

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 General Background**

Language teaching basically involves teaching of all language skills. The main objective of teaching a language is to enable the students to communicate with each other using that language. It is therefore, important and essential that each movement of language class is directed to equip students with the language skills they really require. The main language skills are listening, speaking, reading and writing. A person should have the mastery of the four language skills so that s/he can communicate and convey his/her thoughts, feelings, wishes and information, with others. Defining the language skills, Harmer (1991) states:

Literate people who use language have a number of different abilities. They will be able to speak on the telephone, write letters, listen to the radio or read books. In other words, they possess the four basic language skills of speaking, writing, listening and reading (p. 16).

Ur (1996) views, "In teaching for the four skills-listening, speaking, reading and writing, the emphasis will usually be on fluency that is the development of learners' facility in receiving and conveying message, (p.103). So, while teaching language skills, the teacher should emphasize on the learners' fluency of language rather than accuracy.

Very often, of course, language users employ a combination of skills simultaneously. It means, speaking and listening usually happen simultaneously and people may read and write at the same time as they note down or write something depending upon what they read.

Harmer (1991, p. 17) has presented the four language skills diagrammatically as below.

medium →	Speech	Written Word
skills ↓		
Receptive	Listening and understanding	Reading and understanding
productive	Speaking	Writing

There are four language skills: listening, speaking, reading and writing. These language skills can be divided into two groups: Receptive skills and productive skills. Listening and reading are receptive skills because learners receive information through listening and reading. These two skills are comparatively passive requiring less exertion on the part of the learner. Thus, these skills are called passive skills. In other words listening and reading are called passive skills because in listening and reading the learners are not active. Speaking and writing, on the other hand are productive skills because the learners produce information through speaking and writing. These skills are also called active skills because in speaking and writing, the learners are not passive. They are active.

### **1.1.1 Reading Comprehension**

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

Reading comprehension is interpreted as "extracting the required information from a written text as efficiently as possible" (Grellet, 1981, p.33). It is generally accepted that reading is the most essential activity of the learners of EFL. Reading

comprehension is pervasive and complex that it is difficult to cope with what reading is composed of and what is necessary to develop this ability in a learner. In the words of Davies (1974, p.185), "Reading comprehension is a process of analysis of receiving message from a written text." In the same way Richards, et al. (1999, p. 306) define reading and comprehension separately. In their words reading refers to perceiving a written text in order to understand its contents and comprehension refers to the process by which a person understands the meaning of written or spoken language.

Reading comprehension is an overall understanding of a text which can either be poetry or any kind of prose, mere understanding of the meaning of words and sentences is not sufficient to understand a whole text, because the meaning of a single word and sentence may fail to express the intended meaning. That is why, understanding of the whole text is very much important. To comprehend a text properly, we need to know its organization prosodic features used nature of the text, etc. Similarly, Khaniya, (2005, p. 139), defines reading is understanding a text. Thus, reading generally means understanding or making a sense of a given text.

Bransford et al. (1984, p.42) conclude that comprehension depends on the linguistic ability of the reader and how he activates his linguistic ability while reading. So, the ability to activate one's linguistic ability is vital in comprehending a text. Reading comprehension depends on reading strategies and linguistic competence. Gardner (1978, p.77) finds that adopting reading strategies contributes remarkably to gaining reading comprehension. He holds the view that reading comprehension is not merely a function of capabilities within a reader. A reader encounters different kinds of texts in terms of their difficulty level.

Understanding a written text means, extracting the required information from it as efficiently as possible. For example, we apply different reading strategies when

looking at a notice board to see if there is an advertisement for a particular type of flat and when carefully reading an article of special interest in a scientific journal. Yet locating the relevant advertisement on the board and understanding the new information, contained in the article demonstrates that the reading purpose in each case has been successfully fulfilled. In the first case, a competent reader will quickly reject the irrelevant information and find what he is looking for. In the second case, it is not enough to understand the gist of the text, more detailed comprehension is necessary.

### **1.1.2 Types of Reading**

We do not read any text unless we have some purpose in our mind. For instance, sometimes we may read text to locate specific information in a text or to know the gist of the text, some other times we may read to get the detail information about that text or we read to improve our pronunciation or to develop our reading habit. Based on the purpose of reading and the level of the readers, we can identify different types of reading.

- |                      |                      |
|----------------------|----------------------|
| a. Loud reading      | b. Silent reading    |
| c. Rapid reading     | d. Slow reading      |
| e. Skimming          | f. Scanning          |
| g. Intensive reading | h. Extensive reading |

#### **a. Loud Reading**

It refers to reading loudly i.e. producing sounds. Learning to read a foreign language, at first, is largely a matter of learning and practicing a new set of sound-symbol correlation. Loud reading is an effective method to learn the sound-symbol correlation of foreign language. It is also known as oral reading, and sometimes referred to as barking at print. Usually, this kind of reading is carried out to enable students to read with correct pronunciation, articulation, intonation, rhythm, develop fluency in speech and so on. Moreover, it is aimed at to enable students to

read with the expressions and to understand meaning of the read words and sentences.

Loud reading also helps us to discover how writing is associated with the spoken form. English turns to be very difficult for the beginners because of its arbitrary sound-symbol correlation. The same [K] sound can be realized by the letters k, ck, q, c and so on as in words kills, check, cheque, cat respectively. Similarly, same letter [C] can be used sometimes to realize as [K] and some other time as [ ] and [S] in words cat [kæt], cheap [ ip] and cement [simənt] respectively. That is why, reading aloud is prominent for the beginners to learn sound-symbol correlation. But reading aloud for ever and for advanced level of students is not recommended. Abboat and Winard (1981, p.81) mention "Asking your letters to read aloud is of little value in helping them to develop into efficient readers."

Reading aloud is a complex activity because our attention is divided between reading and speaking. It appeals to various sense organs together, eye, ear and mouth. Until and unless students learn their proper coordination they can not read properly. Thus, loud reading is suitable for the beginners since it helps them to learn correct pronunciation and method of reading. As Doff (2005, p. 58) states, "Reading aloud is useful at the earliest stages of reading, it can help students to make the connection between sound and spelling." It is useful for lower level students and for those who are blind or illiterate.

Relevance of loud reading is also determined by the purpose of reading and type of the text. "There are indeed some written texts which are meant to be read aloud and listened to such as news bulletins on television and video." (Abboat and Winard 1981, p.81). Reading aloud has also got a prominent role as a practice to be a good news reader.

Finally, we should be aware that the supreme objective of loud reading is to develop in students a desire for silent reading. It helps students to build up confidence to read the text accurately.

**b. Silent Reading**

When one has built confidence in reading accurately or when readers have developed the correct pronunciation, articulation, intonation and rhythm of language, then they can start silent reading. Read aloud for a long period throughout life is not recommended. Reading aloud for a long result in physical tiredness and least understanding. Furthermore, it disturbs other when we are reading loudly in a library. That is why advanced students follow silent reading, Abboat and Windard (1985, P.81) states, "Normally reading is a silent and individual activity, since the writer expectation was that the text would be read, not heard."

Silent reading is higher faculty in the art of reading. Loud reading does not help to develop thought content and some-times hinders the process of understanding silent reading is considered to be the best kind of reading as the mind is fully engaged in this act. Richards et al. (1999, p. 306) state silent reading as "Perceiving a written text in order to understand its content. "Silent reading is useful for self study, library reading and sometimes even for classroom reading purpose.

One of the most important objectives of silent reading is to develop students the way to enjoy and recreate themselves, thus cultivating interest in varieties of reading. The aims of silent reading, thus, are pleasures, to arouse interest in wide reading habit, to get variety of information and so on.

### **c. Rapid Reading**

It is also known as faster or speed reading. Efficient readers do not stumble and use dictionary in each word but they deduce the meaning from context and move quickly. Rapid reading refers to the reading quickly and to achieve greater degree of understanding of what has been read. This sort of reading develops students reading speed and the readers can accumulate a lot of information within a short period of time.

Rapid reading is always silent because reading aloud checks speed of reading. In order to improve speed of reading, readers should have quick, unhindered movements of eyes, unrepeated jump by block or sentence by sentence by without regression and with the view of understanding the theme or content. Text, for speed reading, should be interesting for the students. Skimming and scanning can be taken as the forms of rapid reading. Readers may read rapidly when they are trying to get the gist of the text or when they are trying to locate specific piece of information in a text.

### **d. Slow Reading**

Whether we read rapidly or slowly depend on our purpose of reading. If we want the detail understanding of text, then we may follow slow reading but if we want to have just the general overview of the text then rapid reading may be suitable. Similarly the type of text also determines the speed of reading. We read rapidly if it is a novel but we have to read slowly and in detail if it is an insurance claim or a contract paper.

Slow or rapid reading is measured on the basis of word per minute (WPM), When we read for memorization we may read fewer than 100WPM but we can read above, 500 WPM as in proof reading. Slow reading refers to the reading in relatively slow rate. A very appropriate and good reading rate include reading

flexibly, slowing when concepts are closely presented and when the material is new; and increasing when the material is familiar and of thin concept. For instance, we may be reading an essay about 'Nepal' rapidly because everything is familiar to us but when we find something new, never known before, we slow down our speed and try to understand in detail.

#### **e. Skimming**

Skimming is a type of speed reading in which readers make a rapid survey of text to grasp the general theme or central idea of the text being read. As Nuttall (1996, p.49) "By skimming we mean glancing rapidly through a text to determine its gist." For instance, much newspaper reading is skimming, business and travel brochures reading are also skimming, Heaton (1988, p. 133) says, "The term skimming is used to denote the method of glancing through a text in order to become familiar with the gist of the content".

Similarly, Grellet (1981, p. 19) says, "When skimming, readers go through the reading material quickly in order to get the gist of it, to know how it is organized or to get an idea of the tone or intention of the writer." Skimming, therefore, requires an overall view of the text. This type of reading is one when someone wants to proofread the text, review a book or when someone wants to know whether the writer approves or disapproves something. For this readers have to move their eyes quickly. Grellet (1981, p.4) defines skimming as "quickly running one's eyes over a text to get the gist of it."

Skimming requires mastering different skills like predicting, previewing, anticipating and so on. Readers should be alert, active and attentive while skimming the text.

There are different methods, and activities for skimming. Cross (1992, p.261) suggests following:



- Comparing values
- Finding and comparing events.
- Selecting a title.
- Drawing inferences.
- Deciding the question.
- Creating a title.

**f. Scanning**

Like skimming, scanning is also a type of speed reading. But they differ in terms of the objectives of the reader. Readers skim the text in order to grasp the general theme or gist of the text but readers scan the text to locate specific information. For example; readers may go through a chapter of book quickly to find out the date when someone was born or to find-out the main characters in a novel. Often readers do not even follow the linearity of the text. They are only concerned about the certain information. They only let their eyes wander over the text until they find what they are looking for. Heaton (1988, p.133) states "Scanning refers to the skills used when reading in order to locate specific information." Scanning, therefore, is mainly carried out when a reader wants to locate a particular piece of information without necessarily understanding the rest of the text or passage.

Whereas skimming is concerned with general information or gist of the text, scanning is concerned with the specific information in the text. Grellet (1981, p. 4) defines scanning as "quickly going through a text to find particular piece of information." Scanning, in contrast to skimming, is far more limited since it only means retrieving what information is relevant to the purpose of the readers, rejecting irrelevant information. According to Nutall (1996):

By scanning we mean glancing rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or get an initial

impression of whether the text is suitable for a given purpose (e.g. whether a book on gardening deals with a particular plant disease). (p.49)

Other examples of scanning are: We go through a airplane schedule to find out some information only about the flight we are concerned, we may quickly go through a newspaper, 'what's on TV' selection to find-out only about the programs in 'Sony channel'. Cross (1992, p. 260.) suggests the following activities for scanning:

- Finding new words for old
- Locating grammar features
- Finding a specified advertisement
- Comparing details
- Checking dates.
- Shopping list
- Making word sets.
- Newspaper headlines.

**g. Intensive reading**

Intensive reading refers to the detail study of the text. In such reading activity readers are expected to understand everything they read and be able to answer detailed vocabulary and comprehension questions. As readers are expected to understand everything, they have to read slowly and with minute detail. They may have to consult dictionary in each words. Grellet (1981, p. 4) defines intensive reading as "reading shorter texts to extract specific information. This is more an accuracy activity involving reading for details". Readers should not leave even a single word unidentified. They need to know the correct pronunciation of each word, their derivation, sense relation etc. They need to identify and analyze the structures of the text. Intensive reading, therefore, is also called reading for

accuracy. Intensive reading encourages the students to comprehend the text, its sense and meaning in detail. Nuttall (1996) states:

The aim of intensive reading is to arrive at the understanding, not only of what the text means, but of how the meaning is produced. The 'how' is as important as the 'what', for the intensive lesson is intended primarily to train strategies which the student can go on the use with other texts. (p. 38)

Nuttall (ibid, p. 38) also mentions that intensive reading involves approaching the text under the guidance of a teacher.

This type of reading encourages faster reading which in turn develops students' reading habits. Students do not only get the literal meaning of text but also extract the contextual meaning. Intensive reading is useful for deep understanding of the text concerned. It is reading in quality. Readers are better acquainted with the power of questioning and answering. They become interested in looking into details of the text they come across as they find newer meanings attributed to the other ordinary looking passage. Different tasks can be performed under intensive reading.

Cross (1992, p.262) suggests the following reading tasks for intensive reading:

- Matching nouns and verbs
- Splitting sentences.
- Combing sentences
- Moving summaries
- Reordering sentences
- Reordering paragraphs
- Filling the gaps.
- Completing tables and graphs.

- Taking sides.
- Reading and choosing.
- Selecting versions.
- Comparing versions.
- Identifying facts.
- Focusing on form and Style.

#### **h. Extensive Reading**

In real life, we are confronted with varieties of texts. Efficient readers often do not stumble and use dictionary in each word rather they deduce the meanings of difficult words from context. They may have to escape the irrelevant information. For example: a reader reading a novel before going to bed or reading newspaper early in the morning or reading articles, magazines, etc. This type of reading is known as extensive reading. In such types of reading, readers do not waste their time by going through the text in minute detail (rather the purpose may be to go through the longer texts in a short time). The individual words and phrases are considered as part of a wider plan of the whole text and they are not much attended to as individually. Grellet (1981, p.4) defines extensive reading as "Reading longer texts, usually for one's own pleasure, this a fluency activity, mainly involving global understanding".

Extensive reading is reading in quantity and in order to gain a general understanding of what is read. Extensive reading is very useful to develop good reading habits, to build up confidence in language, to develop knowledge of vocabulary, structure and to encourage a habit of reading. This is why extensive reading means to read silently and quickly in order to understand the subject matter and derive the meaning as a whole without necessarily understanding each word and their structure and without the help of the teacher. It is, therefore, also known as independent reading.

Only some texts prescribed in a certain course are not sufficient for extensive reading purpose. Readers go through varieties of text like daily newspaper, articles, novels, dramas, stories, essays, poem and so on. Rivers(1968, p.230) mentions that "The materials for extensive reading will consist of authentic short stories and plays with certain adaptations of vocabulary are structure to bring them within the level of difficulty required or of short stories and plays specially written of the purpose."

Zhenyu (1997) states:

The terms intensive reading and extensive reading as 'IR' and 'ER' respectively and he makes distinction between them as the former requires student to read a passage very carefully, and in general detail. In an IR class, the teacher usually guides his/her students through a text slowly, explaining new words and phrases as s/he goes and analyzing the grammatical structure if necessary, always making sure that the students understand every sentence in the text. ER, on the other hand, aims at improving students' reading skill and communicative competency. An ER teacher often encourages students to read as much as fast as they can so long as they are able to grasp the main idea of what they are reading. 'Different tasks can be performed in extensive reading. (p. 40)

### **1.1.3 Sub-Skills of Reading**

Reading is an activity in which a reader looks at and goes through written or printed symbols. When we read a text, we try to understand it. Understanding a text means extracting required information from it. Doff (2005, p. 104) states

"Reading involves looking at sentences and words, recognizing them and understanding them. It is a process of making sense of written language". Reading is the total understanding of message in a text. For this the reader will have to be actively involved and will have to work to get the meaning out. Reading is the receptive skill because the reader receives information by reading something, message. Language learning means learning to four different but integrated skills viz. listening, speaking, reading and writing. These four skills are integrated while learning a language. It is also essential to give essential emphasis to all the skills to gain perfection over any language. We can not teach and learn one skill to be neglecting other skills. Teaching of reading is an important aspect of teaching/ learning a foreign language. Language skills are traditionally divided into two groups. They are receptive skill and productive skill. Listening and reading are grouped under receptive skill and speaking and writing are grouped under productive skill. We receive any information and knowledge in receptive skill and we produce some information in productive skill. While reading, the reader constructs the message from the graphic symbols. Reading is also a process of communication. The writer communicates with the reader and the reader interacts with the writer's intention. Reading is the essential skill of language learning.

According to Harmer (2001, P.201) reading skills are as follows:

- identifying the topic.
- predicting and guessing
- reading and listening for general understanding.
- reading and listening for specific information.
- reading and listening for detail information.
- interpreting text.

Reading is a set of sub-units. Reading is a kind of interaction. Text provides meaning only after interaction. A good reader is one who uses all the strategies

while reading and needs to have mastery over reading sub-skills. So reading is an activity involving sub-skills.

#### **1.1.4 Reading as a Receptive Skills**

Reading is generally regarded as a receptive skill because we receive information by reading something. Reading involves the understanding or comprehension that comes under receptive skill. Harmer, (2001, p.199) states, "Receptive skills are the ways in which people extract meaning from the discourse they see or hear." We read something in order to obtain information that is presented in written form. Information means contain which is intellectual or factual or emotional. We read factual materials in order to obtain factual information with which we operate in our environment. Similarly, we read emotional gratification, that is for pleasure of self improvement. Reading involves the following points or skills which prove reading as receptive skills.

- Predictive skills.
- Extracting specific information.
- Getting the general picture.
- Extracting detailed information.
- Recognizing function and discourse pattern.
- Deducing meaning from the context.

Efficient readers predict what they are going to read. The process of understanding the text is how the context of the text matches up to these predictions. As they continue to read however, their predictions will change as they receive more information from the text. Readers want to extract specific bits of information to find-out the fact. Readers may, for example, quickly look through a film review to find the name of the star. The readers read something to get the general picture. They want to have the idea of the major points of the text with an overview without going to details. The readers often have to be able to read for detailed

information. The required information may be of various types. The reader should answer by reading or by extracting detailed information. The readers often read to know function and discourse pattern because function and discourse pattern are the important part of understanding how the text is constructed. The efficient readers deduce the meaning from the context. They deduce the meaning of unfamiliar words from the context where it appears. Thus, it is generally agreed that reading is a receptive skill. The readers receive more information by reading the texts.

### **1.1.5 Reading as a Productive Skill**

Traditionally, reading has been regarded as a receptive skill, but in recent years researchers have shown that reading is more than only receiving information by reading. Reading is both active and productive skill. Reading is a productive skill because it involves the relation between print and speech and there involves pronunciation which is one of the productive skills. Reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions. The following points prove that reading is the productive skill.

- Students read an instructional manual and fix the fan.
- They read a map and follow directions to locate a place
- They read a recipe and prepare an omelette.
- They read an e-mail or letter and write a replay to it.
- They read problem and come up with it solution.
- They read a passage and produce a summary out of it.

Such productive reading activities should be flexible and varied. It is essential to take into account the author's point of view; intention and tone for a full understanding of the text, and produce an effective response.



### **1.1.6 Importance of Reading**

Among the four language skills, reading is the third in order. It is regarded as the most important skill for gaining knowledge. Modern world without reading materials can not be imagined.

According to Grellet (1981, p. 16) "Students who read slowly will easily get discouraged, they will also tend to stumble on unfamiliar word and fail to grasp the general meaning of the passage." Reading is a receptive skill in the sense that the reader receives some sort of information through the printed works. So, reading means reading and understanding. It refers to the total understanding or meaningful interpretation of a message in a text. Language can be learnt through reading books. By reading, the literary works like poems, stories, essays, dramas, magazines and newspapers provide us not only entertainment and information but also help to understand the world. Reading actually, broadens the horizon of knowledge and builds background to read any literary text.

Language can be learnt through reading books. For learners of English as a foreign language, reading is usually only means of exposure. So, it may be said that where there is little reading there is little language learning. If anyone develops the reading skills, the dependence on teacher is reduced. Once one reads a book, he exercises knowledge, from reading different types of books; the students acquire language in a natural way. The more he reads the more he learns. After developing the habit of reading, culture of the native speaker can be understood. If we know the culture, we know the ways, and behavior of language.

Thus, reading is important everywhere and is the best way of getting information, increasing one's professional knowledge.

### **1.1.7 Testing of Reading Comprehension**

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

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

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

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

- i. Multiple choices
- ii. Short answer

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

Similarly, Cross (19921, 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. Gapped texts.
- vii. Pure cloze.
- viii. Multiple -choice cloze.
- ix. Banked cloze.

Some of them are described as follows:

#### **1.1.7.1 Multiple Choice**

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

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

### **1.1.7.2 True and False**

In Heaton's (1998, p.113) word "the true and false test is one of the most widely used tests of reading comprehension." Not only is the scoring of such a test straight forward and quick but also the scores by the testes can be very reliable.

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

### **1.1.7.3 Cloze Test**

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

### **1.1.7.4 Multiple Cloze Test**

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

### **1.1.7.5 Summary Cloze**

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

### **1.1.7.6 Completion Item**

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

### **1.1.7.7 Rearrangements**

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

### **1.1.7.8 Open-ended**

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

### **1.1.8 The Educational Situation of Dalits in Nepal**

The term Dalit for the first time was used in India in 60's meaning as the group of further stratified 'Sudras' who were considered as untouchable. The term has not been defined officially yet because 'The Interim Constitution of Nepal (2063)' declares that no one superior and inferior on the basis of their casts or the superiority and inferiority on the basis of caste, sex, religion, etc. and such type of division is punishable. But in practice, the societal structure of Nepal is based on four-fold discrimination such as Brahmin, Chhetry, Baishya and Sudra. Dalits or the Sudras have been placed at the button of the Hindu caste hierarchy. Dalits have been provided traditionally lower occupations such as leather works, beating drums, tailoring, etc. People really feel difficult to differentiate Dalits from other communities.

To define them in another way, they are the most marginalized, discriminated and improvised communities. They are fewer in number. They constitute about twenty per cent of the total population of Nepal (NHRC 2004). Dalits are badly affected by the so-called higher castes. Different organizations such as the UN, EU, ILO, etc. have been working against the inhuman treatment to the Dalits in Nepali. The castes' groups, according to the "Upechhit Utpidit ra Dalit Barga Utthan Samiti " (quoted in IODRPP 2004), which are called Dalits are as follows:

- i. Lohar
- ii. Sunar
- iii. Kami
- iv. Damai
- v. Sarki
- vi. Badi
- vii. Gaine
- viii. Kasai

- ix. Kushule
- x. Koche
- xi. Chyame
- xii. Pode
- xiii. Dhobi
- xiv. Paswan
- xv. Tamata
- xvi. Dum
- xvii. Batar
- xviii. Khatwe
- xix. Mushhar
- xx. Santhal
- xxi. Satar
- xxii. Chamar and
- xxiii. Halkhor

Generally, in hilly regions, only five castes of Dalits viz. Gandharwa (Gaine), Badi, Pariyar (Damai, Darji, Suchikar, Nagarchi, Dholi, Hudko), Vishworkarma (Kami, Lohar, Sunar, Tamata), Sharki (Mijar, Charmakar Bhul) can be found (Koirala, B.et al. 2061 B.S).

The hierarchical caste system among Dalits, which discriminates and treats one Dalits gorup as superior to other Dalit group has also been a major problm in Dalit movements. In the society, one Dalit gorup treats other Dalit group as untouchable and do not drink water provided by the so-called lower ranked Dalits. The first group does not want to keep marital relationship and do not allow to enter into their houses to the second group. For example,

- i. In hilly region, Damai, Badi and Gaine are untouchable for Kami and Sharki.
- ii. For Gaine, Badi and Pode are untouchable.

- iii. In Terai region, Mushhar, Khatwe, Chamar and Dom are untouchable for Teli and Kalawar.
- iv. For Dushad and Mushhar, Chamar and Dom are untouchable. (Nepalma Dalit Samudayako Sthiti, 2060, p. 65)

Dalits are less educated in comparison to other caste groups. So, they rarely help each other in their problems. On the one hand, they are deprived of other so-called higher class communities and on the other hand, they themselves are deprived of other Dalits. Dalits are a very few or rare in every sectors of Nepal. Education is the main factor of this problem. Therefore, we can guess that less number of Dalit children go to school for study and they have low English language proficiency in comparison to the children from the castes. According to the report (Integrated National Index of Governance, 2008) the representation of Dalits is not found in different sectors such as court, civil society leadership, political parties leaderships, etc. but in Constitutional Assembly, there were 49 Dalit representatives that is only 8.15% in aggregate among the 601 representatives which was the highest participation Dalits in comparison to other sectors.

If we look at the history of Dalit movement, we can find that different organizations and commissions have been formed but they are unable to work properly in favours of the target group. 'Viswa Sarvajana Sangha' established by Sarvajit Vishwakarma in 2004 B.S was the first organization in the history of Dalit movement (Koirala et al. 2061 B.S.) even now, we can see different governmental and non-governmental institutions, which have been working in economic, educational, social and religious development of Dalits. 'Dalit NGO Federation' can be taken as an example of non-governmental organization, which was established in 2054 B.S and has been working to develop different aspects of Dalits. National and International donor agencies have been investing a huge amount of money and manpower in this field but they are also unable to reach in the target. One of the causes for this result in the institutions focus their



programme only in Kathmandu valley. Therefore, Dalit movement is being unable to step forward to the target.

### **1.1.9 The Educational Situation of Dalits in Sankhuwa -Sava District**

Sankhuwa-Sava is located in the hilly region. According to District Education Office, Sankhuwa-Sava(2010), about 25 percent people living there are Kiraties (Rais). Even if the population of Dalits in this District is lower, it is higher in comparison to other districts. The population of Dalits in this district is 12,436. We can find the representation of Dalits in all 33 village Development committees of the district. There are 3665 children. Dalit students studying in primary level, among them 1812 are boys and 1853 are girls and 1012 in the lower secondary level. Among them 530 are girl and 482 are boy students. Similarly, 347 Dalit students in secondary level, among them 165 are girls and 182 are boys. Likewise, District Development Committee, Sankhuwa-Sava (2010) mentions, 630 in higher secondary level, 183 in diploma level and only 6 in master's degree level. Many Dalit children have been leaving schools for the purpose of helping their parents in their traditional works and in farming. More than 50 percent Dalit families do not have their own toilets. Many children have been suffering from malnutrition. Some Dalits do not have their own farm lands. About 250 Dalit youths have gone to earn money in international sectors, especially in gulf countries as labourers and 85 families have little field to work and they use their production of crops only for three months. They have to help others in salary or in work basis system.

### **1.1.10 Language and Gender**

Men and women have distinct characteristics, which they bring into the classroom; and this relationship between gender and learning has been the focus of many studies and, although they may have not all been conclusive, there have been some interesting relationship.

Gender is a factor of social nature. (Gu, 2002, pp.35-54) suggests that female learners generally make better use of most of the learner strategies, particularly those helping enlarging vocabulary size, and present higher overall EFL proficiency than their male counterparts. However, there are some boys who do show distinguished language ability; moreover, boys as a whole usually demonstrate more flexibility and creativity in language learning. (Sy, 1994, p.124) concluded that female EFL students in China showed greater use of cognitive, meta-cognitive and social strategies.

In another Asian study, (Hashim and Sahil 1994, p. 32) found that Malaysian females favored affective strategies more than males.

Oxford (1996, p.43) cautions it might be that males and females are different in how they report their strategies retrospectively but is not in reality all that different whenever they actually use the strategies.

While we know the importance of second language learners, there is still gap in our knowledge about the differences between 'males' and 'females' both of them, especially at the university level. More specifically, questions still exist pertaining to whether or not males and females significantly differ in terms of the types of learning strategies. As Chavez (2001, p.16) suggested that studying such questions is important because if gender disparities are found, they may lead teachers and researcher to seek ways to minimize them, thus affording both genders maximum opportunities to achieve high level of L<sub>2</sub> literacy.

## **1.2 Review of Related Literature**

Since reading comprehension is a broad area of study, many researches have been carried out in this field in the Department of English Education. Furthermore, a number of comparative studies have also been carried out. Some instances of the latest research works reviewed are 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. In his study, he concluded that the students of urban (Kathmandu) area are more proficient in using the English language than the students of Doti district. In the case of reading proficiency he found that urban students had greater ability to read and comprehend the passage in English than that of the rural students.

Subedi (2000) in his thesis entitled 'Reading Comprehension Ability of the Grade IX students of Kathmandu and Jhapa' found that both urban and rural students could comprehend magazines better than they could in newspapers. Similarly, students of Kathmandu did better in both test items than the students of Jhapa district. He also found that newspapers and magazines are practicable while teaching and testing reading comprehension in unseen text.

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

Bhattarai (2004) made a study to find out the reading comprehension ability and speed of PCL first year and Grade Eleven Students and found out that the Eleven Grader has comparatively better reading comprehension ability and speed than those of PCL first year students.

Adhikari (2008) also conducted his research on "Reading proficiency of Bilingual and Multilingual Learners" To find out the reading proficiency of Bilingual and Multilingual learners, he selected 50 students studying at grade 10 from different English medium school in Kaski district and the population selected was of 2 categories: Bilingual (Nepali first language and English learn at school) and Multilingual (Gurung, Magar, Lama, Hindi, Nepali and English). He used random sampling procedure to find out the expected population. He concluded that the multilingual learners were found less proficient in reading comprehension than the bilingual ones.

Bhandari (2008) carried out a study on 'Reading Comprehension of Poetry and Prose B.Ed. Students. He used 100 students from 5 campuses of Kailali district and 10 English Lecturers of Bachelor level of that Campus. Six campuses of Kailali district was selected using simple random sampling procedure. Two unseen poems and 2 unseen proses were used as the text for testing comprehension. Two separate sets of questionnaire were also developed. One for English teachers and other for the students according to their level. The researcher found the students to have better comprehension ability in prose text than in poetry. He also concluded that poetry was found to be more difficult genre, sentence structure and the vocabularies as the prime factors of difficulty both in poetry and prose.

But, in fact, no research has been carried out so far in the department to find out the reading comprehension ability of Dalit students of Sankhuwa-Sava District for the comparative purpose. Thus, this study is different from the rest of the research studies carried out in the department till present date and the researcher hopes that this research will be fresh research in the department.

### **1.3 Objectives of the Study**

The proposed study had the following objectives:

- i. To find out the reading comprehension ability of Dalit students in Shankhuwa-sava district.
- ii. To suggest some pedagogical implications on the basis of the findings of the study.

### **1.4 Significance of the Study**

It is expected that the proposed study will, in general be significant to all those who are interested in language teaching and learning and more particularly to the students, teachers, syllabus designers and textbook writers, because this study can give insight into the reading comprehension ability of Dalit students. The findings of the study are expected to be significant for the teachers in the sense that they know the reading comprehension ability of different test items performed by Dalit boys and girls which help them to improve their teaching techniques for the betterment in weak areas that the research shows and to select suitable reading text for them. Similarly, the students of psycholinguistics and sociolinguistics, language and instructors, etc. will be benefited from this study. Finally, this research will be equally useful for those who are directly or indirectly involved in the governmental and non-governmental organizations, which have been working in the fields related to Dalit students.

## **CHAPTER TWO**

### **METHODOLOGY**

The following procedures were adopted to fulfill the above mentioned objectives.

#### **2.1 Sources of Data**

The researcher used both primary and secondary sources of data for the completion of this research.

##### **2.1.1 Primary Sources of Data**

The primary sources of data for my study were the Dalit students of six government -aided secondary schools from Sankhuwa-Sava District.

##### **2.1.2 Secondary sources of Data**

The secondary sources of data were the various related books, journals, articles, research works, reports, dictionaries, and websites to collect more information for the facilitation of the study. some of them were Davies (1974), Gardner (1978), Zhenyu (1977), Grellet (1981), Cross (1992), Brown (1994) Hughes (1995), Doff (2001), Harmer (2001, 2008) and Koirala (2008).

#### **2.2 Population of the Study**

The population of the study was secondary level students who were studying in six different schools of Sankhuwa-sava District.

#### **2.3 Sampling Procedure**

Six government-aided secondary schools of Sankhuwa-Sava District were purposively selected for the study. Students of the grade nine were selected for this study. Then six students from each school were selected using non-random

judgemental sampling procedure. Out of them 18 students were boys and 18 students were girls.

#### **2.4 Tools for Data Collection**

The tools for the data collection were the test items. Two types of questions viz. subjective and objective were used as the tools for data collection. Objective test items were multiple-choice, true and false, fill in the gaps, matching item and find the similar meaning of the words. Likewise, subjective test items were short-answer questions.

#### **2.5 Process of Data collection**

In order to collect data for the research study, the researcher visited the selected schools personally and take permission from administering the researcher himself with the help of the English teacher distribute the test paper and briefly explain the purpose of testing students. After the accomplishment of the test, the researcher collected the answer sheets. Similarly, he checked and tabulated those collected answer-sheets. Finally, he thanked all of them for their co-operation.

#### **2.6 Limitations of the Study**

The study had the following limitations:

- i. The study limited to the six government-aided secondary schools of Sankhuwa-Sava District.
- ii. The population of this study was confined to 36 Dalit students (18 boys and 18 girls).
- iii. The study was limited only to reading comprehension.
- iv. Only the following types of tests were used: Multiple-choice time, True-False items, Fill in the gaps, matching items and find the similar meanings of the words.
- v. The study was only related to secondary English classes' students.

## **CHEAPER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the data obtained from the primary sources. This study was carried out to find out the reading comprehension ability of Dalit students. For this purpose, I selected thirty-six students including eighteen boys and eighteen girls of grade nine from six different schools of Sankhuwa-Sava district.

In this chapter, I have tabulated, analyzed and interpreted the students' scores using statistical tools such as mean, Percentage and standard deviation along with tables.

#### **3.1 Overall Reading Comprehension Ability of the Students**

In the process of data collection, six different test items through seen and unseen passage were administered to find out the students' overall performance in reading comprehension. The average scores obtained by the students were tabulated in different tables. The names of the six different test items were as follows:

Item	I	-	Tick the best answer
Item	II	-	True or false
Item	III	-	Fill in the gaps
Item	IV	-	Match the column
Item	V	-	Write synonym
Item	VI	-	Answer the questions

The following table shows the overall performance of the girls and boys in the different test items.



**Table No. 1**  
**Reading Comprehension Ability of Students in Different**  
**Items in Seen Passage**

Variables	Test	F.M	Total students	Items	obtained marks	Average marks	Percentage
Boys	Seen passage	21	18	I	31	1.72	7.19
				II	30	1.67	7.29
				III	28	1.56	7.43
				IV	36	2	9.52
				V	25	1.39	6.12
				VI	7	0.39	1.86
Girls	Seen passage	21	18	I	30	1.67	7.95
				II	31	1.72	8.19
				III	20	1.11	5.29
				IV	34	1.89	9
				V	14	0.78	3.71
				VI	6	0.33	1.57

These items were included into a seen passage and total number of students were 36 (i.e. 148 boys and 18 girls) who were involved in the test. The highest average mark they (i.e. 18 boys students) scored in the items no. IV was 2 (i.e. 9.25 per cent) out of 21 full marks. They scored average marks 0.39 (i.e. 1.88 per cent) in the item no. VI as the lowest scores. Similarly the highest average mark they (i.e. 18 girls students) scored in the item no. IV was 1.89 (i.e. 9 per cent) out of 21 full-marks. They scored average marks 0.33 (i.e. 1.57 per cent) in the item no. VI as the lowest mark. Here, boys' obtained better marks in all items in comparison to girls'.

In the same way, their performance in unseen passage -I presented in the following table.

**Table No. 2**  
**Reading Comprehension Ability of Students in Different items**  
**in Unseen Passage-I**

Variables	Test	F.M	Total students	Items	obtained marks	Average marks	Percentage
Boys	Unseen passage I	21	18	I	29	1.61	7.67
				II	34	1.89	9
				III	19	1.056	5
				IV	35	12.95	9.24
				V	25	1.39	6.12
				VI	9	0.5	2.38
Girls	Unseen passage I	21	18	I	30	1.27	7.95
				II	35	1.94	9.24
				III	17	0.94	4.48
				IV	29	1.61	7.67
				V	13	0.72	3.43
				VI	11	0.61	2.90

The above table shows that 18 boys scored 1.94 (i.e. 9.24 per cent) as the highest average mark in item no. IV out of 21 full-marks. The second highest average marks they obtained (i.e. 9 per cent ) in item no. II. In item no. VI, they obtained 0.5 (i.e. 2.38 per cent) as the lowest marks. Similarly, 18 girls scored average marks 1.94 (i.e. 9.24 per cent) in item no. II as the highest average marks. The second highest average marks were 1.67 (i.e. 7.95 per cent ) in item no. I. The lowest average marks they obtained was 0.61 (i.e. 2.90 per cent) in item no. VI.

Similarly, 36 students overall performance in the reading comprehension ability is tabulated as follows:

**Table No. 3**  
**Reading Comprehension Ability of Students in Different**  
**Items in Unseen Passage-II**

Variables	Test	F.M	Total students	Items	obtained marks	Average marks	Percentage
Boys	Unseen passage II	21	18	I	26	1.44	6.86
				II	36	2	9.52
				III	16	0.89	4.24
				IV	40	2.22	10.57
				V	25	1.39	6.12
				VI	11	0.61	2.90
Girls	Unseen passage II	21	18	I	27	1.5	7.14
				II	28	1.56	7.43
				III	18	1	4.76
				IV	22	1.22	5.81
				V	25	1.39	6.62
				VI	10	0.56	2.67

The above table indicates that the reading comprehension ability of the boys and girls respectively. The boys who were 18 in number scored average mark 2.22 (i.e. 10.57 per cent) in item no. IV. The second highest average mark was 2 (i.e. 9.52 per cent) in item no. II. 0.61 (i.e. 2.90 per cent) average marks in item no. VI was the lowest mark they obtained. Similarly, 18 girl students scored average mark in item no. II was 1.56 (i.e. 7.43 per cent) as the highest mark out of 21 full-marks. The second highest average mark was 1.5 (i.e. 7.14 per cent) in item no. I. and the lowest average mark they obtained were 0.56 (i.e. 2.67 per cent) in item no. VI.

As a whole, the above tables and analyses indicate that the students got better marks in item no. I , II, III. Their poor performances appear in the item no. VI (i.e. questions and their answers).

### **3.2 Analysis of Reading Comprehension Ability of the Dalit Students**

This section includes the students' score on the passage wise analysis of reading comprehension i.e. one seen and two unseen passages respectively.

#### **3.2.1 Reading Comprehension Ability in Seen Passage**

To find out the reading comprehension ability of Dalit students in seen passage, I administered a set of written test item. After the accomplishment of the test, I collected the students' answer sheets, checked them and tabulated the students' scores. The following table apparently shows the students' scores on the seen passage:

**Table No. 4**  
**Reading Comprehension Ability of Students in Seen Passage**

S.N.	F.M.	Obtained marks	No. of Students	Per centage
1.	21	13	2	5.56
2.	21	12	3	8.33
3.	21	10	3	8.33
4.	21	9	4	11.11
5.	21	8	7	19.44
6.	21	7	5	13.89
7.	21	6	8	22.23
8.	21	5	3	8.33
9.	21	4	1	2.78
Total students no.			36	100

The table shows variations in the scores obtained by the students. It is clear from the table that 5.56 per cent students scored 13 as the highest mark out of 21 full-marks. Many students i.e. 22.23 per cent were able to score 6 marks. The lowest mark was four out of 21 full marks which was obtained by 2.78 per cent students.

Here, the above mentioned data are analyzed in mean and standard deviation.

Marks distribution	Middle point (m)	No. of students (f)	f×m
1-7	4	12	48
7-14	10.5	24	252
		N=36	Σfm=300

$$\begin{aligned} \text{Mean, } \bar{X} &= \frac{\sum fm}{N} \\ &= \frac{300}{36} \\ &= 8.33 \end{aligned}$$

The mean of the above score is 8.33 out of 21 full-marks, which is satisfactory.

There were 24 students who obtained their marks below the mean and 12 students above the mean. The maximum score they obtained was 13 which was 61.9 per cent of the full-marks.

To calculate the standard deviation of the above scores, the following table and formula are applied.

$$X = m - \bar{x}$$

Where,

X= Deviation of the items from the actual mean

$\bar{x}$  = Mean score

M= Middle point

x	x <sup>2</sup>	f	fx <sup>2</sup>
-4.33	18.75	12	225
2.17	4.71	24	113.04
		N=36	Σfx <sup>2</sup> 228.04

For standard deviation,

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum fx^2}{N}} \\
 &= \sqrt{\frac{338.04}{36}} \\
 &= \sqrt{9.39} \\
 &= 3.06
 \end{aligned}$$

This standard deviation shows that the scores are highly deviated from the mean score. It means the scores are not near the mean score. It shows that the students' reading comprehension abilities are different from each other.

### 3.2.2 Reading Comprehension Ability of Students in Unseen Passage -I

To find out the reading comprehension ability of Dalit students in unseen passage-I, I administered a set of written test, i.e. first unseen passage. The following table shows the students' scores on the unseen passage- I.

**Table No. 5**

**Reading Comprehension of the Students in Unseen Passage- I**

S.N.	F.M.	Obtained marks	No. of Students	Percentage
1.	21	12	4	11.11
2.	21	11	3	8.33
3.	21	10	2	5.56
4.	21	9	4	11.11
5.	21	8	5	13.89
6.	21	7	8	16.67
7.	21	6	5	13.89
8.	21	4	5	13.89
Total students no.			36	100

The above table shows that 11.11 per cent students (i.e. out of 36) scored 12 marks (i.e. out of 21) which were the highest marks. The lowest score was 4 which was

obtained by 13.89 per cent students. Many students' i.e.16.67 per cent who secured just seven marks out of 21. Here, I have analyzed the above mentioned data in the mean and the standard deviation.

Marks distribution	Middle point (m)	No. of students (f)	f×m
1-7	4	10	40
7-14	10.5	26	252
		N=36	Σfm=313

$$\begin{aligned} \text{Mean, } \bar{X} &= \frac{\sum fm}{N} \\ &= \frac{313}{36} \\ &= 8.69 \end{aligned}$$

The mean of the above score is 8.69 out of 21 full-marks. There were 13 students who scored their marks above the mean and 23 students below the mean. The highest score they scored was 12 which was 57.14 per cent of the full-marks.

To calculate the standard deviation of the above score, the following table and formula are applied.

x	x <sup>2</sup>	f	fx <sup>2</sup>
-4.69	21.99	10	219.9
1.87	3.28	26	85.28
		N=36	Σfx <sup>2</sup> 305.18

For standard deviation

$$\begin{aligned} SD &= \sqrt{\frac{\sum fx^2}{N}} \\ &= \sqrt{\frac{305.18}{36}} \\ &= \sqrt{8.48} \\ &= 2.91 \end{aligned}$$

This standard deviation shows that the scores are highly deviated from the mean score i.e. the scores are not near the mean score. It shows that the students' reading comprehension abilities are different from each other.

### 3.2.3 Reading Comprehension Ability of Students in Unseen Passage -II

To find out the students' reading comprehension ability, I administered second unseen passage to the students.

The students' scores have been tabulated and analyzed here.

**Table No. 6**

#### **Reading Comprehension of the Students in Unseen Passage- II**

S.N.	F.M.	Obtained marks	No. of Students	Percentage
1.	21	13	2	5.56
2.	21	12	3	8.33
3.	21	10	3	8.33
4.	21	9	4	11.11
5.	21	8	7	19.44
6.	21	7	5	13.89
7.	21	6	8	22.23
8.	21	5	3	8.33
9.	21	4	1	2.78
Total students no.			36	100

The table indicates that 5.56 per cent student scored 13 as the highest mark (out of 21 full-marks). Many students i.e. 19.45 per cent who obtained just seven marks. The lowest mark was 4 which was obtained by 2.78 per cent students.

Here, the above mentioned data have been analyzed in the mean and the standard deviation.



Marks distribution	Middle point (m)	No. of students (f)	f×m
1-7	4	9	36
7-14	10.5	27	283.5
		N=36	Σfm=319.5

To calculate mean of the above score,

$$\begin{aligned}
 \text{Mean, } \bar{X} &= \frac{\sum fm}{N} \\
 &= \frac{319.5}{36} \\
 &= 8.86
 \end{aligned}$$

The mean of the above score is 8.86 out of 21 full-marks. There were 14 students who obtained their marks above the mean and 22 students below the mean. The highest score they obtained was 13 which were 61.90 per cent of the full-marks.

To calculate the standard deviation of the score, the following table and the formula are applied.

x	x <sup>2</sup>	f	fx <sup>2</sup>
-4.69	23.62	9	212.58
1.87	2.69	27	72.63
		N=36	Σfx <sup>2</sup> 285.21

For standard deviation,

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum fx^2}{N}} \\
 &= \sqrt{\frac{285.21}{36}} \\
 &= \sqrt{7.92} \\
 &= 2.81
 \end{aligned}$$

This standard deviation shows that the scores are highly deviated from the mean score. It means the scores are far from the mean score. It shows that the students' reading comprehension abilities are different from each other.

### **3.3 Gender-wise Reading Comprehension Ability of Dalit Students**

This section includes the students' scores on the gender-wise reading comprehension i.e. one seen and two unseen passages respectively.

#### **3.3.1 Reading Comprehension Ability of Boys in Seen Passage**

To find-out the reading comprehension ability of boys in seen passage, I administered a written test to eighteen students of grade nine and test items were to write answers of the questions, fill in the blanks, match the column, write true or false, write synonym of the given words and tick the best answer. The following table shows the students' scores on the seen passage.

**Table No. 7**

**Reading Comprehension of the Boy Students in Seen Passage**

S.N.	F.M.	Obtained marks	No. of Students	Percentage
1.	21	13	1	5.56
2.	21	12	2	11.11
3.	21	10	1	5.56
4.	21	9	3	16.67
5.	21	8	4	22.22
6.	21	7	3	16.67
7.	21	6	4	22.22
Total students no.			18	100

The above table indicates that 5.56 per cent students scored 13 as the highest marks and 22.22 per cent students were able to score 8 marks. The lowest mark was 6 which was obtained by again 22.22 per cent students.

Here, the obtained data have been presented in the mean and the standard deviation.

Marks distribution	Middle point (m)	No. of students (f)	f×m
1-7	4	4	16
7-14	10.5	14	147
		N=18	Σfm=163

To calculate mean of the above score,

$$\begin{aligned} \text{Mean, } \bar{X} &= \frac{\sum fm}{N} \\ &= \frac{163}{18} \\ &= 9.05 \end{aligned}$$

The mean of the above score is 9.05 out of 21 full-marks. There were only four students who obtained their marks above the mean score and 14 students below the mean. The highest score was 13 which was 72.22 per cent of the full-marks. To calculate the standard deviation of the above score, the following table and formula are applied.

x	x <sup>2</sup>	f	fx <sup>2</sup>
-5.05	25.50	4	108
1.45	2.10	14	29.4
		N=18	Σfx <sup>2</sup> 137.4

For standard deviation

$$\begin{aligned} SD &= \sqrt{\frac{\sum fx^2}{N}} \\ &= \sqrt{\frac{137.4}{18}} \\ &= \sqrt{7.63} \\ &= 2.76 \end{aligned}$$

This standard deviation shows that the scores are highly deviated from the mean score. It shows that the students' reading comprehension abilities are different from each other.

### 3.3.2 Reading Comprehension of Girls' in Seen Passage

To find out the reading comprehension ability of girls, I administered on written test i.e. I seen passage. Students wrote their answers according to asked questions. Then, I checked their answer sheets and tabulated and analyzed their scores which are presented in the following table:

**Table No. 8**  
**Reading Comprehension of Girl Students in Seen Passage**

S.N.	F.M.	Obtained marks	No. of Students	Percentage
1.	21	13	1	5.56
2.	21	12	1	5.56
3.	21	10	2	11.11
4.	21	9	1	5.56
5.	21	8	3	16.67
6.	21	7	2	11.11
7.	21	6	4	22.22
8.	21	5	3	16.67
9.	21	4	1	5.56
Total students no.			18	100

The above table shows that only 5.56 per cent students were able to secure 13 as the highest marks. Many students were 22.22 per cent who obtained 6 marks out of 21 full-marks. The lowest score was 4 which was obtained by only 5.56 per cent students.

Here, the mean and the standard deviation of the above-mentioned data have been presented.

Marks distribution	Middle point (m)	No. of students (f)	f×m
1-7	4	8	32
7-14	10.5	10	105
		N=36	Σfm=137

To calculate mean of the above score,

$$\begin{aligned} \text{Mean, } \bar{X} &= \frac{\sum fm}{N} \\ &= \frac{137}{18} \\ &= 7.61 \end{aligned}$$

The mean of the above scores is 7.61 out of 21 full-marks. There were eight students who obtained their marks above the mean score and ten students below the mean score. The highest score obtained by the student was 13 which was 72.22 per cent of the full-marks 21.

To calculate the standard deviation of the above scores, the following table and formula are applied.

x	x <sup>2</sup>	f	fx <sup>2</sup>
-3.61	13.03	8	104.24
2.89	8.35	10	83.5
		N=18	Σfx <sup>2</sup> 187.74

For standard deviation

$$\begin{aligned} SD &= \sqrt{\frac{\sum fx^2}{N}} \\ &= \sqrt{\frac{187.74}{18}} \\ &= \sqrt{10.43} \\ &= 3.23 \end{aligned}$$

This standard deviation shows that the scores are highly deviated from the mean score. It means the scores are not near the mean score. It shows that the students' reading comprehension abilities are different from each other.

Before calculating t-test between the two items, the combined standard deviation of item I and item II can be calculated. For that the following formula should be applied.

$$S = \sqrt{\frac{(x_1 - 1)SD_1^2 + (x_2 - 1)SD_2^2}{n_1 + n_2 - 2}}$$

Where,

S= Combined standard deviation

$n_1$ = no. of students in the first item

$n_2$ = no. of students in the second item

$SD_1$ = Standard deviation of the first item

$SD_2$ = Standard deviation of the second item

$$\begin{aligned} S &= \sqrt{\frac{(18 - 1)SD_1^2 + (18 - 1)SD_2^2}{18 + 18 - 2}} \\ &= \sqrt{\frac{17 \times 2.76 + 17 \times 3.23}{34}} \\ &= \sqrt{\frac{46.92 + 54.91}{34}} \\ &= \sqrt{\frac{101.83}{34}} \\ &= \sqrt{2.99} \\ &= 1.73 \end{aligned}$$

To calculate t-test or distribution of the above two items, the following formula can be applied with 5 per cent level of signification, i.e.  $\alpha=0.05$  and the degree of freedom ( $\mu$ ) = 34.

$$t = \frac{\bar{x}_A - \bar{x}_B}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\begin{aligned}
&= \frac{9.05 - 7.61}{1.73 \sqrt{\frac{1}{18} + \frac{1}{18}}} \\
&= \frac{1.44}{1.73 \sqrt{\frac{2}{18}}} \\
&= \frac{1.44}{0.58} \\
&= 2.48
\end{aligned}$$

The calculated value of the two groups i.e. boys and girls (t- calculated) is 2.48 which is greater than the tabulated value (t- tabulated) 2.0252 with 5 per cent level of signification i.e. ( $\alpha$ )= 0.05 and 34 degree of freedom i.e. ( $\mu$ )=34. It shows that the null hypothesis 'the reading comprehension ability between Dalit boy and girl students is equal' is rejected and we came to the conclusion that the reading comprehension ability level of Dalit boy and girl students is different.

### **3.3.3 Reading Comprehension Ability of Boys' in Unseen Passage -II**

To find out the reading comprehension ability of boys in the unseen passage, I administered a written test to the eighteen boy students of six different schools. Each school belongs to just three students. Then, I checked their answer sheets and tabulated and analyzed their scores as follows:

**Table No. 9**

**Reading Comprehension of Boy Students in Unseen Passage**

S.N.	F.M.	Obtained marks	No. of Students	Percentage
1.	21	13	3	16.67
2.	21	12	2	11.11
3.	21	10	1	5.56
4.	21	9	2	11.11
5.	21	8	3	16.67
6.	21	7	5	27.78
7.	21	6	1	5.56
8.	21	4	1	5.56
Total students no.			18	100

The above table indicates that the highest marks which were 13 out of 21 were obtained by 16.67 per cent students. Many students i.e. 27.78 per cent who obtained seven marks. The lowest mark was four which was obtained by 5.56 per cent students.

Here, the above-mentioned data have been presented in the mean and the standard deviation.

Marks distribution	Middle point (m)	No. of students (f)	f×m
1-7	4	2	8
7-14	10.5	16	168
		N=18	Σfm=176

To calculate mean of the above score,

$$\begin{aligned}\text{Mean, } \bar{X} &= \frac{\sum fm}{N} \\ &= \frac{176}{18}\end{aligned}$$



$$=9.33$$

The mean of the above scores is 9.33 out of 21 full-marks. There were 6 students who obtained their marks above the mean score and 12 students below the mean score. The highest mark that means 57.14 per cent of the full-marks 21.

To calculate the standard deviation of the above scores, the following table and formula are applied.

x	x <sup>2</sup>	f	fx <sup>2</sup>
-5.33	28.41	2	56.82
1.17	1.37	16	21.90
		N=18	Σfx <sup>2</sup> 78.72

For standard deviation

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum fx^2}{N}} \\
 &= \sqrt{\frac{78.72}{18}} \\
 &= \sqrt{10.43} \\
 &= 4.37
 \end{aligned}$$

This standard deviation shows that the score was highly deviated from the mean score. It shows that the students' reading comprehension abilities are different from each other

### 3.3.4 Reading Comprehension Ability of Girls' in Unseen Passage-I

I administered a set of written test in unseen passage to find out their reading comprehension ability. The eighteen girl students' scores are tabulated and analyzed in the following table.

**Table No. 10**

**Reading Comprehension of Girl Students in Unseen Passage- I**

S.N.	F.M.	Obtained marks	No. of Students	Percentage
1.	21	12	1	5.56
2.	21	11	1	5.56
3.	21	10	1	5.56
4.	21	9	2	11.11
5.	21	8	2	11.11
6.	21	7	4	22.22
7.	21	6	3	16.67
8.	21	4	4	22.22
Total students no.			18	100

The above table shows that 5.56 per cent students obtained 12 marks as the highest marks. There were two groups of students who scored 7 and 4 marks respectively. The lowest marks were 4 which were obtained by 22.22 per cent students.

Here, the mean and the standard deviation of the above-mentioned data are presented as follows:

Marks distribution	Middle point (m)	No. of students (f)	f×m
1-7	4	7	28
7-14	10.5	11	115.5
		N=18	Σfm=143.5

To calculate mean of the above score,

$$\begin{aligned}\text{Mean, } \bar{X} &= \frac{\sum fm}{N} \\ &= \frac{143.5}{18} \\ &= 7.97\end{aligned}$$

The mean of the above scores is 7.97 out of 21 full-marks. There were seven students who obtained their marks above the mean score and 11 students below the mean score. The highest marks of the student was 12 i.e.57.14 per cent of the full-marks 21.

To calculate the standard deviation of the above scores, the following table and formula are applied.

x	x <sup>2</sup>	f	fx <sup>2</sup>
-3.97	-15.76	7	110.32
2.53	6.40	11	70.4
		N=18	Σfx <sup>2</sup> 180.72

For standard deviation

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum fx^2}{N}} \\
 &= \sqrt{\frac{180.72}{18}} \\
 &= \sqrt{10.04} \\
 &= 3.17
 \end{aligned}$$

This standard deviation shows that the scores are deviated from the mean scores. It shows that the students' reading comprehension abilities are different from each other.

Before calculating t-test between the two items, the combined standard deviation of item I and item II can be calculated. For that the following formula should be applied.

$$S = \sqrt{\frac{(x_1 - 1)SD_1^2 + (x_2 - 1)SD_2^2}{n_1 + n_2 - 2}}$$

$$\begin{aligned}
S &= \sqrt{\frac{(18-1)SD_1^2 + (18-1)SD_2^2}{18+18-2}} \\
&= \sqrt{\frac{17 \times 4.37 + 17 \times 3.17}{34}} \\
&= \sqrt{\frac{74.29 + 53.89}{34}} \\
&= \sqrt{\frac{128.18}{34}} \\
&= \sqrt{3.77} \\
&= 1.94
\end{aligned}$$

To calculate t-test or distribution of the above two items, the following formula can be applied with 5 per cent level of signification, i.e.  $\alpha=0.05$  and the degree of freedom ( $\mu$ ) = 34.

$$\begin{aligned}
t &= \frac{\bar{x}_A - \bar{x}_B}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
&= \frac{9.33 - 7.97}{1.94 \sqrt{\frac{1}{18} + \frac{1}{18}}} \\
&= \frac{1.36}{1.94 \sqrt{\frac{2}{18}}} \\
&= \frac{1.36}{1.94 \sqrt{0.11}} \\
&= \frac{1.36}{1.94 \times 0.33} \\
&= \frac{1.36}{0.64} \\
&= 2.23
\end{aligned}$$

The calculated value of the two groups i.e. boys and girls (t-calculated) is 2.23 which is greater than the tabulated value (t-tabulated) 2.0252 with 5 per cent level

of signification i.e. ( $\alpha$ )= 0.05 and 34 degree of freedom i.e. ( $\mu$ )= 34. So, it shows that reading comprehension ability between boys and girls is not equal.

### 3.3.5 Reading Comprehension Ability of Boys' in Unseen Passage - II

To find-out the reading comprehension ability of boys in unseen passage- II, I administered a written test second times to the eighteen students of six different schools. After administering a test, I collected students' answer sheets. I checked those answer sheets and tabulated and analyzed their scores which are presented as follows.

**Table No. 11**  
**Reading Comprehension of Boy Students in Unseen Passage- II**

S.N.	F.M.	Obtained marks	No. of Students	Percentage
1.	21	13	1	5.56
2.	21	12	2	11.11
3.	21	10	2	11.11
4.	21	9	2	11.11
5.	21	8	4	22.22
6.	21	7	4	22.22
7.	21	6	3	16.67
Total students no.			18	100

The table indicates that 5.56 per cent students obtained 13 as the highest marks. More than 22 per cent students obtained 8 marks and again 22.22 per cent students obtained 7 marks. The lowest mark was 6 which was obtained by 16.67 per cent students.

Here, I have presented the above-mentioned data in the mean and the standard deviation which are presented as follows:

Marks distribution	Middle point (m)	No. of students (f)	f×m
1-7	4	3	12
7-14	10.5	15	157.5
		N=18	Σfm=169.5

To calculate mean of the above score,

$$\begin{aligned} \text{Mean, } \bar{X} &= \frac{\sum fm}{N} \\ &= \frac{169.5}{18} \\ &= 8.75 \end{aligned}$$

The mean of the above scores is 8.75 out of 21 full-marks. There were 7 students who obtained their marks above the mean score and 11 students below the mean score. The highest mark was 13 which were 61.90 per cent of the full-marks 21.

To calculate the standard deviation of the above scores, the following table and formula are applied.

x	x <sup>2</sup>	f	fx <sup>2</sup>
-4.75	22.56	3	67.68
1.75	3.06	15	45.9
		N=18	Σfx <sup>2</sup> 113.58

For standard deviation

$$\begin{aligned} SD &= \sqrt{\frac{\sum fx^2}{N}} \\ &= \sqrt{\frac{113.58}{18}} \\ &= \sqrt{6.31} \\ &= 2.51 \end{aligned}$$

This standard deviation shows that the scores are highly deviated from the mean scores. It shows that the students' reading comprehension abilities are different from each other.

### 3.6.6 Reading Comprehension Ability of Girls' in Unseen Passage- II

I administered a set of written test i.e. unseen passage -II to the eighteen girl students to find out their reading comprehension ability. Their scores are tabulated as follows:

**Table No 12**

**Reading Comprehension of Girl Students in Unseen Passage-II**

S.N.	F.M.	Obtained marks	No. of Students	Percentage
1.	21	13	1	5.56
2.	21	12	1	5.56
3.	21	10	2	11.11
4.	21	9	1	5.56
5.	21	8	3	16.67
6.	21	7	2	11.11
7.	21	6	4	22.22
8.	21	5	3	16.67
9.	21	4	1	5.56
Total students no.			18	100

The table shows that 13 was the highest mark which was obtained by 5.56 per cent students. The lowest mark was 4 which was secured by again 5.56 per cent students.

Here, the above-mentioned data are presented in the mean and the standard deviation which is as follows:

Marks distribution	Middle point (m)	No. of students (f)	f×m
1-7	4	6	24
7-14	10.5	12	126
		N=18	Σfm=150

To calculate mean of the above score,

$$\begin{aligned} \text{Mean, } \bar{X} &= \frac{\sum fm}{N} \\ &= \frac{150}{18} \\ &= 8.33 \end{aligned}$$

The mean of the above scores is 8.33 out of 21 full-marks. There were seven students who obtained their marks above the mean score and eleven students below the mean score. The highest mark was 13 which was 61.90 per cent of the full-marks 21.

To calculate the standard deviation, following table and formula are applied:

x	x <sup>2</sup>	f	fx <sup>2</sup>
-4.75	22.56	3	67.68
1.75	3.06	15	45.9
		N=18	Σfx <sup>2</sup> 113.58

For standard deviation

$$\begin{aligned} SD &= \sqrt{\frac{\sum fx^2}{N}} \\ &= \sqrt{\frac{113.58}{18}} \\ &= \sqrt{6.31} \\ &= 2.51 \end{aligned}$$



This standard deviation shows that the scores are deviated from the mean scores. It means the scores are not near the mean scores. It shows that the students' reading comprehension abilities are different from each other.

Before calculating t-test distribution between the two items, the combined standard deviation of item I and Item II can be calculated. For that the following formula should be applied.

$$\begin{aligned}
 S &= \sqrt{\frac{(x_1 - 1)SD_1^2 + (x_2 - 1)SD_2^2}{n_1 + n_2 - 2}} \\
 S &= \sqrt{\frac{(18 - 1)SD_1^2 + (18 - 1)SD_2^2}{18 + 18 - 2}} \\
 &= \sqrt{\frac{17 \times 2.51 + 17 \times 3.06}{34}} \\
 &= \sqrt{\frac{42.67 + 52.02}{34}} \\
 &= \sqrt{\frac{94.62}{34}} \\
 &= \sqrt{2.79} \\
 &= 1.67
 \end{aligned}$$

To calculate t-test or distribution of the above two items, the following formula can be applied with 5 per cent level of signification, i.e.  $\alpha=0.05$  and the degree of freedom ( $\mu$ ) = 34.

$$\begin{aligned}
 t &= \frac{\bar{x}_A - \bar{x}_B}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 &= \frac{8.75 - 8.33}{1.67 \sqrt{\frac{1}{18} + \frac{1}{18}}} \\
 &= \frac{0.42}{1.67 \sqrt{\frac{2}{18}}}
 \end{aligned}$$

$$\begin{aligned} &= \frac{0.42}{1.67\sqrt{0.11}} \\ &= \frac{0.42}{1.67 \times 0.33} \\ &= \frac{0.42}{0.55} \\ &= 0.76 \end{aligned}$$

The calculated value of the two groups i.e. boys and girls (t-calculated) was 0.76 which was greater than the tabulated value (t-tabulated) 2.0252 with 5 per cent level of signification i.e. ( $\alpha$ ) = 0.05 and 34 degree of freedom i.e. ( $\mu$ )= 34. It shows that the students from Dalit boys and Dalit girls do not have equal reading comprehension ability.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The present research has made an effort to find out the reading comprehension ability of Dalit students. In order to fulfil the objectives, I selected the six public schools of Sankhuwa-Sava district and six students including three boys and three girls from each school were selected. To obtain the students' score in reading comprehension, I administered one seen passage and two unseen passage to the eighteen students. Then, the scores of the students were analyzed and compared with each other. The findings of the study have been listed below:

#### **4.1 Findings**

The following findings have been drawn on the basis of the analysis and interpretation of the obtained data:

1. After the analysis of the students' overall performance in reading comprehension ability, the following findings were drawn:
  - a. Reading comprehension ability of the students in six different test items appeared differently. In the seen passage, both groups showed their good performance in all the test items except in item no. VI. Item no. VI was to write answers of the given questions.
  - b. In the unseen passages- I and II, both groups improved their performances but their performance was still not appreciable. Again they showed their performance in item no. VI (i.e. answer the question). They felt easier to do item no. I-III in comparison to rest of the items. But after the analysis of the data, it was found that the boy students' performance in reading comprehension ability was better than that of girls.
2. After the analysis of the reading comprehension ability of the Dalit students, the following findings were drawn:
  - a. The mean score of the Dalit students in reading comprehension ability in seen passage was 8.33 out of 21 full-marks which is not satisfactory. Only

12 students out of 36 were able to obtain their marks above the mean score. Only two students obtained 13 as the highest marks out of 36.

- b. In unseen passage-I, four students (out of 36) were able to obtain the highest marks i.e. 12. The mean score of this data was 8.69 out of 21 full-marks. It was also not good mean score. Here, the mean score of this data had improved by 0.36 in comparison to seen passage's mean score. Students got 13 marks in seen passage and 12 marks in unseen passage.
  - c. The mean scores of Dalit students in reading comprehension ability in unseen passage-II, was 8.86 out of 21 full-marks. 14 students out of 36 obtained their marks above the mean score. The mean score of this data had improved by 0.17 in comparison to unseen passage-I. It means there is less improvement.
3. After the data analysis, the following findings were deduced:
- a. Reading comprehension ability of boys in the seen passage was not appreciable. The mean score of this data was 9.05 out of 21 full-marks. Only four students were able to score their marks above the mean score. Similarly, the mean score of the girl students was 7.61 out of 21 full-marks. Here, the mean score of this data decreased by 1.44 in comparison to comprehension ability of Dalit boys reading ability in seen passage. It shows that the boys are quite good in reading comprehension ability than the girls.
  - b. Reading comprehension ability of Dalit boy students in the unseen passage-I was not good. The mean score of this data was 3.33 out of 21 full-marks. Only six students out of 18 obtained their marks above the mean score. Twelve was the highest marks which was obtained by 3 students.
  - c. In unseen passage- I, Dalit girl students had not obtained good marks. The mean score of this data was 7.97 out of 21 full-marks. Seven students out of 18 were able to score their marks above the mean. Here, the mean score of this data decreased by 1.36 in comparison to the boy students' mean score.

It shows that boy students' reading comprehension ability is good than the girls.

- d. The mean score of the Dalit boy students in the reading comprehension ability was 8.75 out of 21 full-marks. Seven students scored their marks above the mean score. Here, boy students mean score decreased by 0.58 in comparison to their mean score of unseen passage- I.
- e. In unseen passage -II, Dalit girl students had not secured good marks. Their individual performance was not good. Their obtained marks' mean score was 8.33 out of 21 full-marks. Seven students were able to obtain their marks above the mean score. Among the 18 students, only one student got the highest marks, i.e. 13.
- f. After analysis and interpretation, it showed that Dalit boy students were able to show more reading compression ability in comparison to Dalit girl students'.

#### **4.2 Recommendations**

On the basis of the above findings, the following recommendations have been suggested for pedagogical implications:

- a. In most of the test items, both girls and boys have shown their improvements but their improvements were not appreciable. So, they should be involved in the English language learning properly.
- b. Most of the students have ignored to write the answers of the given questions. So, they should be taught texts and answers writing properly.
- c. The boy students have obtained better marks in comparison to the girls. That is why; both girls and boys should be equally emphasized in teaching and learning processes.
- d. The students have felt difficulties in the English language learning. So, they should be taught through the easy way using teaching techniques.
- e. Educational awareness should be arisen in the Dalits' habitations.
- f. The students should be encouraged in reading along with other skills.

The present study is limited to thirty-six students of grade nine from six different public schools of Sankhuwa-sava district. Only reading comprehension ability was checked through one seen passage and two unseen passages. Thus, it can not be claimed that the findings of the study are existent to all the schools of Nepal. Therefore, it is desirable to carry out the further studies involving more number of students and schools to verify the findings of the study.

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## Test Item A

Name of Student :

Date:

Roll No. :

Time : 30 minutes

Name of School :

Full Marks: 21

Class : Nine

### **Read the following story and do the activities given below the story.**

It was Saturday afternoon at Budhanilkantha Army Camp. The new recruits were supposed to be working, but they were not. The Colonel was away and they were lazing around in the barracks. Suddenly the Sergeant-Major opened the door. He had the duty roster with him, so he knew exactly what each of them should be doing. He inquired, "Hello, hello ... what's going on here ?" Everybody came to attention, except Sher Bahadur who was listening to the radio.

"Sher Bahadur ! Sher Bahadur !" roared the Sergeant-Major.

"Yes sir," said Sher Bahadur and came to attention immediately.

"Sher Bahadur what were you doing ?" he asked in a deadly polite tone.

"I was listening to the radio, sir".

"And what were you supposed to be doing, Sher Bahadur."

"I'm not sure, sir". There were sweat beads on his forehead.

"Well, let me tell you. You are supposed to be cleaning the toilets !"

"Yes sir, I'm sorry sir. It won't happen again, sir".

"It'd better not, Sher Bahadur. You're not allowed to listen to the radio. Do you understand ?"

"Yes, sir."

"Listening to the radio and sleeping at this hour are strictly forbidden. This isn't a holiday camp. You're in the army now !"

And with these words the Sergeant - Major walked out of the room.

A. Read the story and tick (✓) the best answer.

1x3=5

a. Sher Bahadur is .....  
i. a colour    ii. a sergeant-major    iii. a soldier.

b. The new recruits were not working because  
i. It was a holiday    ii. their officer was away    iii. they had nothing to do.

c. Sher Bahadur is going to .....  
i. Listen to the Raido    ii. Clean the toilets    iii. Sleep

B. Read the story again and decide whether the following sentences are true or false. 1x3=3

- a. The new recruits were working. [   ]
- b. The colonel was away and the new recruits were relaxing around in the barracks. [   ]
- c. Finally, Sher Bahadur excused of his mistake. [   ]

C. Fill in the gaps on the basis of above story. 1x3=3

- a. Sher Bahadur is..... to the radioi.
- b. He is supposed to be cleaning the .....
- c. Sleeping is strictly ..... during the duty.

D. Match Column 'A' with Column 'B'. 1x3=3

A	B
Sher Bahadur	Saturday
Sergenat-major	soldier
holiday	roared

E. Find the words in the story which have similar meaning to the following: 1x3=3

- i. Shouted .....
- ii. Accurately .....
- iii. Military force .....

F. Read the story and answer the following questions: 2x3=6

a. What are these people doing ?

.....  
.....

b. Why is the officer angry ?

.....  
.....

c. What things are not allowed ?

.....  
.....

## Test Item B

Name of Student :

Date:

Roll No. :

Time : 30 minutes

Name of School :

Full Marks: 21

Class : Nine

### **Read the poem and do the activities given below the poem.**

Last year three friends of mine decided to spend a holiday in the mountains. They set off by car in the morning and by the late afternoon they had almost reached the village where they were going to stay. After staying for a quick cup of tea at a wayside cafe, they set off again along the winding road that led to the mountains. They had a map with them and according to this the village they were going to stay in was only about fifteen miles away.

It got dark not long after this, and it began to rain too, which of course made it more difficult to see the road clearly. After they had driven for about fifteen miles, there was still no sign of the village. Obviously the map they had was not a very good one.

They went on for another five miles and then the car suddenly stopped. At first my friend thought that they had run out of petrol but on examination they found that they could not start the car again, they decided to spend the night in the car, though they had very little food with them and there was not much room for three people. Early in the morning, a car came along the road. They stopped the driver and asked him where the village was. He told them that it was just on the other side the hill. They tied their car to his and he pulled them to the top of the hill. After that their car ran all the way downhill to the village, where they found a hotel and had a good breakfast. Of course, if they had walked up the hill that night before, they would not have had to spend an uncomfortable night in the car.

- A. Read the passage and tick (✓) the best answer 1x3=3
- a. Where did they spend a holiday ?
- i. Mountain    ii. Hill    iii. Terai
- b. When did a car come along the road ?
- i. Evening    ii. Afternoon    iii. Morning
- c. How many persons were involved in the holiday trip ?
- i. Three    ii. Four    iii. Five
- B. Read the passage again and decide whether the statements are true or false. 1x3=3
- i. They forget to take the map with them. [   ]
- ii. It started to rain in the afternoon. [   ]
- iii. The road had many bends. [   ]
- C. Match the Column 'A' with Column 'B'. 1x3=3
- | A                | B   |
|------------------|---|
| Cafe             | Space   |
| Examination room | Small restaurant serving cheap meals and drinks |
|                  | inspection                                      |
- D. Fill in the words in the passage which have similar meaning to the following. 1x3=3
- i. worry/pain    .....
- ii. Vacation    .....
- iii. Clearly    .....
- E. Fill in the gaps with appropriate words. 1x3=3
- i. They drove all day without ..... until the car broke down.
- ii. They decided to spend the night in .....
- iii. They stopped ..... and asked him where the village was.

F. Answer the following questions:

2x3=6

i. Why was it different to see the road ?

.....  
.....

ii. What did they ask the driver of the passing car ?

.....  
.....

iii. What was the first thing they did when they reached the village ?

.....  
.....

## Appendix III

### Test Item B

Name of Student :

Date:

Roll No. :

Time : 30 minutes

Name of School :

Full Marks: 21

Class : Nine

Read the passage and do the activities given below the passage:

Many professional sports teams have recently added a new member to their organization - a nutritionist. That's because athletes have become aware the food affects performance. You don't have to be an athlete to notice this effect. If you've ever skipped breakfast and then tried to clean the house, you know that you need food for energy. Here are some tips about eating to increase your physical performance:

**Eat enough food.** Your body needs a certain number of calories each day. If you're thin, you'll often feel tired and you'll be more likely to get sick. If you're fat, you won't be able to walk fast and will be lazy. It is therefore, necessary to eat just enough food: no more and no less.

**Avoid eating foods that contain a lot of sugar.** You shouldn't eat too much food that contains sugar, such as chocolate. A chocolate bar will give you energy at first, but then it will leave you feeling even more tired.

**Eat a balanced diet, one that includes complex carbohydrates, protein and fat.** Use the food pyramid to help you decide how much to eat of each type of food. Complex carbohydrates provide the body with 'fuel'. They are found in fruit and vegetables, bread, rice, and other foods made from grains. The body uses protein to build muscles, and it uses fat to absorb the vitamins in food. Protein and fat are found in foods like milk, cheese, meat, fish, and eggs. Too much fat, however, can be harmful. So, if you want to be fit and healthy you should eat a balanced diet.

(Source: Richards et al, New Interchange, CUP, 1997).



- A. Read the passage and tick ( $\surd$ ) the best answer: 1x3=3
- a. An expert on food is .....
- i. athlete      ii. nutritionist      iii. Professional
- b. Food affects .....
- i. Performance      ii. Weigh      iii. height
- c. Fish and eggs contains .....
- i. carbohydrates      ii. Sugar      iii. Fat and protein
- B. Read the passage again and decide whether the statements are true or false. 1x3=3
- i. Fat people are lazy. [   ]
- ii. Chocolates do not give energy. [   ]
- iii. Good performance of an athlete depends on the food they eat. [   ]
- C. Match the Column 'A' with Column 'B' 1x3=3
- |               |              |
|---------------|--------------|
| A             | B            |
| Carbohydrates | Chocolate    |
| Protein       | bread, rice  |
| sugar         | cheese, milk |
- D. Find the words in the passage which have similar meaning to the following: 1x3=3
- i. to make in .....
- ii. missed .....
- iii. people who compete in sports .....
- E. Fill in the gaps with appropriate words: 1x3=3
- i. The foods which includes complex carbohydrates, protein and fat is called .....
- ii. Foods which contains sugar makes us .....
- iii. Our body gets fuel from .....

F. Answer the following questions:

2x3=6

i. What happens if you skip your break fast ?

.....  
.....

ii. Why do professional sports teams employ nutritionist ?

.....  
.....

iii. What do complex carbohydrates provides ?

.....  
.....

## Appendix IV

### Name of the Students and their obtained marks in Seen Passage

#### I. Boys

S.N.	Students' name	F.M	Obtained Marks	Percentage
1.	Tarabir Nepali	21	13	61.90
2.	Mohan Darji	21	12	57.14
3.	Nobalkishor B.K.	21	12	57.14
4.	Bibek Diyali	21	10	47.62
5.	Dhan Surakhati	21	9	42.86
6.	Dor Bdr. Nepali	21	9	42.86
7.	Birpa Raj B.K.	21	9	42.86
8.	Chandra Darji	21	8	38.09
9.	Iswor B.K	21	8	38.09
10.	Mitra Kumar B.K.	21	8	38.09
11.	Tanka Prasad Nepali	21	8	33.33
12.	Bharat Darji	21	7	33.33
13.	Surya Nepali	21	7	33.33
14.	Prakash Pariyar	21	7	28.57
15.	Rajendra Diyali	21	6	28.57
16.	Mankumar B.K	21	6	28.57
17.	Mohan Surakheti	21	6	28.57
18.	Sandesh Pachkoti	21	6	28.57

## II. Girls

S.N.	Students' name	F.M	Obtained Marks	Percentage
1.	Deepa Rasaily	21	13	61.90
2.	Dambar Kumari B.K	21	12	57.14
3.	Pabitra B.K.	21	10	47.62
4.	Monika Darji	21	10	47.62
5.	Balkumari B.K	21	9	42.86
6.	Dhan Kumari B.K.	21	8	38.09
7.	Yujina Rasaily	21	8	38.09
8.	Sarmila Shankar	21	8	38.09
9.	Apsara Shankar	21	7	33.33
10.	Asmina Pariyar	21	7	33.33
11.	Rupa B .K.	21	6	28.57
12.	Chanchala Nepali	21	6	28.57
13.	Nirmala Nepali	21	6	28.57
14.	Laxmi Pariyar	21	6	28.57
15.	Ramkumari B.K.	21	5	32.81
16.	Kumari Darji	21	5	23.81
17.	Ramana Shankar	21	5	23.81
18.	Radha Pariyar	21	4	19.04

## Appendix V

### Name of the Students and their obtained marks in Unseen Passage I

#### I. Boys

S.N.	Students' name	F.M	Obtained Marks	Percentage
1.	Tarabir Nepali	21	12	57.14
2.	Mohan Darji	21	12	57.14
3.	Nobalkishor B.K.	21	12	57.14
4.	Bibek Diyali	21	11	52.38
5.	Dhan Surakhati	21	11	52.38
6.	Dor Bdr. Nepali	21	10	47.62
7.	Birpa Raj B.K.	21	9	42.86
8.	Chandra Darji	21	9	42.86
9.	Iswor B.K	21	8	38.09
10.	Mitra Kumar B.K.	21	8	38.09
11.	Tanka Prasad Nepali	21	8	38.09
12.	Bharat Darji	21	7	33.33
13.	Surya Nepali	21	7	33.33
14.	Prakash Pariyar	21	7	33.33
15.	Rajendra Diyali	21	7	33.33
16.	Mankumar B.K	21	7	33.33
17.	Mohan Surakheti	21	6	28.57
18.	Sandesh Pachkoti	21	4	19.04

ii. Girls

S.N.	Students' name	F.M	Obtained Marks	Percentage
1.	Deepa Rasaily	21	12	57.14
2.	Dambar Kumari B.K	21	11	52.38
3.	Pabitra B.K.	21	10	47.62
4.	Monika Darji	21	9	42.86
5.	Balkumari B.K	21	9	42.86
6.	Dhan Kumari B.K.	21	8	38.09
7.	Yujina Rasaily	21	8	38.09
8.	Sarmila Shankar	21	7	33.33
9.	Apsara Shankar	21	7	33.33
10.	Asmina Pariyar	21	7	33.33
11.	Rupa B .K.	21	7	33.33
12.	Chanchala Nepali	21	6	28.57
13.	Nirmala Nepali	21	6	28.57
14.	Laxmi Pariyar	21	6	28.57
15.	Ramkumari B.K.	21	4	19.04
16.	Kumari Darji	21	4	19.04
17.	Ramana Shankar	21	4	19.04
18.	Radha Pariyar	21	4	19.04

## Appendix VI

### Name of the Students and their obtained marks in Unseen Passage- II

i. Boys

S.N.	Students' name	F.M	Obtained Marks	Percentage
1.	Tarabir Nepali	21	13	61.90
2.	Mohan Darji	21	12	57.14
3.	Nobalkishor B.K.	21	12	57.14
4.	Bibek Diyali	21	10	47.62
5.	Dhan Surakhati	21	10	47.62
6.	Dor Bdr. Nepali	21	9	42.86
7.	Birpa Raj B.K.	21	9	42.86
8.	Chandra Darji	21	8	38.09
9.	Iswor B.K	21	8	38.09
10.	Mitra Kumar B.K.	21	8	38.09
11.	Tanka Prasad Nepali	21	8	38.09
12.	Bharat Darji	21	7	33.33
13.	Surya Nepali	21	7	33.33
14.	Prakash Pariyar	21	7	33.33
15.	Rajendra Diyali	21	7	33.33
16.	Mankumar B.K	21	6	28.57
17.	Mohan Surakheta	21	6	28.57
18.	Sandesh Pachkoti	21	6	28.57

ii. Girls

S.N.	Students' name	F.M	Obtained Marks	Percentage
19.	Deepa Rasaily	21	13	61.90
20.	Dambar Kumari B.K	21	12	57.14
21.	Pabitra B.K.	21	10	47.62
22.	Monika Darji	21	10	47.62
23.	Balkumari B.K	21	9	42.86
24.	Dhan Kumari B.K.	21	8	38.09
25.	Yujina Rasaily	21	8	38.09
26.	Sarmila Shankar	21	8	38.09
27.	Apsara Shankar	21	7	33.33
28.	Asmina Pariyar	21	7	33.33
29.	Rupa B .K.	21	6	28.57
30.	Chanchala Nepali	21	6	28.57
31.	Nirmala Nepali	21	6	28.57
32.	Laxmi Pariyar	21	6	28.57
33.	Ramkumari B.K.	21	5	32.81
34.	Kumari Darji	21	5	23.81
35.	Ramana Shankar	21	5	23.81
36.	Radha Pariyar	21	4	19.04



## Appendix VII

### Name of the Students and their obtained marks in Seen Passage (Item wise)

#### i. Boys

S.N.	Name of students	F.M.	Items (Seen Passage )					
			i	ii	iii	iv	v	vi
1.	Tarabir Nepali	21	2	3	3	3	2	0
2.	Mohan Darji	21	2	2	3	3	2	0
3.	Nobalkishor B.K.	21	2	2	2	3	2	1
4.	Bibek Diyali	21	1	1	2	3	1	2
5.	Dhan Surakhathi	21	3	2	2	2	2	0
6.	Dor Bdr. Nepali	21	3	2	1	2	2	0
7.	Birpa Raj B.K.	21	2	1	3	3	0	0
8.	Chandra Darji	21	2	2	1	2	2	0
9.	Iswor B.K	21	2	2	2	0	2	2
10.	Mitra Kumar B.K.	21	1	1	2	2	0	0
11.	Tanka Prasad Nepali	21	2	2	0	2	2	0
12.	Bharat Darji	21	1	2	1	2	1	0
13.	Surya Nepali	21	2	1	1	1	2	0
14.	Prakash Pariyar	21	1	2	2	1	1	0
15.	Rajendra Diyali	21	2	1	1	3	1	0
16.	Mankumar B.K	21	1	2	0	2	2	0
17.	Mohan Surakhethi	21	1	1	2	0	0	2
18.	Sandesh Pachkoti	21	1	0	0	2	1	0
Total scores			31	30	28	36	25	7
Average score s			1.72	1.67	1.56	2	1.39	0.39

**ii. Girls**

S.N.	Name of students	F.M.	Items (Seen Passage )					
			i	ii	iii	iv	v	vi
1.	Deepa Rasaily	21	3	2	2	2	2	2
2.	Dambar Kumari B.K	21	2	3	3	2	2	0
3.	Pabitra B.K.	21	2	3	2	3	0	0
4.	Monika Darji	21	2	2	1	2	1	2
5.	Balkumari B.K	21	2	2	2	2	1	0
6.	Dhan Kumari B.K.	21	2	1	2	2	1	0
7.	Yujina Rasaily	21	1	2	2	2	1	0
8.	Sarmila Shankar	21	1	2	2	3	0	0
9.	Apsara Shankar	21	2	1	0	2	2	0
10.	Asmina Pariyar	21	1	1	1	2	2	0
11.	Rupa B .K.	21	2	2	0	1	1	0
12.	Chanchala Nepali	21	1	1	1	1	0	2
13.	Nirmala Nepali	21	2	2	1	1	0	0
14.	Laxmi Pariyar	21	1	1	0	3	1	0
15.	Ramkumari B.K.	21	2	2	0	1	0	0
16.	Kumari Darji	21	1	1	1	2	0	0
17.	Ramana Shankar	21	2	1	0	2	0	0
18.	Radha Pariyar	21	1	2	0	1	0	0
Total scores			30	31	20	34	14	6
Average score s			1.67	1.72	1.11	1.89	0.78	0.33

## Appendix VIII

### Name of the Students and their obtained marks in Unseen Passage- I (Item wise)

i. Boys

S.N.	Name of students	F.M.	Items (Unseen Passage )					
			i	ii	iii	iv	v	vi
1.	Tarabir Nepali	21	2	3	1	3	1	2
2.	Mohan Darji	21	2	2	1	2	2	2
3.	Nobalkishor B.K.	21	1	3	2	3	2	0
4.	Bibek Diyali	21	2	2	2	3	2	0
5.	Dhan Surakhati	21	2	2	2	3	2	0
6.	Dor Bdr. Nepali	21	3	2	1	2	2	0
7.	Birpa Raj B.K.	21	2	3	0	2	2	0
8.	Chandra Darji	21	1	3	1	2	2	0
9.	Iswor B.K	21	1	2	0	3	2	0
10.	Mitra Kumar B.K.	21	1	1	0	2	2	2
11.	Tanka Prasad Nepali	21	2	3	1	0	2	0
12.	Bharat Darji	21	1	2	0	2	0	0
13.	Surya Nepali	21	2	1	1	1	2	2
14.	Prakash Pariyar	21	1	2	0	2	0	0
15.	Rajendra Diyali	21	2	1	2	2	0	2
16.	Mankumar B.K	21	1	1	1	3	1	0
17.	Mohan Surakheti	21	0	3	0	2	1	0
18.	Sandesh Pachkoti	21	0	2	0	2	0	0
Total scores			26	36	16	40	25	11
Average score s			1.44	2	0.89	2.22	1.39	0.61

ii. Girls

S.N.	Name of students	F.M.	Items (Unseen Passage )					
			i	ii	iii	iv	v	vi
1.	Deepa Rasaily	21	2	3	1	3	1	2
2.	Dambar Kumari B.K	21	2	3	1	1	2	2
3.	Pabitra B.K.	21	2	2	1	1	2	2
4.	Monika Darji	21	2	2	2	1	2	0
5.	Balkumari B.K	21	1	3	2	1	2	0
6.	Dhan Kumari B.K.	21	2	1	2	0	3	0
7.	Yujina Rasaily	21	1	2	2	1	2	0
8.	Sarmila Shankar	21	2	1	1	1	2	0
9.	Apsara Shankar	21	1	1	2	3	0	0
10.	Asmina Pariyar	21	2	1	0	1	1	2
11.	Rupa B .K.	21	1	1	1	1	3	0
12.	Chanchala Nepali	21	2	1	0	1	2	0
13.	Nirmala Nepali	21	1	2	0	3	0	0
14.	Laxmi Pariyar	21	2	1	1	1	1	0
15.	Ramkumari B.K.	21	1	1	0	1	1	0
16.	Kumari Darji	21	2	1	1	0	0	0
17.	Ramana Shankar	21	0	1	1	1	1	0
18.	Radha Pariyar	21	1	1	0	0	0	2
Total scores			27	28	18	22	25	10
Average score s			1.5	1.56	1	1.22	1.39	0.56

## Appendix IX

### Name of the Students and their obtained marks in Unseen Passage - II (Item wise)

i. Boys

S.N.	Name of students	F.M.	Items (Unseen Passage )					
			i	ii	iii	iv	v	vi
1.	Tarabir Nepali	21	3	3	1	3	1	2
2.	Mohan Darji	21	2	3	1	2	2	2
3.	Nobalkishor B.K.	21	2	2	3	3	2	0
4.	Bibek Diyali	21	2	2	2	2	1	0
5.	Dhan Surakhathi	21	1	2	2	3	2	0
6.	Dor Bdr. Nepali	21	2	1	2	2	2	0
7.	Birpa Raj B.K.	21	1	2	1	3	2	0
8.	Chandra Darji	21	2	1	0	2	1	2
9.	Iswor B.K	21	2	2	0	2	2	0
10.	Mitra Kumar B.K.	21	1	2	1	2	0	2
11.	Tanka Prasad Nepali	21	2	2	1	2	1	0
12.	Bharat Darji	21	1	2	0	2	2	0
13.	Surya Nepali	21	2	1	1	2	0	0
14.	Prakash Pariyar	21	1	2	0	1	2	1
15.	Rajendra Diyali	21	2	2	1	1	1	0
16.	Mankumar B.K	21	0	2	1	1	2	0
17.	Mohan Surakhethi	21	1	2	1	1	1	0
18.	Sandesh Pachkoti	21	2	1	1	1	1	0
Total scores			29	34	19	35	25	9
Average score s			1.61	1.89	1.05	1.94	1.39	0.5

ii. Girls

S.N.	Name of students	F.M.	Items (Unseen Passage )					
			i	ii	iii	iv	v	vi
1.	Deepa Rasaily	21	2	3	2	3	1	2
2.	Dambar Kumari B.K	21	2	3	2	3	0	2
3.	Pabitra B.K.	21	2	2	2	1	1	2
4.	Monika Darji	21	2	3	2	3	0	0
5.	Balkumari B.K	21	1	2	2	1	0	2
6.	Dhan Kumari B.K.	21	2	2	2	1	1	0
7.	Yujina Rasaily	21	1	3	2	1	1	0
8.	Sarmila Shankar	21	2	2	2	1	1	0
9.	Apsara Shankar	21	2	1	0	3	1	0
10.	Asmina Pariyar	21	2	2	0	1	2	1
11.	Rupa B .K.	21	1	1	0	1	2	1
12.	Chanchala Nepali	21	2	2	1	1	0	0
13.	Nirmala Nepali	21	1	2	0	3	0	0
14.	Laxmi Pariyar	21	2	1	0	1	0	2
15.	Ramkumari B.K.	21	1	2	0	3	0	0
16.	Kumari Darji	21	2	1	0	1	1	0
17.	Ramana Shankar	21	1	1	0	1	2	0
18.	Radha Pariyar	21	2	2	0	0	0	0
Total scores			30	35	17	29	13	11
Average score s			1.67	1.94	0.9	1.61	0.72	0.61

**Appendix -X**  
**Name of the Schools**

- i. Shree Dharma Devi Secondary School, Matsyapokhari, Sankhwa-sava
- ii. Tribeni Higher Secondary School, Barhabise, Sankhuwa-sava
- iii. Janajyoti Higher Secondary School, Dhupoo, Sankhuwa-sava
- iv. Saraswati Secondary School, Pakhribas, Sankhuwa-sava
- v. Bageswari Higher Secondary School, Dhungedhara, Sankhuwa-sava
- vi. Himalaya Higher Secondary School, Khandbari Sankhuwa-sava