

**READING COMPREHENSION ABILITY OF SEVENTH
GRADERS**

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

**Submitted by
Birendra Limbu**

**Faculty of Education
Tribhuvan University
Janta Multiple Campus
Itahari, Sunsari, Nepal**

2019/2076

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DECLARATION

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

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RECOMMENDATION FOR ACCEPTANCE

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I recommend the thesis for acceptance and evaluation.

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RECOMMENDATION FOR EVALUATION

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DEDICATION

**Dedicated
To
My Parents and Gurus**

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I would like to express my deep sincere gratitude to my thesis guide **Mr. Kamal Raj Dahal**, Associate Professor and Head of the Department of English Education **Janta Multiple Campus**, for his meticulous guide, encouragement, useful comments and invaluable suggestions to complete the task. I am deeply indebted for his help during my research work. Truly speaking without him, this work would have been incomplete as well as worthless.

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Birendra Limbu

ABSTRACT

This research work attempts to compare the reading comprehension ability of the Seventh Graders of Taplejung District in a variety of seen and unseen texts. To carry out this research work, the researcher prepared the test items including six different seen and unseen texts i.e story, letter and biography. Then a test was administered to a number of 60 students in order to find out data for the research. The sources of data were 60 students from six public schools of Pathivara Yangwarak Rural Municipality, Taplejung District (seventh graders only). Then the test was administered to collect the data. After the administration of the test, the answer sheets of the students were collected, scored, analyzed and the reading comprehension ability was calculated and compared. It was found that students have obtained 76.75 percentage in all seen and unseen texts. Students scored better in seen texts than unseen texts. They scored better in story than letters and biography in seen texts and they have scored better in letter than story and biography in unseen texts. Girls were found having better reading comprehension ability in both seen and unseen texts than boys where girls scored 92 percentage and boys scored 82.25 percentage.

This research study consists of five chapters: introduction, review of related literature, methodology, results and discussions and findings and recommendations. The first chapter introduction contains general background, statements of the problems, rational of the study, objectives of the study, research questions, significant of the study and delimitations of the study. Similarly second chapter deals with review of the related literature, implication of the reviewed literature and conceptual framework. Chapter three methods and procedures of the study consists of design of the study, sources of data, population of the study, sampling procedures, data collection tools

and procedures, process of data collection and data analysis and interpretations. Forth chapter is result and discussions of the data. In this section marks obtained by the students have been analyzed to find out their reading comprehension ability. Some statistical tools such as average and percentage have been used to analyze the marks obtained by the students. Finally, the reading comprehension ability of the students of seventh graders has been compared on the basis of the marks obtained in seen and unseen texts. Finally fifth chapter consists of findings and recommendations of the study. Reference and appendices are presented at the end of this chapter.

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LIST OF ABBREVIATIONS AND SYMBOLS

AD	Anno Domini
CDC	Curriculum Development Centre
ELT	English Language Teaching
ESL	English as Second Language
NELTA	Nepal English Language Teachers Association
NESP	National Education System Plan
OALD	Oxford Advance Learners Dictionary
www	World Wide Web

CHAPTER - ONE

INTRODUCTION

1.1 General Background

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

Reading skill plays an important role in teaching English as a second language.

Learners who have good reading ability will progress in their careers and their further studies. For those who study English as a second language, ability in English reading comprehension is a must. Learners need reading comprehension to be able to get better success in the future.

1.1.1 Reading Skills

As we know that reading is one of the receptive language skill in which students read some reading text and get information about the concerned subject matter. Whereas reading comprehension refers to the state of having knowledge of subject matter.

Hornby (1996, p. 132) defines comprehension as `The ability to understand and an exercise that trains students to understand a language`. According to Wikipedia,

reading comprehension is defined as `a level of understanding which comes from the

interaction between the words that were written and how they trigger knowledge outside the text message.

Reading is an important way of learning a foreign language. Reading has been defined differently by different scholars in many ways. According to Khaniya (2005, p.139) 'Reading generally means understanding or making sense of a given text. This means the meaning is not merely lying in the text waiting to be passively absorbed. On the contrary the reader will have to be actively involved and will have to get the meaning out. Before reading, the reader must assume about the code and the message the writer has tried to provide to the reader'.

Reading is receptive skill which is necessary for understanding the content of the subject matter. In the natural order of language learning receptive skill always comes before the productive skill. Therefore it is necessary to develop the receptive skill in order to develop productive skill. This fact shows that reading skill works as a foundation in developing other skills of the language. Grellet (1995, p.33) defines reading as 'understanding a written text means extracting the required information from it as effectively as possible'.

There were different types of reading skills found in English language teaching and learning which were categorized by Grellet (1995, p. 32) in the following ways:

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

d. Intensive reading: reading shorter text to extract specific information out of many. This is more an accuracy activity involving reading for detail.

Reading means understanding the text that involves required information and message. It is one of the important aspects of learning a foreign language. It opens the gateway of knowledge. To read means to understand the various sub-skills of reading which were listed below. According to Munby (1978, p.35)

- a) Recognizing the script of a language.
- b) Deducing the meaning.
- c) Understanding the conceptual meaning.
- d) Understanding relations with the sentence.
- e) Understanding the communicative value of sentence and utterances.
- f) Understanding cohesion between parts of a text through grammatical cohesion devices.
- g) Interpreting text by going outside it.
- h) Recognizing indicators.
- i) Identifying the main point.
- j) Distinguishing the main idea from supporting details.
- k) Extracting salient points to summarize.
- l) Selective extraction of relevant points from the text.
- m) Basic reference skills.
- n) Skimming and scanning.

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

1.2 Statement of the Problem

As we know, there were four different language skills, they were: listening, speaking, reading and speaking that the language learner must learn. There is no possibility of speaking without listening, reading without speaking and writing without reading. One becomes incomplete in the absence of others. Among the four language skills here I am going to talk about the importance of reading skill.

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

I have chosen this topic to get information related to reading comprehension. The subject matter that I wanted to find out was: what is the condition of the public schools students in reading comprehension?

1.3 Rational of the Study

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

1.4 Objectives of the Study

This study was based on following objectives:

- i. To find out the reading comprehension ability of Seventh graders of public schools.
- ii. To compare reading comprehension ability on the basis of the following variables:

- Seen Vs unseen
- Text wise : biography, story and letter
- Gender wise

iii. To suggest some pedagogical implications of the study.

1.5 Research Questions

The questions for this study were:

- What is the condition of the public schools` students in reading comprehension?
- Do they have similar condition or not?

1.6 Significance of the Study

This study will be beneficial to the learners, teachers, subject-expert, curriculum designers, text-book writers, language trainers and all the people who directly or indirectly involved in English language teaching and learning. This study will be helpful to find out the students` ability in reading comprehension.

1.7 Delimitations of the Study

The study had the following delimitations:

- i. This study was limited to find out the reading comprehension ability of the seventh graders only.
- ii. This study was limited to compare reading comprehension ability of the students.
- iii. This was limited to compare reading comprehension ability using seen and unseen texts only.

iv. This study was done using seen and unseen biography, stories and letters only.

1.8 Operational Definition of Key Term

Following key words were used in the study;

Proficiency: The state or quality of being proficient and very skilled or knowledgeable in guided writing for this study.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

2.1.1 Reading Comprehension

As we know that reading is one of the receptive language skill in which students read some reading text and get information about the concerned subject matter. Whereas reading comprehension refers to the state of having knowledge of subject matter.

Hornby (1996, p. 132) defines comprehension as `The ability to understand and an exercise that trains students to understand a language`. According to Wikipedia, reading comprehension is defined as `a level of understanding which comes from the interaction between the words that were written and how they trigger knowledge outside the text message`.

According to (Grellet, 1995, p.33) Reading comprehension is interpreted as `extracting the required information from a written text as efficiently as possible`. It is generally accepted that reading is the most essential activity of the learners for EFL classes. Reading comprehension is pervasive and complex which is difficult to cope with what reading is composed of and what is necessary to develop this ability in a learner. In the words of Davies (1974, p.185), `Reading comprehension is a process of analysis of receiving message from as written text`.

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

2.1.2 Testing Reading Comprehension

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

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

It is interpreting meaning out of written material. It is not confined to the written text.

It is identifying the main point. It is distinguishing the main points from the sub-points.

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

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

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

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

Some of them were described as follow:

A. Multiple Choice

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

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

B. True and False

According to Heaton (1998, p.113) 'The true and false test is one of the most widely used test of reading comprehension'. The scoring of such a test is not only straightforward and quick but also the scores by the tests can be very reliable.

True/False tests were of considerable use for conclusion in class progress tests chiefly because unlike multiple choice tests items they can be constructed easily and quickly, allowing the teacher and time for other tasks.

C. Cloze Test

The cloze test is one of the techniques of testing reading comprehension. It is a reading passage that he been multiplied by the deletion of every 4th (usually every sixth or seventh) word from a passage. In Hughes's (1995, p.63) words 'the cloze procedure involves deleting a number of words in a passage, leaving blanks and required the person taking the test to attempt to replace the original

D. Multiple Cloze Test

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

E. Summary Cloze

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

F. Completion Item

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

G. Rearrangements

Rearrangement of two or more items such as words or sentences of the text is useful for testing the ability to understand a sequence of steps in a process or events in narrative. In this technique of testing reading different exercises for classroom practice is given to the students and they will often be required to rewrite the jumbled sentences in their correct sequence. It is obviously preferable for testing purposes to

instruct them to write simple numbers or letters of the jumbled sentences. It is also advisable to provide them with one or two answer. If students start of by putting the first two or three sentences in the wrong order, it may be impossible for them to put the remaining sentences in the correct order. In other words, one wrong answer will inevitably lead to a second wrong answer and possible as third and so on.

H. Open-ended

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

Among these test items I have tested multiple choice, true or false, completion item and open ended.

2.2 Review of Empirical Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. Through a number of research works have been carried out in the field of teaching English; very few of them have been conducted in the field of teaching English and reading comprehension ability. Some research studies related to this study were reviewed as follows:

Giri (1981) carried out a research on 'A Comparative Study of English Language Proficiency of the Students Studying in Grade X of Doti and Kathmandu district'. The objective of the study was to find out the language proficiency of the students of the

students studying in grade six. In his study, he concluded that the students of urban (Kathmandu) area are more proficient in using the English language than the students of Doti district. In the case of reading proficiency he founded that urban students had better ability to read and comprehend the passage in English than that of the rural students.

In the same way, Subedi (2000) administered 'Two sets of Questions in order to Compare Reading Comprehension of IX Graders of Kathmandu and Jhapa District'. The objective of the study was to find out comparative reading comprehension ability of IX graders. To achieve the objective one set of questions was selected from the magazines and another set of questions was newspaper. He used both subjective type of text item. His study showed that the students of Kathmandu had better reading skill than those of Jhapa district.

Similarly, Ghimire (2001) studied on 'English Reading Speed of Nepalese Students'. The objective of the study was to find out English reading speed of Nepalese students. He involved the students of secondary education from Dailekh, Surkhet and Kathmandu districts. His study showed that the average English reading speed of Nepali students was 89.10 words per minute. It also showed that the students of Kathmandu district could read faster of all.

Likewise, Poudel (2002) carried out a study on 'Reading Comprehension Ability of the Students of Proficiency Certificate and Higher Secondary Level: A Comparative Study'. The objective of the study was to find out and compare the reading comprehension ability of the students of proficiency certificate and higher secondary levels. The primary sources of data of his study were 160 students from different campuses and higher secondary schools of Morang district. He had used random

sampling procedures to select the students. Two types of questions: subjective and objective were used based on four different reading texts. His findings prove that PCL second year students have comparatively better reading ability than those of XII graders and the gap between them was remarkable.

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

Likewise, Bhandari (2010) studied on 'Reading Comprehension Ability of SLC Graders'. The objective of the study was to find out the reading comprehension ability of SLC graders. He involved distinction holders in terms of different comprehension skill from inside valley. He used 80 students from grade 11 who achieved distinction in their SLC (2065) from different private schools. He used observation, interview and questionnaire to elicit the information. He used four items of unseen reading texts for oral and written test. He used multiple choice, true/false and gap filling items and rearranging, short questions and opinion seekers were also used. He used cumulative average of scores to interpret the data. He found that students were poor on their performance in the reading skills such as: inference, overall reading comprehension and independent reading. Whereas they were highly proficient in print skills while the score was 57.02 percent on meaning skills. Distinction holders from valley were

found remarkably better in different skills and performance in comparison to those from outside the valley.

Similarly, Bhattarai (2010) conducted a research on 'The Title Reading Comprehension Ability of Primary Teachers of Chitwan District'. The objective of the study was to find out title reading comprehension ability of primary teachers. He did the study of the teachers on reading comprehension on the basis of teachers training and their experience. The primary source of data for his study were the primary level English teachers both from government aided and private schools of Chitwan district using systematic judgmental sampling procedure. Three different unseen passages were selected. He found that the response of untrained and less expert teachers were slightly more erroneous than untrained teachers.

In the same way, Bhandari (2011) studied on 'Reading Comprehension Ability of Dalit Students in Shankhuwasava District'. The objective of the study was to find out reading comprehension ability of the Dalit students. He used the Dalit students of six government aided secondary schools for the study. He found that the score of the Dalit students in seen and unseen passage were not satisfactory. They obtained 8.33 out of 21 full marks in seen text and 8.86 out of 21 full marks in unseen texts. As a whole he found that Dalit boy students were able to do more reading comprehension ability in comprehension to Dalit girl students.

Thus, the above mentioned researches conducted on reading comprehension shows that many research works have been carried out concerning the reading comprehension of the students. Moreover, some research works have been carried out regarding the students above secondary level. Unlike the previous works, here the researcher is interested in carrying out the present work in lower secondary level.

This study differs from all of the above research studies as it is trying to study the reading comprehension ability of seventh grader students of six public schools of Taplejung district using seen and unseen biography, letter and story. The researcher has, therefore, selected the topic for the study.

2.3 Implication of the Review of Study

The above reviewed studies were to some extent related to my study. After reviewing these studies, I have gathered lots of knowledge regarding how I should proceed. I will carry out survey research and I will take the help of Bhandari R. (2010) as his study was also related to reading comprehension ability SLC graduates. Nevertheless, other researchers conducted by Bhandari (2011), Shah(2002), Poudel (2002), Ghimire (2001) and so on, also gave me much information about this study.

2.4 Conceptual Framework

Conceptual framework is the guideline to the researcher to conduct a research. The study of reading comprehension ability of eighth graders` of seventh graders` of public schools of Taplejung district will be based on following conceptual framework.

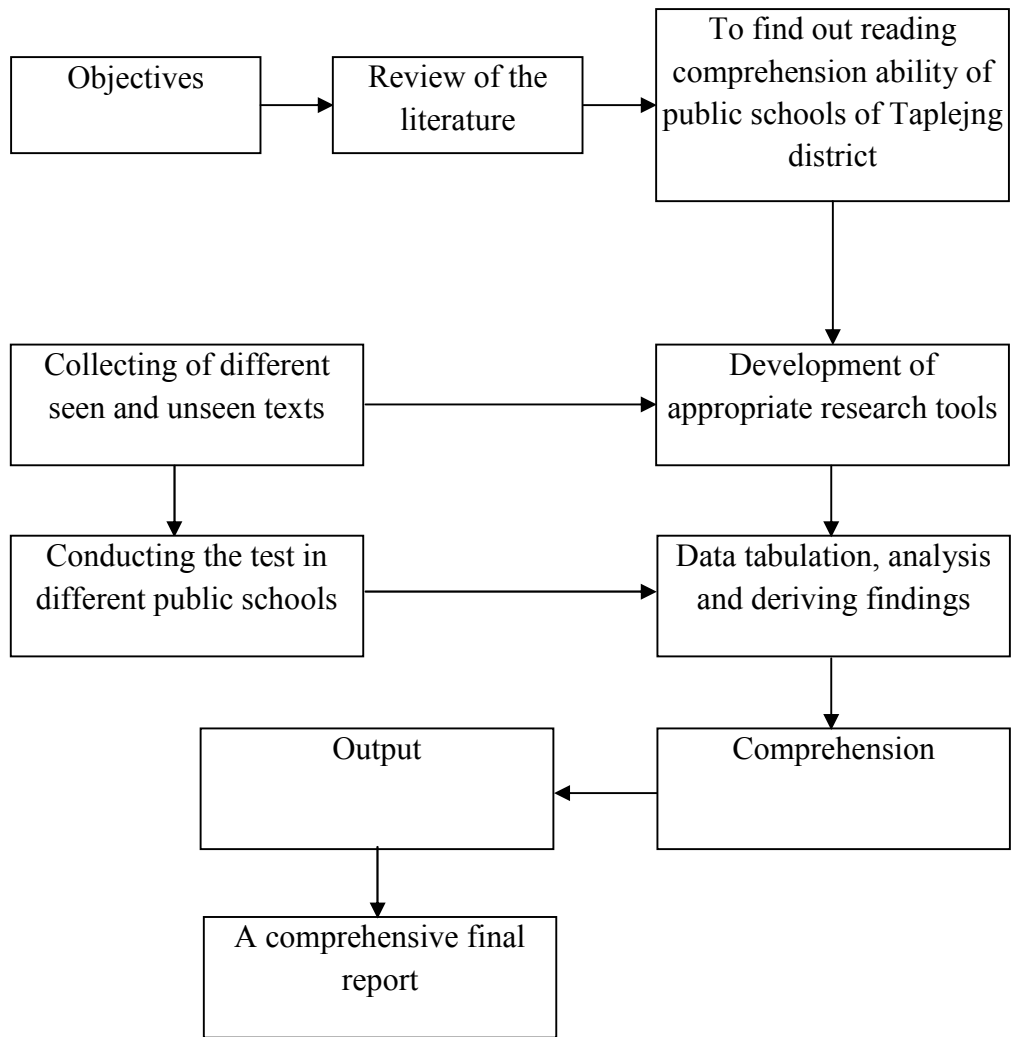


Figure 1: Conceptual Frame work

CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

I have used survey research to achieve the objectives. I have selected six public secondary school of Taplejung District through random sampling procedure and ask the school's administration for permission. Then, I entered in class seventh and observed their reading comprehension ability and finally their scores were measured. Scores were analyzed by following quantitative research method. Scores obtained by the learners were tabulated, compared and analyzed. The research design that I have used was analytical, comparative and interpretative.

3.2 Sources of Data

I have used both primary and secondary sources. The teacher and student of grade seventh were my primary sources and whereas the books, journals and websites were my secondary sources.

3.2.1 Primary Sources

It is the first hand data which is collected by researchers themselves. So I observed the reading comprehension ability of seventh graders and gather information. I took interview, asked questionnaires, recorded classroom activities.

3.2.2 Secondary Sources

Our English book of Seventh Graders, some English practice books, magazines, text books, journals like Cross (1992), Ellis (1994), Harmer(2008),Hughes (1995),Mitchell (2004),internet and so on were used as a secondary sources of data. The researcher consulted different articles, theses and other related materials to the study.

3.3 Population and Sample

The total Population was 240 students studying in seven grade of six public schools from Pathivara Yangwarak rural municipality ward no 1 and 2 out of 14 rural municipality of Taplejung district. Their distribution was being 60 (10/10 students from each school). Five boys and five girls were selected from each schools.

3.4 Sampling Procedure

I have purposively selected six public schools for my study. I have collected students reading comprehension ability through seen and unseen texts. I have presented tests to collect necessary information.

3.5 Data Collection Tools and Techniques

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

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

3.6 Data Collection Procedure

The process for the collection of data for the study has been as follows: First, the researcher prepared the required copies of set of questionnaire. The purposively selected schools have been visited personally and permission from the concerned authority to talk about the intention of visiting the schools was sought. Then, the good rapport with the English teachers was established to talk about the purpose of the visit. After that, permission from the respected respondents was taken to explain briefly about the research study and what they were supposed to do. The questionnaire was distributed to the students and they were requested to answer the questions and return on time. Finally, the informants and the school authority were heartily thanked for their patience, cooperation and support.

3.7 Process of Data Collection

The following processes were used while collecting the data:

- In course of data collection six public schools were selected from Taplejung District.
- Ten students from each school were selected by using simple random sampling procedure.
- Test was conducted by asking the permission from the administration.
- Time and instructions were provided to them. A set of seen and unseen text was given to the students.

- To prevent them from cheating only two students were allowed to have a seat on one bench.
- The test were conducted in the presence of the researcher himself.
- Then, researcher examined answered sheets and score was provided according to their correct answers.
- Finally, score was tabulated and presented in tables.

3.8 Data Analysis and Interpretation Procedure

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

CHAPTER - FOUR

RESULTS AND DISCUSSION

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

4.1 Results

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

- 1 The students have achieved 87.5 percentage in seen story, 87 percentage in seen letters and 74 percentage in seen biography. (see table no. 1)
- 2 The students have obtained 78.5 percentage in unseen story, 82.8 percentage in unseen letters and 50.5 percentage in unseen biography. (see table no. 2)
- 3 Text wise the students have obtained 83 percentage in seen story, 84.75 percentage in letters and 62.5 percentage in biography. (see table no. 3)
- 4 The students have obtained 76.75 percentage in all seen and unseen texts. (see table no. 4)
- 5 This study shows that 20 students got below 76.75 average percentage and 40 students got above 76.75 percentage out of 60 students both in seen and unseen test items.

- 6 Boys obtained 86 percentage in seen text whereas girls obtained 86.5 percentage in seen text. (see table no. 12)
- 7 Boys obtained 87 percentage in unseen story whereas girls also obtained 95 percentage in unseen story. (see table no. 12)
- 8 Boys obtained 86.5 percentage in both seen and unseen story whereas girls obtained 88.5 percentage marks. (see table no. 12)
- 9 Boys obtained 79.5 percentage in seen and unseen letters whereas girls obtained 73.75 percentage. (see table no. 13)
- 10 Girls obtained 60.5 percentage marks in seen and unseen biography whereas boys obtained 64 percentage marks. (see table no. 14)

4.2 Discussion

The level of their reading comprehension have been analyzed and compared in the following tables:

4.2.1 Reading Comprehension Ability of the Seventh Graders

This section shows the reading comprehension ability of the Seventh Graders in seen and unseen texts. The following tables 1,2,.....15 show the performance of the students in seen and unseen texts respectively.

4.2.2 Overall Reading Comprehension Ability in Seen Texts

Table below shows the reading comprehension ability in the seen texts (i.e. story, letters and biography). Table shows the performance of the Seventh Graders in seen texts only.

Table 1
Reading Comprehension Ability in Seen Texts

S.N	Texts	Number of Students	F.M	Seen Txt 10
1	Story	10	Average percentage	8.75 87.5
2	Letters	10	Average percentage	8.7 87
3	Biography	10	Average percentage	7.45 74.5
	Total	30	Average percentage	(24.9) 83

Table1 shows the reading comprehension ability of Seventh Graders in different three seen texts (i.e. story, letters and biography) making texts wise interpretation, the students in story have scored better than in other texts. They have scored 8.75 marks out of 10 full marks i.e. 87.5 percent of the marks in the test. Similarly, the students have performed least in biography in the comparison to other texts. Statistically, they have secured only 7.45 marks out of 10 full marks, i.e. 74.5 percentage, which is below than the average in total, 83 percentage. The achievement in the letter is better than biography with the score 8.7 i.e. 87 percentage.

It can be said that, the achievement in story is better than letter and biography in seen texts. Students were found in biography more difficult in the seen test than letters and story. However, their proficiency is good since their overall average percentage is 83.

4.2.3 Overall Reading Comprehension Ability in Unseen Texts

The reading comprehension ability in unseen texts (i.e. story, letters and biography) is shown and analyzed here. Table 2 shows the performance of Seventh Graders in unseen texts only.

Table 2

Reading Comprehension Ability in Unseen Texts

S.N	Texts	Number of Students	F.M 10	Unseen Text 30
1	Story	10	Average percentage	7.85 78.5
2	Letters	10	Average percentage	8.25 82.8
3	Biography	10	Average percentage	5.05 50.5
	Total	30	Average percentage	(21.77) 72.6

Table 2 presents the reading comprehension ability in unseen texts of the Seventh Graders studying in different six schools of Taplejung district. In unseen texts, they have obtained 21.77 marks out of 30 full marks i.e. 72.6 percentage of the marks. Text wise, the students have obtained the highest marks (i.e. 8.25 marks out of 10 full marks) in unseen letters whereas students have obtained lowest marks i.e 5.05 marks

out of 10 full marks and 50.05 percent in unseen biography which is below than average percentage. The performance of the unseen story falls between the performances of the two. The percentage of the each texts were as below:

Story 78.5

Letters 82.5

Biography 50.5

In a conclusion, this shows that the Seventh Graders of Taplejung have better reading comprehension ability in unseen letters than unseen story and biography. But the students were found to be poor in unseen biography than others.

4.2.4 Text Wise Total Reading Comprehension Ability of the Seventh Graders

Table no 4 below shows the text wise total reading comprehension ability of the seventh graders of Taplejung in seen and unseen text:

Table 3

Text Wise Total Reading Comprehension Ability in Seen and Unseen Texts

S.N	Texts	Num. of students	F.M	Seen Text 10	Unseen Text 10	Total 20
1	Story	20	Average	8.75	7.85	16.6
			Percentage	87.5	78.5	83
2	Letters	20	Average	8.7	8.25	16.95
			Percentage	87	82.5	84.75
3	Biography	20	Average	7.45	5.05	12.5
			Percentage	74.5	50.5	62.5

Table 3 shows that Seventh Graders of Taplejung District have best reading comprehension ability in letters than in stories and biographies. In letters they have obtained 16.95 marks out of 20 full marks, i.e. 84.75 percentage. It is the overall performance in two type of tests i.e. seen and unseen text. In seen and unseen story they have obtained 83 percentage which is too close to the marks of the letters. In biography they have obtained 12.5 marks out of 20 full marks, i.e. 62.5 percentage. In a conclusion, the seventh graders reading comprehension ability in seen and unseen texts is 46.05 marks out of 60 full marks, i.e. 76.75 percentage of the marks.

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

Table 4 below shows an overall comparison of the marks obtained by the Seventh Graders in seen and unseen texts i.e. Story, letter and biography.

Table 4

Holistic Comparison of the Reading Comprehension

S.N	Number of Students	F.M	Seen 30	Unseen 30	Total 60
1	60	Average	24.9	21.15	46.05
		Percentage	83	70.5	76.75

Table4 shows an overall comparison of the marks obtained by the Seventh Graders of Taplejung in seen and unseen (i.e. story, letters and biography) texts. Which shows that the students have better reading comprehension ability in seen texts than the unseen texts. In seen texts they have scored 24.9 marks out of 30 full marks i.e. 83

percentage of the marks. Students score 21.15 average score in unseen text i.e 76.75 percentage of the marks.

In a conclusion, students of Teplejung district were found that 20 students got below 76.75 average percentage and 40 students got above 76.75 percentage out of 60 students both in seen and unseen test items.

4.2.6 Reading Comprehension Ability in Story and Letters

This section makes comparison of the reading comprehension ability of seventh graders of Taplejung in seen and unseen story and letters (i.e. story Vs letters)

Table 5

Reading Comprehension in Story and Letters

S.N	Texts	Number of Students	F.M	Seen Text 10	Unseen Text 10	Total 20
1	Story	20	Average Percentage	8.75 87.5	7.85 78.5	16.6 83
2	Letters	20	Average Percentage	8.7 87	8.25 82.5	16.95 84.75

Table 5 shows that reading comprehension ability of public schools of Taplejung district. Table shows that reading comprehension ability of the students in seen story is better than that of unseen texts because in reading comprehension ability of students in seen story is 8.75 out of 10 full marks and unseen story is 7.85 marks out

of 10 full marks whereas students have scored 8.7 marks in seen letters and 8.25 marks in unseen letters out of 10 full marks.

In a conclusion, students have better reading comprehension in letters than that of story where students score 16.6 as average score out of 20 full marks i.e. 83 percentage in story whereas students score 16.95 as average score out of 20 full marks i.e. 84.75 percentage in letters. But students were better in seen story than seen letters because students score 8.75 average score out of 10 full marks in seen story and 8.7 only in seen letters.

4.2.7 Reading Comprehension Ability in Letters and Biography

This section makes comparison of the reading comprehension ability of the Seventh Graders of Taplejung in seen and unseen letters and biography (letters Vs biography).

Table 6

Reading Comprehension in Letters and Biography

S.N	Texts	Number of Students	F.M	Seen Text 10	Unseen Text 10	Total 20
1	Letters	10	Average Percentage	8.7 87	8.25 82.5	16.95 84.75
2	Biography	10	Average Percentage	7.45 74.5	5.05 50.5	12.5 62.5

Table 6 presents the reading comprehension ability of Seventh Graders in seen and unseen letters and biography. The students have better reading comprehension ability

in letters. The students have obtained 16.95 average marks in seen and unseen letters where they have obtained 12.5 average marks out of 20 full marks in seen and unseen biography. The students have better reading comprehension ability in seen letters than unseen letters. Similarly, they have better reading comprehension ability in seen letters than the unseen biography where in unseen biography they have obtained lowest marks of all (i.e. 5.05 marks out of 10 full marks).

In a conclusion, the students have better reading comprehension ability in letters than in biography where there students got 22.25 less percentage is biography than letters.

4.2.8 Reading Comprehension Ability in Biography and Story

This section .Makes comparison of the reading comprehension ability of the Seventh Graders of Taplejung in seen and unseen biography and stories 9i.e. biographies Vs letters)

Table 7

Reading Comprehension in Biography and Story

S.N	Texts	Number of Students	F.M	Seen Text	Unseen Text	Total 20
1	Biography	20	Average	7.45	5.05	12.5
			Percentage	74.5	50.5	62.5
2	Stories	20	Average	8.75	7.85	16.6
			Percentage	87.5	78.5	83

Table 7 shows that the reading comprehension ability of the students in story is 16.6 marks out of 20 full marks i.e. 83 percentage of the marks whereas in biography students have obtained 12.5 marks out of 20 full marks i.e. 62.5 percentage of the marks. The data presented over here shows that students have better reading comprehension in story than biography. In biography they have obtained 4.1 less marks in 20 full marks i.e. 20 percentage.

In a conclusion, if we observe seen and unseen texts students have better reading comprehension in seen text biography and story than unseen texts. As a whole students of Taplejung district have better reading comprehension ability in stories rather than biography.

4.3 Reading Comprehension Ability in Seen and Unseen Story

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

Table 8

Reading Comprehension in Seen/Unseen Story

S.N.	Text	Number of students	F.M.	Seen Text 10	Unseen Text 10	Total 20
1	Story	20	Average	8.75	7.85	16.6
			Percentage	87.5	78.5	83

Table 8 presents the reading comprehension ability of the Seventh Graders in seen and unseen story. The total achievement of the students in seen and unseen story is 16.6 out of 20 full marks i.e. 83 percentage of the marks.

In a conclusion, the students have better reading comprehension ability in seen story than that of unseen text where they have obtained 8.75 in seen story out of 10 full marks and they have obtained 0.9 less marks in unseen text.

4.4 Reading Comprehension Ability in Seen and Unseen Letters

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

Table 9

Reading Comprehension in Seen/Unseen Letters

S.N.	Text	Number of students	F.M.	Seen Text 10	Unseen Text 10	Total 20
1	Letters	20	Average	8.7	8.25	16.95
			Percentage	87	82.5	84.75

Table 9 presents the reading comprehension ability of students in seen and unseen letters. The total reading comprehension ability of the students in seen and unseen letters is 1695 marks out of 20 full marks i.e. 84.75 percentage of the marks.

In a conclusion, it is found that the students have better reading comprehension ability in seen letters than unseen letter. In seen letters they have obtained 8.7 marks out of

10 full marks where the students have obtained only 8.25 marks out of 10 full marks which is 0.25 less marks than the marks in seen texts.

4.5 Reading Comprehension Ability in Seen and Unseen Biography

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

Table 10

Reading Comprehension in Seen/Unseen Biographies

S.N.	Text	Number of students	F.M.	Seen Text 10	Unseen Text 10	Total 20
1	Biography	20	Average	7.45	5.05	12.5
			Percentage	74.5	50.5	62.5

Table10 presents the reading comprehension ability of the seventh graders in seen and unseen biography. The total reading comprehension ability in biography is 12.5marks out of 20 full marks i.e.62.5 percentage of the marks.

In a conclusion, the students have better reading comprehension ability in seen biography than unseen biography. They have obtained 7.45 marks out of 10 full marks in seen biography where they have obtained only 5.05 marks out of 10 full marks. The students werefound poor in unseen biography.

4.6 Analysis of Seen Vs Unseen Reading Comprehension Ability

Table 11 below shows the analysis of seen vs unseen reading comprehension ability of the seventh graders of Taplejung in seen and unseen text.

Table 11**Analysis of Seen Vs Unseen Reading Comprehension Ability**

S.N	Texts	Num. of students	F.M	Seen Text 10	Unseen Text 10	Total 20
1	Story	20	Average	8.75	7.85	16.6
			Percentage	87.5	78.5	83
2	Letters	20	Average	8.7	8.25	16.95
			Percentage	87	82.5	84.75
3	Biography	20	Average	7.45	5.05	12.5
			Percentage	74.5	50.5	62.5

Table 11 shows that Seventh Graders of Taplejung District have best reading comprehension ability in the letters than the story and biography. In letters they have obtained 16.95 marks out of 20 full marks, i.e. 84.75 percentage. It is the overall performance in two type of tests i.e. seen and unseen text. In seen and unseen story they have obtained 83 percentage which is too close to the marks of the letters. In biography they have obtained 12.5 marks out of 20 full marks, i.e. 62.5 percentage. In a conclusion, the seventh graders reading comprehension ability in seen and unseen texts is 46.05 marks out of 60 full marks, i.e. 76.75 percentage of the marks.

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

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

4.7.1 Gender Wise Comparison of the Reading Comprehension Ability in Seen and Unseen Stories

The following table 12 presents the gender wise comparison of the students reading comparison ability in seen and unseen story.

Table12

Gender Wise Comparison in Seen and Unseen Stories

S.N	Variables	No of Students	F.M.	Seen Text 10	Unseen Text 10	Total 20
1	Boys	10	Average	8.6	8.7	17.3
			Percentage	86	87	86.5
2	Girls	10	Average	8.65	9.05	17.7
			Percentage	86.5	95	88.5

Table 12 presents the reading comprehension ability of the Seventh Graders boys and girls in seen and unseen story. Boys have obtained 17.3 marks out of 20 full marks in seen and unseen story as a whole where girls have obtained 17.7 marks. Which is 0.4 marks than the boys` marks.

Girls have obtained higher marks in both seen and unseen story than the boys. They have obtained 8.6average marks out of 10 full marks in seen story, i.e. 86 percentage of the marks where girls have obtained 8.65 average marks out of 10 full marks in seen story, i.e. 86.5 percentage of the marks. In unseen story boys have obtained 8.7 average marks i.e. 87 percentage and girls have obtained 9.05 average marks i.e. 90.5 percentage.

In a conclusion we can say that seventh graders girls` have better reading comprehension ability in seen and unseen stories.

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

Table 13 presents the reading comprehension ability in seen and unseen letters in terms of gender.

Table13

Gender Wise Comparison in Seen and Unseen Letters

S.N	Variables	No of Students	F.M.	Seen Text 10	Unseen Text 10	Total 20
1	Boys	10	Average	8.55	7.9	16.45
			Percentage	85.5	79	82.25
2	Girls	10	Average	9.65	8.75	18.4
			Percentage	96.5	87.5	92

Table13 shows that seventh graders girls have better reading comprehension ability in seen and unseen letters than the boys. The boys have obtained 16.45 average marks out of 20 full marks where girls have obtained 18.4 average marks out of 20 full marks.

In a conclusion, both in seen and unseen letters girls have better reading comprehension ability than the boys. The boys have obtained 8.55 average marks in seen letters and 7.9 average marks in unseen letters out of 10 full marks of each.

Whereas girls have obtained 9.65 average marks in seen story and 8.75 average marks

in unseen story out of 10 full marks in seen letters of each. As a whole boys obtained 16.45 average marks out of 20 full marks i.e 82.25 percentage whereas girls obtained 18.4 average marks out of 20 full marks i.e. 92 percentage.

4.7.3 Gender Wise Comparison of the Reading Comprehension Ability in Seen and Unseen Biographies

Table 14 shows the reading comprehension ability in seen and unseen biography in terms of genders.

Table14

Gender Wise Comparison in Seen and Unseen Biographies

S.N	Variables	No of Students	F.M.	Seen Text 10	Unseen Text 10	Total 20
1	Boys	10	Average	7.75	5.05	12.8
			Percentage	75.5	50.5	64
2	Girls	10	Average	7.5	4.6	12.1
			Percentage	75	46	60.5

Table14 shows the reading comprehension ability of the Seventh Graders of Taplejung district in seen and unseen biography. Gender wise boys were seen having better comprehension ability than girls in seen and unseen biography. The total marks obtained by the boys is 12.8 average marks out of 20 full marks i.e.64 percentage of the marks whereas girls have obtained 12.1 average marks out of 20 full marks i.e. 60.5 percentage of the marks.

In a conclusion, in both seen and unseen biography boys were found to be better than girls. Girls obtained 7.5 average marks in seen text out of 10 full marks and 4.6 average marks in unseen text. Whereas boys have obtained 7.75 average marks in seen text and 5.05 in unseen text respectively.

4.7.4 Gender Wise Comparison of the Reading Comprehension Ability in Seen Vs Unseen

Table 15 shows the reading comprehension ability in seen and unseen biography in terms of genders.

Table 15

Gender Wise Comparison in Seen Vs Unseen Test

S.N	Variables	No of Students	F.M.	Seen Text 30	Unseen Text 30	Total 60
1	Boys	30	Average	24.9	21.65	46.55
			Percentage	83	72.16	77.58
2	Girls	30	Average	25.8	22.4	48.2
			Percentage	86	74.6	80.3

Table 15 shows the reading comprehension ability of girls and boys of the Seventh Graders of Taplejung district in seen vs unseen test, where girls were seen having better ability than boys in both seen and unseen test. The total marks obtained by the boys was 46.55 average marks out of 60 full marks i.e. 77.58 percentage of the marks

whereas girls have obtained 48.2 average marks out of 60 full marks i.e. 80.2 percentage of the marks.

In a conclusion, in both seen and unseen test girls were found better than boys. Girls obtained 48.2 average marks out of 60 full marks, whereas boys have obtained 46.55 average marks out of 60 full marks.

CHAPTER – FIVE

SUMMARY, CONCLUSION AND IMPLICATION OF THE STUDY

The final chapter incorporates the summary, conclusion and recommendation/ implication of the study which were based on the results and discussion of the data.

5.1 Summary of the Study

The study was carried out on 'Reading Comprehension Ability of Seventh Graders'. The main objectives of the study were to find out reading comprehension ability of Seventh Graders of public schools of Taplejung District to compare reading comprehension ability on the basis of seen and unseen story, letters and biography and to recommend some pedagogical implication of the study. To fulfill the objectives, a set of questionnaire was used as a tool for the data collection. The data were collected from six different public schools of Talejung District (see appendix v). Three sets of questionnaire were used including subjective and objectives items in different seen and unseen texts (story, letters and biography). The data were collected including five boys and five girls from each school. The sample population were selected using simple random sampling procedure. The collected data were analyzed and interpreted statistically as well as descriptively arranging them into different dimensions to meet the objective of the study.

On the basis of the rigorous analysis and interpretation of the data, the following major findings of the study were extracted:

- a) The students have achieved 87.5 percentage in seen story, 87 percentage in seen letters and 74 percentage in seen biography. (see table 1)

- b) The students have obtained 78.5 percentage in unseen story, 82.8 percentage in unseen letters and 50.5percentage in unseen biography. (see table 2)
- c) Text wise the students have obtained 83 percentage in seen story, 84.75 percentage in letters and 62.5 percentage in biography. (see table 3)
- d) The students have obtained 76.75 percentage in all seen and unseen texts. (see table 4)
- e) This study shows that 20 students got below 76.75 average percentage and 40 students got above 76.75 percentage out of 60 students both in seen and unseen test items.
- f) Boys obtained 86 percentage in seen text whereas girls obtained 86.5 percentage in seen text. (see table 12)
- g) Boys obtained 87 percentage in unseen story whereas girls also obtained 95 percentage in unseen story. (see table 12)
- h) Boys obtained 86.5 percentage in both seen and unseen story whereas girls obtained 88.5 percentage marks. (see table 12)
- i) Boys obtained 79.5 percentage in seen and unseen letters whereas girls obtained 73.75 percentage. (see table 13)
- j) Girls obtained 60.5 percentage marks in seen and unseen biography whereas boys obtained 64 percentage marks. (see table 14)

5.2 Conclusion of the Study

Here conclusion means concise form of the overall findings presented in the result section. As the study was set out to investigate the Seventh Graders reading comprehension ability in seen and unseen (story, letters and biography) texts from

different public schools of Taplejung District, the conclusion can be made based on the findings of the study in concise form.

- a) As a whole in seen text the students in story scored better than others where boys scored 86.5 percentage and girls scored 88.5 percentage.(see table 1)
- b) Seventh graders of Taplejung have better reading comprehension ability in unseen letters than unseen biography and story.
- c) The students were found to be very poor in unseen biography because they have poor achievement, i.e. 50.5 percentage than other texts.
- d) Text wise the students were found having better reading comprehension ability in seen story than seen letter and biography.
- e) Students were found having better reading comprehension in letter in unseen text than unseen story and biography.
- f) The students have obtained 76.75 percentage in all seen and unseen texts.
- g) This study shows that 20 students got below 76.75 average percentage and 40 students got above 76.75 percentage out of 60 students both in seen and unseen test items.
- h) As a whole girls were found having better reading comprehension ability in both seen and unseen text.
- i) Both boys and girls were found having better reading comprehension ability in seen text than unseen text.
- j) Girls have better reading comprehension ability in both seen and unseen letters than boys.

- k) Boys have better reading comprehension ability in both seen and unseen biography.
- l) Girls have better reading comprehension ability in both seen and unseen story.

5.3 Implication of the Study

The implication of the findings in strategy level, implication level and further researches have been suggested as follow:

5.3.1 Policy Level

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

- a) The findings of the study can help the government to adopt suitable English curriculum which fits the students.
- b) Textbook writers and curriculum designers can be equally benefited by the achievement of the students and can select good texts which suits the students.
- c) The result of the study can help to create supportive and favorable reading environment in the schools.
- d) After observing the students achievements teachers, students and other concerned authority can conduct different workshops and can develop appropriate reading texts for further practice and to enhance their achievement.

5.3.2 Practice Level

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

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

5.3.3 Further Research

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

- a) The gap between seen and unseen texts.
- b) Reading comprehension ability of the Seventh Graders in seen and unseen poems.
- c) Effectiveness of unseen texts to develop students reading comprehension ability.
- d) The role of teachers to develop students reading comprehension ability through seen texts.

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

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Appendix – II

Achievement of Individual Students

a) Marks obtained by the individual students of Shree Himalaya Basic School, Taplejung in seen and unseen letters.

S.N.	Name of the Students	Sex	Marks Obtained in		Total 20
			Seen Text 10	Unseen text 10	
1	Lajihang Khimding	M	9.5	6.5	16
2	Mausam Rai	M	6	7	13
3	Aauwan Limbu	M	9.5	8	17.5
4	Isha Rai	F	8	9.5	17.5
5	Sargam Sunuwar	M	7.5	8.5	16
6	Anshu Rai	F	9	9.5	18.5
7	Triza Rai	F	9	9.5	18.5
8	Christina Rai	F	9.5	9.5	19
9	Sita Rai	F	9.5	8.5	18
10	Sandip Limbu	M	9.5	6	15.5
	Average Score		8.7	8.25	
	Total		87	82.5	169.5

b) Marks obtained by the individual students of Ausi Danda Basic School, Taplejung in seen and unseen story.

S.N.	Name of the Students	Sex	Marks Obtained in		Total 20
			Seen Text 10	Unseen text 10	
1	Susha Niraula	F	8	9	17
2	Nabin Dahal	M	9.5	8.5	18
3	Ramesh Limbu	M	9	9	18
4	Sarita Rai	F	9	8	17
5	Binam Mabo	M	8.5	8	16.5
6	Sumina Tamang	F	8.5	9	17.5
7	Rubina Gurung	F	9.5	9	18.5
8	Suman Bista	M	9	9	18
9	Rima Menyangbo	F	8.5	9	17
10	Sambhu Limbu	M	8	9	17.5
	Average score		8.75	7.85	
	Total		87.5	78.5	166

c) Marks obtained by the individual students of Shree Laxmi Basic School, Taplejung in seen and unseen biography.

S.N.	Name of the Students	Sex	Marks Obtained in		Total 20
			Seen Text 10	Unseen text 10	
1	Manisha Rai	F	8	5.5	16
2	Aansha Rai	F	8	4.5	13
3	Santosh Sunuwar	M	7.5	6	17.5
4	Sasi Rai	F	7	5.5	13.5
5	Pratik Rai	M	5.5	5	11.5
6	Sangam Limbu	M	7.5	5	12.5
7	BipanThalang	M	7	6.5	13.5
8	Sambodhang Kangba	M	7	4.5	11.5
9	Aaisha Rai	F	8.5	4	12.5
10	Aashima Rai	F	8.5	4	12.5
	Average Score		7.45	5.05	
	Total		74.5	50.5	125

d) Marks obtained by the individual students of Shree Kalika Secondary School, Taplejung in seen and unseen letters.

S.N.	Name of the Students	Sex	Marks Obtained in		Total 20
			Seen Text 10	Unseen text 10	
1	Sunita Rai	F	9.5	9.5	19
2	Paruhang Limbu	M	6	9.5	15.5
3	Rejina Tamang	F	9.5	9	18.5
4	Sajina Rai	F	8	9.5	17.5
5	Risita Limbu	F	7.5	8.5	16
6	Anjana Rai	F	9	4.5	13.5
7	Nirajan Lokuch	M	9	9.5	18.5
8	Ramesh Sunuwar	M	9.5	9.5	19
9	Bikash Limbu	M	9.5	8.5	18
10	Roman Khimding	M	9.5	6	15.5
	Average Score		8.7	8.4	
	Total		87	84	171

e) Marks obtained by the individual students of Mahakali Basic School, Taplejung in seen and unseen biography.

S.N.	Name of the Students	Sex	Marks Obtained in		Total 20
			Seen Text 10	Unseen text 10	
1	Prakash Sunuwar	M	9	5.5	14.5
2	Nilam Khawas	F	8	4.5	12.5
3	Saroj Rai	M	9	6	15
4	Sandhya Rai	F	9	5.5	14.5
5	Rijan B. K.	M	9	5	13
6	Aayush Rai	M	8	5	13
7	Suraj Limbu	M	8	6.5	14.5
8	Apekshya B.K.	F	6.5	4.5	11
9	Nilima Rai	F	7	4	11
10	Pratikhsya Limbu	F	6.5	4	10.5
	Average Score		8	5.05	
	Total		80	50.5	130

f) Marks obtained by the individual students of Thechambu Secondary School, Taplejung in seen and unseen story.

S.N.	Name of the Students	Sex	Marks Obtained in		Total 20
			Seen Text 10	Unseen text 10	
1	Bishal Limbu	M	8.5	9	17.5
2	Prakash Mabo	M	9	9.5	18.5
3	Rita Menyangobo	F	8.5	9.5	18
4	Sita Dahal	F	9.5	9	18.5
5	Rima B. k	F	8.5	9.5	18
6	Mana Bista	F	8	9	17
7	Rohit Kharel	M	8.5	9.5	18
8	Janak Limbu	M	7.5	6.5	14
9	Sunita Poudel	F	8.5	9.5	18
10	Bibek Limbu	M	8.5	9	17.5
	Average Score		8.5	8.1	
	Total		85	81	163

Appendix-III

Achievement of Girls Only

a) Marks obtained by the girls only in seen and unseen letters.

S.N.	Name of the Students	Sex	Marks Obtained in		Total 20
			Seen Text 10	Unseen text 10	
1	Anshu Rai	F	9	9.5	18.5
2	Triza Rai	F	9	9.5	18.5
3	Christina Rai	F	9.5	9.5	19
4	Isha Rai	F	8	9.5	17.5
5	Sita Rai	F	9.5	8.5	18
6	Sunita Rai	F	9.5	9.5	19
7	Rejina Tamang	F	9.5	9	18.5
8	Sajina Rai	F	8	9.5	17.5
9	Risita Limbu	F	7.5	8.5	16
10	Anjana Rai	F	9	4.5	13.5
	Average Score		9.65	8.75	
	Total		96.5	87.5	184

b) Marks obtained by the girls only in seen and unseen story.

S.N.	Name of the Students	Sex	Marks Obtained in		Total 20
			Seen Text 10	Unseen text 10	
1	Susha Niraula	F	8	9	17
2	Sarita Rai	F	9	8	17
3	Rita Menyangobo	F	8.5	9.5	18
4	Sita Dahal	F	9.5	9	18.5
5	Rima B. K.	F	8.5	9.5	18
6	Sumina Tamang	F	8.5	9	17.5
7	Rubina Gurung	F	9.5	9	18.5
8	Rima Menyangbo	F	8.5	9	17
9	Mana Bista	F	8	9	17
10	Sunita Poudel	F	8.5	9.5	18
	Average score		8.65	9.05	
	Total		86.5	90.5	177

c) Marks obtained by the girls only in seen and unseen biography.

S.N.	Name of the Students	Sex	Marks Obtained in		Total 20
			Seen Text 10	Unseen text 10	
1	Manisha Rai	F	8	5.5	16
2	Aansha Rai	F	8	4.5	13
3	Nilam Khawas	F	8	4.5	12.5
4	Sasi Rai	F	7	5.5	13.5
5	Sandhya Rai	F	9	5.5	14.5
6	Apekshya B.K.	F	6.5	4.5	11
7	Nilima Rai	F	7	4	11
8	Pratikhsya Limbu	F	6.5	4	10.5
9	Aaisha Rai	F	8.5	4	12.5
10	Aashima Rai	F	8.5	4	12.5
	Average Score		7.5	4.6	
	Total		77	46	123

Appendix-IV

Achievement of Boys Only

a. Marks obtained by the boys only in seen and unseen letters.

S.N.	Name of the Students	Sex	Marks Obtained in		Total 20
			Seen Text 10	Unseen text 10	
1	Lajihang Khimding	M	9.5	6.5	16
2	Mausam Rai	M	6	7	13
3	Aauwan Limbu	M	9.5	8	17.5
4	Sandip Limbu	M	9.5	6	15.5
5	Sargam Sunuwar	M	7.5	8.5	16
6	Paruhang Limbu	M	6	9.5	15.5
7	Ramesh Sunuwar	M	9.5	9.5	19
8	Bikash Limbu	M	9.5	8.5	18
9	Roman Khimding	M	9.5	6	15.5
10	Nirajan Lokuch	M	9	9.5	18.5
	Average Score		8.55	7.9	
	Total		85.5	79	164.5

a. Marks obtained by the boys only in seen and unseen story.

S.N.	Name of the Students	Sex	Marks Obtained in		Total 20
			Seen Text 10	Unseen text 10	
1	Binam Mabo	M	8.5	8	16.5
2	NabinDahal	M	9.5	8.5	18
3	Ramesh Limbu	M	9	9	18
4	Suman Bista	M	9	9	18
5	Sambhu Limbu	M	8	9	17.5
6	Bishal Limbu	M	8.5	9	17.5
7	Prakash Mabo	M	9	9.5	18.5
8	RohitKharel	M	8.5	9.5	18
9	Janak Limbu	M	7.5	6.5	14
10	Bibek Limbu	M	8.5	9	17.5
	Average score		8.6	8.7	
	Total		86	87	173

a) Marks obtained by the boys only in seen and unseen biography.

S.N.	Name of the Students	Sex	Marks Obtained in		Total 20
			Seen Text 10	Unseen text 10	
1	Rijan B. K.	M	9	5	13
2	Aayush Rai	M	8	5	13
3	Suraj Limbu	M	8	6.5	14.5
4	Saroj Rai	M	9	6	15
5	Pratik Rai	M	5.5	5	11.5
6	Sangam Limbu	M	7.5	5	12.5
7	Bipan Thalang	M	7	6.5	13.5
8	Sambodhang Kangba	M	7	4.5	11.5
9	Santosh Sunuwar	M	7.5	6	13.5
10	Prakash Sunuwar	M	9	5.5	14.5
	Average Score		7.75	5.5	
	Total		77.5	55	132.5

Appendix – V

Names of Data Collected Schools

S.N	Names of the Schools	Number of informants
1	Shree Himalaya Basic School, Taplejung	10
2	AusiDanda Basic School, Taplejung	10
3	Shree Laxmi Basic School, Taplejung	10
4	Shree Kalika Secondary School, Taplejung	10
5	Mahakali Basic School, Taplejung	10
6	Thechamba Secondary School, Taplejung	10
	Total	60

8/10

Appendix – I

Questionnaire

Student's Name: Ayush Rai

FM 10

School's Name: Mahakali Basic School

PM

Class: 07

Roll No: 8

- 1) Read the following texts and answer the following questions: 10

Text A

Ganesh Man Singh: The Iron Man

Ganesh Man Singh is publicly acclaimed as all acceptable leader of democracy. It is a sign of respect that all the Nepalese show towards him that they call him supreme leader. He was born to a well-to-do family on November 09-1915 in Itumbahal, Kathmandu as the son of Gyan Man Singh and Sanunani Shrestha-singh. His father died when he was six. So, his grandfather Ratna Man Singh brought him grown up.

He studied in Darbar High School till grade six. He was expelled from the school for not respecting the fellow students who were Ranas. He went to India to continue his studies. After completing hi I. Sc. from Vidyasagar College, he returned to Nepal. As soon as he returned to Nepal, he planned to protest against the autocratic rule of Ranas. In 1940s he joined the Praja Parisad, the first political party in Nepal. Unfortunately he was arrested on October 18, 1940. Though he was sentenced to life in prison for anti-rana activities, he ultimately escaped from Bhdragol Jail in 1944. After that he led to India.

In 1949, he became one of the founding member of the Nepali Congress. Following this he played a significant role to overthrow the Rana Regime in 1950. In 1958 he became a cabinet minister. However. After the coup by late king Mahendra on 31st December 1960, he was arrested and kept at Sundarijal Military Detention Camp for eight years. Yet he refused to let his sprit be broken. Instead he became one of the main leaders advocating democracy in Nepal after he was released on 30th October 1968.

He spent many years struggling against the party less panchayat system. Finally he led the Nepalese Denocracy movement in 1990, which overthrow the panchayat system. After the restoration of the democracy in 1990, he transcended above the party politics. Later he started working in favor of the nation and people. Sadly, the iron man died on September 18th 1997 in Chakasibari, Kathmandu.

He was awarded the United States Peace Run Prize in 1990. Moreover, he was the first Asian to be awarded with United Nations Human Rights Award which

he received in 1993. He was the first commoner to receive the State Funeral in Nepal.

1) Read the text and answer the question: $2 \times 1 = 2$

V. Who is Ganesh Man Singh?

Ganesh Man Singh is publicly acclaimed as an acceptable leader by him that democracy.

VI. Where did he study?

He studied in Darbhanga his father's school.

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

- | | <u>A</u> | <u>B</u> |
|------------------|--|----------|
| a. Transcend | - bringing back a system that existed previously. | |
| b. Restoration | - to be or go beyond the usual limits of something. | |
| c. Advocating | - the funeral given by the government in honor of a great person | |
| d. State funeral | - sudden and unlawful change of the government | |
| | - supporting something publicly. | |

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

Expelled, escaped, democracy, against

- v. There are many political party in Nepal. We live in a multiparty democracy
- vi. Though he was sentenced to life prison, he escaped from the Jail.
- vii. If students break school rules and regulation, they can be expelled.
- viii. He spent many years struggling against the party less system.

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

- iv. Ganesh Man Singh was called an iron man. T
- v. He was good doctor. F
- vi. His father died when he was seven. F
- vii. He planned to protest against the autocratic rules of Ranas. T

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

- 9
- i. Ganesh Man Singh was born at...
 - i. Kathmandu ii. Pokhara iii. Dharan iv. Butwal
 - ii. He was also called...
 - ii. An iron gate ii. Iron man iii. Iron door.
 - iii. He became cabinet minister in
 - i. 1959 ii. 1956 iii. 1957 iv. 1958
 - iv. He was the founding member of
 - i. Nepali congress ii. Nepali Janataparty iii. Madhesi party iv. Janajati party.

Text B

Student's Name: Rima B.R.

FM 10

School's Name: Thechambu secondary school

PM

Class: 07

Roll No: 06

A Beggar's Dream

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

One day, a generous person gave his 5 liters of milk and told him to do better for his livelihood from it. The poor man brought the milk home and kept it aside him. Then, he started to make a plan. He would make curd and sell it in the market. Then, he would earn good money and start business.

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

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

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

a. Who is Dhan Bahadur?

~~Who~~ Dhan Bahadur is a poor man in Garrugaun.

b. Who gave him five liters of milk?

9 ⇒ A generous prosch gave him five liters of milk.

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

- 1.5
- | A | B |
|--------------------|-------------------------|
| a. Universe | willing to give freely. |
| b. Generous | offerings. |
| c. Alms | dairy products |
| d. Butter and curd | cosmos |
| | beautiful fantasy. |

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

- 2
- Dhan Bahadur is a ~~poor~~ Beggar in Guragain
 - He was ~~born~~ in this world.
 - He began to see a ~~beautiful~~ Dream.
 - He began to move his legs ~~rapidly~~ while he was asleep.

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

- 9
- Dhan Bahadur had many neighbors. ~~False~~
 - He had a stone made bed. ~~True~~
 - A generous man gave him a five liters of milk. ~~True~~
 - At last the milk was spilled all over the floor. ~~True~~

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

- 1.5
- Dhan Bahadu is a ~~beggar~~
 - Teacher
 - Beggar
 - Students
 - Driver
 - He lived in a place called ~~Gaurighat~~
 - Gaurighat
 - Narayanghat
 - Gaurigaun
 - Harigaun
 - Dhan Bahadur was a ~~poor woman~~
 - Rich man
 - Rich woman
 - Poor man
 - Poor woman
 - He was rich in ~~dream~~
 - Reality
 - Dream
 - Night
 - Day

Text C

Student's Name: *my name is Rajina Tamang*

FM 10

School's Name: *shree kaleke Secondary school*

PM

Class: *7*

Roll No: *15*

White House
Washington DC

Dear Sir,

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

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

Teach him if you can, how to laugh when he is sad... teach him there is no shame in tears. Teach him to scoff at cynics and to be aware of too much sweetness. Teach him to sell his talents and brains to the highest bidder, but never to put a price tag on his heart and soul. Teach him to close his ears to a howling mob...and to stand and fight if he thinks he is right.

Teach him gently but do not cuddle him, because only the test of fire makes fine steel. Let him have the courage to be impatient. Let him have the patience to be brave.

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

Yours faithfully
A. Lincoln

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

a. Who wrote the letter?

\Rightarrow A. Lincoln wrote the letter.

b. What did he request his son's teacher?

\Rightarrow He requested his son's teacher to make his son a good citizen.

2. Read the text above and match the following: $4 \times 0.5 = 2$

- | A | B |
|--------------------|---|
| a. White house | timeless or everlasting un identification |
| b. bidder | - inspiring belief |
| c. a howling mob | - the residence of the American president |
| d. eternal mystery | - a crowd making unnecessary loud noise |
| | - dealer/buyer. |

3. Fill in the blanks using the words given below: $4 \times 0.5 = 2$

Enemy, steer, cuddle, impatient

- a. Don't be impatient even in your hard times
- b. We should not fight even without our Enemy.
- c. Teachers should steer their students in the right path.
- d. Do not cuddle him so that he will start acting stupidly.

4. Find out true and false $4 \times 0.5 = 2$

- a. The father asked the teacher to teach him to cheat in school. False
- b. The above letter is written by a father to his son. False
- c. The father asked the teacher to teach him to cheat in school. False
- d. We should not fight even with our enemy. True

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

- a) This is a letter to the teacher by a father
- i. Friend ii. Doctor iii. Father iv. Mother
- b) The father wants to make his son good citizen

- i. Good citizen ii. Bad citizen iii. Doctor iv. Teacher.
- c) The father sked the teacher not to fight even with our *Enemy*
- i. Friend ii. Enemy iii. Parents iv. Brothers
- d) He also asks to teach him how to ~~laugh~~ When he is sad.
- i. Dance ii. Smile iii. Dance iv. laugh

Q. 5
/ 10

Text D

Student's Name: Ashima Rai FM 10
School's Name: Shree Laxmi Basic School PM..
Class: 07
Roll No: 01

Seen

Dr. Ram Baran Yadav: The First President of Nepal

Dr. Ram Baran Yadav was born to a simple farming family in Sapahi village of Dhanusha district on 4th February, 1948. He grew up to become a medical doctor and later to become the first president of Nepal.

Dr. Yadav completed his school education in Dhanusha district. Later, he came to Kathmandu to pursue his education.

He was very interested in studying medicine. He got the opportunity to fulfill his dream when he joined Calcutta Medical College. From there, he received his MBBS degree. He continued his education in Chandigarh and finished his MD degree.

He was interested in politics even in his college days. Later, he became the personal doctor to B.P. Koirala, the first elected prime minister of Nepal. Mr. Koirala was an influential leader and politician. This led to Dr. Yadav becoming an active politician.

Dr. Yadav got elected to the House of Representatives from Dhanusha district in 1991 election. He held the position of health minister from 1991 to 1994. He also became the health minister later from 1999 to 2001.

After the monarchy ended in 2008, the country decided to elect a President as the first President

1) Read the text and answer the question: $4 \times 0.5 = 2$

VII. Where and when was Dr. Yadav born?

= Dr. Ram Baran Yadav was born to a

VIII. Why did he come to Kathmandu? simple farming family in Sapahi village of Dhanusha district. Later, he came to Kathmandu to pursue his education.

IX. Where did he have his MD degree?

= He continued his education in Chandigarh and finished his MD degree.

X. Who was B.P. Koirala?

B.P. Koirala is first elected prime minister of Nepal.

2

3) Match the following: $0.5 \times 6 = 3$

A

B

- 1.5
- a. President - able to have a powerful effect on people. ~~A~~ ~~C~~
 - b. Elected - had a position.. ~~F~~
 - c. Influential - made some body take oath ~~d~~
 - d. Held - system of rule by king. ~~e~~
 - e. Monarchy - head of the state of republic ~~a~~
 - f. Sworn - chosen somebody by vote ~~a~~ ~~b~~
- 4) Fill in the blanks with correct words from the box: $0.5 \times 4 = 2$

pursue, opportunity, MBBS degree, politics, house of representatives, states.

- 2
- ix. Everyone wants to grab the golden ~~opportunity~~.
 - x. It is said that ~~politics~~ is a dirty game.
 - xi. The USA has more than 50 ~~states~~.
 - xii. My brother went to Australia to ~~MBBS degree~~ hi studies.

5) Find out True False. $0.5 \times 3 = 1.5$

- 1.5
- viii. Dr. Yadav was a business man. ~~F~~
 - ix. Dr. Yadav is the first president of Nepal. ~~T~~
 - x. He completed his MD degree from America. ~~F~~
- 1.5
- v. Choose the best answer. $0.5 \times 3 = 1.5$
 - vi. DR. Yadav was born in...
 - i. 1884 ii. 1984 iii. 1948 iv. 1991
 - vii. He came to Kathmandu to continue his...
 - iii. Study ~~ii. Politics~~ iii. Business iv. Practice teaching.

Text F

Student's Name: Triza Rai FM 10
School's Name: Shree Himalaya Basic School PM
Class: 07
Roll No: 05

Bandipur, Tanahun

Jun. 17, 2018

Dear sister,

How are you? I hope this letter has found you in good health. I am writing this letter to share you a good news. Our school organized the sports meet for four days. You will be glad to know that I have won three prizes for sports. So I should expect a letter of congratulation from you.

Our school had the annual sports meet last week. Everything was properly managed. All the students were excited to take part in or to see the events of the games. All the players were trying to perform their best. All the credits goes to our ECA head and other teachers who involved in it. I took part in 100 meters race, volleyball, long jump, and shot-put. I became first in long jump and shot-put. But I could not win in others games. The chairperson of our school management committee had extended us the trophy and certificates. All the winners looked happy.

With love.

Kiran Chaudhary.

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

a. Who has written the letter to whom?

= Kiran has written ~~the~~ letter to sister.

b. What are the names of the games won by Kiran?

= Long jump and shot-put games won by Kiran.

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

a. The letter is written from... Bandipur, Tanahun

b. Kiran took part in... 100 meters race, volleyball, long jump, and shot-put.

9.5
/10

2

2

- c. Kiran became winner in..... ~~long jump~~ and shot-put
 d. Chairman extended us ~~the trophy~~ and certificates.

C. Find out True /False $4 \times 0.5 = 2$

- a. Sport meet was conducted for four days. ~~T~~
 b. Everything was not managed for sport meet. ~~F~~
 c. All the credit goes to friends only. ~~F~~
 d. Kiran took part in 100 m. race, volleyball and soon. ~~F~~

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

A	B
Happy	-managed
Improper	-glad
Excited	-handover
Extended	-being ready to do something

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

- a. The letter was written by... ~~Kiran~~
 i. Radha ii. Sita iii. Kiran iv. Givan
 b. Kiran won in... ~~Shot-put~~
 i. Volleyball ii. Football. iii. Cricket shot put
 c. Kiran wrote the letter to... ~~Sister~~
 i. Father ii. Mother. iii. Sister iv brother
 d. Kiran took part in... ~~100 race~~
 i. 100 race ii. Cricket iii. Triple jump iv football.

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Text E

Student's Name: Rabina Gurung

FM 10

School's Name: Dusidanda Basic school

PM ...

Class: 07

Roll No: 06

Once there was a brave king in a beautiful country. He was very famous. His country was famous and developed. He was highly liked by his people. He loved his people very much. The other kings of the neighboring countries felt jealous of his improvement and fame. Unfortunately, they attacked him one day. He was defeated. He lost his country. In order to get his kingdom back, he tried five times but each time the enemies became victorious. He was fed up with wars and went to a cave himself. One day, he saw a spider climbing up the wall of the cave. It failed six times. At the seventh time it climbed up and got to its destination. The king learnt a lesson that patience and courage lead once to success. He collected his courage adequately and decided to attack the enemies. At last, he got victory over them because of his ample courage. Thus the king was able to regain his kingdom that he had lost in the battle.

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

a) Why did the king go to the cave?

① The king went to the cave because he was defeated.

b) Who taught the king a lesson?

② A spider taught the king a lesson.

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

a. At last the spider... ~~got to its~~ got to its destination.

b. The king was very much tired and ~~got to its~~ went to a cave.

c. The other kings of neighboring countries felt jealous.

d. In the cave the king learnt that patience and courage lead once to success.

C. Find out true and false $4 \times 0.5 = 2$

a. At last the king was not famous. False

b. The king loved his people very much. True

c. The king got the lesson from the spider. True

d. At the king did not regain the kingdom. False

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

A

a. Famous

b. Defeat

c. Destination

B

beat B

trial CCC

end point DD

①

D Attempt

known by many people A

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

a. The king ~~love~~ his people very much.

i. Hated ii. Loved iii. Liked iv. King

b. One day ~~///~~ attacked him.

i. His friend ii. People of his country iii. Kings of neighboring country iv. His relatives.

c. He learnt the lesson from... ~~spider~~

i. Enemies ii. Friends iii. Kings iv spider.

d. He got victory. ~~At the end of the way~~

i. First time ii. At the end of the war iii. Second time iv. Third time.

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