

# **CHAPTER- ONE**

## **INTRODUCTION**

### **1.1 General Background**

Language has been commonly defined as a means of communication. Commutation refers to the exchange of ideas, knowledge, experiences, messages or information between two or more persons .So, it is regarded as the most popular, convenient, powerful and permanent means of human communication. As language is acquired only by human beings, it is purely human, that is why language is said to be species specific.

Hornby (1996, p.662) has defined "Language is the system of sounds and words used by humans to express their thoughts and feelings". Language is actually a system as indicated by the above definition. A system refers to a group of things or parts working together in an organized way. Language is a system of vocal sound i.e. a system of organizing sounds. There is also a system of making words which is technically known a morphological system. Again, there are syntactic and semantic systems. Thus, language is a system of systematic behavior.

Richards et al. (1985, p 153) says "Language is the system of human communication by means of a structured arrangement of sounds (or their written representation) to form a larger unit e.g. MORPHEMES, WORDS, PHARASES and SENTENCES". Language is not indefinable, haphazard mass of unpredictable things. It is a system but not a mere collection of separate parts. There are several interdependent systems in it. Phonemes are systematically arranged to form morphemes, words are made with the

systematic arrangement of morphemes and sentences are made with the appropriate arrangement of words which convey a particular meaning.

### **1.1.1 Importance of the English Language**

Thousands of different languages are used by different groups of people to exchange their ideas, knowledge, skills and experience in the world. In fact, all languages can not receive equal position in the community in which they are used. Various factors are responsible to gain a prestigious status. As English is the most widely used language in various fields, it has been successful to gain the position of international language. Indeed, the English language has been used as link language for a long time among the people of different linguistic and cultural background. On the basis of the popularity and importance earned by the languages due to their different characteristics, the UNO has authorized six languages as international languages. Out of them, English has really become a language of the world.

There are various strong reasons which have contributed to provide the highest position to the English language all over the world. Although it is the mother tongue of most of the people of Great Britain, Canada, USA and Australia, at present, it has been the major language of science and technology, commerce, business, banking and industry, civil aviation, hotel management, tourism, media, communication, advertisement, diplomacy and Internet. It is the voice of progress and modernization. As a developing country, Nepal can not ignore the vast space open to the process of progress and modernization through the knowledge of English.

The sound knowledge of the English language has become a very basic need in these days because nobody can learn technical subjects without the knowledge of English. Larsen-Freeman (2007,p. 69) says "English is a necessary skill for

many guest workers, who leave their home countries in search of better – paying jobs." It is true because several employment providing countries have made basic proficiency in English as a requirement for all foreign employees. Thousands of Nepali workers have to go to the foreign countries every year for their living. Not only this, the money that is earned and sent by them to their families, provided a significant contribution to the national economy.

Various gates of golden opportunities are always open all over the world for those who have excellent knowledge of English. The English language plays a unique role in almost every sector in the world. It is possible for thousands of students to get various attractive scholarships for their higher studies in reputed foreign universities. Again from the point of view of political, economic, social and cultural condition of our country, we are at a great transitional period. There are both possibilities and challenges to make new Nepal. The role of English can be more prominent and widespread in uniting people and strengthening national harmony.

### **1.1.2 English Language Teaching Situation in Nepal**

According to Bhattarai and Gautam, (2007, p.32) "Linguistically speaking Nepal is considered one of the richest living laboratories which has stored more than one hundred living languages". In fact, it is true because about one hundred languages are spoken by different groups of people in Nepal. These languages are called national languages. Nepali is used as a lingua franca as well as the official language in Nepal.

As English has been taught and learnt for a long time in schools, colleges and universities in our country, it has gained a prestigious position in Nepalese society all over Nepal. As a result, it has become a marker of culture and civilization. Its importance is growing day by day. Although there are a few

people who use full English sentence in their conversation and expressions, we can hardly find anyone who expresses his/ her attitudes, experiences and knowledge without using English words and phrases in our community. Thus, we can say that English has become an inseparable part of Nepalese life.

So far as the history of official entry of the English language is concerned, it is associated with the establishment of the first modern school, Durbar High School in 1854 A.D. No doubt, it was entirely established for the children of the Ranas. This school had the objective of making the Ranas' sons know English so that they could please British Empire thinking that that would help their rule in Nepal to be safe. No remarkable efforts had been made until Tri-Chandra College was established in 1918 for the development of English. English for higher level was first introduced with the opening of Tri-Chandra College.

Although Nepal had never been politically under the British Colony, it was directly or indirectly affected by the expansion of the English language in India. Nepal had shared the language policy introduced in India because the policy makers of Nepal had earned their degrees from Indian universities. Although the objectives of teaching and learning English were not obviously defined, the English language had occupied a prominent place in the Nepalese syllabus. Many years passed by in uncertainty because of the lack of political stability in Nepal. English was taught as compulsory subject from primary to the graduate level since the beginning and the same trend has continued till present.

In the history of the educational development of Nepal, New Education System Plan (NESP, 1971) is regarded as a milestone as it brought a revolutionary change in the education system of Nepal. With the implementation of the

NESP, Nepalese government completely restructured the education system of the country in which the objectives of the teaching English were clearly defined. English was introduced as a language of science and technology, foreign contact, tourism and library use. (Bhattarai,2006). School level syllabuses were designed carefully to meet the objectives of teaching English.

Ten years after the implementation of NESP, the government formed a survey team to evaluate the effectiveness of the newly introduced system of education. The team studied deeply and reported that the overall standard of English was quite low in comparison to the amount of resources invested in the related fields. The report recommended that English should be started from grade eight instead of four and be taught more intensively but the recommendation was not implemented. Then the private sector came with firm determination to invest on education by opening up private schools and colleges. In response to the public demand and the call of the time they started establishing private English medium schools especially in the urban areas in the beginning. These schools have been successful to attract most of the children towards their schools in spite of shortage of qualified trained teachers, physical facilities and appropriate text books. From the point of view of the availability of qualified and trained teachers, physical facilities and appropriate text books the government-aided schools should have produced better results than private schools. But as a whole, showing better performance, private sector has moved far ahead of the government. Today, about 31 thousand primary to higher secondary schools have been established in our country. Out of them, almost half the numbers are English medium schools. All subjects except Nepali are taught in English from nursery level in private schools. But the medium of instruction for all subjects except English is Nepali in government-aided public schools. The most surprising thing is that both the streams meet finally at the same point and compete for the same S.L.C. Examination at the end of the 10<sup>th</sup>

grade or Higher Secondary Education Board at the end of the 12<sup>th</sup> grade. About five hundred thousand students in each of these national examinations involve every year. A number of students from government aided public schools fail the exam as they can not secure pass mark in English.

Now, as the English language has become a powerful language, a great attraction of all walks of life can be seen clearly towards it. Therefore, to meet the demand of the people several technical institutions, higher secondary schools and universities have been opened in many parts of Nepal where the medium of instruction is English. Several English language training centers and cyber cafés have been opened at almost every town in the country.

In spite of the cost, most of the parents want to enroll their children at the English medium schools. Because of strong demand of the people and the call of time, the government policy makers have been compelled to take new decision for moving towards English medium schools. So, the government has recently decided to introduce English from grade one against the long standing practice of the introducing it from grade four. Similarly, the government had to get almost all textbooks prepared in the Nepali language translated into English so that the government-aided schools willing to switch over English medium could go easily to survive. A number of government schools have started using these books to fulfill the demand of the people.

International seminars, conferences and several important sessions are held in English. There are about 50 regular publications in English in Nepal. Most of the research reports and theses are produced in English. Thus, English has been the most widely used language in Nepal too.

### **1.1.3 Language Skills: A Brief Introduction**

Educated people can make use of language in its various modes and manners. They can listen to the radio, talk on the phone, read books and newspapers and letters. They can express their ideas, feelings and experiences in different forms of writing. These different modes and manners are known as language skills. Listening, speaking, reading and writing are the four fundamental skills of language. As these skills are not developed haphazardly, they are presented in their natural order. Again these skills can be classified into two types viz. receptive skills and productive skills on the basis of their functions. The skills which are actively involved in receiving message or information are called receptive skills. On the other hand, the skills which are involved in the production of language for conveying messages are, in fact, called productive skills. So, it is obvious that listening and reading are the receptive skills and speaking and writing are the productive skills.

These basic skills of language are also classified as primary and secondary skills on the basis of their importance in the every day activities of human life. They are also called speech and writing. Speech is primary in the sense that all people learn their mother tongue in the spoken form before learning to read and write. Many languages are still in existence in the world though they do not have their written forms but vice versa is impossible. A number of people have been able to run their life even in the absence of writing. But speech is inevitable for a normal human being. Thus, the primary skill, speech, includes the first two skills like listening and speaking and the secondary skill, writing includes reading and writing.

The same fundamental skills of language can be classified into active and passive skills from the point of view of activeness of body or muscle involved in the production of language. According to this classification, listening and

reading come under passive skills and speaking and writing are regarded as active skills.

#### **1.1.4 What is Reading Skill?**

Obviously, reading is the third language skill in accordance with the natural order i.e. listening is the first and writing is the fourth one. Generally reading involves the process of decoding i.e. converting sounds into message. It is believed that reading is the total understanding of the information contained in a text. In other words, it is a way of grasping information from the graphic symbols.

The reader has to be actively involved in reading to receive indepth information because reading is an active and a receptive skill. (William 1984 as quoted in Newpane, 2006) "the reader is not simply a passive object fed with letters, words and sentences but is actively working on the text and is able to arrive at understanding without looking at every letters and words." It is a mental process in which the information is obtained in totality from the context not bit by bit. Especially, we read a text to obtain factual information which is presented in a written form.

Especially, we read to obtain factual information which is presented in a written form. Information means the content which is cognitive (intellectual) referential (factual) or affective (emotional). The excellent skill of reading helps to develop intellectual skill so that we can enjoy entering into the vast store of knowledge about the world. We read for emotional gratification or spiritual enlightenment for pleasure of self improvement. As the writer communicates with the reader and the reader interacts with writer's attitudes



and feeling, reading is also a process of communication. Thus, reading is one of the basic skills to have a sound knowledge of language.

To sum up, as reading is extracting information from a text, it is an active and a receptive skill. Since it is a process of making sense of the text, it is technically called decoding a message. Reading is also known as an interacting process between the writer and readers in which either consent is built up or the readers try to remark in the areas of expression in which they have different view. In fact, it is an intellectual process in which an excellent reader arrives at conclusion at the end on the basis of the best instances presented in the written text.

### **1.1.5 Reading as a Receptive Skill**

As we receive message or information by reading something, there is no doubt, reading is a receptive skill. A number of specialist skills are to be employed to be a successful expert reader who can understand the content of any reading materials. There are mainly six major points which prove reading as a receptive skill.

- a. Predictive skill.
- b. Skill of extracting detailed information.
- c. Skill of deducing meaning from the context.
- d. Skill of recognizing functions and discourse patterns.
- e. Skill of getting the general picture.
- f. Skill of extracting specific information.

Efficient readers can predict what they are going to read. Prediction is essential because it motivates the readers and tests their predictive ability. As they continue to read, however, their prediction will change because they receive more information from the text. As a good reader should be able to find out the

exact intension and attitude of the text writer; it is a skill of extracting detailed information. Reading helps the readers to deduce the meanings of unfamiliar words from context. Efficient readers recognize discourse markers (e. g thus, first of all, in the very beginning and so on) and devices for cohesion which is one of the most important factors of understanding the construction of a text. Again, the readers can get general pictures of a text by reading it. Finally, we read something as we want to extract specific bits of information.

### **1.1.6 Types and Purposes of Reading**

Language learning is thought as a different process. Several strategies can be applied to make it easier. Reading with special interest is one of the most effective means of language learning. It can be an efficient key to open the door of an immense store of knowledge that will lead the reader towards the success of his or her life. The more effective scientific strategies are applied, the better information can be received. Reading can be categorized on the basis of its purpose and importance. The major types are presented as follows:

- a. Slow reading
- b. Normal reading
- c. Fast / rapid reading
- d. Silent reading
- e. Loud reading
- f. Skimming
- g. Scanning
- h. Intensive reading
- i. Extensive reading

### **1.1.6.1 Slow Reading**

Reading in relatively slow speed is technically termed as slow reading. Slow reading contains its distinct characteristics on the basis of its purpose for which it is used. It is obvious that slow reading is appropriate at the beginning stage of reading and while reading difficult passages. Slow reading is preferable by the language teacher. It has a great importance at the time of teaching listening, especially in the stage of presentation. It is really fruitful for the purpose of understanding in-depth and learning about the certain system of language. Thus, the importance of slow reading can not be exaggerated in the field of language learning.

### **1.1.6.2 Normal Reading**

Normal reading refers to the reading in normal speed i.e. reading, neither too slow nor too fast. It is appropriate to the students of intermediate level and while reading a medium type of text. It is better to teach reading skill at normal speed. Generally, language learners should read the reading material at a normal speed.

### **1.1.6.3 Fast / Rapid Reading**

Fast reading by its name refers to the reading in relatively faster speed. It is really appropriate to read something fast by native speakers, while reading for self-study a text containing very simple matter. Again, the readers who have already become experts in language can apply the strategy of fast reading to receive the required information. The activities like read and take notes, summarizing, paraphrasing, fill in the outline etc. can be given to the students for practicing rapid reading.

#### **1.1.6.4 Silent Reading**

Silent reading involves mental process without making use of speech organs. Even the movement of lips is avoided by a good reader. Thus, silent reading, in fact, refers to the understanding of the message from graphic symbols by our eyes. Silent reading has a number of advantages. Silent reading neither disturbs others nor makes the reader feel tired. It is useful and inevitable for higher level learners to develop both intensive and extensive reading skills. However, the major disadvantages of silent reading are as follows:

- a. It is not useful for the beginners.
- b. It may make the learners lazy and sleepy
- c. It cannot be used for others.
- d. It does not help to develop pronunciation
- e. It cannot be used as the basis of testing reading performance.

#### **1.1.6.5 Loud Reading**

Loud reading involves both mental and physical processes. It changes the graphic symbols into spoken form and also interprets them. Loud reading is useful for teaching purpose as well as reading for others who are especially blind or illiterate. Unlike silent reading, loud reading is open to direct observation which makes possible to provide necessary feedback. It is really fruitful for the beginners because loud reading includes pronunciation and helps in relating spelling with pronunciation. Disturbing others because of noise and making the readers feel tired are the great disadvantages of this type of reading.

### **1.1.6.6 Skimming**

Skimming is particularly a kind of search reading. It means looking quickly over a text paying great attentions only at headings, pictures, graphs and highlighted words neglecting the unnecessary details. Thus, in brief, skimming is a rapid type of reading in which the eyes run quickly over the text to discover the factual information of the text. The main purpose of teaching skimming is to enable the learners to recognize the key sentences of a passage.

### **1.1.6.7 Scanning**

Scanning is also a kind of search reading in which our eyes pass over the text rapidly to find out a specific word or a precise piece of information. In fact, it involves fairly rapid superficial reading which aims at searching rather than deep processing of the text. Thus, it focuses its attention to find out if a particular point is present in the text. The main aim of scanning is to find out specific information from a text. So it means just glancing at the headlines to get the gist.

### **1.1.6.8 Intensive Reading**

Intensive study refers to the thorough study of the text which is used for language learning. It is especially fruitful in the early stage of teaching reading skill. Learning of words and structures is emphasized. Pronunciation, meaning and grammar are taught intensively. Intensive reading occurs at slower speed but it requires a higher degree of understanding. It involves in - depth reading in which teacher's help is a must. Though active use of language is encouraged providing new texts fluency is not emphasized. Suitable exercises are given after students read the passage several times.

### **1.1.6.9 Extensive Reading**

Extensive reading is a good rapid silent reading in which students feel free and comfort. It occurs mainly for getting pleasure or entertainment. As extensive reading does not require thorough reading of a text, the readers have the option of skipping the whole section which they feel too difficult or less interesting. Instead of emphasizing the learning of words and structures understanding the message and getting pleasure of understanding are emphasized. As familiar texts are utilized, extensive reading can be done without the help of a teacher. This includes the reading of short stories, novels, magazines, newspapers and articles. This is usually a very private matter; it is teacher free and desirable for readers. Anyway, the major purpose of extensive reading is both getting information as well as pleasure. There is no doubt; it can be a good means for the development of reading skill.

### **1.1.7 Sub Skills of Reading**

Reading is understanding of a text which requires an active effort on the part of the reader. The efficiency of extracting the required information from the text is a remarkable ability of a good reader. In order to gain such noble efficiency a reader should have the knowledge of a variety of sub- skills Munby (1979) has identified the following sub- skills of reading:

- i. Recognizing the script of language.
- ii. Deducing the meaning and use of unfamiliar lexical items.
- iii. Understanding explicitly stated meaning.
- iv. Understanding information when it is not explicitly stated.
- v. Understanding conceptual meaning.
- vi. Understanding the communicative value/function of sentences and utterances.

- vii. Understanding relations within the sentences.
- viii. Understanding relation between parts of a text through lexical cohesion devices.
- ix. Interpreting text by going outside it.
- x. Recognizing indicators in discourse.
- xi. Identifying the main point or important information in a piece of discourse.
- xii. Distinguishing the main idea from supporting details.
- xiii. Extracting salient points to summarize (the texts, an idea etc.)
- xiv. Selecting extraction of relevant points -from a text
- xv. Skimming
- xvi. Scanning to locate specifically required information.
- xvii. Transcoding information to diagrammatic display.

These skills can be gained through several types of exercises. As reading is a kind of interaction, the information contained in a text can only be extracted by active interaction. The reader can comprehend the factual information of a text only by applying all the skills mentioned above. Thus, in order to be an excellent reader s/he has to have mastery over all the sub-skills of reading.

### **1.1.8 Importance of Reading**

Reading is both physical and mental process through which the factual information is obtained rapidly. Among the four basic skills of language, reading is the third language skill, in order. Actually speaking, reading is defined as the total understanding or meaningful interpretation of central message from a text. In order to fulfill the goal of reading, active effort or participation of a reader is a must. The main importance of reading as a receptive skill is described in brief.

Reading is an effective tool of language learning. Though there are various sources of learning languages, a written form includes many types of texts through which a learner can learn several significant things at a time that can not be replaced by any other sources. At the same time, the most considerable thing is that reading is also accepted as one of the cheapest ways of getting necessary information. Indeed, it is true because the other ways are certainly more expensive than this. The same text can be reread as many times as the reader wants to do this.

As the success of higher education depends on the extent of the habit of reading, the importance of reading is automatically understood. In order to expand the horizon of knowledge, skills and experience one has to develop proficiency in reading. Thus, reading can be a stepping stone for higher education.

Reading, in fact, makes a man wiser. Without reading various significant materials, nobody can be a perfect human being. That is because a continuous reading of a number of useful texts plays very useful role to develop the best human qualities as cooperative, friendly, honest, disciplined member of a society.

Without reading we are completely unknown about the most important world affairs. So reading can be an efficient key to open the door of an immense store of knowledge of various fields like science and technology, arts and literature, culture, traditional values and norms, political, religious and geographical conditions of different countries.

Because of the fast growing development of science and technology, a number of old beliefs are being replaced day by day. If someone is confident



depending on the knowledge obtained ten years before, she would be a ridiculous character. So, there is only one best way is reading which provides a novel capacity of keeping the reader oneself updated with the current worldly affairs. It is also really fruitful to be an efficient professional all the times. Those who cannot move them with the speed of time remain back in their business.

Indeed, reading is only the means of exposure for the learners of English as a foreign language in our country. The learners have very little opportunity of involving in the English speaking environment. Thus, to understand various norms and values of the native speakers of the English, authentic materials can be fruitful to achieve the expected goals.

Thus, reading actually broadens the horizons of knowledge and builds a concrete background to go any directions according to the choice of the reader. The entire world always remains open for those who have widened their knowledge by reading various useful materials because they are always well-informed about the best opportunities who are well equipped with essential skills, qualifications and experience required for the post.

Thus we can conclude that the importance of reading in the field of language development cannot be exaggerated at all.

### **1.1.9 Reading Comprehension: A Brief Introduction**

Reading comprehension refers to the extraction of intended message or information from a specific text. Comprehension is simply defined as getting meaning from it. The word comprehension means literally 'holding together.' Thus 'reading comprehension' means that 'the reader holds together in his mind

the elements of meanings coded by a writer into print.' (The Encyclopedia of Education. The Macmillan Company and the Free Press Vol. 7]

Reading involves a variety of skills such as recognizing the script of a language, deducing the meaning and use of unfamiliar lexical items, understanding more explicitly, less explicitly stated information, grasping conceptual meaning, understanding communicative value or function of sentences recognizing discourse markers and devices for cohesion and so on. Thus comprehension is regarded as the totality of several skills which are applied simultaneously by an expert reader to extract the required information from a text. Regular practice with special interest makes a person perfect or expert in reading. There are four main requisites for comprehension:

- a. Active effort with motivation, purpose and interest.
- b. Knowledge of the code of writing.
- c. Adequate prior experience related to the coded message and
- d. Appropriately functioning perceptive and cognitive skills.

### **1.1.10 Testing Reading Comprehension**

Reading is simply defined as understanding a text. Reading comprehension is interpreted as "extracting the required information from a written text as efficiently as possible". Reading comprehension is so broad and complex that it is not easy to pen down what reading is composed of and what is necessary to develop this ability in a learner. Similarly, it is equally difficult to determine what and how to test reading comprehension. We should have a sound knowledge of what reading comprehension is composed of before making plan to test it. As there is still a dispute among the scholars i.e. whether reading is a unitary competence or a combination of a set of sub skills.

The Department of Education and Science (1975, as quoted in Khaniya 2005, p. 141) to define 'reading' describes three types of skills involved in reading: Primary, intermediate and comprehension. Primary skill refers to the responses to the print recognizing the stage of the separate letters, groups, of letters and the whole words. Intermediate skill is seen as the ability to handle the sequence of letters, words and larger units of meaning. Comprehension skill refers to the way a reader extracts meaning from the printed page i.e. understanding the writer's intended meaning.

On the whole, it is concluded in the report that reading comprehension is the composite of all these three types of skills (The Department of Education and Science 1975 as cited in Khaniya 2005, p. 142). If the reading involves purpose, motivation and real effort of the reader the factual information can be achieved. From the testing perspective, we are interested in finding out an indication of the levels of understanding of readers. Bransford et al. (1984, p.42 as cited in Khaniya 2005, p. 144) conclude that comprehension depends on the legalistic ability of the reader and how he activates his linguistic ability while doing reading. So the ability to activate one's linguistic ability is vital in comprehending a text.

Zhong (1997 as quoted in Adhikari 2007, p. 16) points out the following common testing points in reading comprehension:

- a. The meaning of a particular word.
- b. The main idea of a passage.
- c. Understanding and inference
- d. Understanding the author's point of view.

Testing is the use of tests or the study of the theory and practice of their use, development and evaluation etc. (Richards et al. 1985, p. 291).

Testing and language teaching are so closely interrelated that they cannot be separated from each other. Some distinguished scholars have defined testing variously. Language testing is a complex matter. Several factors have to be taken into account in developing and applying tests successfully. Various sorts of tests can be observed in the field of language education. But a language test with communicative intent will have a more useful effect on the learning of a particular language than a mechanical test of structure. A good communicative test of language should have a much more positive effect on teaching as well as learning. In fact, a good language test should enable the teacher to ascertain which part of the language education has been found difficult by the learners. As a result, necessary improvement can be made in the specific fields. So testing provides significant contribution to improve the processes of education. Testing reading comprehension is not an easy work. To make it meaningful, effective and successful, several things have to be kept in mind while constructing a good reading text.

As reading test varies according to the level of the testees the texts and the test items should be selected and constructed appropriately on the basis of the level of the testees.

Testing, in fact, depends on many things such as the level of the learners, the purpose and context in which it takes place. That is because different techniques can be used for testing reading skill. In order to maintain the quality of the test, considerable attention should be given to the selection of the text as well as the construction of the test items. It is better to test only reading skill that has to be tested when testing reading. We have to test sub-skills of reading. Therefore, the testees do not need to write their answer in complete sentences and paragraphs. Various types of texts should be utilized to construct the test items. So far as the process of marking is concerned, error of grammar,

punctuation or spelling should not be penalized that is because the main function of a reading test is to test reading proficiency.

## **1.2 Review of Related Literature**

Various research works have been carried out on the language skills including reading speed and reading comprehension ability by several Nepalese researchers for various purposes. Teaching English as a foreign language in our country is really a challenging job because of the inadequate physical facilities; unavailability of qualified and trained teachers, and inadequate reference materials. The research works related to this study are reviewed as follows:

Shrestha (1998) had carried out her M. Ed thesis entitled "A study of Reading Comprehension in the English Language of the Students of Grade VIII of Lalitpur District". The study aimed at identifying the reading comprehension level of Grade Eight students of government-aided schools. The sample population consisted of 100 students. The researcher had used two sets of questions as the instrument of the study for data collection. The researcher found out that the students could comprehend the seen text better than unseen text.

Subedi (2000) did his study on "Reading Comprehension of the Grade Nine Students of Kathmandu and Jhapa District." The objective of this study was to compare the reading comprehension of the newspapers and magazines by the secondary level students. It was a one-time contact cross-sectional study. The tools consisted of four similar tests. Students of urban schools in Kathmandu had higher reading comprehension ability than the students of Jhapa district.

G.C (2002) in his M.Ed. Thesis made a study on "Reading Comprehension Ability of PCL First Year Students" to find out their reading comprehension ability in variety of unseen texts. He had involved the students studying at different institutes and faculties in Pokhara valley of Kaski district. This study showed that the average reading comprehension ability of PCL 1<sup>st</sup> year students was 64%, which is satisfactory.

Pandey (2002) carried out a research on "Reading Comprehension Through Cloze Test and British Council Reading Comprehension Test: A Comparative Study" to compare the reading comprehension of the students of B.Ed. first year through the cloze test and British Council reading comprehension test. This is a cross-sectional study carried out to test the proficiency of the students and efficiency of the class test. His study showed that the students reading comprehension through cloze test is not satisfactory. It has also found that the students made more mistakes on lexical items than on grammatical items.

Pattel (2003) did a study on "Reading Comprehension Ability of the Students of Grade X" to identify and compare the proficiency of the students in comprehending written texts involving the students from Routahat and Makawanpur districts. This study shows that the students' average proficiency in comprehending written text is satisfactory because it is 56.78%. This study has also shown that students proficiency in comprehending written text in seen texts is higher than that in unseen texts.

Poudel (2003) carried out a study on "Reading Comprehension Ability of the Students of Proficiency Certificate and Higher Secondary Levels: A Comparative Study" to find out and compare the reading comprehension ability in a variety of seen and unseen text. This study shows that PCL 2<sup>nd</sup> year students have better reading comprehension ability than those of 12<sup>th</sup> graders

(76.63 vs 70.10%) Similarly, it also shows that the students can comprehend any seen text better than on unseen text.

Bhattari (2004) carried out a research study entitled "A Study on Reading Comprehension and Reading Speed of PCL 1<sup>st</sup> Year and Grade 11 Students". He mainly wanted to find out the reading comprehension ability and reading speed of PCL first year and Grade eleven students in terms of seen and unseen texts as well. His study shows that the eleven graders have comparatively better reading comprehension ability and speed than those of PCL 1<sup>st</sup> year students. It also proved that 1<sup>st</sup> year students can comprehend a seen text better and faster than any unseen text.

Dhakai (2005) carried out a research study entitled "Comprehension Ability of Grade IX Students: A Comparative study" to find out the comprehension ability of grade IX students particularly in listening and reading. As a whole, he found that the total comprehension ability of the selected students was 63.42% in average which is satisfactory. He also found out that the students' comprehensibility in listening text was higher than in reading text.

Joshi (2006) carried out a research entitled "A study on Effectiveness of Sign Post Technique in Teaching Reading Comprehension." The researcher wanted to find out the effectiveness of sign-post technique in teaching reading comprehension in terms of subjective and objective test items. His study is entirely field based. The researcher collected data from the sampled population of forty-eight students of the same school by administering pre-test and post-test. His study shows that the sign post technique has significant effect in teaching reading comprehension as a whole.

Adhikari (2007) carried out her research entitled “A Comparative Study on Reading Comprehension of Grade Eight students of Kathmandu and Chitwan Districts”. She did her study to find out the reading comprehension of the eight graders to compare their performance in terms of boys Vs girls, and public Vs private institutions and to make test item wise comparison of the reading comprehension. Her study was entirely field based. The population of the study consisted of 100 students of public and private schools randomly selected from Kathmandu and Chitwan districts. Test items consisted of both subjective and objective questions as the tools for data collection. She found out that the reading comprehension ability of eighth graders studying in Kathmandu and Chitwan is not so distinctive. As a whole, the reading comprehension ability is satisfactory. There is no remarkable difference in terms of sex. Though the research study shows that the reading comprehension ability of the students of private schools is better than those of public schools.

This study is certainly different from the other studies that have already been carried out. This study was carried out to assess the reading comprehension ability of the students studying in grade 5 from the schools of Morang district especially located in the village area in terms of boys and girls, texts (i.e. seen vs unseen) and test items. So far as my knowledge is concerned, nobody has carried out a research on reading comprehension ability of the students of Grade 5 in Morang district.

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

The research had the following objectives:

- a. To find out reading comprehension ability of the fifth Graders.
- b. To compare the test results of the students on the basis of the following variables:



- I. Boys vs. Girls.
  - II. Seen and unseen texts and
  - III. Test items
- c. To suggest some pedagogical implications.

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

First of all, the study will be fruitful to all the English users in general. I hope, it will be useful to the curriculum designers, textbook writers, subject experts, language teachers, students and other people who are interested in the development of the English language if the concerned department, their officials and interested individuals pay attention on the research works to utilize them properly in time. Finally, it may give some important guidelines to the researchers whose subject of analysis is related to this area.

#### **1.5 Definition of the Specific Terms**

##### **Lingua franca**

A language used for communicating between the people of an area in which several languages are spoken.

##### **Unseen text**

This term refers to a reading passage which is not seen by the students in their prescribed textbooks and which is taken from the other authentic resources like newspapers ,magazines ,short stories ,novels and so on .

##### **Text A**

This term refers to the descriptive text extracted from English textbook grade four and included in the test.

**Text B**

This term refers to the story extracted from the English textbook of grade five and included in the test.

**Text C**

This term refers to the dialogue extracted from the English book called Harmony and included in the test as an unseen text.

**Text D**

This term refers to the letter extracted from the English book called Harmony and included in the test as an unseen text.

## **CHAPTER- TWO**

### **METHODOLOGY**

In this study, the researcher was mainly interested to find out the reading comprehension ability of grade five students from the schools located in the Resource Center No 9 of Morang district in terms of boys and girls, texts types (i.e. seen and unseen ) and test items. In order to fulfill the purpose the researcher adopted the following methodology.

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

The researcher utilized mainly primary data because the study was entirely field based. The responses elicited from the students were used as primary data. The secondary data, which have been taken from various books, reports, journals etc have been used only as references.

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

The responses elicited from the students on two seen and two unseen texts were used as primary sources of data. The primary sources of data were eighty students studying in grade five of all together five government aided public school.

##### **2.1.2 Secondary Source of Data**

The researcher used different related textbooks, researcher's reports, articles, journals, primary level curriculum as the secondary sources of data for this study. Some of them were Monby (1979), Khanya(2005), Ur(1999), Smith(1978), Nunan (1992), Bhattarai (2001), Kumar(1996).etc.

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

The population of the study was all the students studying in grade five of Resource Centre No. 9 of Morang district. This Resources Centre has 41 government-aided schools in which 3572 students are studying in grade five this year.

### **2.3 Sampling Procedure**

Altogether five government-added schools were selected from Resource Centre No. 9 of Morang district as sample school first .The schools were selected on the various bases such as geographical basis, level wise basis and basis of facility to represent all the schools of this resource centre .Sixteen students (eight boys and eight girls) were selected using stratified random sampling procedure from each school as sample population of the study. Thus, the total sample population was eighty students altogether.

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

Two types of question were used as the tools for data collection. The questions were based on different reading texts: Text A, Text B, Text C and Text D .Two of the texts were seen and the other two were unseen. Five sets of objective questions were constructed viz. true false, matching questions, fill in the blanks, multiple choice and short answer questions to include in the test items. The selected texts were as follows:

**Table No.1**  
**Selected Reading Texts**

S.N.	Topics of selected texts	Sources of text	Pages	Remarks
1	Deepawali	My English Book Grade iv	72	Descriptive text
2	A lazy crane	My English Book Grade iv	15	Story
3	Conversation	Harmony Book 6	22	Dialogue
4	A letter	Harmony Book 5	37	Letter

The construction of the test item was as follows

**Table No.2**  
**Construction of the Test Items**

S.N.	Types of the test items	Text	Text	Text	Text	Total items	Total marks
		A	B	C	D		
1	True/false	4	-	4	4	12	12
2	Matching	4	4	-	4	12	12
3	Multiple choice	4	4	2	-	10	10
4	Sentence completion		4	4	4	12	12
5	Short answer	-	-	-	1	1	2

## 2.5 Pilot Study

As the test items are the most important tools for eliciting the required data, they should be constructed in such a way to fulfill the objectives of the study as well as the standard level of the students. In order to find out the appropriateness and the effectiveness of the test items, the researcher administered the test to the students of Shree Baghirath Higher Secondary School, Sanishchare-8, Morang. All the test items were individually checked and measured. The following table shows the marks obtained by the students in the pilot study:

**Table No. 3**

### Marks Obtained in the Pilot Study

S.N.	Types of test items	Full marks	Average marks	Percentage	Remarks
1	Multiple choice	10	7.15	66.5	Highest
2	True/ false	12	6.2	59.58	
3	Matching	12	6.2	51.66	
4	Sentence completion	12	5.2	43.33	Lowest
5	Short answer	2	0.1	5	
Total		48	25.3	52.70	Good

The above table shows that the test items constructed for the present study were appropriate because the marks in different test items ranged between 66.5% to 43.33% .The students obtained 25.3 marks out of 48 marks i.e. 52.70 % of the full marks. Thus, the researcher thought that the test items constructed need not be changed. So, all the test items were taken as the final form.

### 2.6 Process of Data Collection

After preparing the questionnaire the researcher himself went to the field for data collection. At first, the researcher randomly selected altogether five government-aided schools from selected area. Then he visited the selected schools himself. He asked for permission from the authority to carry out his study there. Then, he met the population, established rapport and fixed the time with them.

The researcher visited the schools on the fixed date to administer the test. Then he selected sixteen students from grade five of the concerned schools using stratified random sampling procedure. So, out of which eight were girls and eight were boys. He asked the English teachers to arrange the students in seats in order to prevent them from copying from others; only two students

were allowed to have seat on one bench. After that the objective type test was distributed and suitable instructions were given to the students. With the help of the English teacher the researcher played the role of the invigilator during the test.

Finally, the researcher collected the test papers when the time was over. Then he thanked the students for their active participation. All teaching staff and officials were also thanked for their kind co-operation.

## **2.7 Limitation of the Study**

The study had the following limitations:

- a. The research was limited to eighty students from five public schools located in the Resource Centre No. 9 of Morang district.
- b. The research was limited to test reading comprehension of grade five students on both seen and unseen texts.
- c. The research was limited to four written texts; a descriptive passage, a story, a dialogue and a letter. The first two texts are seen whereas last two are unseen one.
- d. The researcher used questionnaire as the tool for collecting primary data.
- e. The study was mainly concerned with reading comprehension of students.

## **CHAPTER- THREE**

### **ANALYSIS AND INTETPRETATION**

This chapter deals with the analysis and interpretation of the data obtained from the test administered to the students involved in the study. The responses of the students were marked systematically. The marks of the students were tabulated according to the objectives of the study. Then the performance of the students was analyzed on the basis of marks they obtained in the different texts: a descriptive passage, a story, a dialogue and a letter.

The scores of the students were analyzed in four different ways .Firstly, the analysis was done on the basis of individual performance of the students. Secondly, the scores were compared and analyzed in terms of sex. Thirdly the scores were compared and analyzed in terms of text type. Finally, the scores were compared and analyzed in terms of test item.

#### **3.1 Holistic Reading Comprehension**

**Table No. 4**

**Holistic Reading Comprehension**

S.N.	Particulars	Total no. of Students	Average marks	S.D.	Percentage	Grading
1	Individual RCA	80	27.71	7.39	57.72	Good
2	Boys RCA	40	27.37	8.66	57.03	Good
3	Girls RCA	40	28.05	6.84	58.43	Good
4	Seen text	80	15.01	-	62.55	Good
5	Unseen text	80	12.61	-	52.55	Good
6	Test items	80	27.71	-	57.72	Good



The study shows that the reading comprehension ability of the students is satisfactory as the average reading comprehension is good. The information obtained from the study shows that girls have better reading comprehension ability than the boys even though the difference is not so significant. It has been found that the students involved in the study have done much better in the seen texts than in the unseen ones. In terms of test items, the students showed better performance in true false items than other items. The table above shows the significant information obtained from the study as a whole in brief.

### **3.2 Individual Reading Comprehension Ability of the Students**

The table below shows the individual reading comprehension of the students along with their names, schools and grading. In the table below, reading comprehension of the students is shown using their marks and grading.

**Table No. 5**

#### **Individual RCA of the Students**

Total	2717
Average marks	27.71
Standard deviation	7.39
Percentage (%)	57.72
Grading	Good

The table above shows that the average Reading comprehension of the students is good as they scored 57.72 percentage marks in the test. The deviation from the mean (average) is significant. It shows that most of the students are of average comprehension ability. The best scorers Rijan Giri and Mamata haudhari of JLSS obtained 91.66 percent or 44 marks out of 48 full marks. And the weakest student Moda Raj Rai from SPS scored 13 or 27.08% marks.

**Table No. 6**

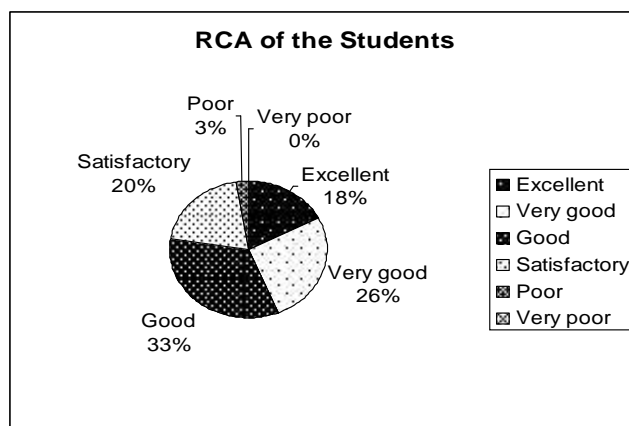
### Grading Table

S.N.	Name of School	No of students in grading scale						
		E	VG	G	S	P	VP	Total
1	BHSS	3	6	5	1	1	---	16
2	ASSS	4	3	7	2	----	---	16
3	JLSS	6	1	5	4	....	....	16
4	PJPS	----	6	5	5	----	...	16
5	SPS	1	5	5	4	1	---	16
Grand Total		14	21	27	16	2	-	80
Percentage		17.5	26.25	33.75	20	2.5	-	100

The above grading table shows the comprehension ability of the students in grading scale. Seventeen per cent students stood in the excellent grade, 26.25% students in very good grade and 33.75% students in good grade. According to the grading table, 20% students stood in the satisfactory grade. But only a few of them (i. e. 2.5 %) scored poor marks. The chart below makes it clearer about it.

**Chart No. 1**

#### RCA of the Students



### 3.3 Reading Comprehension of the Students on the Basis of Sex Variable

The performance of the students in reading comprehension was not found same in all schools. The performance of the boys and girls involved in the study is given separately.

### **3.3.1 Reading Comprehension of the Boys of RC No 9 of Morang.**

**Table No. 7**

#### **Reading Comprehension of the Boys**

Total marks obtained	1095
Average marks	27.37
Standard deviation	8.66
Percentage	57.03
Grading	Good

### **3.3.2 Reading Comprehension of the Girls of RC No 9 of Morang**

**Table No. 8**

#### **Reading Comprehension of the Girls**

Total marks obtained	1122
Average marks	28.05
Standard deviation	6.84
Percentage	58.43
Grading	Good

**Table No. 9**

#### **Grading Scale**

S N	Sex	No of students in grading scale												Total
		E		VG		G		S		P		VP		
		No	%	No	%	No	%	No	%	No	%	No	%	
1	Boys	8	20	9	22.5	12	30	9	22.5	2	5	-	-	40
2	Girls	6	15	12	30	15	37.5	7	17.5	-	-	-	-	40

The tables above show that there is no significant difference between the ability of comprehending written texts between the boys and the girls involved in the study. Boys obtained 27.37 in average out of 48 i.e.57.03% and the girls obtained 28.05 in average i.e. 58.43% in the test.

### 3.4 Comparison of RCA on the Basis of Text Type

**Table No. 10**  
**Text- wise Comparison of RCA of the Students**

S.N.	Text Type	F.M.	Average	Percentage
1.	'A' (descriptive essay)	12	7.95	66.25
2.	'B' (short story)	12	7.16	58.85
3.	'C' (dialogue)	10	5.95	59.5
4.	'D' (letter)	14	6.66	47.58
Total		48	27.71	57.72

The above table clearly shows the reading ability of all the students involved in study. The students obtained 27.71 marks out of 48 full marks, i.e. 57.72% of the full marks in the text.

In this way their overall reading comprehension ability has been found to be 57.72% in terms of texts the students obtained highest marks in Text A and lowest in text D. The percentage scores are as follows.

### **3.5 Comparison of RCA on the Basis of Seen and Unseen Text.**

**Table No. 11**

**Comparison of RCA on the Basis of Seen and Unseen Text**

S.N.	Text	F.M.	Average(out of 48)	Percentage
1.	Seen	24	15.01	62.55
2.	Unseen	24	12.61	52.55
Total		48	27.71	57.72

The above table shows the comparison of the reading comprehension of the seen and unseen texts. The average mark obtained by the students in seen texts was 15.01(62.55%) whereas in the unseen texts was 12.61(52.55%). This shows that the students can do better in seen texts than in unseen texts.

### 3.6 Comparison of RCA on the basis of Test Items.

**Table No. 12**

**Comparison of RCA on the Basis of Test Items:**

S.N.	Test item	F.M.	Average marks	Percentage
1.	True/false	12	10.02	83.54
2.	Matching	12	6.38	53.22
3.	Multiple choice	10	4.72	47.25
4.	Sentence completion	12	6.03	50.31
5.	Short answer	2	0.2	10
Total		48	27.71	57.72

The above table shows the item wise performance of 80 students in true false, matching, multiple choice, sentence completion and short question answer. As the table shows the students showed better performance in true false items i.e. 83.54%. On the other hand, the students showed good performance in matching, multiple choice and sentence completion scoring 53.22%, 47.25% and 50.31% respectively. But only a few students answered the subjective questions i.e. the average mark is just 0.2 i.e. 10%. As a whole the students showed good performance.

## **CHAPTER- FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

The main concern of this study was to find out the reading comprehension ability of the students studying in grade five from the schools of Resource Centre No. 9 of Morang district especially in terms of seen and unseen texts. The analysis of the test scores received from the data produced a number of important information about the exact status of the population in reading comprehension.

The researcher selected altogether five government-aided schools from the Resource Centre No 9 of Morang district .He selected 16 students by stratified random sampling procedure from each of the selected schools as a sampling population for this study. He selected equal number of boys and girls from each school. So, there were 80 students for this study. He selected two seen texts from My English Book Class IV and V and two unseen texts from HARMONY an English Course, Book 5 which is taught in private schools. He constructed test items based on aspects of language i.e. vocabulary, grammar, semantics etc. The test items contained mostly objective questions although there was one short question carrying two marks.

The researcher administered the test on the sample population and collected data. Simple statistical tools like percentage, mean and standard deviation were used to analyse and interpret the data. The major findings obtained after the analysis and interpretation of data are summarized as follows:

#### **4.1.1 Reading Comprehension Ability of Fifth Graders**

- a. Average reading comprehension of the students studying in grade five from the schools of Resource Centre No.9 of Morang district is good because the average marks was 27.71 out of 48 i.e.57.03%.

#### **4.1.2 Comparison of Test Results of Students**

- a. The girls have higher reading comprehension skill than those of the boys because the former scored 28.05 marks in average i.e. 58.43%. But the latter involved in the test scored 27.37 marks in average i.e. 57.03%. However, it shows that there is no significant difference between the performance of girls and boys.
- b. The students involved in this study showed better performance in seen text than in unseen text. The fact is that they scored 15.01 marks in average i.e. 62.55% out of 24 marks in seen text .On the other hand, they scored 12.61 marks in average i.e. 52.55% exactly 10% less than in seen text.
- c. In terms of text type the students obtained the highest marks (i. e.66.25%) in text A and the lowest marks (i.e.47.58%) in text D .The reason behind this is that text A was extracted from the book which they had already read and text D was extracted from the book which they had never seen.
- d. Regarding the test items excluding the subjective questions the students obtained the highest marks (i.e. 83.84%) in true false and the lowest marks (i. e. 47.25%) in multiple choices. It shows that they had not practiced multiple choices earlier. So far as the subjective question is concerned, only a few students tried to solve it.

#### **4.2 Recommendations**



Apart from identifying the reading comprehension ability of the students of Grade five, the main concern of the study was to suggest some important pedagogical implications. So on the basis of his findings the researcher presented the following findings:

- a. The students should be exposed to varieties of reading materials like short stories, dialogue and letter to develop their reading comprehension ability.
- b. All testing strategies should be applied in balance while testing reading comprehension by the English teacher.
- c. There should be a provision of appointing at least certificate level passed person majoring English as English teacher to teach English successfully in the primary schools.
- d. The content of the text should be related to the students' everyday life activities.
- e. A library should be established in each school so that extra reading materials can be supplied to the students which will help to develop reading comprehension ability.
- f. There should be a revolutionary change in making questions. Instead of making a number of subjective questions, the test items should be constructed in such a way that it will improve students reading comprehension ability.

- g. The English language teacher should involve the students in reading activities actively instead of making them very passive listener. S/he should ask them to read to find something themselves .S/he should help them going round the class .S/he should not forget to encourage them in every success.
- h. As multiple choice questions are widely used in various reading tests, they should be practiced both in classroom teaching and in the examination with equal importance of using other testing devices.
- i. Teachers should be given training and refreshment training continuously on new approaches, methods and techniques recently developed and used in the field of teaching and learning.
- j. Different vocabulary building games and exercises should be practiced to increase students' vocabulary power.
- k. English teachers should apply communicative approach in ELT to make their teaching successful, effective and fruitful.
- l. English environment should be created in the classroom by exposing varieties of texts and activities.

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# APPENDIX I

## Test Items

F. M.: 48  
Time: 1.30 hrs

Name of School .....

Date 2065/07/....

Name of Student .....

Class ..... Roll No.....

### Text A

#### 1. Read and answer

Deepawali is called the festival of light. It is also known as Tihar and Yamapanchak. It is celebrated in the month of Kirtick. It lasts for five days. The first day is known as the crows. On this day, crows are worshipped. People give good food to them. The second day is known as of dogs. On this day, people worship dogs. They give good food to dogs. They also put a garland around their necks.

Laxmi Pooja falls on the third day. This is a very special day for Hindus. On this day, people worship Goddess Laxmi. They light candles and Diyas. They also play Deushi and Bhailo on this occasion. Children play swing. They also play with crackers and fire works.

On the fourth day, Newar people observe Mhapooja. It is the festival of worshipping oneself. The final day is the day of Bhaitika. On this day brothers receive Tika and sweets from their sisters. Sisters get gifts from their brothers.

**A. Write T for true and F for false statements in the box.**

**1×4= 4**

- Deepali is also called Tiahrt.
- Tihar lasts for five weeks .
- The second day is known as the day of dogs.

d. The fifth day is the day of Bhaitika .

**B. Match the words in column A with their meanings in column B. 1×4=4**

Column A

Deepawali

Worship

Crow

Gift

Column B

to show respect and honor to the God

a present

yamapanchaka

a large black bird

**C. Tick the best answer.**

**1×4= 4**

**1. When does Tihar come?**

a. in the month of Aswin

b. In the month of Kartic

c. in the month of Baishaka

d. in the month of Chaitra

**2. When does Laxmi Pooja fall?**

a. on the first day

b. on the last day

c. on the second day

d. on the third day

**3. Which is the most important day?**

a. the final day

b. the first day

c. the second day

d. the fourth day

**4. What do brothers receive from their sisters?**

a.gifts

b. money

c.Tika and sweets

d. clothes

**Text B**

**2. Read and answer**

Once upon a time, there lived a crane by the side of a pond. It was lazy and wanted to eat the fish in the pond without having to work for it. So one day, the crane went to the side of the pond and looked sad, it did not try to catch any fish. There was a wise crab in the pond. He asked the crane why he looked so sad.

The crane said that he had heard some fishermen talking about catching all the fish in the pond that was why he was worried . He also said that if the fish wanted to be safe. He would carry them to another pond everyday.

When the fish heard the crane , they were happy and wanted to go to the new pond , So ,everyday some of the fish went with the crane. The crane took some fish each day in its beak to a large rock where it ate them and left the bones there

**A. Match the words in column A with their meanings in column B 1x4 =4**

*Column A*

Pond

Crane

Fisherman

Crab

*Column B*

a person who catches fish

a ten footed water animal

doing as little as possible

a bird with long neck. It eats fish

**B. Fill in the gap with appropriate words.**

**1× 4= 4**

There was a .....crab in the pond. [lazy, wise ]

Once a lazy crane .....by the side of a pond. [ liked , lived ]

The crab asked the ..... why he looked so sad. [fish , crane ]

The .....went to the new pond to be safe . [crab, fish ]

**C. Tick [ ] the best answers.**

**1×4= 4**

1. What did the lazy crane want to eat?

a. the crab

b . the fish

c. a fisherman

d . the bones

2. **Who looked sad?**
- a. the crane                      b. the crab  
c. the fish                         d. the fisherman
3. **Why did the fish go to the new pond?**
- a. to be sad                         b. to be happy  
c. to be safe                         d. to be fat
4. **Why did the crane take the fish to the new pond?**
- a. to save                             b. to swim  
c. to sing and dance             d. to kill and eat

### Text C

3. **Read the dialogue and answer the questions given below it.**

Sam: What do you do on Saturday, Julia?

Julia: Well, I usually get up late, around nine o'clock.

Sam: Really? I usually get up early on Saturdays and go for a walk. What do you do in the morning?

Julia: I have breakfast and then I clean up my room and take a bath.

Sam: Do you ever go out?

Julia: Sometimes I go to visit my grandparents in the afternoon.

Sam: What about the evening?

Julia: In the evening, I often watch TV and do some homework.

Sam: Oh I never do my homework until Sunday.

- A. **Write true or false in the box.** **1×4= 4**

- a) Julia gets up early on Saturday.  
b) Sam never gets up early on Saturday.



- c) Julia visits her grandparents in the morning.
- d) Sam never does his homework until Sunday.

**B. Fill up the gaps with appropriate words. 1×4= 4**

- a) Julia often gets up late on .....
- b) Sam usually gets up early on .....
- c) Sam goes to..... her grandparents in the afternoon.
- d) Sam never does his ..... until Sunday.

**C. Tick [ ] the best answers. 1×2= 2**

1. What ..... Julia do on Saturday ?
  - a. does b . do
  - c. doing d . has
2. Sam usually ..... fot a walk on Saturday .
  - a. Watches b. does
  - c. goes d. comes

**Text D**

**4. Read the letter quickly and answer the questions.**

Kathmandu  
2 March 2005

Dear Nagendra ,

How are you? I am fine. I'm in Kathmandu at Everest National School .I'm in class four with 27 other students. They're all from different parts of Nepal. There are two of us from Taplejung, Gajur Dhan Rai and me. Our teacher's name is Panna Kaji shakya. He is very nice. He's a very good teacher.

Kathmandu is big and very interesting. There are many places to see, like temples, parks, museum and the zoo. The weather is cold but not too cold. The traffic is heavy and so I never go around the city alone.

Our final examinations start from next week. I am working hard. I want to do very well in the final examinations. I would like to stand first this time. Last year I got third posit

Write to me and tell me about yourself.

Love,  
Kuber

**A. Write T for true and F for the false statements.**

**1×4=4**

- a) Kuber sends this letter to Nagendra.
- b) Kuber studies in grade four.
- c) Gajur Dhan Rai and Nagendra live together .
- d) It is too cold in Katmandu.

**B. Match the words in column A with their meaning in column B**

*Column A*

*Column B*

- |             |                                    |
|-------------|------------------------------------|
| Dear        | not the same                       |
| Different   | loved by somebody greatly          |
| Heavy       | a building used for the worship of |
| God Traffic | vehicles moving along the street   |

**C. Fill up the gaps with the appropriate words.**

**1×4= 4**

- a) Kuber and Gajur Dhah are from .....
- b) The teacher's name is .....
- c) Kuber never goes around the city because of heavy .....
- d) Kuber would like to stand ..... this year.

**D. Writeshortanswer**

**1x2=2**

**a. Why is Kuber working hard?**

**Ans:-.....**

**Good Luck**

## **APPENDIX II**

**Marks Obtained by the Students in Pilot Testing**

**a) BHSS Sanishchare-8, Morang**

S.N.	Name of Students	Text A	Text B	Text C	Text D	All the Text
1	Sobita Bhattarai	12	11	7	7	37
2	Bina Rai	10	10	8	5	33
3	Laxmi Tamang	11	10	6	6	33
4	Kiran Karki	11	11	4	5	31
5	Muna Rai	11	11	6	3	31
6	Subash Dahal	11	9	2	7	29
7	Mina Limbu	7	11	7	4	29
8	Manita Gadai	9	8	5	5	27
9	Susmita Rai	9	8	5	4	26
10	Shantimaya Rai	9	7	5	5	26
11	Asmita Gurung	9	7	5	4	25
12	Mamata Limbu	9	8	4	4	25
13	Gopal Pandit	10	6	2	3	21
14	Pradip Karki	8	7	2	3	20
15	Bibek Rai	8	9	1	2	20
16	Susan Parajuli	9	3	2	5	19
17	Susil Subedi	6	8	2	3	19
18	Bhawani ghimire	8	10	1	0	19
19	Dil kumar Rai	8	6	2	2	18
20	Pankaj Khatiwada	8	3	3	4	18
Total marks		176	163	79	81	509
Average marks		8.8	.15	3.95	4.05	25.45
Percentage		73.33	67.91	39.5	28.92	53.02
Grading						Good

### **APPENDIX III**

#### **Marks Obtained by the Students of BHSS, Sanishchare-5, Morang**

S.N	Name of Students	text A	Text B	Text C	Text D	All the text
1	Hikmat Thapa	12	11	9	10	42
2	Kabiraj Rai	12	11	7	9	39
3	Raju Karki	11	10	9	8	38
4	Roshan Sherpa	12	9	5	9	35
5	Neha Khadka	10	9	5	10	34
6	Alisha Adhikari	9	11	5	9	34
7	Balika Karki	11	11	4	8	34
8	Salina Bogati	7	7	6	10	30
9	Sabina Gurung	9	8	4	8	29
10	Bishal Chaudhari	8	9	6	5	28
11	DornaSambahampe	9	9	3	5	26
12	Renuka Poudel	6	9	5	3	23
13	Suman Thapa	8	6	5	4	23
14	Deepa Basnet	9	7	4	5	25
15	Bhima Kumari Raut	7	6	3	5	1
16	Ramprasad Dahal	5	5	1	3	14
Total marks		145	138	81	58	475
Average.marks		9.06	8.62	5.06	7.18	29.68
Percentage		5.5	71.87	50.62	51.33	61.84
Grading						Very Good

## **APPENDIX – IV**

### **Marks Obtained by the Students of JLSS, Bayarban, Morang**

S.N.	Name of Students	Text A	Text B	Text C	Text D	All the text
------	------------------	--------	--------	--------	--------	--------------

1	Rijan Giri	11	12	9	12	44
2	MamataChaudhari	11	12	10	12	44
3	Laxmi Shah	10	11	9	9	39
4	Mandira Shrestha	10	9	9	9	37
5	Roshani Mahat	10	9	10	9	38
6	Aitamaya Limbu	10	8	9	10	37
7	Silpa Rajbamsi	10	8	9	8	35
8	Sunil Majhi	6	5	7	7	25
9	Sanam Rajbamsi	8	4	6	4	22
10	Ranjit Rai	7	9	4	2	22
11	PrakashChaudhari	9	5	6	3	23
12	Nisha Chaudhari	7	4	6	5	22
13	Pabitra Sardar	6	4	5	5	20
14	Anil Khadka	7	6	4	2	19
15	Deepesh Bista	5	4	7	3	19
16	Anil Chaudhari	5	2	4	5	16
Total marks		131	112	114	105	462
Av.marks						28.87
Per.						60.14
Grading						Very good

**APPENDIX –V**  
**Marks Obtained by the Students of**  
**ASS, Hasandaha - Morang**

S.N.	Name of Students	Text A	Text B	Text C	Text D	All the text
1	Bishal Niroula	10	10	8	11	39
2	Sunil Magar	10	11	10	7	38
3	Sanjaya Dhimal	9	8	10	10	37
4	RajankumarChaudhari	9	7	10	11	37
5	Arjun Dahal	9	7	8	7	31
6	Bhanu Adhikari	8	9	8	8	33
6	Ghanashyam Raut	10	6	8	5	29
8	Sharmila Dhami	7	5	7	7	26
9	Nirmala Acharya	8	7	3	8	26
10	Nisha Chongbang	7	6	5	8	26
11	Alisha Karki	6	5	8	6	25
12	Rajana Subba	8	6	6	5	25
13	Bhawana Nepal	8	4	6	8	26
14	Barsha Chaudhari	8	7	1	8	24
15	Mani Kumar Rai	5	2	8	5	20
16	Kabita Niroula	7	6	1	4	18
Total marks		129	104	99	118	460
Av.marks		8.06	6.5	6.18	7.37	28.75
Per.		67.18	54.16	61.8	52.64	59.89
Grading						Good

**APPENDIX –VI**

**Marks Obtained by the Students of  
SPS, Pathari, Morang**

S.N.	Name of Students	Text A	Text B	Text C	Text D	All the text
1	Asha Phejong	12	9	10	9	40
2	Suman Regmi	10	11	8	6	35
3	Sharmila Rai	9	9	9	7	34
4	Kamala Dhungel	7	9	7	8	31
5	Pratima Phejong	8	7	10	6	31
6	Rita Kurugbang	10	5	9	6	30
7	RabinBishwakarma	9	3	7	7	26
8	AmritaBishwakarma	8	8	5	4	25
9	Diwan Limbu	5	6	7	6	24
10	Fulmaya Seni	8	4	6	6	24
11	Roshan Bhattarai	6	6	4	6	22
12	Sarsing Chongbang	7	3	6	5	21
13	Bhupin Magar	9	3	6	3	21
14	Santosh Magar	5	4	7	4	20
15	Manila Rai	8	2	2	4	16
16	Modaraj Rai	6	5	0	2	13
Total marks		127	94	103	89	413
Av.marks		7.93	5.87	6.43	5.56	25.81
Per.		66.14	48.95	64.43	39.73	53.77
Grading						Good

**APPENDIX –VII**



**Marks Obtained by the Students of  
PJPS, Bayarban, Morang**

S.N.	Name of Students	Text A	Text B	Text C	Text D	All the text
1	Prasanta Rai	10	8	6	10	34
2	MohanBishwakarma	8	9	8	7	32
3	Suman Rasaili	8	8	5	11	32
4	Bipana Subba	7	10	9	5	31
5	Prabin Magrati	6	10	6	7	29
6	Tej Bdr .Gurung	7	10	5	7	29
7	Pabitra Shrestha	6	8	4	10	28
8	Prabin Basnet	8	9	5	5	27
9	Jeevan B. k.	6	8	5	7	26
10	Renuka Sarki	7	7	6	5	25
11	Laxmi Khadka	7	6	1	9	23
12	Suman Limbu	6	4	4	6	20
13	Chhatra Bdr. Darji	5	7	4	3	19
14	Asha Rai	5	5	2	6	18
15	Shiva Bdr.Sarki	7	5	2	4	18
16	Tulasa Shrestha s	1	4	7	4	18
Total marks		104	117	79	106	406
Average Marks		6.5	7.31	4.93	6.62	25.37
Percentage		54.16	60.93	49.37	47.32	52.86
Grading						Good

Every school's highest and lowest scorers should be placed.

**APPENDIX –VIII  
Individual RCA of the Students**

S.N.	Nameof the Students	Name of the school	Marks obtained	Percentage	Grading	Remarks
1	Hikmat Thapa	BHSS	42	87.5	E	
2	Kabiraj Rai	BHSS	39	81.25	E	
3	Neha Khadka	BHSS	34	70.83	E	
4	Raju Karki	BHSS	38	79.17	E	
5	RoshanSherpa	BHSS	35	72.91	VG	
6	AlishaAdhikari	BHSS	34	70.83	VG	
7	Balika Karki	BHSS	34	70.83	VG	
8	Salina Bogati	BHSS	30	62.5	VG	
9	Sabina Gurung	BHSS	29	60.41	VG	
10	BisalChaudhari	BHSS	28	58.33	G	
11	DornaSambahampe	BHSS	26	54.17	G	
12	Deepa Basnet	BHSS	25	52.08	G	
13	Suman Thapa	BHSS	23	47.91	G	
14	Renuka Poudel	BHSS	23	47.91	G	
15	Bhima Kumari Raut	BHSS	21	43.75	S	
16	Ram Prasad Dahal	BHSS	14	29.17	P	
17	Bisal Niroula	ASSS	39	81.25	E	
18	Sunil Magar	ASSS	38	79.17	E	
19	Sanjaya Dhimal	ASSS	37	77.08	E	
20	Rajan Chaudhari	ASSS	37	77.08	E	
21	Arjun Dahal	ASSS	31	64.58	VG	
22	Bhanu Adhikari	ASSS	33	68.75	VG	
23	Ghanashyam Raut	ASSS	29	60.41	VG	
24	Sarmila Dhami	ASSS	26	54.17	G	
25	Nirmala Acharya	ASSS	26	54.17	G	
26	Nisa Chombang	ASSS	26	54.17	G	
27	Alisa Karki	ASSS	25	52.08	G	
28	Rajana Subba	ASSS	25	52.08	G	
29	Bhawana Nepal	ASSS	26	54.17	G	

30	Barsa Chaudhari	ASSS	24	50.00	G	
31	Mani Kumar Rai	ASSS	20	41.67	S	
32	Kabita Niroula	ASSS	18	37.5	S	
33	Rijan Giri	JLSS	44	91.66	E	
34	Mamata Chaudhari	JLSS	44	91.66	E	
35	Laxmi Saha	JLSS	39	81.25	E	
36	Mandira Shrestha	JLSS	37	77.08	E	
37	Roshani Mahat	JLSS	38	79.17	VG	
38	Aitamaya Limbu	JLSS	37	77.08	VG	
39	Silpa Rajbamsi	JLSS	35	72.91	VG	
40	Sunil Majhi	JLSS	25	52.08	G	
41	Sanam Rajbamsi	JLSS	22	45.83	G	
42	Anil Khadka	JLSS	19	39.58	S	
43	Nisha Chaudhari	JLSS	22	45.83	G	
44	Prakash Chaudhari	JLSS	23	47.91	G	
45	Ranjit Rai	JLSS	22	45.83	G	
46	Pabitra Sardar	JLSS	20	41.67	S	
47	Deepesh Bista	JLSS	19	39.58	S	
48	Anil Chaudhari	JLSS	16	33.33	S	
49	Prasanta Rai	PJPS	34	70.83	VG	
50	Mohan Bishwakarma	PJPS	32	66.67	VG	
51	Suman Rasili	PJPS	32	66.67	VG	
52	Bipana Subba	PJPS	31	64.58	VG	
53	Prabin Magrati	PJPS	29	60.41	VG	
54	Tej Bahadur Gurung	PJPS	29	60.41	VG	
55	Pabitra Shrestha	PJPS	28	58.33	G	
56	Prabin Basnet	PJPS	27	56.25	G	
57	Jeevan Bishwakarma	PJPS	26	54.17	G	
58	Renuka Sarki	PJPS	25	52.08	G	
59	Laxmi Khadka	PJPS	23	47.91	G	
60	Suman Limbu	PJPS	20	41.67	S	

61	Chhatra Bdr. Darji	PJPS	19	39.58	S	
62	Asha Rai	PJPS	18	37.5	S	
63	Siva Bdr Sarki	PJPS	18	37.5	S	
64	Tulasa Shrestha	PJPS	16	33.33	S	
65	Asha Phejong	SPS	40	83.33	E	
66	Sarmila Rai	SPS	34	70.83	VG	
67	Kamala Dhungel	SPS	31	64.58	VG	
68	Pratima Phejong	SPS	31	64.58	VG	
69	Rita kurungbang	SPS	30	62.5	VG	
70	Rabin Bishwakarma	SPS	26	54.17	G	
71	Amrita Bishwakarma	SPS	25	52.08	G	
72	Diwan Limbu	SPS	24	50.00	G	
73	Ful maya Seni	SPS	24	50.00	G	
74	Roshan Bhattarai	SPS	22	45.83	G	
+75	Sar Singh Chemjung	SPS	21	43.75	S	
76	Bhupin Kumar Limbu	SPS	21	43.75	S	
77	Santosh Magar	SPS	20	41.67	S	
78	Moda Raj Rai	SPS	13	27.08	P	
79	Manila Rai	SPS	16	33.33	S	
80	Suman Regmi	SPS	35	72.91	VG	
Total			2717			
Average Marks			27.71			
Standard Deviation			7.39			
Percentage (%)			57.72			
Grading			Good			

## APPENDIX –IX

### Reading Comprehension of the Boys

S.N.	Name of Boys	Name of Schools	Marks obtained	Percentage	Grading
1	Hikmat Thapa	BHSS	42	87.5	e
2	Kabi Raj Rai	BHSS	39	81.25	e
3	Raju Karki	BHSS	38	79.17	e
4	Roshan Sherpa	BHSS	35	72.91	vg
5	Bishal Chaudhari	BHSS	28	8.33	g
6	Dorna Sambahamphe	BHSS	6	54.17	g
7	Suman Thapa	BHSS	23	47.91	g
8	Ram Prasad Dahal	BHSS	14	29.17	p
9	Bishal Niroula	ASSS	39	81.25	e
10	Sunil Magar	ASSS	38	79.17	e
11	Sanjaya Dhimal	ASSS	37	77.08	e
12	Rajan KunarChaudhari	ASSS	37	77.08	e
13	Arjun Dahal	ASSS	31	64.58	vg
14	Bhanu Adhikari	ASSS	33	68.75	vg
15	Ghanashyam Raut	ASSS	29	60.41	vg
16	Mani Kumar Rai	ASSS	20	41.67	s
17	Rijan Giri	JLSS	44	95.83	e
18	Sunil Majhi	JLSS	25	52.08	g
19	Sanam Rajbamsi	JLSS	22	45.83	g
20	Ranjit Rai	LSS	22	45.83	g
21	Prakash Chaudhari	JLSS	23	47.91	g
22	Anil Khadka	JLSS	19	39.58	s
23	Deepesh Bista	JLSS	19	39.58	s
24	Anil Chaudhari	JLSS	16	33.33	s
25	Prasanta Rai	PJPS	34	70.83	vg
26	Mohan Bishwakarma	PJPS	32	66.67	vg

27	Prabin Magrati	PJPS	29	60.41	vg
28	Tej Bahadur Gurung	PJPS	29	60.41	vg
29	Prabin Basnet	PJPS	27	56.25	g
30	Jeevan Bishwakarma	PJPS	26	54.17	g
31	Chhatra Bahadur Darji	PJPS	19	39.58	s
32	Siva Bahadur Sarki	PJPS	18	37.5	s
33	Suman Regmi	SPS	35	72.91	e
34	Roshan Bhattarai	SPS	22	45.83	g
35	Rabin Bishwakarma	SPS	26	54.17	g
36	Diwan Limbu	PS	24	50.00	g
37	Bhupin Magar	SPS	21	47.75	g
38	Sar Singh Chonbang	SPS	21	47.75	g
39	Santosh Magar	SPS	20	41.67	s
40	Moda Raj Rai	SPS	13	27.08	p
Total			1095		
Average Marks			27.37		
Standard deviation			8.66		
percentage			57.03		
Grading			Good		

## APPENDIX –XI

### Reading Comprehension of the Girls

S.N	Name of Girls	Name of the school	Marks obtained	Percentage	Grading
1	Neha Khadsska	BHSS	34	70.83	
2	Alisha Adhikari	BHSS	34	70.83	
3	Balika Karki	BHSS	34	70.83	
4	Salina Bogati	BHSS	30	62.5	
5	Sabina Gurung	BHSS	29	60.41	
6	Deepa Basnet	BHSS	25	52.08	
7	Renuka Poudel	BHSS	23	47.91	
8	Bhima Kumari Raut	BHSS	21	43.75	
9	Sharmila Dhimi	ASSS	26	54.17	
10	Nirmala Acharya	ASSS	26	54.17	
11	Nisha Chongbang	ASSS	26	54.17	
12	Alisha Karki	ASSS	25	52.08	
13	Rajana Subba	ASSS	25	52.08	
14	Bhawana Nepal	ASSS	26	54.17	
15	Barsa Chaudhari	ASSS	24	50.00	
16	Kabita Niroula	ASSS	18	37.58	
17	Mamata Chaudhari	JLSS	44	95.83	
18	Laxmi Shah	JLSS	39	81.25	
19	Mandira Shrestha	JLSS	37	77.08	
20	Roshani Mahat	JLSS	38	79.17	
21	Aitamaya Limbu	JLSS	37	77.08	
22	Silpa rajbamsi	JLSS	35	72.91	
23	Nisha Chaudhari	JLSS	22	45.83	
24	Pabitra Sardar	JLSS	20	41.67	
25	Suman Rasaili	PJPS	32	66.67	
26	Bipana subbas	PJPS	31	64.58	
27	Pabitra Shrestha	PJPS	28	58.33	
28	Renuka sarki	PJPS	25	52.08	

29	Laxmi Khadka	PJPS	23	47.91	
30	Suman Limbu	PJPS	20	41.67	
31	Asha Rai	PJPS	18	37.58	
32	Tulasha Shrestha	PJPS	16	33.33	
33	Asha Phejong	SPS	40	83.33	
34	Sarmila Rai	SPS	34	70.83	
35	Kamala Dhungel	SPS	31	64.58	
36	Pramita Phejong	SPS	31	64.58	
37	Rita Kurungbang	SPS	30	62.5	
38	Foolmaya Seni	SPS	24	50.00	
39	Amrita Bishwakarma	SPS	25	52.08	
40	Manila Rai	SPS	16	33.33	
Total			1122		
Average Marks			28.05		
Standard Deviation			6.84		
Percentage			58.43		
Grading			Good		



## APPENDIX –XII

### Grading Scale I

SLC Marking System		Researcher Grading Scale	
Obtained Marks	Results	Obtained Marks	Results
0-31%	Fail	0-19%	Very poor(vp)
		20-31%	Poor (P )
32- 44 %	pass division	32-44%	Satisfactory (S)
45-59%	second division	45-59%	Good (G)
60-74%	first division	60-74%	Very Good (VG )
75 & above	distinction	75and above	Excellent (E )