# CHAPTER-ONE

# INTRODUCTION

This research is about the "Strategies Adopted by the Students of Grade Eleven to Develop Reading Skill". In this chapter, reading skill, types of reading, its sub skills, materials for reading, ways of improving reading skill, reading strategies are introduced in brief under general background. Moreover, it consists of the objectives and significance of the study preceded by the review of related literature.

## 1.1    General Background

There are four basic skills of language learning, i.e. listening, speaking, reading, and writing. These four skills are important for successful language learning. While learning a language, these skills are gained in order as- listening, speaking, reading, and writing. These skills can briefly be discussed as follows:

### 1.1.1  Listening

Listening is the first basic skill of learning a language. It refers to not only hearing but also understanding what is being said. There are two kinds of listening situations in which we may be involved in: interactive listening situations and non-interactive listening situations. In interactive listening situations, we are involved in face to face conversation or on phone calls, etc where we have chance to ask for repetition, clarification, or slower speech from our conversation partner but  non- interactive listening situations include listening to radio, lectures, television, films, or sermons, etc where we have no such chances as- repetition, clarification, etc.

### 1.1.2 Speaking

Speaking is the second basic skill of language learning.  Like other skills, speaking is more complicated than it seems at first. It involves more than just pronouncing the words. Speaking can be both active and passive. Active speaking occurs when we are speaking face to face with others, or on phone calls, etc. In such speaking, there is live interaction between the speaker and listener. Passive speaking, on the other hand, occurs when we speak with no interruptions or feedback from others. Such speaking involves giving speech in the public, recording speech for a radio broadcast, etc.

### 1.1.3 Reading

Reading is the third basic skill. It is the way of grasping information from the graphic symbols. Reading can be done for several purposes, such as-reading for pleasure, information. Reading can be silent or aloud.

### 1.1.4 Writing

Writing is the last skill to be learned after listening, speaking and reading. It is generally the representation of language in a textual medium through the use of a set of signs or symbols. It is, too, more complicated than it seems at first and often seems to be the hardest of the skills, even for the native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

These four skills can be divided into two categories on the basis of direction of communication, i.e. receptive skills and productive skills. In order to receive information or message, we have to listen to somebody or something or read a text. Therefore, listening and reading are referred as receptive skill. Defining receptive skills, Harmer (2007, p.265) says

that "receptive skill is a term used for reading and listening where meaning is extracted from the discourse". On the other hand, a language is also used to express our feelings, thoughts and so on in terms of speaking and writing. In this sense, speaking and writing are considered as productive skills. Harmer (ibid.) defines productive skills as "the term for speaking and writing skills where students actually have to produce language themselves."

Similarly, the four language skills can also be categorized as primary skills and secondary skills on the basis of their importance. Regarding this categorization, listening and speaking are important to live a person so they are primary skills. Reading and writing skills, on the other hand, are considered as secondary skills as the human beings are not compelled to learn them to conduct their life.

### 1.1.5 Defining Reading Skill

Reading is the third basic skill of language learning; others being the listening and speaking before it, and writing after it. It is the process of looking at a series of written symbols and getting meaning from them. It is an active receptive skill as the reader is actively involved in receiving information from the written or printed text. Here, information refers to the content which is cognitive or intellectual, referential (factual), and affective or emotional. Intellectual materials are read to develop one's intellectuality; referential materials for getting factual information, and affective materials for getting emotional gratification or spiritual enlightenment.

Reading is a complex process. It involves both physical and mental processes. The physical process involves looking at a text and going through it as fast as it allows the eyes to scan it for the mind to process.

The mental process, on the other hand, involves interaction of visual input with available knowledge and ability to produce an interpretation.

Regarding reading, Ur (1996, p.138) says that "reading means 'reading and understanding'. A foreign language learner who says, ' I can read the words but I do not know what they mean' is not reading. He or she is merely decoding- translating written symbols into corresponding sounds."

Similarly, Anderson et al. (1985) say that reading is the "process of constructing meaning from written text. It is a complex skill requiring the coordination of a number of interrelated sources of information. (Retrieved from http://www.eduplace.com/rdg/res/tech/def.html)

Likewise, Grabe (1991) states that "reading is not merely a receptive process of picking up information from the page in a verbatim manner but it is a selective process which is characterized as an active process of comprehending.
(Retrieved from http://www.eurojournals.com/ejss_12_2_14. pdf)

Thus, in conclusion, we can say that reading is the receptive process that begins with the looking of the reader to the texts and ends with receiving information from them. It is not just uttering the printed words; it includes the understanding of message from the text.

### 1.1.6 Types of Reading

Reading can be categorized into several types on the basis of speed, noise, focus of reading, purpose, etc. Some of the common types of reading can be given as follow:

#### 1.1.6.1 Slow Reading

Slow reading is done with slow speed. It can be applied in the beginning stage of reading. Similarly, while reading difficult text having compact information, slow reading is used.

#### 1.1.6.2 Rapid Reading

Rapid reading is also known as speed reading or faster reading. In this reading, the reader reads the texts quickly to gain the greater degree of understanding of what they read. So, the people who are trying to get the gist of text or locate a particular piece of information use this type of reading. It is mostly done silently because reading aloud hampers the speed of reading.

#### 1.1.6.3 Silent Reading

As the name suggests, silent reading is done without producing sound. It is a mental process. It involves the understanding of message from graphic symbols by our eyes. This reading is appropriate for advanced level students/readers. It is useful for library reading, self reading, classroom reading, etc.

#### 1.1.6.4 Loud Reading

Loud reading is also known as oral reading. It refers to the reading by producing sounds. Such type of reading is done in order to improve / check pronunciation, stress, intonation, rhythm, etc. Regarding the importance of loud reading, Nuttal (1996, p.2) says that "for early readers, reading aloud is important: they have to discover how writing is

associated with the spoken words they already use". Thus, we can say that loud reading is useful for the beginning level students/ readers. This type of reading involves both physical and mental process.

### 1.1.6.5    Skimming

Skimming is a type of rapid reading in which the readers make a rapid survey of texts. According to Grellet (1981, p.4), skimming refers to "quickly running one's eyes over the text to get the gist of it." Thus, the readers, in this type of reading, look over the text quickly to get the general idea of content.

### 1.1.6.6    Scanning

Scanning refers to glancing rapidly through a text in order to search for a specific piece of information. Regarding scanning, Grellet (1981, p.4) says that scanning is "quickly going through a text to find out a particular piece of information." The readers using this type of reading try to get a particular piece of information but they do not care all aspects of it. The readers wander their eyes over the text until they find what they are looking for.

### 1.1.6.7    Intensive Reading

According to Grellet (1981, p.4), intensive reading is "reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail."

Similarly, regarding intensive reading, Harmer (2007, p.4) says:

> Intensive reading is often (but not exclusively) teacher chosen and directed. It is designed to enable students to develop specific receptive skills such as reading for gist (or general understanding- often called skimming), reading for specific information (often

called scanning), reading for detailed comprehension or reading for inference (what is behind the words and attitudes).

Thus, we can say that intensive reading is usually classroom based activity. In this type of reading, readers/ students focus on linguistic or semantic details of reading. For intensive reading, usually very short texts are selected.

### 1.1.6.8 Extensive Reading

Regarding extensive reading, Long and Richards (1971, p.216) say that extensive reading "occurs when readers/ students read large amounts of high interest materials, usually out of class concentrating on meaning , reading for gist and skipping the unknown words."

Similarly, Grellet (1981, p.4) says that extensive reading involves "reading longer texts usually for one's own pleasure. This is a fluency activity mainly involving global understanding."

Likewise, Harmer (2007, p. 283) says "with extensive reading, teacher encourages students to choose for themselves what they read and do so for pleasure and general language improvement."

Thus, by analyzing these definitions, we can say that the aims of extensive reading are to build reader's confidence and entertainment. It is done for comprehending the main idea rather than for specific details. This reading gives much emphasis on silent reading and individual reading which encourages speed reading. One of the important things to state here is that the extensive reading materials must be appropriate to readers' cognitive level.

### 1.1.7 Sub-Skills of Reading

Reading is the combination of several sub-skills. According to Munby (as cited in Grellet 1981, p.4), following are the sub-skills of reading:

- Recognizing the script of language
- Deducing the meaning and use of unfamiliar lexical items
- Understanding explicitly stated information
- Understanding information when not explicitly stated
- Understanding conceptual meaning
- Understanding the communicative value (function) of sentences and utterances
- Understanding relations within the sentence
- Understanding relations between the parts of text through lexical cohesion devices.
- Interpreting text by going outside it
- Recognizing indicators in discourse
- Distinguishing the main idea from supporting details
- Extracting salient points to summarize (the text, an idea, etc)
- Selective extraction of relevant points from a text
- Basic inference skills
- Skimming
- Scanning to locate specifically required information
- Transcending information to diagrammatic display

### 1.1.8 Materials for Reading

As reading is the understanding of message from the written text, several kinds of texts can be used for reading. The main text types for reading as stated by Grellet (1981, p.3) are as follows:

- Novels, short stories, tales, other literary texts and passages (e.g. essays, diaries, anecdotes, biographies)
- Plays
- Poems, limericks, nursery rhymes
- Letters, post cards, telegrams, notes
- Newspapers and magazines ( headlines, articles, editorials, letters to the editor, stop press, classified ads, weather forecast, radio/TV/theatre programmes)
- Specialized articles, reports, reviews, essays, business letters, summaries , precise, accounts, pamphlets (political and other )
- Handbooks, textbooks, guidebooks
- Recipes
- Advertisements, travel brochures, catalogues
- Puzzles, problems, rules for games
- Instructions(e.g. warning), directions (e.g. how to use…), notices, rules and regulations, posters, signs (e.g. road signs), forms (e.g. application forms, landing cards),graffiti, menus, price lists, tickets
- Comic strips, cartoons and caricatures, legends (of maps, pictures)
- Statistics, diagrams, flow/ pie-chart, time tables, maps
- Telephone directories, dictionaries, phrasebooks

### 1.1.9   Ways to Improve Reading Skill

There may be several ways of improving reading skill as reading is a private task. Some of the common ways, retrieved from http://www.selfgrowth.com/articles/Allen9.html, that can be useful to the readers are presented as follows:

*Breaking the longer texts into sections and reading one/ more section(s) without stopping*

Sometimes the readers read the longer texts, such as novels, articles, essays, stories, etc. In such context, they may not finish reading within limited time. So, the readers can divide the text into sections/parts and read them. While reading, they do not stop until one section/ part is finished. After reading, they answer the questions that they have. If they are still confused, they re-read the text; otherwise they move to the next section/part.

*Knowing the purpose of reading*

Reading is done on purpose either for enjoyment or for learning something. So, before starting reading, the reader should be clear about on which purpose he/she is reading.

*Being selective*

It is not necessary to read each and every thing of the text (magazine, books, etc). So, readers can select and read chapters, articles, etc that are important to them.

*Scanning the text before reading*

The reader can consult the preface, table of content, index, topics, photo captions, etc. These help the reader to determine – a) whether the text is of his/ her interest, b) what information the reader is likely to get from it.

*Prioritizing the reading*

The reader cannot read everything at once (and wouldn't want to). So, the reader has to prioritize the text that is important to him/ her at that time.

*Focusing on reading material*

While reading, concentration plays vital role. If the readers are not being able to concentrate on the text, they cannot understand the text. In such condition, they can take break and do other things, such as- reading other texts or any other tasks. When they are ready to read, then, they can start.

*Optimizing reading environment*

If the reader reads in an environment that is favourable to him/her, the outcome will be good, i.e. he / she will read faster and comprehend quickly.

*Practicing*

The more we read; the better reader we will become. So, we should practice reading texts regularly.

## 1.1.10 Reading Strategies

Successful reading involves the four variables, i.e. the reader, the text, the goal, and the strategies. Here, the reader includes the reading skill, interest in the topic, physical factors (sleepiness, or hunger, etc.) etc. The text varies in types (e.g. novel, magazine, newspaper, etc.) and its difficulty level. Some texts are easy to read so that we can make rapid reading but some texts are dense (compact with information). Another variable of successful reading is purpose of reading. The reading may be done for different purposes of reading, for example-reading for pleasure, reading for information, etc. So, the reader should be clear about "why he/she is reading and what does he/she wants to get out of it?" The last

but the important variable of successful reading is strategies. (http://www.isu.edu/˜kingkath/readstrat.htm/)

According to Brown (1993, p.114), "strategies are those specific attacks that make on a given problem. They are the moment by moment techniques that we employ to solve "problems" posed by second language input and output." Similarly, Cook (2001, p.126) defines strategies as "a choice that affects learning." Moreover, Oxford (1999, p.518) defines learning strategies as "the specific actions, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language" (as cited in Gass and Selinker, 2008, p.439) Thus, we can say that strategies are the techniques or choice that the learners use while learning second language to solve problem or develop skills in them. Regarding the characteristics of strategies, Gass and Selinker (2008, p.440) say that "learning strategies include such notions as effortful, goal directed, intentional".

Regarding the reading strategies, Garner (1987) says that "reading strategies are an action or a series of actions employed in order to construct meaning." Similarly, defining reading strategies International Reading Association, (2007) says that "reading strategies are deliberate, goal directed attempts to control and modify the reader's efforts to decode text, understand words and construct meaning of text." (Retrieved from www.eurojournals.com/ejss_12_2_14)

In this context, we can analyze the reading strategies as the efforts or action(s) that the readers employ to make reading more comprehensible. Such strategies are different from person to person as they depend upon the type of reader, type of reading text, purpose of reading.

Though, the reading strategies are individual properties of the reader, the followings are some of the strategies that can help the readers read more quickly and effectively (www.nclrc.org/../stratread.htm):

**1. Previewing**

Previewing refers to reviewing titles, section heading and photo captions, etc in order to get the gist of the structure and content of a reading selection.

**2. Prediction**

The reader can make predictions about content and vocabulary by using the knowledge of subject matter. Similarly, the prediction can be made about the discourse by using knowledge of text type and purpose. By using knowledge about the author, the readers can make predictions about writing style, vocabulary and content.

**3. Skimming and Scanning**

The reader can make a quick survey of the text to get the main idea of the text and locate the specific piece of information.

**4. Guessing from the Context**

The reader can guess the meaning of difficult/ unknown words by using their knowledge of the subject and the ideas in the text.

**5. Paraphrasing**

The reader can stop at the end of a section and paraphrase the text to check their comprehension.

Similarly, Forest (1998) suggests the followings reading strategies that we can employ to be a good reader:

**Before Reading**

We can apply the following strategies before reading the text:

**1. Setting a Purpose for Reading**

We have to set our purpose whether we will be reading the text to find out what happens in a story or to learn specific information.

**2. Previewing the Text**

We can look at the title, pictures, captions under pictures, headings, bold-faced print and other graphic to preview the text.

**3. Activating Background Knowledge**

We can think about what we already know about the content of what we will read.

**4. Predicting**

We can predict about what might happen in the reading text, what words may be used in the text, or what information the text might contain.

**During Reading**

The followings are the strategies that can be used while reading:

**1. Cross Checking**

We can ask ourselves about whether the word in the text look right, and make sense, etc.

**2. Re-Reading**

When we have problems in understanding, we can return to the beginning of a sentence or paragraph and read it again so that we can understand the text.

### 3. Predicting and Confirming

We can ask ourselves the questions, such as- what words do I expect to see? What do I think will happen next? Am I finding the answers to my questions about this topic? etc in order to make predictions and confirming it

### 4. Skipping, Reading and Going Back

Sometimes we can skip unfamiliar words and read to the end of the sentence or paragraph, thinking about what would make sense. Then, using the context, we can go back and re-read the text to try to determine the word.

### 5. Connecting Background Knowledge to the Information in the Text

We can think about what we have already known about the subject and the kind of material we are reading. Moreover, we have to think about how the information is similar to what we already know about the topic, event or person.

### 6. Thinking About Explicit and Implicit Information

We have to think about what information is given directly and what we know from reading that is not directly stated in words, such as- how a character's actions show feeling or why things may have happened based on the clues the writer gave.

### 7. Stopping Reading Text and Reviewing it

If we are reading a longer text, we can stop at a particular section/part and review what has happened in the text or what information has been given.

**After Reading**

The followings are the strategies that can be used after reading:

**1. Retelling and Summarizing the Text**

We can tell to someone or write what happened in the text.

**2. Drawing Conclusion**

This strategy says that we have to think about the predictions we made before and during reading. Here, we look back and think about what we have read. Similarly, we have to consider how the information read relates to what we already knew about the topic. Moreover, we should think about whether our questions answered, etc.

**3. Discussing and Responding**

We can talk with someone about what we have read. We can ask questions to each other. Here, we can look at the text to defend our opinions.

(Retrieved from: htpp://www.paec.org/david/reading/general.pdf.//)

According to Bartram and Parry (1989, pp.8-61), the followings are the strategies that the readers use:

**1. Guessing Difficult Words**

The readers cannot make use of dictionary every time and everywhere, for example: in an examination, on the bus, in an examination or on the beach. Sometimes the dictionary is too small or too old. So, it is important to try and read as much as possible without a dictionary. In such cases we can guess the meaning of the words from either its context or its form.

## 2. Predicting

We do not read everything that we see.  According to Bartram and Parry (ibid),

> "We do not read every newspaper that comes out every day, or every book that comes into our hands. Often we look at titles and decide if we want to read it or not. We can even say what the book will be about from the title. We often make predictions about the content of an article from the headline".

## 3. Using Monolingual Dictionary

A monolingual dictionary is one which uses only one language. Bartram and Parry (ibid) suggested the following reasons on why we should use an English- English dictionary and not a bilingual dictionary with translation into a second language:

  i)     Translations are not always exactly right. Abstract words, especially, are very difficult to translate exactly.

  ii)     Many bilingual dictionaries give a list of translations without clearly explaining the differences between them.

  iii)     Often bilingual dictionaries do not give enough grammatical information.

## 4. Finding your Way Around a Text

Many students who read English say 'I can understand all the words but not the whole sentence'. One reason for this is sometimes difficult to see how the different parts of a piece of English are connected to each other. A word in one sentence may be talking about something in another sentence. So, the readers should understand it.

## 5. Skimming and Scanning

The readers read the text in different ways. Sometimes they skim the text where they make the quick survey of the text to get the gist of it or general idea about the text. On the other hand, the readers may scan the text to find out the answer of the specific question, such as- name of the people, place, etc, numbers or any other specific information.

## 6. Looking for Detailed Information

Sometimes we read the text to find a specific piece of information from the text; sometimes, we read to find the general idea. There are also occasions when we want a full understanding of the text. Here, we extract all (or most of) the important information from a piece, but without necessarily understanding every word.

## 7. Mixed Skills

Several types of reading strategies adopted by the readers are dealt with in isolation. But in real life situation, we often use several strategies at the same time.

Moreover, Suttles, retrieved from http://jc-school.Net/read/ readingcompstrategies.pdf//, presents the following reading strategies in terms of before reading, while reading, after reading:

## Before Reading

- ➢ Activating background knowledge
- ➢ Investigating text structure
- ➢ Setting a purpose for reading
- ➢ Reviewing and clarifying  vocabulary

## During Reading

- ➢ Establishing the purpose for each part of reading

- ➢ Self-monitoring
- ➢ Visualizing
- ➢ Summarizing
- ➢ Confirming/ rejecting predictions
- ➢ Identifying and clarifying key ideas (think about what's read)
- ➢ Questioning self

**After Reading**

- ➢ Assessing  if the purpose for reading was met
- ➢ Paraphrasing important information
- ➢ Identifying the main idea and details
- ➢ Making comparisons
- ➢ Connecting
- ➢ Drawing conclusions
- ➢ Summarizing
- ➢ Analyzing

## 1.2   Review of Related Literature

In the Department of English Education, T. U. Kirtipur, several researches have been carried out on reading comprehension in different levels. Similarly, there are many researches on teaching reading strategies. Some of such researches are as follows:

Bhattarai (2009) carried out an experimental research to find out the reading ability of master level students. He used M.Ed. and M.A. students of (Central) Department of English Education, English, and Linguistics of T. U. as the primary source of data collection. His research found that the master level students of T.U. had average reading comprehension ability against T.U. standards but their reading comprehension ability was not up to IELTS standards.

Karki (2009) carried out a research to find out the reading comprehension of English newspaper articles by 10+2 students. He conducted the research on one hundred and twenty students (sixty students from private college and sixty students from government- aided school) of Kathmandu valley. He found that the reading comprehension ability of the private school students was better than the government aided school students.

Acharya (2010) carried out a research to find out the reading comprehension of the students of A- level and higher secondary level. Eighty students (forty students from two A- level colleges and forty from two higher secondary schools) of Kathmandu and Lalitpur district were the sample population of the research. His research concluded that the students studying in A- level school had better reading comprehension than the students of higher secondary school.

Karki (2010) conducted a research on "Strategies and Achievement of Adult Women Students of Grade Nine on Reading Comprehension". His objectives were to find out reading strategies employed by adult women students and to find out the achievement on reading comprehension of adult women students. The sample populations of his study were sixty students of grade nine from four schools of Kathmandu valley. He used test items and questionnaire as the tool of data collection. His research showed that all the students (100%) employed note taking, guessing meaning of difficult words and phrases according to the context as the reading strategies. Moreover, very few students (13.33%) studied other related books and materials to know more about the lesson and the majority of the students (90%) consulted with the teacher for unclear points. Regarding the achievement of reading comprehension of adult women students, it was found average.

Mandal (2010) carried out a research to find out the strategies used by secondary English teachers for teaching reading skill. Twenty teachers teaching English at the secondary level in schools of Dolakha district were the sample population of the research. His research showed that the frequently practiced activities in teaching reading in the classroom of secondary level were – writing the topic on the board, reading the text and giving the meaning of unfamiliar words or phrases in the middle of the text, asking students to highlight the particular area and make notes, explaining them in detail, asking some comprehension questions to the students and summarizing the text at the end.

Ghimire (2011) carried out an experimental research to find out the reading comprehension ability of B. Ed. Students. He taught for four weeks to B.Ed. first year students of M. R. Campus, Tahachal. He used both pre- test and post- test to collect the data. His study showed that the average reading comprehension ability of the B. Ed. Students was 10.43 in pre- test and 12.42 in post- test out of 20. Moreover, the students who had better reading performance, reading comprehension in pre- test had better reading performance in post- test.

Thus, many researches have been carried on reading comprehension of the students of different levels, strategies of the teachers for teaching reading at different levels. But, no research work has been conducted on "Strategies Adopted by the Students of Grade Eleven to Develop Reading Skill". So, I have selected this topic to conduct the research.

## 1.3 Objectives of the Study

The objectives of this study were as follows:

   i.    To find out the strategies adopted by the students of grade eleven to develop reading skill.

  ii.    To compare the strategies adopted by the students of private colleges of Kathmandu district in terms of their school background, i.e. government- aided school background and private school background.

 iii.    To suggest some pedagogical implications.

## 1.4 Significance of the Study

Reading is the third basic skill of language in its order of acquisition. It is a receptive skill as the reader receives the information while reading. The readers use several types of strategies for developing their reading skill. Thus, the study on the topic "Strategies Adopted by the Students of Grade Eleven to Develop Reading Skill" is a significant work as it attempts to find out strategies of the students of grade eleven to develop their reading skill. Moreover, this study compares the strategies of the students from government-aided school background and private school background. The study will be significant for the people who are involved in the field of English language teaching and learning. It is expected to be very useful for students, teachers, researchers, syllabus designers, textbook writers etc.

# CHAPTER-TWO

# METHODOLOGY

To obtain the objectives determined, I followed the following methodology:

## 2.1     Sources of Data

In order to carry out the research, I used both primary and secondary sources of data.

### 2.1.1  Primary Sources of Data

The primary sources of data were the eighty students of grade eleven from four different private colleges of Kathmandu district.

### 2.1.2   Secondary Sources of Data

I consulted different books, theses, websites, etc that are related to the study. Some of them are:  Grellet (1981), Bartram & Parry (1989), Ur (1998), Harmer (2007), Ghimire (2011), http://www.eurojournals.com/ejss_12_2_14, etc.

## 2.2     Population of the Study

The population of the study were the students of grade eleven of private colleges of Kathmandu district.

## 2.3    Sampling Procedure

The sample were the  eighty students studying in grade eleven in different four private colleges of Kathmandu district. They were selected using purposive non-random sampling.

## 2.4 Tools for Data Collection

A set of questionnaire was used as the research tool for data collection. The questions were both close-ended and open-ended.

## 2.5 Process of Data Collection

In order to collect the primary data, I went to the field and built rapport with concerned authority. Then, I told the purpose of my study and requested them for permission for data collection. I selected twenty students from each school using purposive non-random sampling. Ten students were from government-aided school background and ten others were from private school background. After that I managed the time for collecting data in coordination with students. I told them the purpose of the study. I distributed the questionnaire to the selected students. When the students finished filling the questionnaire, I collected them and thanked the students.

## 2.6 Limitations of the Study

This study had the following limitations:

  i. The population of the study was limited to the eighty students of grade eleven.
  ii. The primary data was collected from questionnaire.
  iii. The study was limited to the strategies adopted by the students to develop reading skill.
  iv. The study was limited to the students who got at least first division mark in English subject in SLC.
  v. This study was limited to the English course of grade eleven.

# CHAPTER-THREE

# ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from primary sources. The primary sources of data were the eighty students of grade eleven studying in different four private colleges of Kathmandu district. In order to collect the data, questionnaire was prepared and distributed to the students. The questionnaire included both the close-ended and open-ended questions. The students responded accordingly, too. The responses of the students are analysed under the following two headings:

•The Responses of the Students on Reading Strategies and Reasons for Adopting them

• The Comparison of the Strategies of the Students in Terms of School Background

## 3.1 The Responses of the Students on Reading Strategies and Reasons for Adopting them

Under this heading, the responses of the students on applying different strategies and the reasons behind their responses are dealt. The students were provided questionnaires having nineteen questions related to the strategies used to develop reading skill. The responses of the students and reasons for them are tabulated first with the percentage and described later to make the analysis and interpretation more effective.

### 3.1.1 Setting the Purpose of Reading Before Actual Reading

The table no. 1 and 2 show the responses and reasons that the students provided on setting the purpose of reading respectively.

**Table 1: Responses on Setting the Purpose of Reading**

| Responses | Percentage |
|---|---|
| Yes | 85% |
| No | 15% |

The table no. 1 clearly shows that 85 percent of the students responded 'yes' whereas 15 percent responded as 'no' to the question- Do you set the purpose of reading before starting actual reading?

**Table 2: Reasons on Setting the Purpose of Reading**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | Helps in proper understanding of text | 31.25% |
| | Makes our reading systematic | 26.25% |
| | For effective and smooth reading | 13.75% |
| | Feel easy while reading | 5% |
| | Makes reading interesting | 3.75% |
| | Helps in the evaluation of oneself | 2.5% |
| | To search answer | 2.5% |
| No | The purpose of reading is not much important | 6.25% |
| | I have no such habit | 5% |
| | No clear reason | 2.5% |
| | Purpose may not come true | 1.25% |

The table no.2 shows the reasons provided by the students supporting their responses. The reasons they provided were different. Out of the total, 31.25 percent of the students answered that setting the purpose of reading helped them in proper understanding of the text, 26.25 percent for making the reading systematic, 13.75 percent for effective and smooth reading and 5 percent as they felt easy while reading. Similarly, 3.75 percent of the students set purpose as it made reading interesting, 2.5 percent as it helped in evaluation of oneself later and 2.5 percent set to search answers.

On the other hand, the reasons for not setting the purpose of reading were also different. Out of total, 6.25 percent of the students responded 'no' as the purpose of reading was not much important. Similarly, 5 percent of the students responded that they had no such habit. Likewise, 2.5 percent of the students did not mention clear reasons and 1.25 percent of the students responded that the purpose may not come true.

## 3.1.2.2 Previewing the Text

Previewing the text is one of the reading strategies. We can preview the text before reading it as it gives information about the text before reading the text. The following table shows the responses of the students on whether they previewed the text or not.

**Table No.3: Responses on Previewing the Text**

| Responses | Percentage |
|-----------|------------|
| Yes | 88.25% |
| No | 11.25% |

The table no. 3 shows that 88.25 percent responded 'yes' whereas 11.25 percent responded 'no' to the close- ended question- Do you preview the text before actual reading?

**Table No.4:  Reasons on Previewing the Text**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | Gives clues / information about text | 50% |
| | Helps to understand the text later | 16.25% |
| | Helps to guess about the text | 11.25% |
| | Creates curiosity for reading | 8.75% |
| | For effective reading | 1.25% |
| | Helps to refresh mind | 1.25% |
| No | Rather I try to know what the text is going to say | 3.75% |
| | I have no idea. | 2.5% |
| | I have no such habit. | 2.5% |
| | Not much important in reading. | 1.25% |
| | I observe during my reading. | 1.25% |

The table no. 4 shows the reasons provided by the students supporting their responses.  Out of the total, 50 percent of the students responded that they previewed the text as it gave information or clues about the text, 16.25 as it helped in understanding the text later, 11.25 percent as it helped to guess about the text. Similarly, 8.75 percent of the total students previewed the text as it created curiosity for reading, 1.25 as for effective reading and 1.25 percent responded 'yes' as it helped to refresh the mind.

Out of the total, on the other hand, 3.75 percent of the students responded as 'no' because they tried to know directly what the text is going to say rather than previewing it, 2.5 percent as they had no such habit, 2.5 percent of the students did not apply it as it was not much important in reading. Similarly, 2.5 percent responded as they had no idea about it and 1.25 percent as they observed during reading.

### 3.1.2.3 Connecting the Pieces of Information

The following table presents the responses of the students to the question ' Do you connect the pieces of information given throughout the text?'-

**Table No.5: Responses on Connecting the Pieces of Information**

| Responses | Percentage |
|:---:|:---:|
| Yes | 83.75% |
| No | 16.25% |

The table no.5 shows that out of total, 83.75 percent of the students responded as they connected the pieces of information that is given throughout the reading text whereas 16.75 percent responded as they did not do so.

**Table No. 6: Reasons on Connecting the Pieces of Information**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | Helps in full understanding of the text | 40% |
| | Helps to make reading complete | 18.75% |
| | To get idea about the text in an easier way | 8.75% |
| | Helps in smooth reading | 7.5% |
| | They are important | 2.5% |
| | It develops creativity | 2.5% |
| | To remember long time | 2.5% |
| | Makes reading interesting | 1.25% |
| No | I do not read so seriously. | 6.25% |
| | Not necessary | 2.5% |
| | I feel bore | 2.5% |
| | Time consuming | 2.5% |
| | Teacher provides everything | 2.5% |
| | I have no idea | 2.5% |

The table no. 6 presents the reasons of the students supporting their responses. Out of hundred, 40 percent of the students responded that they connected the information given throughout the text as it helped them in full understanding of the text, 18.75 percent responded as it helped to make reading complete, 8.75 percent as to get ideas about the text in an easier way. Similarly, 7.5 percent responded that they connected the pieces of information as it helped in smooth reading, 2.5 percent responded as they were important, 2.5 percent as it helped in developing creativity. Moreover, 2.5 percent responded that connecting the information given throughout the text helped them to remember the

information for longer time and 1.25 percent as it made reading interesting.

In case of the response 'no', the reasons were also different. Out of the total, 6.25 percent of the students responded that they did not connect the information given throughout the text as they did not read so seriously, 2.5 percent as it was not necessary and 2.5 percent as they felt bore. Similarly, 2.5 percent of the students responded 'no' as it was time consuming, 2.5 percent responded that their teacher provides everything and 2.5 percent as they had no idea.

**3.1.2.4 Searching the Difficult Words and Meaning Before Reading**

The following table shows the responses provided by the students on whether they searched the difficult words and their meanings before reading or not-

**Table No 7: Responses on Searching the Difficult Words and Meaning Before Reading**

| Responses | Percentage |
|-----------|------------|
| Yes | 68.75% |
| No | 31.25% |

The table no.7 shows that 76.25 percent of the sample population searched the difficult words and their meaning before reading but 31.25 percent did not apply this strategy.

**Table No 8: Reasons on Searching the Difficult Words and Meaning Before Reading**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | Helps in understanding the text easily | 36.25% |
| | Helps in smooth reading | 17.5% |
| | Helps in understanding of meaning of difficult words | 12.5% |
| | To get right information | 2.5% |
| No | I search the meaning after reading. | 10% |
| | Takes much time | 7.5% |
| | I read the text directly | 6.25% |
| | I guess the meaning while reading. | 5% |
| | I do not remember the meaning until my actual reading | 1.25% |
| | It creates confusions | 1.25% |

The students presented different reasons supporting their responses. Out of the total, as presented in the table no.8, 36.25 percent answered that they searched the difficult words and their meanings before reading as it helped in understanding of the text easily, 17.5 percent as it helped in smooth reading, 12.5 percent as it helped in understanding of the meaning of difficult words and 2.5 percent to get right information.

Out of total, as shown in the table, 10 percent of the students responded that they did not search the difficult words and their meaning before reading as they searched the meaning of the difficult words after reading and 7.5 as it was time taking. Similarly, 6.25 percent of the students responded 'no' as they directly read text, 5 percent as they could guess the meaning while reading, 1.25 percent as they did not remember the

meaning until the actual reading and same percent responded 'no' as it created confusion in meaning while reading.

### 3.1.5 Prediction Regarding the Text Before Reading

The following table shows the students' responses to the question- 'Do you make predictions regarding the text before reading it?' with percent:

**Table No.9: Responses on Prediction Regarding the Text**

| Response | Percentage |
|----------|------------|
| Yes | 77.5% |
| No | 22.5% |

The table no. 9 shows that out of the total, 77.5 percent of the students responded as they predicted the texts before reading it whereas 22.5 percent responded as they did not do so.

**Table No.10: Reasons on Prediction Regarding the Text**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | It arouses interest towards reading | 26.25% |
| | It develops our thinking power. | 15% |
| | It is fun/ interesting | 11.25% |
| | I can check whether the guess about the text will be correct or not | 7.5% |
| | Helps to develop concentration on the text | 6.25% |
| | It shows what might happen in the text. | 5% |
| | Guessing about the text is easier. | 3.75% |
| | Good for reading | 2.5% |
| No | We cannot think about the text without reading it. | 10% |
| | I have no such habit | 7.5% |
| | The predictions may not come true | 2.5% |
| | Predictions are not much important | 2.5% |

The table no.10 presents the reasons that the students provided supporting their responses. The table presents that 26.25 percent of the students responded that they made predictions regarding the text as it arouse interest towards reading, 15 percent as it developed their thinking power about the text. Similarly, 11.25 percent of the students responded 'yes' as it was fun or interesting to guess about the text, 7.5 percent as they could check whether the guess about the text would be correct or not and 6.25 percent responded as it helped to develop their concentration power on the text. Moreover, 5 percent responded 'yes' as it showed what might happen in the text, 3.75 percent as guessing about the text was an easier job and  2.5 as it was good for reading.

Regarding the reasons to the response 'no', 10 percent of the students responded that they could not think about the text without reading it. Similarly, 7.5 percent of the students responded that they had no such habit, 2.5 percent as the predictions might not come true and 2.5 percent as predictions were not much important.

**3.1.6 Scanning the Text While Reading**

Table no.11 presents the responses of the students to the question-'Do you scan the text while reading?' with percent.

**Table No. 11: Responses on scanning the Text While Reading**

| Response | Percentage |
|----------|------------|
| Yes | 53.75% |
| No | 46.25 |

The table shows that 53.75 percent of the students responded as they scan the text whereas 46.25 percent responded that they did not do so.

**Table No. 12: Reasons on Scanning the Text While Reading**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | To find the important and specific information | 12.5% |
| | Helps in understanding the text briefly | 10% |
| | To find search mistakes and answers | 8.75% |
| | Helps me to know about the text size. | 8.75% |
| | To avoid confusion | 3.75% |
| | Useful for revision and exam preparation | 3.75% |
| | While reading in hurry | 3.75% |
| | To get the theme | 2.5% |
| No | Does not help in full understanding of the text | 35% |
| | I have no such habit | 3.75% |
| | It is not so important | 3.75% |
| | I scan before reading | 2.5% |
| | I have no idea | 1.25% |

The table no. 12 shows that 12.5 percent of the students responded that they scan the text in order to find out the important and specific information and10 percent as it helped in understanding the text briefly. Similarly, 8.75 percent responded as it helped them to know the text size, 8.75 percent replied as it helped to search mistakes and answers. In addition to this, 3.75 students responded 'yes' as to avoid confusions, 3.75 percent responded that they applied it while reading in hurry. Moreover, 3.75 percent of the students replied that it was useful for revision and exam preparation and 2.5 percent applied it in getting the theme of the text.

 But 35 percent of the students responded 'no' because it did not help in full understanding of the text. Similarly, 3.75 percent responded 'no' as

they had no such habit, 3.75 percent as this technique not being much important and 1.25 percent as they had no idea about this.

## 3.1. 7 Connecting the Previous Knowledge Related to the Text

The following table shows the responses of the students on whether the students connected the previous knowledge related to the text or not:

**Table No. 13: Responses on Connecting the Previous Knowledge Related to the Text**

| Responses | Percentage |
|---|---|
| Yes | 80 |
| No | 20 |

The table no.13 shows that 80 percent of the students connected their previous knowledge related to the text whereas 20 percent did not do so. The reasons that the students provided by supporting their responses are tabulated as follows:

**Table No. 14: Reasons on Connecting the Previous Knowledge Related to the Text**

| Response | Reason | Percentage |
|---|---|---|
| Yes | Useful for understanding/ reading recent text | 55% |
| | Provides information/ idea about the text | 17.5% |
| | Helps in remembering the text | 3.75% |
| | It increases the knowledge related to the topic | 3.75% |
| No | It creates confusion | 8.75% |
| | It is not necessary | 5% |
| | I do not want to link | 3.75% |
| | Texts are totally different | 2.5% |

The table no. 14 shows that 55 percent of the students connected the previous knowledge related to the text as it was useful for understanding or reading the recent text. Similarly, 17.5 percent applied this strategy as it provided information or idea about the text, 3.75 percent replied as it helped in remembering the text and 3.75 percent of the students responded that it increased the knowledge related to the topic.

But 8.75 percent of the students responded that they did not connect the previous knowledge related to the text as it created confusion and 5 percent as it was not necessary. Similarly, 3.75 percent responded as they did not want to link and 2.5 percent of the students replied that the texts were totally different.

### 3.1. 8 Paraphrasing the Important Information

The following table displays the percentage of the students regarding responses they provided to the question- ' Do you paraphrase the important information given in the text?':

**Table No.15: Responses on Paraphrasing the Important Information**

| Responses | Percentage |
|---|---|
| Yes | 78.75% |
| No | 21.25% |

The table no. 15 shows that 78.75 percent of the students paraphrased the important information given in the reading text whereas 21.25 percent responded that they did not do so.

**Table No.16: Reasons on Paraphrasing the Important Information**

| Responses | Reasons | Percentage |
|---|---|---|
| **Yes** | Helps in understanding the text easily | 53.75% |
| | Helps to remember the text in simple way | 7.5% |
| | Good for reading | 6.25% |
| | Helps the students to be creative | 5% |
| | Makes us read more and more | 3.75% |
| | Helps to answer | 2.5% |
| **No** | It is not necessary for reading | 6.25% |
| | I have no such habit | 5% |
| | I have no idea | 3.75% |
| | I feel hard while doing so | 3.75% |
| | It is boring | 1.25% |

The table no. 16 shows the reasons the students responded supporting their responses to the question. The reasons behind supporting the response 'yes' were given differently. Out of the total, 53.75 percent of the students responded that they paraphrased the important information as it helped in understanding of the text easily, 7.5 percent as it helped in remembering the text in simple way. Similarly, 6.25 percent of the students paraphrased the important information as it was good for reading, 5 percent as it helped the students to be creative and 3.75 percent as it helped them to answer the questions.

Similarly, the students provided different reasons on not adopting this strategy. Out of the total, 6.25 percent answered that it was not necessary for reading, 5 percent of the students responded as they had no such habit, 3.75 percent replied that they felt hard while doing so. Similarly, 3.75

percent of the students responded 'no' as they had no idea about it and 1.25 percent answered that it was boring.

## 3.1. 9 Looking for Detailed Information

The table no. 17 shows the responses of the students to the question- 'do you look for detailed information given in all the text?'

**Table No.17: Responses on Looking for Detailed Information**

| Responses | Percentage |
|---|---|
| Yes | 73.75% |
| No | 26.25% |

The total percent of the students that looked for detailed information was 73.75 and that did not adopt it was26.25 as shown in the table no. 17. The following table shows the reasons that the students provided supporting their responses:

**Table No.18: Reasons on Looking for Detailed Information**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | For understanding the text easily and fully | 32.5% |
| | Helps in getting more information | 25% |
| | To avoid confusion | 6.25% |
| | Helps in solving activities | 5% |
| | To be confident about the text | 5% |
| No | It takes much time | 13.75% |
| | It is enough to get the idea about the text | 10% |
| | It makes confused | 2.5% |

The table no. 18 presents the reasons as provided by the students supporting their response. Out of the total, 32.5 percent of the students looked for detailed information given in the text for understanding the text easily and fully, 25 percent as it helped in getting more information about the text. Similarly, 6.25 percent responded that it helped them to avoid confusion, 5 percent as it helped in solving activities and 5 percent responded that they read in detail in order to be confident about the text. The table also presents the reasons responded by the students supporting the response 'no'. It shows that out of the total percent, 13.75 percent did not read in detail as it took much time. Similarly, 10 percent of the students responded that they did not look for detailed information as getting the idea about the text was enough for them and 2.5 percent responded that it made them confused.

## 3.1.10 Asking the Questions About the Text to Oneself While Reading

The following table presents the responses of the students to the close-ended question- ' Do you ask the question about the text to yourself while reading it?':

**Table No. 19: Responses on Asking the Questions About the Text to Oneself While Reading**

| Responses | Percentage |
|:---:|:---:|
| Yes | 76.25% |
| No | 23.75% |

The table no. 19 shows that 76.25 percent answered as they asked question about the text to themselves while reading. The percent of the

students responding as 'no' was 23.75. The following table shows the reasons that the student answered supporting their response:

**Table No. 20: Reasons on Asking the Questions About the Text to Oneself While Reading**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | Helps to search more information and answers | 21.25% |
| | Helps in understanding the text clearly | 16.25% |
| | It checks what am I reading | 7.5% |
| | To develop confidence | 6.25% |
| | Develops thinking power | 6.25% |
| | Helps to remember the text longer | 5% |
| | For effective reading | 3.75% |
| | Makes reading easier | 2.5% |
| | To avoid confusion | 2.5% |
| | It is as my habit | 1.25% |
| No | It creates confusion | 8.75% |
| | Rather I ask the teacher | 5% |
| | I have no such habit | 5% |
| | I do not care | 2.5% |
| | It is difficult in difficult text | 2.5% |

In the table no. 2o, the reasons that the students mentioned by supporting their responses in the questionnaire are presented. Regarding the response 'yes', 21.25 percent of the students out of the total gave their reason that asking question about the text to oneself while reading helped them in searching more information and answers that they did not understood. Similarly, 16.25 percent forwarded their reason that it helped them in understanding the text clearly, 7.5 as it checked what they were reading,

and 6.25 percent as to develop confidence on the text. Moreover, 6.25 percent of the students presented their reason as it developed thinking power, 5 percent as it helped to remember the text longer and 3.75 percent for effective reading. In addition to this, 2.5 percent answered 'yes' as it made the reading easier, 2.5 percent to avoid confusion and 1.25 percent as it was their habit.

On the other hand, 23.75 percent of the students responded that they did not ask question to themselves about the text while reading. Among them, 8.75 percent of the students responded 'no' as it created confusion, 5 percent as they asked to the teacher in case of confusions and 5percent of the students as they have no such habit. Similarly, 2.5 percent of the students answered 'no' because it was difficult while reading the difficult texts and the same percent responded that they did not care about it.

### 3.1.11 Visualizing the Events, Things, etc of Reading Text

In the following table, the responses of the students to the question- 'Do you visualize the events, things, etc of reading text?' have been presented with percent:

**Table No.21: Reasons on Visualizing the Events, Things, etc of Reading Text**

| Responses | Percentage |
|-----------|------------|
| Yes | 90% |
| No | 10% |

According to the table no. 21, the percent of the students that adopted this strategy was 90 whereas not adopting this strategy was 10 percent.

**Table No.22: Reasons on Visualizing the Events, Things, etc of Reading Text**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | Helps remembering the text | 46.25% |
| | Helps in understanding the text | 16.25% |
| | To feel story | 10% |
| | Comes automatically | 8.75% |
| | It is fun | 8.75% |
| No | I have no idea | 5% |
| | I have not such habit | 2.5% |
| | It is not necessary for reading | 2.5% |

The table no. 22 mentions the reasons behind the students' response as they provided. Regarding the reasons for adopting the strategy, 46.25 percent of the students responded that visualizing the things, events, etc of the reading text helped in remembering the text, 16.25 percent as it helped in understanding the text. Similarly, 10 percent responded as it helped to feel the story, 8.75 answered that it automatically comes in mind, 8.75 percent of the students replied as it was fun.

The percent of the students responding as 'no' was 10. Out of the total, 5 percent of the students responded that they did not have idea about it, 2.5 percent as they had no such habit and the 2.5 percent of the students as it was not necessary for reading.

### 3.1.12 Dividing the Longer Text into Section and Reading One Section at a Time

Table no. 23 shows the responses of the students to the question – ' Do you divide the longer and difficult texts into section and read one section at a time?'

**Table No. 23: Responses on Dividing the Longer Text into Section and Reading One Section at a Time**

| Responses | Percentage |
|---|---|
| Yes | 52.5% |
| No | 47.5% |

According to the table, the percent of the students responding as they adopted this strategy was 52.5 and 'no' was 47.5. The following table presents the reasons that the students provided supporting their response:

**Table No. 24: Reasons on Dividing the Longer Text into Section and Reading One Section at a Time**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | Helps in understanding the text | 22.5% |
| | To read the text in an easier way | 13.75% |
| | Reading longer and difficult text as a whole is difficult to understand the text | 7.5% |
| | To capture all the parts of the text | 6.25% |
| | We can understand the hidden information | 2.5% |
| No | I like to read the texts continuously as a whole | 38.75% |
| | This may lessen my reading desire | 6.25% |
| | It does not matter for me | 2.5% |

The students mentioned several reasons supporting their responses as presented in the table no. 24. Out of the total, 22.5 percent of the students divided the longer and difficult texts and read one section at a time because it helped them in understanding the text, 13.75 as to read the text in an easier way, 7.5 percent as reading longer and difficult texts as a whole is difficult to understand. Similarly, 6.25 percent of the students answered as it was helpful to capture all the parts of the text, and 2.5 percent responded that they could understand the hidden information of the text.

On the other hand, 47.5 percent did not adopt this strategy. For this, 32.5 percent of the students liked to read the text continuously as a whole, 6.25 percent responded that this might lessen their reading desire, 6.25percent of the students answered as they did not have such habit and 2.5 percent of the students responded that it did not matter for them.

**3.1.13 Guessing the Meaning of Unknown Word from its Context**

The following table displays the responses of the students that they provided to the question- 'Do you guess the meaning of the unknown words from its context?'

**Table No.25: Responses on Guessing the Meaning of Unknown Word from its Context**

| Responses | Percentage |
|:---:|:---:|
| Yes | 82.5% |
| No | 17.5% |

The table no.25 shows that 82. 5 percent of the students responded as they guessed the meaning of unknown words from its context and 17.5

percent as they did not do so. The reasons that the students provided supporting their responses are presented in table as follows:

**Table No.26: Reasons on Guessing the Meaning of Unknown Word from its Context**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | I feel difficult and lazy to consult dictionary | 22.5% |
| | Sometimes guess also works | 16.25% |
| | For smooth reading | 16.25% |
| | Helps in understanding the text | 8.75% |
| | Makes self confident | 7.5% |
| | Checks my knowledge | 5% |
| | If the word/ sentence is likely to understand | 3.75% |
| | It automatically comes | 2.5% |
| No | The guess may be wrong | 15% |
| | I consult the dictionary. | 2.5% |

The table no. 26 shows that out of the total percent, 22.5 percent of the students responded that they guessed meaning of unknown words in context as they feel difficult and laziness in consulting dictionary. Similarly, 16.25 percent of the students responded as sometimes guessing also worked, 16.25 percent of the students answered that it helped for smooth reading and 8.75 percent as it helped in understanding the text. Likewise, the percent of the students supporting the view that this strategy makes self dependent was 7.5. Moreover, 5 percent of the students responded 'yes' as it checked their knowledge, 3.75 percent of

the students guessed the meaning of the words if the word or sentence was likely to understand and 2.5 percent as it automatically came in reading.

But 17.5 percent of the students found not using this strategy. Among them, 15 percent of the students were afraid of being the guessed meaning wrong. Similarly, 2.5 percent of the students responded that they consulted the dictionary rather than guessing meaning.

### 3.1.14 Using Monolingual Dictionary to Find out the Meaning of Unknown Words

Using the monolingual dictionary becomes helpful when the reader is confused or when he /she has found difficult words, etc. The following table presents the responses of the students to the close-ended question- 'Do you use monolingual (English-English) dictionary to find out the meaning of unknown words while reading?':

**Table No.27: Responses on Using Monolingual Dictionary to Find out the Meaning of Unknown Words**

| Responses | Percentage |
|-----------|------------|
| Yes | 76.25% |
| No | 23.75% |

As presented in the table no. 27, the percent of the students that used the monolingual dictionary to find out the meaning of unknown words was 76.25 and not doing so was 23.75.

**Table No.28: Reasons for Using Monolingual Dictionary to Find out the Meaning of Unknown Words**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | It gives actual meaning | 20% |
| | It helps to understand the meaning of the text | 18.75% |
| | Easy to understand in English | 8.75% |
| | Helps me to interpret the text | 7.5% |
| | Clarifies the meaning with example | 7.5% |
| | Develops our knowledge and confidence | 6.25% |
| | Eng. - Nep. Dictionaries do not give exact meaning | 3.75% |
| | It is common to use dictionary | 2.5% |
| | I have access to e-dictionary in mobile | 1.25% |
| No | It hinders my reading pace | 11.25% |
| | I feel difficult to understand Eng - Eng dictionary | 5% |
| | I do not know how to consult it | 3.75% |
| | I use Eng- Nep Dictionary | 2.5% |
| | I do not have such dictionary | 1.25% |

There were different reasons as responded by the students supporting their response. They were tabulated in the table no.28. Out of total, 20 percent of the students used monolingual dictionary it as it gave actual meaning of the words, 18.75 percent as it helped in understanding the meaning of the text and 8.75 percent of the students answered as it was easy to understand in English. Similarly, 7.5 percent of the students responded 'yes' in the sense that it helped them to interpret the text and 7.5percent as it clarified the meaning with examples. Likewise, 6.25

percent of the students answered that it developed their knowledge and confidence, 3.75 percent as the English- Nepali dictionary did not have exact meaning, 2.5 percent as it was common to use dictionary and 1.25 percent as having access to e-dictionary in the mobile.

Regarding the percentage of the students that did not use monolingual dictionary was 23.75. Among them, 11.25 percent of the students responded that looking at dictionary while reading hindered their reading pace and 5 percent of the students felt difficult to understand English-English dictionary. Similarly, 3.5 percent of the students answered that they did not know how to consult it, 2.2 percent of the students responded that they used English-Nepali dictionary and 1.25 percent of the student responded as not having such dictionary.

### 3.1.15 Thinking About both Explicit and Implicit Information

While reading the texts such as – poems, stories etc, we need to think about both explicit (i.e. open) and implicit, (i.e. hidden) meaning for making the reading more enjoyable and complete. The following table shows the response of the students to the question-'Do you think about both explicit and implicit information given in the text?'-

**Table No. 29: Responses on Thinking about both Explicit and Implicit Information**

| Responses | Percentage |
|-----------|------------|
| Yes | 71.25% |
| No | 28.75% |

According to the table no. 29, the percent of the students that thought about both explicit and implicit information was 71.25 and not doing so was 28.75.

**Table No. 30: Reasons on Thinking about both Explicit and Implicit Information**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | Both information are important to understand the text | 30% |
| | Helps us to read the text deeply | 18.75% |
| | Makes clear about the text that I am reading | 7.5% |
| | Helps to think about the text | 7.5% |
| | Helps in writing the answer clearly | 5% |
| | Useful to find out the twisted meaning of the text | 2.5% |
| No | It is hard to think about implicit information | 10% |
| | The language used in such texts is vast | 7.5% |
| | I have no idea | 3.75% |
| | It creates tension and confusion | 2.5% |
| | I feel bore | 2.5% |
| | I only read explicitly | 2.5% |

The students presented different reasons supporting their responses. Regarding the reasons to the response 'yes', 30 percent of the students responded that both information were important to understand the text, 18.75 percent as it gave the deep knowledge about the text. Similarly, 7.5 percent of the students answered that it helped them to think about the text, 7.5 percent answered as it made them clear about the text they were reading. Moreover, 5 percent of the students responded that it helped them in writing the answer more clearly and 2.5 percent answered that it was helpful in finding the twisted meaning of the text.

But the percent of the students responding 'no' was 28.75. Out of it, 10 percent of the students responded 'no' as they felt hard to think about implicit information, 7.5 percent as the language used in such texts was vast. Similarly, 3.75 percent of the students responded as not having idea about it. Moreover, 2.5 percent of the students responded 'no' as they only read explicitly, 2.5percent as it created tension and confusion and 2.5 percent as they felt bore in reading.

### 3.1.16 Writing the Summary of the Text After Reading

Writing the summary of the text after reading it will help us to check our comprehension power of the text. The following table displays the responses of the students to the close-ended question - 'Do you write the summary of reading text?'-

**Table No. 31: Responses on Writing the Summary of the Text**

| Responses | Percentage |
|-----------|------------|
| Yes | 63.75% |
| No | 36.25% |

The table no. 31 shows that 63.75 percent of the students wrote the summary of the text after reading it whereas 36.25 percent responded as they did not do so.

**Table No. 32: Reasons on Writing the Summary of the Text**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | Helps to understand the text briefly later | 23.75% |
| | It checks my capability of understanding the text | 12.5% |
| | Helps me to remember the text in an easier way | 8.75% |
| | Helps to understand the main theme of the text | 5% |
| | Increases the creativity and knowledge about the text | 2.5% |
| | Useful for revising and exam preparation | 10% |
| | Teacher forces us | 1.25% |
| No | Understanding the text is more important than summary writing | 15% |
| | I do not like writing summary | 11.25% |
| | Teacher provides us | 5% |
| | I feel lazy | 5% |

The table no.32 shows that 23.75 percent of the students responded as 'yes' because writing summary helped them to understand the text briefly later, 12.5 percent as it checks their capability of understanding the text. Similarly, 8.75 percent responded 'yes' as it helped them in remembering the text in an easier way, 5 percent as it helped them to understand the main theme of the text. Likewise, 10 percent of the students responded writing summary after reading as being useful for revising and exam preparation, 2.5 as it increased their knowledge about the text and also creativity and 1.25 percent as the teacher forces them to write the summary.

On the other hand, out of total, 15 percent of the students responded 'no' as reading the text was more important than writing summary, 11.25 percent as they do not like writing summary. Similarly, 5 percent of the students responded that they do not write summary of the text they read as the teacher provided them it and 5 percent as they felt laziness in writing summary.

### 3.1.17 Discussing with Friends in Classroom About the Text After Reading it

We can learn several things or information about the text through discussion with the friends that we were not able to get while reading. So, this strategy is effective in reading. The following table presents the responses of the students to the close-ended question- 'Do you discuss with your friends in the classroom about the text after reading it?'

**Table No. 33: Responses on Discussing with Friends in Classroom About the Text After Reading it**

| Responses | Percentage |
|-----------|------------|
| Yes | 83.75% |
| No | 16.25% |

As mentioned in the table no.33, the percent of the students that discussed with friends in classroom about the text after reading it was 83.75 and not discussing with their friends was 16.25.

**Table No. 34: Reasons on Discussing with Friends in Classroom About the Text After Reading it**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | We can get more information about the text that we do not get while reading. | 38.75% |
| | To solve confusions | 15% |
| | Helps for revision and remember the text longer | 10% |
| | To know their views and compare with mine | 8.75% |
| | Discussion helps in developing confident and understanding the text | 6.25% |
| | When I feel difficult to ask to teachers | 2.5% |
| | It develops answering skill | 2.5% |
| No | We are busy in other things | 7.5% |
| | Friends do not care about it | 3.75% |
| | It is not important for reading | 2.5% |
| | I feel bore | 2.5% |

The table no.34 shows that out of total, 38. 75 percent of the students answered that they discussed with their friends in the classroom about the text after reading it as they could learn more information about the text that they did not get while reading, 15 percent as to solve confusion, 8.75 percent as to know the friends' views and compare it with theirs. Similarly, 10 percent of the students responded that such discussion helped them for revision and remember the text longer and 6.25 percent as discussion helped in developing confidence and understanding the text. Moreover, 2.5 percent of the students responded 'yes' as it helped when

they felt difficult to ask teacher and 2.5 percent as it helped in developing answering skill.

But the percent of the students responding 'no' was 16.25. Out of the total, 7.5 percent of the students responded 'no' as they were busy in other things, 3.75 percent as their friends did not care about it, 2.5 percent as it was not important for reading. They claimed that if they understood the text it was not necessary to discuss with anyone about it. Likewise, 2.5 percent of the students responded 'no' as they felt bore.

**3.1.18 Reviewing the Text After Reading**

Reviewing the text after reading it helps the readers to get the information that has been missed during reading, understanding the text clearly, etc The following table shows the responses of the students to the question- 'Do you review the text after reading it?':

**Table No.35: Responses on Reviewing the Text After Reading**

| Responses | Percentage |
|-----------|------------|
| Yes | 88.75% |
| No | 11.25% |

The table no. 35 shows that the percent of the students who reviewed the text after reading it was 88.75 and who did not do so was 11.25**.**

**Table No.36: Reasons on Reviewing the Text After Reading**

| Response | Reasons | Percentage |
|---|---|---|
| Yes | To check whether I forget the information | 20% |
| | Useful in revision and exam preparation | 16.25% |
| | For better understanding of the text | 13.75% |
| | To avoid confusion | 12.5% |
| | To find the information missed | 8.75% |
| | I do not understand for the first time | 6.25% |
| | To understand the main theme of the text | 6.25% |
| | To get good memory | 5% |
| No | Not necessary when we understand the text | 6.25% |
| | I feel bore | 2.5% |
| | I have no enough time for it | 2.5% |

The table no. 36 shows the reasons that the students provided supporting their responses. Regarding the reasons of the students, 20 percent of the students responded that they reviewed the text as it helped them to check whether they forgot the information, 16.25 as it was useful in revision and exam preparation and13.75 percent reviewed the text for better understanding. Similarly, 12.5 percent of the students reviewed the text to avoid confusion, 8.25 percent to find the information missed, 6.25 percent as they did not understand  the text for the first time, 6.25 percent as it helped them to understand the main theme of the text and 5 percent of the student to get good memory.

The reasons the students provided supporting the response 'no' were different. Out of hundred percent, 6.25 percent did not review the text  as it was not necessary when they understood the text, 2.5 percent as they

felt bore in reviewing the text, and 2.5 percent as they had not enough time for it.

## 3.1.19 Assessing if the Purpose Set Before Reading was Met or not

The following table presents the responses of the students on whether the students assessed the purpose that they set before reading was met or not?' in percent-

**Table No.37: Responses on Assessing the Purpose**

| Responses | Percentage |
|-----------|------------|
| Yes | 43.75% |
| No | 56.25% |

As shown in the table, the percent of the students that assessed whether the purpose they set before reading was met or not was 43.75 and not doing so was 56.25.

**Table No.38: Responses on what did the Students do if the Purpose was not met**

| Response | What do you do if your Purpose was not met? | Percentage |
|----------|---------------------------------------------|------------|
| Yes | I re-read the text | 25% |
| | I ask to teacher | 7.5% |
| | I quit reading | 5% |
| | I discuss with my friend | 3.75% |
| | I set another purpose | 2.5% |

The table no. 38 shows the responses of the students to the question ' if yes, what do you do if your purpose was not met?' It was an open ended

question asked in relation to assessing the purpose of reading. The responses of this question were different. Out of the total, 25 percent of the students responded that they re-read the text if the purpose was not met, 7.5 percent asked to teacher, 5 percent quit reading. Similarly, 3.75 percent of the students answered that the y discussed with their friends and 2.5 percent set another purpose if the purpose they set before reading was not met.

## 3.2 The Comparison of the Strategies of the Students in Terms of School Background

The following table compares the students' responses to the strategies mentioned in the questionnaire in terms of their school background:

**Table No. 39: The Comparison of the Strategy in Terms of School Background**

| S. N. | Strategies | School Background | Responses | |
|---|---|---|---|---|
| | | | Yes | No |
| 1 | Setting the Purpose of Reading | PSB | 87.5% | 12.5% |
| | | GSB | 82.5% | 17.5% |
| 2 | Previewing the Text Before Reading | PSB | 87.5% | 12.5% |
| | | GSB | 90% | 10% |
| 3 | Connecting the Pieces of Information Given throughout the Text | PSB | 87.5% | 12.5% |
| | | GSB | 80% | 20% |
| 4 | Searching the Difficult words and their Meaning before Reading the Text | PSB | 70% | 30% |
| | | GSB | 67.5% | 32.5% |
| 5 | Making predictions Regarding the Text before Reading | PSB | 85% | 15% |
| | | GSB | 70% | 30% |
| 6 | Scanning the Text while Reading | PSB | 60% | 40% |
| | | GSB | 47.5% | 52.5% |

| 7 | Connecting the Previous Knowledge Related to the Text | PSB | 82.5% | 17.5% |
|---|---|---|---|---|
| | | GSB | 77.5% | 22.5% |
| 8 | Paraphrasing the Important Information given in the Text | PSB | 87.5% | 12.5% |
| | | GSB | 70% | 30% |
| 9 | Looking for Detailed Information | PSB | 60% | 40% |
| | | GSB | 87.5% | 12.5% |
| 10 | Asking Question about the Text to oneself while Reading it | PSB | 90% | 10% |
| | | GSB | 62.5% | 37.5% |
| 11 | Visualizing the Events, Things, etc of the Reading Text | PSB | 95% | 5% |
| | | GSB | 85% | 15% |
| 12 | Dividing the Longer and Difficult Texts into Sections and Reading One Section at a Time | PSB | 52.5% | 47.5% |
| | | GSB | 52.5% | 47.5% |
| 13 | Guessing the meaning of the Difficult Words from its Context | PSB | 85% | 15% |
| | | GSB | 80% | 20% |
| 14 | Using Monolingual Dictionary to Find out the Meaning of Unknown Words while Reading | PSB | 82.5% | 17.5% |
| | | GSB | 70% | 30% |
| 15 | Thinking about both Explicit and Implicit Information Given in the Text | PSB | 75% | 25% |
| | | GSB | 67.5% | 32.5% |
| 16 | Writing the Summary of the Text after Reading it. | PSB | 62.5% | 37.5% |
| | | GSB | 65% | 35% |
| 17 | Discussing with the Friends in Classroom about the Text after Reading it | PSB | 92.5% | 7.5% |
| | | GSB | 75% | 25% |
| 18 | Reviewing the Text after Reading it | PSB | 92.5% | 7.5% |
| | | GSB | 85% | 15% |
| 19 | Assessing the Purpose of Reading that was Set before Reading the Text | PSB | 47.5% | 52.5% |
| | | GSB | 40% | 60% |

As my research purpose, the table no. 39 presents the comparisons of the strategy that the students responded through questionnaire in terms of their school background, i.e. PSB and GSB. It shows the responses of the students with the help of percent.

The table no.39 shows that 87.5 percent of the students having PSB set the purpose of reading before they started reading and the percent of the students not applying this strategy was 12.5. But 82.5 percent of the students having GSB set the purpose and the percent of the students not applying it was 17.5.

Regarding the strategy previewing the text before reading it, the table shows that 87.5 percent of the students from PSB responded 'yes' and 12.5 percent responded as 'no'. On the other hand, the percent of the students from GSB responding 'yes' to this strategy was 90 and responding as 'no' was 10.

As mentioned in the table, 87.5 percent of the students from PSB connected the pieces of information that were given throughout the text whereas 12.5 percent responded as 'no'. In case of the percent of the students from GSB that connected the pieces of information was 80 and not doing so was 20.

The table no. 39 also presents the responses of the students regarding the strategy searching the difficult words and their meaning before reading the text. 70 percent of the students from PSB responded 'yes' and 30 percent as 'no'. The percent of the students from GSB responding 'yes' was 67.5 and responding as 'no' was 32.5.

Out of the total, 85 percent of the students from PSB responded that they made predictions regarding the text before reading it whereas 15 percent

did not do so. On the other hand, 70 percent of the students from GSB responded as they made prediction and 30 percent as they did not.

In the table no. 39, it is shown that the percent of the students from PSB that scan the text while reading was 60 and not doing so was 40 whereas 47.5 percent of the students from GSB responding as 'yes' was 47.5 and responding as 'no' was 52.5.

Table no. 39 shows that 82.5 percent of the students connected the previous knowledge related to the text that they were reading and 17.5 percent of them responded that they did not do so. But the percent of the students from the GSB that adopted it strategy was 77.5 and not doing so was 22.5.

The percent of the students from PSB, as presented in the table no. 39, who paraphrased the important information given in the text was 87.5 and 12.5 percent of the students from PSB responded that they did not paraphrase the information. On the other hand, the percent of the total students from GSB responding 'yes' was 70 and responding as 'no' was 30.

The table shows that the percent of the students from PSB that responded 'yes' to the question whether they looked for detailed information given in the text was 60 and 40 percent of the students responded as they did not look for it. Whereas the percent of the students from GSB that searched for detailed information given in the text was 87.5 and not doing so was 12.5.

Out of the total, 90 percent, from PSB, responded as they asked questions about the text to themselves while reading and 10 percent responded that they did not do so.  On the other hand, the percent of the students from GSB responding as 'yes' to the question whether they asked questions about the text to themselves while reading was 62.5 and responding as

'no' was 37.5.

The percentage of the total sample population having PSB responding as 'yes' on the question ' do you visualize the events, things, etc of the reading text?' was 95 and responding as 'no' was 5. On the other hand 85 percent of the students having GSB responded that they visualize and 15 percent responded as 'no'.

The table no. 39 also presents the responses of the students on whether they divide the longer and difficult text into sections and read one section at a time. The table shows that 52.5 percent of students from PSB responded as 'yes' to the question and 47. 5 percent responded as 'no'. Regarding the responses of the students who were from GSB, 52.5 percent responded as 'yes' and 47.5 percent responded as 'no'.

Out of the total, 85 percent of the students having PSB answered that they guessed the meaning of the unknown words from their context and 15 percent did not do so. But regarding the students from GSB, 80 percent of them responded as 'yes' and 20 percent as 'no'.

In the answer to the question ' do you use monolingual dictionary to find out the meaning of the unknown words while reading?' there was variation in the percent. As presented in the table no.39, the percent of the students from PSB answering 'yes' was 82 and responding as 'no' was 17.5 whereas 70 percent of the students from GSB responded that they used the monolingual dictionary and 30 percent as they did not.

As given in the table no.39, 75 percent of the students from PSB responded that they thought about both explicit and implicit information given in the text but 25 percent responded as not doing so. Regarding the students from GSB, 67.5 percent answered 'yes' and 32.5 percent responded as 'no'.

The table no. 39 shows that 62.5 percent of the students from PSB responded that they wrote the summary after reading the text but 37.5 percent responded that they did not do so. In case of the students come from GSB, 65 percent of the students responded as 'yes' to the question and 35 percent as 'no'.

Regarding to the discussion with the friends in the classroom after reading the text, 92.7 percent of the students from PSB responded as they applied it and 7.7 percent as they did not apply it. On the other hand, 75 percent of the students having GSB answered that they discussed in the classroom and 25 percent as they did not discuss.

In case of whether the students reviewed the text after reading, the table shows that 92.5 percent of the students from PSB responded as they did it but 7.5 percent responded that they did not review the text. Regarding the responses of the students from GSB, the table shows that 85 percent of them reviewed the text whereas 15 percent of them responded that they did not reviewed the text after reading it.

The total percent of the students from PSB who responded as 'yes' in the question ' do you assess whether the purpose that you set before reading was met or not?' was 47.5 and responding as 'no' to the question was 52.5. But 40 percent of the students from GSB responded that they assessed the purpose they set before reading and 60 percent as they did not.

# CHAPTER-FOUR

# FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings derived from the analysis and interpretation. It also suggests some recommendation basing on the findings.

## 4.1 Findings

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

### 4.1.1 Strategies that the Students Adopted

The strategies that the students adopted were found as follows:

i. It was found that 85 percent of the students set the purpose of reading whereas 15 percent did not use it.

ii. The percent of the students previewing the text before reading was found 88.25 and 11.25 percent of the students found not doing so.

iii. Regarding the connection of the pieces of information given throughout the text, it was found that 83.75 percent of the students connected it whereas 16.25 percent were found not doing so.

iv. The percent of the students that searched the difficult words and meaning before reading was found 68.75 and 31.25 percent of the students were not found using it.

v. It was found that 77.5 percent of the students as making predictions regarding the text before reading whereas 22.5 percent as not making predictions.

vi. The students those scan the text while reading was found as being 53.75 percent and not using this was 46.75 percent.

vii. The percent of the students who connected the previous knowledge related to the text was found as being 80 and not doing so was 20 percent.

viii. Out of the total, 78.75 percent of the students were found paraphrasing the important information whereas 21.25 percent were not found doing so.

ix. The students those looked for detailed information given in the text were found 73.75 percent and 26.25 percent did not look for detailed information.

x. It was found that 76.25 percent of the students as asking questions about the text to themselves while reading whereas 23.75 percent were found not asking questions.

xi. The students those visualized the events, things, etc of the reading text were found 90 percent and not doing so was 10 percent.

xii. The students those read the longer and difficult texts by dividing into sections were found 52.5 percent. The percentage of the students those did not read in this way was 47.5.

xiii. Out of the total, 82.5 percent of the students were found as guessing the meaning of unknown words from its context but 17.5 percent of the students were not found doing so.

xiv. It was found that 76.25 percent of the students used monolingual dictionary to find out the meaning of unknown words while reading whereas 23.75 percent did not use it.

xv. The percent of the students those thought both explicit and implicit information given in the text was found 71.25 and not doing so was 28.75 percent.

xvi. It was found that 63.75 percent of the students wrote the summary of the text after reading it whereas 36.25 percent did not write the summary.

xvii. The percent of the students who discussed with friends in classroom about the text after reading it was found as 83.75 and the percent of the students not discussing with their friends was found as 16.25.

xviii. It was found that most of the students reviewed the text after reading it. The percent of the students that reviewed the text was found 88.75 percent and not doing so was 11.25 percent.

xix. After reading, 43.75 percent of the students were found assessing whether the purpose they set before reading was met or not. But 56.25 percent of the students were found not assessing their purpose of reading in case of whether their purpose was met or not.

## 4.1.2 Findings of the Strategies in Terms of the School Background

As the research objective, the strategies that the students used were analyzed using comparative study in terms of the students' school background, i.e. PSB and GSB. The findings derived from the comparative study are mentioned as follows:

i. It was found from the analysis that 87.5 percent of the students from PSB set the purpose and only 12.5 percent of the students did not set the purpose. On the other hand, 82.5 percent of the students from GSB set the purpose and rest of the students, i.e. 17.5 percent did not set the purpose.

ii. From the analysis, it was found that the students from GSB previewed the text more than the students from PSB. The percent of the students from GSB that previewed the text before reading

it was 90 whereas 87.5 percent of the students from PSB previewed. The percent of the students not previewing the text was 10 and 12.5 from GSB and PSB respectively.

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

iv. The percent of the students from PSB that searched the difficult words and meanings before reading the text was found 70 and not searching it was 3o whereas 67.5 percent of the students from GSB searched the words and meaning before reading and 32.5 percent of the students were not found doing so.

v. It was found that 85 and 70 percent of the students from PSB and GSB respectively made predictions regarding the text before reading it but 15 percent of the students from PSB and 30 from GSB were found not predicting regarding the text before reading.

vi. The students from PSB and GSB who scan the text while reading were 60 percent and 47.5 percent respectively. But 40 percent of the students from PSB and 52.5 percent of the students from GSB were not found using this strategy.

vii. The students from PSB who connected the previous knowledge related to the text were 82.5 percent and 17.5 percent were not found using it whereas 77.5 percent of the students from GSB used this strategy and 22.5 percent were not found using it.

viii. In case of paraphrasing the important information, 87.5 percent of the students from PSB were found applying it and 12.5 percent as not applying. But 70 percent of the students from GSB were found paraphrasing information and 30 percent as not doing so.

ix.   Out of the total, 60 percent of the students from PSB were found as reading the texts in detail and 40 percent as not reading in such way whereas 87.5 percent of the students from GSB were found reading in detail and 12.5 percent as not reading so deeply.

x.   Most of the students , i.e. 90 percent of the students from PSB asked the questions about the text to themselves while reading and only 10 percent did not do so. But in case of PSB it was found that only 62.5 percent of the students asked the question and remaining 37.5 percent of the students were not doing so.

xi.   Most of the students, i.e. 95 percent and 85 percent of the students from PSB and GSB respectively were found visualizing the events, things, etc of the text  whereas  remaining 5 percent and 15 percent of the students  from PSB and GSB were not found adopting this strategy.

xii.   In case of the strategy 'dividing the longer and difficult texts into sections and reading one at a time'; the percent of the students from both PSB and GSB that adopted this strategy was the same. 52.5 percent of the students were found using this strategy where 47.5 percent of the students were not found doing so.

xiii.   Out of the total, 85 percent of the students from PSB and 80 percent from GSB were found guessing the meaning of unknown words from its context and other remaining percent, i.e. 15 percent from PSB and 20 Percent of the students from GSB were not found guessing the meaning.

xiv.   While reading, 82.5 percent of the students from PSB and 70 percent from GSB were found using the monolingual dictionary to find out the meaning of the difficult words. But the remaining percent, i.e. 17.5 from PSB and 30 percent from GSB were not found using dictionary while reading.

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

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

xvii.    Most of the students ,i.e. 92.5 percent , from PSB were found having discussion with their friends in classroom about the text after reading it  whereas only 75 percent of the students  from GSB were found as having discussion with their friends about the text they read.

xviii.    Out of the total, 92.5 percent of the students from PSB reviewed the text after reading it. The students from GSB that reviewed the text were found 85 percent. 7.5 percent, on the   other hand from PSB and 15 percent from GSB were not found reviewing the text.

xix.    It was found that only 47.5 percent of the students from PSB and 40 percent from GSB assessed whether the purpose that they set before reading was met or not. But the percentage of the students who were not found assessing their purpose after reading the text were 52.5 of the students from PSB and 60 percent from GSB.

## 4.2 Recommendations

On the basis of the above findings, the following recommendations have been made:

a. All the students should set their purpose of reading so that they can read systematically and effectively.

b. The students should connect the pieces of information that is given throughout the text which helps them to understand the text.

c. The teacher should encourage the students to search the difficult words and their meaning before reading to make the reading smooth.

d. The student should paraphrase the important information as it helps them to understand and remember the text for longer time.

e. All the students need to read the texts given in the book thoroughly to get the complete meaning of it.

f. The students, themselves, should ask questions about the text to while reading which makes them to be critical in reading.

g. The students should divide the longer and difficult texts into sections and read one section at a time. It helps the students to get the complete meaning of the text easily.

h. The students should not guess the meaning of the unknown words as it may mislead them in meaning. So, the words that are felt difficult should be searched using dictionary as far practicable.

i. The teachers should encourage the students to use the monolingual dictionary rather than bilingual one. They should also tell to the students about how to consult dictionary.

j.  The students should think about both explicit and implicit information as it encourages the students to be creative, critical, and makes reading more enjoyable.

k.  The teacher should encourage the students to write the summary of the texts after reading it because it helps the students check their understanding of the text. The teachers can also be known to the comprehension ability of their students.

l.  The course designers should include the texts that require more and more discussion which helps the students read critically.

m.  The students should review the texts after reading them as it helps them to remember the information that they forgot, to find out the information missed while reading, etc.

n.  All the students should assess themselves whether the purpose they set before reading the text was met or not.

o.  The students should re-read the text, discuss with friends and teachers if the purpose was not met instead of quitting the reading.

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