21.48
08	Ramechhap	212,408	43,669	20.56
09	Dolakha	204,229	27,619	13.52
10	Lalitpur	337,785	40,059	11.86
11	Bhaktapur	223,461	14,728	6.53
12	Kathmandu	1,081,845	92,378	8.53
Total Population		4,097,549	912,543	22.27

(Source: CBS, 2001)

Appendix-III

Students' Previous and Present Achievement Marks

Seti Devi Secondary School, Syaule, Sindhupalchok

SN	Previous Marks	Present Marks	Remarks
1.	35	41	
2.	46	43	
3.	47	45	
4.	33	44	
5.	24	26	
6.	43	47	
7.	46	54	
8.	36	52	
9.	45	34	
10.	33	35	
11.	44	35	
12.	44	66	
13.	43	23	
14.	42	45	
15.	43	46	
16.	33	44	
17.	72	75	
18.	34	41	
19.	34	38	
20.	32	45	

Ban Devi Secondary School, Chautara, Sindhupalchok

SN	Previous Marks	Present Marks	Remarks
1.	26	52	
2.	28	45	
3.	47	44	
4.	38	46	
5.	30	67	
6.	41	56	
7.	34	45	
8.	41	46	
9.	36	45	
10.	46	54	
11.	36	43	
12.	44	48	
13.	39	40	
14.	70	76	
15.	36	52	
16.	33	45	
17.	32	52	
18.	34	44	
19.	45	53	
20.	43	47	

Appendix-I

Test Items

These Test Items have been prepared in order to accomplish a research work entitled **"Progress of Tamang Students' Achievement in English"**. This research is being carried out under the supervision of **Dr. Anjana Bhattarai**, Reader, the Department of English Education, Faculty of Education T. U., Kirtipur. It is hoped that your invaluable co-operation will be a great contribution for the accomplishment of this research work.

Researcher
Harsha Lal Tamang
M. Ed. (English)

School name:.....

Student's name:.....

Address:.....

Class:

Roll. No. :.....

Time:

Sub: English
Time: 2 hours

Class: 6

Full marks: 100
Pass marks: 32

1. Read the following text and answer the questions that follow.

Cheetah lives in Africa. They live in hot, flat places. A cheetah can run 100 kilometers an hour. But only for a few minutes. It can catch deer. Giraffes live in Africa. Giraffes are very tall. They can eat leaves 6 meter high. Frogs are small, but a frog in Africa can grow to 35 centimeters and weight 3 kg.

A swift is a small bird. You can see them in Nepal. They can stay in the air for two years and fly 900 kilometers in a day. A penguin is a bird. It can't fly, but it can swim very well. It lives in Antarctica in the South Pole. It can live in the snow. Snakes can smell with their tongues, and a big snake can eat a goat. There are a lot of snakes in Nepal. A crocodile can live in water and on land. There are crocodiles in rivers in the Terai.

a. Answer these questions.

- i. What can eat a goat?
- ii. What can swim well?
- iii. What can fly very far?
- iv. What is very tall?
- v. What can run very fast?

b. Write T for true and F for false.

- i. A cheetah lives in Africa.
- ii. A giraffe has a long neck.
- iii. You can see a swift in Nepal.
- iv. A crocodile can swim.
- v. Snakes smell with their noses.

2. Read the following passage and answer the questions that follow.

In 1930 aeroplanes were very small. They only flew short distances. The pilots were very brave. Amy Johnson was a brave lady pilot. She was the first person to fly alone from London, in England, to Darwin, in Australia.

When she was near Rangoon in Burma, it was raining very heavily. She could see only could. She came very low. In Rangoon there was no airport. There was a long stretch of grassy land uses for horse races. It was the only place for landing an aeroplane.

Amy looked and looked. She couldn't see the race-course. She had no money petrol!

"I must land", she thought.

She saw a small piece of grass. She saw people waving. She came down it was a campus football field. The plane hit a goal post and went in a hole.

The wings were broken. Amy was so sad. Now she couldn't reach Australia.

But the students helped her. They used their shirts and mended the wings. They borrowed a fire engine. They put the aeroplane on top of the fire engine and took it to the racecourse. It looked funny. But on Friday, 16 May 1930, Amy took off from the race –course. She had many more adventures. On 24 May 1930, her little plane arrived in Darwin, Australia. Well done, Amy!

a. Find the opposite meaning of the following words from the passage:

short near landing taking off sad took

b. Write T for true and F for false statements.

- i. Amy had two friends in the plane.
- ii. Between England and Australia she came down many times.
- iii. It was raining in Rangoon.

c. Give Amy's answer to the following questions:

- a. Were you frightened?
- b. What happened?
- c. Who helped you?
- d. How did you feel?
- e. Where did you land?

d. Match the following;

Darwin	Burma
Rangoon	Australia
London	England
Goal	horse racing post
Race course	post

5. Put the words in correct alphabetical order.

- i. Man , woman, boy, lady, girl
- ii. Banana, guava, apple, pineapple, mango
- iii. Radio, mobile, television, bulb, computer
- iv. Shirt, pant, cap, towel, quit

6. Write ten lines about your village.

7. Supply the correct words.

- a) Ito school when I saw the leopard. (walked , am walked, was walking)
- b) I think it's rain. (going to, going, will)
- c) The teacher wanted to clean the board.(they, he, me, I 0
- d) I couldn't come.....my mother sent to the bazaar.(and, because, but, so)
- e)like to have a cup of tea? (do you, would you, did you)
- f) That's.....tree in the world.(the bigger, the biggest, bigger)
- g) Although Bima is older he is only.....Dil.(taller than, the tallest, as tall as)
- h)he never been to Thailand?(have, has, will)
- i) No, he'sbeen there.(ever, never, not ever)
- j) I like playing volleyball, but I badminton.(prefer, like, liking)

The End

Sub: English
Time: 2 hours

Class: 7

Full marks: 80
Pass marks: 25.6

1. Read the following passage and answer the questions that follow:

They are not many giant hornbills. May be they have all died. They are more than one meter long. They live in the forests of the Terai. They eat fruit. Early in there mornings they fly over big rivers to their feeding places. Their wings make a loud noise.

Tibetan snow cocks live in the Everest national park. They live high up in the mountains. They walk among rocks and grass looking for food. They can run very fast or glide many kilometers. In the morning they call “chuck-chuck- chuck –da-da-da.”

High in the Himalayas live the rare and beautiful snow leopards. They are two meters long. They have thick fur with brown spots. You can’t see them easily among the snow and rocks.

Crocodiles and Gharials live in the Terai. They have such big teeth to catch fish and animals but they can’t chew their food. So they eat stones. The stones break up the food in their stomachs. The stones make them very heavy. They only eat food about fifty times in a year.

A. Give short answers.

- a. How often do crocodiles eat?
- b. How big are hornbills?
- c. Where do snow leopards live?
- d. What colour are they?
- e. Where can you see Tibetan snow-cocks?

B. Match the following words in Column A suitably with column B.

- | | |
|----------------------------|--------------------------------|
| a. Snow leopards | live in Terai. |
| b. Crocodiles and Gharials | live high up in the mountains. |
| c. Hornbills | live in high Himalayas. |
| d. Snowcocks | live in the forests of Terai. |

C. Write true or false.

- a. Leopards sometimes eat grass.
- b. Crocodiles eat stones to make them heavy and crush their food inside theirs stomach.
- c. Snowcocks can fly very far and fast.

2. Read this passage and answer the questions given below.

Electricity is a useful servant but it can be a dangerous enemy. Electricity can be carried easily all over the country by power lines. We can use electricity to heat and light our house, to cook our foods and drive machinery of all kinds. In all these ways, electric power helps us. But it is a power, which we must use with care. Remember that an electric shock can kill you make sure that the wires in your house are strong and that no are metal can be seen. Bare wire can give you a bad shock.

They may touch each other and make sparks which can cause fires. Never touch an electric switch with wet hands. When your hand is wet, it is easier for the electricity to pass through you. If you have an electric stove, fire or lamp made of metal, it should be earthed.

A. Answer the following questions.

- i. Why should electric power be used with care?
- ii. How is electricity a useful servant?
- iii. Name a cheap method of generating electricity?
- iv. What precaution must be taken before touching a switch?
- v. Name some of the use of electricity in the house.

B. Use these words and make meaningful sentences.

- | | | | |
|----------|----------|------------|----------|
| i. power | ii. fire | iii. shock | iv. kill |
|----------|----------|------------|----------|

C. Write the opposite of the following words.

- | | |
|-------------------|------------------|
| i. never | ii. master |
| iii. friend | iv. weak..... |
| v. unseen | |

3. Write a letter to a friend telling him about your school.

4. Complete the following dialogue.

- A: Can I help you, sir?
 B: All right, and this is the suit – length I've brought.
 A: Yes, sir. May I take your measurements?
 B: Yes.
 A: Right, sir.
 B: Now
 A: About two weeks, I think. It takes longer at this time of the year
 B: That'll be all right. But the end of this month.
 A:

- a) what can I do for you, sir?
- b) because of the wedding season, you know.
- c) all right, sir.
- d) I want a woolen suit made.
- e) I'd like to have it.
- f) I'd like a loose – fitting suit.
- g) I don't like the black one.
- h) how long will it take you?

4. People talk and some birds sing. Find out what all these birds and animals do.

- | | |
|---------|-------|
| Lions | miaow |
| Goats | quack |
| Pigs | crow |
| Dogs | bleat |
| Donkeys | grunt |
| Cocks | bark |
| Ducks | roar |
| Cats | bray |

5. Change one word to make each these sentences sensible or correct.

- i. A horse can gallop very slowly.
- ii. I finished the homework tomorrow.

- iii. We should break the school rules.
- iv. That little girl is sixty years old.

6. Choose the most appropriate words or phrases from those give in the brackets.

- i. Sri Lanka isisland.(a, an, the)
- ii. He has lived heretwo years.(with, by, for)
- iii. Are you goingbus?(with, at, by)
- iv.has two pens in his hands.(I, you, he)
- v. Do not make a noise; the babynow. (is sleeping, has slept, sleeps)
- vi. If I were rich, I.....buy an expensive car. (will, shall, could)
- vii. Sheela is working. Hari told her to work. Hari made Sheela.....(working, work, worked)
- viii. Hari laughs at Bini's joke. Hari makes Binit.....(laughs, laugh, laughing)
- ix. Shital was absent,?(isn't her, doesn't she, wasn't her)
- x. Do you want to talk to the man.....is waiting for you.(what, who, that)
- xi. "Sing a song", the lady told her little son. (The told the little son to sing a song./ The little son told the lady to sing.)
- xii.his weakness, he is bold. (however, as, in spite of)

The End

