CHAPTER - ONE

INTRODUCTION

Language is the most dominant and significant means of communication. Learning a language as the first language is automatic and easier in which child gets natural environment to learn language. But learning a language as the second language needs effective language learning environment. Teacher should motivate the students by making the class child-friendly. If there is no 'learning', it is not teaching. Thinking about only 'what to teach' can't be practical, it is also necessary to think about 'How to teach'. Aim of teaching – learning is not just winning certificates from university. The examination of a learned person appears in such situation where s/he uses his /her knowledge practically in real life to make life easier. For effective class, several pre-activities should be done before entering any topic. For example, for reading activities, several pre-reading activities can be done to motivate students in reading. So this study aims at finding out the effectiveness of pre-reading activities.

1.1   General Background

Language is used for communication through which every person can express his/her feelings and desires. Language has been defined in several ways by different linguists. La Forge (1983, p. 9) has written "Language is people, language is persons in contact, language is persons in response…" He has shown the close relationship between language and people. Without language, communication becomes difficult. Likewise Todd (1987, p. 6) has written "Language is a set of signals by which we communicate." He has also insisted on necessity of language for communication. Similarly, Richards and Rodgers (2010, p. 180) have written "Language is a vehicle for communicating meanings and messages." He has opined we can send and receive messages through language. Hundreds of languages are spoken in the world. Some

languages are spoken as international languages; some are spoken as official languages of any particular country and some others are spoken as regional or local languages. English language is an international language. It is widely used as first language in some countries, second language in some other countries and as an international language in rest of all countries in the world including Nepal. English is taught in schools, colleges and language institutes in Nepal but students are found poor in English due to the lack of effective teaching.

Similarly, most of the schools and colleges of Nepal lack updated library. So, pupils can't get self –learning environment. Students can't learn language only by hearing what teacher says. Palmer (1957, p. 136) has pointed out three processes in learning a language "Receiving the knowledge or materials, fixing it in the memory by repetition, and using it in actual practice until it becomes a personal skill." He has pointed out receiving knowledge as the first process of language learning. Received knowledge should also be stored in the mind for memory and then learned knowledge can be used according to the need. But traditional teaching system, especially teaching by applying grammar translation method has become the main problem of effective teaching. Billows (1961, p. 28) has written "If we give the meanings of a new word, either by translation into the home language or by an equivalent in the same language, as soon as we introduce it, we weaken the impression which the word makes on the mind." So both translation and giving alternative meaning are harmful for effective learning.

The process of second language learning is 'radically different' from first language learning. So, a learner cannot learn another language in the same way because of what he now knows" (Gattegno, 1972, p. 11). So children from different speech communities face many difficulties in learning English and result of such condition bring low rate of achievement, dropout, etc. Another problem of effective teaching is lack of trainee and qualified teachers. They can't apply student –centered method and can't use proper teaching materials.

In government schools of Nepal, teaching-learning take place in Nepali medium except forty-five minutes English period and students speak their mother tongue at home and even at school. So, they get low exposure to English. The concept of 'Learn by Practice' has not been applied. For creating effective teaching - learning environment, teacher needs good command of language and knowledge of using language according to the level of students. So, Allen and Corder (1974, p. 1) has written "Good language teachers do not work by rule of thumb and recipe." Thus, teacher need ideas of delivering all language skills and language aspects to the students.

The purpose of teaching a language is to enable the students to communicate in that language. Teaching-learning takes place interestingly if a particular language course addresses needs and interests of students. So, Krashen and Terrell (1983, p. 65) have pointed out that the purpose of a language course should be designed according to the needs of the students and their particular interests. A child learns his first language without any conscious effort. He gets learning environment in family and society. It is not necessary to provide him fixed time-table to teach his mother tongue. He learns it automatically, easily and joyfully. So, Weeks (1979, p. 1) has written "All normal children, growing up in a normal environment, learn to talk. We are born to talk … we may think of ourselves as having been programmed to talk … communication is generally considered to be the primary purpose of language." We stay in the society because we are social animal. In the society, we pass most of our life by talking or engaging in conversation. Likewise, Richards and Schmidt (1983, p. 117) have written "Human beings spend a large part of their lives engaging in conversation and for most of them, conversation is among their most significant and engrossing activities." To make the students communicate in any particular language, they need four language skills: listening, speaking, reading and writing. So, learning a language means developing these four language skills.

1.1.1 Language Skills

Modes or manners of using the language are called language skills. The process of language teaching encompasses a set of language skill. When a child is born, he can't speak anything. He only hears what other people say. Then he learns a language and starts speaking. When he becomes capable in listening and speaking, he is taught to read and write. So, natural order of language learning is listening $\rightarrow$ speaking $\rightarrow$ reading $\rightarrow$ writing (LSRW, in short). These are the four language skills, which are necessary for learning a language as a whole. Among these language skills, listening and reading traditionally fall under the category of receptive skills while speaking and writing fall under productive skills. When we learn a language as the first language, we learn to listen and speak automatically and naturally without any conscious efforts. So, listening and speaking are also called primary or obligatory language skills. But reading and writing can't be learnt automatically and naturally and it is possible to communicate with other people without learning these two skills. So, reading and writing are called secondary or optional language skills. These skills can also be divided in another manner in two classes; aural – oral skills and graphic – motor skills. Listening and speaking are called aural-oral skills, which need exercise of the auditory and speech organs. Likewise, reading and writing are called graphic – motor skills in which visual and the psychomotor organs are involved.

1.1.2 Reading Skill

Reading skill is one of the most important aspects of language skills. It develops students' capacity of getting information or any short of knowledge from the text. Davies (1974, p. 185) has written "Reading comprehension is a process of analysis of receiving message from a written text." We read any particular text for different purposes such as for pleasure, for getting information, for getting knowledge, for satisfying a need, etc. We can use reading materials for encouraging students to focus on vocabulary, grammar or

punctuation. Similarly, Harmer (2008, p. 99) has written"Reading has a positive effect on students' vocabulary knowledge, on their spelling and on their writing." If there is rich language environment, readers can acquire a large vocabulary and limitless language forms within a short period of time. Likewise, Grellet (1981, p. 33) has defined reading comprehension as "extracting the required information from a written text as efficiently as possible." Generally, students read texts either for study purposes or for pleasure. Students, who read texts for pleasure, don't focus on the construction of reading texts deeply but students, who read texts for study purposes, may read texts deeply or cast their eyes over it surface, it depends on the nature of task.

Traditionally, reading has been regarded as a receptive skill. But reading is not just a passive skill, it also involves an active effort on the part of the reader. Recent researches have shown that it is not just passive receptive skill but also an active and productive language skill. To Duff (1995, p. 104) reading involves looking at sentences and words recognizing them and understanding them - it is a process of making sense of written language. Similarly, Harrison and Dolan (1979, p. 13) have written "Reading comprehension is a way to measure different sub-skills, word meaning, literal comprehension, inference, metaphor selecting salient point from a text." Reading means saying a written text with or without understanding its contents. But understanding a written text means getting the required information from it. Comprehensive reading means understanding a written text, which means being able to recognize sound patterns, identify their combinations and meanings. Or it means perceiving a written text in order to understand its contents. Comprehensive reading is helpful also for developing writing skill, which helps to write accurately. Alderson and Urquhart (1984, p. xviii) write "Reading comprehension can vary according to the purpose and interest of the reader." So, same reading comprehension cannot be useful for different purposes and different readers. A good teacher should select proper reading text according to the purpose and interest of reader. Encyclopedia Britannica defines reading as mental process of

securing and reading to an author's message represented by written or printed symbols. Likewise, Lerner (2003, p. 407) has written "Reading requires the ability to recognize words. Learning word-recognition skill early leads to wider reading habits both in and out of school." According to him, without recognizing words, students can't understand reading text and only after recognizing words, students can keep wider reading habits both in school and out of school. Reading involves a variety of skills which are listed below (Munby, 1978).

- Recognizing the script of language.

- Deducing the meaning and use of unfamiliar lexical items.

- Understanding explicitly stated information.

- Understanding information when it is not explicitly used.

- Understanding conceptual meaning.

- Understanding the communicative value (function) of sentences and utterances.

- Understanding relations within the sentences.

- Understanding relation between parts of a text through lexical cohesion devices.

- Interpreting text by going outside it.

- Recognizing indicators in discourse.

- Understanding cohesion between parts of a text through grammatical cohesion devices.

- Identifying the main point or important information in a piece of discourse.

- Distinguishing the main idea from supporting details.

(as cited in Sharma & Phyak, 2007, pp. 232-233)

1.1.3 Types of Reading

Readers have some purpose to read texts. They can apply any type of reading on the basis of their purpose and level. Different types of reading are mentioned by different scholars. For example, Tickoo (2003, p. 28) has only mentioned three types of reading-oral, intensive and extensive. Some mentionable types of reading are given below:

1.1.3.1 Reading Aloud

It is also called oral reading. It is a way of reading with producing sound. This type of reading is applied to enable the students to read with correct pronunciation, articulation, intonation and rhythm. J. B. Heaten (1988, p. 90) has claimed that reading aloud can test other skills beside pronunciation such as reading comprehension, memory and organization.

1.1.3.2 Silent Reading

Silent reading is a way of reading without producing sound. It is applied by the readers who are at the advanced level for perceiving a written text in order to understand its content. It is a profitable skill which gives us pleasure as well. Silent reading is a kind of intellectual activity from which we can obtain lots of information.

1.1.3.3 Rapid Reading

It is also called speed reading. It consists of the techniques to teach people to read more quickly and to achieve a greater degree of understanding.

1.1.3.4 Intensive Reading

Intensive reading requires a higher degree of understanding than extensive reading. The aim of intensive reading is to enable students to answer detailed vocabulary and comprehension questions. Cross (1992, p. 262) has written "Intensive reading involves the class in the close reading of a passage,

normally a fairly short one." We can say that usually, the texts for intensive reading are shorter and it is generally done under the teacher's guidance. Harmer (2008, p. 99) has written "The term 'intensive reading' refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms." According to him, intensive reading involves approaching the text in the classroom and it forces the students to focus on the text.

1.1.3.5 Extensive Reading

In extensive reading, students are expected to have general understanding of the text without necessarily understanding every word. The aim of extensive reading is developing good reading habits, building up knowledge of vocabulary and structure and encouraging a liking for reading.

1.1.3.6 Skimming

Skimming means quickly running one's eyes over a text to get the gist of it. Grellet (1981, p. 19) has written "When skimming, readers go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intension of the writer." So, skimming is a kind of speed reading in which readers make a rapid survey of the texts to get the gist of the texts. Skimming is useful also for getting the intension of the writer. Similarly, Nuttal (1992, p. 49) has defined skimming as glancing rapidly through a text to determine its gist. He has given the similar vision that skimming is just reading the text thoroughly to get the gist of the text.

1.1.3.7 Scanning

Scanning means quickly going through a text to find a particular piece of information. Readers do not even follow the linearity of the passage to locate specific information. When scanning, we simply let our eyes wander over the text until we find what we are looking for. Harmer (2008, p. 101) has written

"Students need to be able to scan the text for particular bits of information they are searching for." According to him, scanning means quickly going through a text to find a particular piece of information.

1.1.4 Stages of Teaching Reading Comprehension

Teaching reading text generally follows three stages. They are as follows:

1.1.4.1 Pre-Reading Stage

Pre-reading stage takes place before the students go through the actual reading materials, especially to motivate and facilitate them in reading. All the tasks which are done in the classroom to motivate students in reading any texts are called pre-reading activities. Doff (1995, p. 170) has written "We usually have a purpose in reading: There is something we want to find out, some information we want to check or clarify, some opinion we want to match against our own, etc. we also have a purpose in reading when we read stories for pleasure: We want to find out how the story develops, 'what happens next." The activities which are done to arouse such interest in reading are pre-reading activities. We can do many activities to motivate students in reading such as picture demonstration introduction of vocabulary, setting the scene, asking guessing questions, using headlines and illustrations, etc.

1.1.4.2 While-Reading Stage

This is the actual stage of reading. At this stage, the students are asked to read the passage and find the answers of some specific questions. Following activities can be done in while –reading stage.

- Scanning for specific information

- Skimming for general idea

- Question-answer

- Table completion

- True\false

- Choose the best answer

- Put in correct order

- Fill in the blanks

- Completing incomplete sentence

- Matching, etc.

(Sharma & Phyak, 2007, p. 243)

1.1.4.3 Post Reading Stage

This is the last stage of teaching reading comprehension. At this stage, different follow up activities are done to check the students' understanding. This stage is also known as evaluation stage. Post –reading may include following activities:

- Narrating similar event

- Commenting the text

- Role-playing

- Doing project work based on the text

- Developing the main theme

- Retelling the passage.

- Essay type questions

- Telling students 'own experiences related to the text, etc.

- Summarizing the text

(Sharma & Phyak, 2007, p. 243)

1.1.5 Pre-Reading Activities

We have a certain purpose while reading any text. We want something or some information from the text. We want to check or clarify some information. We read stories especially for pleasure. While reading them, we become curious to know 'What will happen next'. We do not usually begin reading with a completely empty mind. Before reading a text, we will usually have certain questions in our mind and also have some idea of what we are going to read about: Such questions and guesses arouse interest in reading.

To help the students to read the text interestingly, Doff (1995, pp.171-172) has pointed out two ways;

- By giving a few questions for students to think about as they read and discussing the answers afterwards. (These are called 'guiding questions' or 'signpost questions)

- By organizing an activity before students read the text, which arouses their interest in the topic and makes them want to read. Activities of this kind are called 'pre-reading activities or pre-reading tasks'.

In this way, we can define pre-reading activities as the activities which are done before reading the text especially to arouse interest in the students and also to prepare them for reading the text. Sharma and Phyak (2007, p. 242) have mentioned pre-reading activities as those tasks which are done in the classroom before students read the texts. Pre-reading activities are also called warm up stage or preparatory stage. It is a kind of brain-storming. At this stage, teacher's task is providing vocabulary items, illustrations, pictures, clues, etc. Some of the pre-reading activities which can be done in the classroom are given below:

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1.1.5.1 Asking Guessing Questions

Before reading any text, we should motivate students to read interestingly. We can ask guessing questions by showing pictures and students try to answer the questions by looking at the pictures. For guessing questions, teacher should prepare very easy questions. Generally, teacher can ask such questions as guessing questions:

- What can you see in the picture?

- Who are they?

- What are they doing?

- What's happening there?

- Why is the man happy?

- What are they talking about?

- How many people are there? etc. etc.

Such guessing questions arouse interest in the students to read the text. They become curious to read the text to find out their guesses are correct or not. It is better to ask guessing questions orally than in written form and it is better to ask guessing questions in the group than individually. To manage the class effectively, we can divide whole students in some groups and they can guess the answers group-wise and all students get opportunity to participate in the activity. Harmer (1997, p. 193) has written "… students should see the questions or tasks they are going to answer or perform before reading the text. If they do this it will be possible for them to read in the required way."

1.1.5.2 Recitation of Related Songs and Rhymes

Students want to learn by entertaining. Songs and rhymes avoid tiresome and boredom and make the class joyful. Teacher should prepare songs and rhymes

related to the reading text. Songs and rhymes automatically help the students to develop the command of prosodic features such as stress, rhythm, intonation and syllable length. Bhandari and Gnyawali (2001, p. 76) have written "poems and songs exaggerate the rhythmic nature of language and give insights into the target culture. Teachers can enhance the students' sense of achievement and give prominence to language teaching by getting a class to sing a song or two." Naturally, students like poems and songs, which give them entertainment and such poems and songs can easily motivate the students to the text.

1.1.5.3 Presentation of New Words

Telling meanings of words may be ineffective. We can present pictures of new words if they are concrete words. But it is a little difficult and sometimes impossible to present pictures of abstract words. We can show similar and opposite words of those new words on the flash cards. For concrete words, teacher can give group task to match the pictures with words. For abstract words teacher can give group task to match the words with their similar or opposite words. Words and pictures or words and similar/opposite words are written on the flash cards and they are distributed to different groups. Such activity makes the students understand the meaning of new words.

1.1.5.4 Presentation of Illustrations

Presentation of illustration is an effective way of motivating students in reading text. Teacher can present examples, diagrams, drawings, etc. for giving general idea of reading texts. Such activities can be done to prepare the students for active participation in reading text.

1.1.5.5 Giving Hints and Clues of the Text

Before reading the text, detailed description of the text is harmful. If the students know in details about the text, they can't be interested to read already known things. So teacher should give just hints and clues of the text which encourage the students to learn more about certain matter by reading the text.

1.1.5.6 Cultural Explanation

If the reading text is related to reader's culture, it is easier to him/her to understand the text. But, sometimes, reading text may be different from students' culture. In such situation, students can't understand the text. They feel confusion. So, if reading text is different from the culture of students, teacher should describe the culture of that area or people which is mentioned in the reading text.

1.1.6   Some Techniques of Handling Pre-Reading Activities

Aim of doing pre-reading activities in preparing students to read the text effectively. If pre-reading activity, itself is not so effective, reading activity can't be effective. Motivating the students is an art. It needs sufficient preparation and homework for teacher. Before entering the class, teacher should be confident that his plan and materials are sufficient for handling pre-reading activities. Some techniques and examples of handling pre-reading activities are given below:

1.1.6.1 Technique of Presenting Pre-Reading Questions

Pre-reading questions mean easy type of questions related to reading text which are asked before reading the text. Such questions are asked especially to measure their pre-knowledge and share their experiences to each-other related to the text. Pre-questions are also asked to guess the event of the text. Doff (1995) has presented the following activities as the technique of presenting pre-reading questions.

A	You are going to read a text about the earthquake in the picture. What would you like to know about the earthquake? Write down at least five questions, which you hope the text will answer.

B | You are going to read a text about the earthquake in the picture.

Try to imagine what the text will tell you about:

Buildings

boats

people

hills around the city

trains

the land and the sea

C | You are going to read a text about the earthquake in the picture.

Here are some words and phrases from the text. Can you guess how they are used in the text?

the sea- bed the Richter scale a huge wave

tremors massive shocks having a bath

Tokyo and Yokohama

(Doff, 1995, p. 173)

1.1.6.2 Predicting from Words and Pictures

This activity is interesting and joyful to the students. Harmer (2008) has explained it as follow:

> Students are given a number of words from a text. Working in groups, they have to predict what kind of a text they are going to read - or what story the text tells. They then read the text to see if their original predictions were correct. We don't have to give them individual words, of course. We can give them whole phrases and get them to try to make

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a story using them. For example, the phrases 'knock on the door', 'Go away!', 'They find a man the next morning', 'He is dead', 'James is in the lighthouse' will help students to predict (perhaps wrongly, of course!) some kind of story about a lighthouse keeper, some sort of threat and a dead person. (They then read a ghost story with these phrases in it)

(Harmer, 2008, p. 109)

For this activity, students should be divided in some groups. Before reading the text, each group gets phrases and parts of sentences which are related to the text. Using such phrases and parts of sentences, students make a story. They then read the text to see if their predictions were correct.

1.1.6.3 Describing Pictures

Teachers should prepare some pictures which are related to the reading text. Then teacher can do several activities by using pictures before reading the text. Some of the techniques by using pictures are as follows:

a   Putting Pictures in Correct Order

Teacher gives the students all the related pictures and students put them in correct order by guessing the event of reading text.

b   Describing Pictures

Teacher gives the students all the related pictures and students can describe the pictures by putting them in correct order.

c   Matching Pictures and Related Sentences

It is also one of the most important techniques of pre-reading activities. In this technique, teacher distributes both pictures and sentences related to the pictures written on the flash cards or pieces of paper. Students try to match the pictures with the sentences by guessing.

1.1.6.4 Some Other Techniques

Some other techniques proposed by Doff (1995) are as follows:

- Students are given sentences which refer to the text, and they guess whether they are true or false.

- Students are given a summary of the text with gaps; they try to guess what words should go in the gaps.

- Students are given the topic of the text; they write a list of things they know and things they do not know about the topic.

(Doff, 1995, p. 174)

It this way, Doff has given three techniques of handling pre-reading activities; true/false guessing item, fill in the blanks item and telling from the topic that what students have known and what they have not known.

1.1.7 Importance of Pre-Reading Activities

Before reading the text, pre-reading activity has played important role to motivate the students in the reading. The importance of pre-reading activities are given below:

1.1.7.1 Pre-Reading Activities Arouse Interest in the Students

Pre-reading activities are the most effective way of arousing interest in the students. If there is no interest in the students, teaching-learning becomes boring and students feel tired. In such situation, students can't participate actively in reading text. Only pre-reading activities arouse interest in the students to read the text.

1.1.7.2 Pre-Reading Activities Motivate Students in Reading the Text

Reading with curiosity is quite different from reading by compulsion. A person who reads by compulsion, he/she just completes his/her formality. If there is no motivation, there is no learning. So it is necessary to motivate students in

reading the text for effective learning. Drawing motivation is an art which is necessary for a good teacher. The best way of motivating students in reading the text is doing pre-reading activities.

1.1.7.3 It Helps the Students to Guess Meaning or Theme of the Text

In pre-reading activities, guessing questions, questions to measure students' pre-knowledge, questions to know students experiences related to the texts are asked. So sufficient discussion takes place before reading the text. Such activities help the students to guess the meanings, central ideas or the theme of the text because such activities provide the students clues or hints of the reading text. Pre-reading activities provide clues to the meanings or clues to the gist of the passage or text either introducing it to him for the first time or reminding them of meanings or theme previously met.

1.1.7.4 It Encourages the Students to Think About the Topic

Pre-reading activities prepare the students for reading by encouraging them to think about to topic. Students get the hints that what they are learning about in pre-reading activities. Before entering any new reading text, it is necessary to prepare the students by giving some background of the reading text by applying discussion method, so that students can get opportunity to share their ideas and they can get subject matter of reading text. Such activities become interesting, enjoyable, knowledgeable and effective, as well.

1.1.7.5 Students Become Familiar with New Vocabulary Concepts

In pre-reading activities, concepts of new vocabulary items are also given in an effective way. By using pictures, similar words, opposite words, relia, facial impression, gestures, teacher provides the concepts of new vocabulary items. It helps the students to read the text effectively without feeling any verbal difficulty.

1.1.7.6 It Makes the Students Easier to Understand the Text

Aim of doing pre-reading activities is preparing the students to read the text. So, sufficient pre-reading activities are done before reading the text. Several activities are done to solve verbal problems, cultural problems, linguistic problems, etc and clues and hints about the text are also given. So, pre-reading activities make the students easier to understand the text.

1.1.7.7 It Encourages the Students to Collect Information from the Text

Pre-reading activities encourage the students to collect information according to the types of reading. For example, after pre-reading activities extensive reading becomes easier for students and they can collect general information from the reading text and even intensive reading becomes easier for students to collect detailed information from the reading text.

1.2   Review of the Related Literature

Many research works have been carried out on reading comprehension. Some of them are discussed in the succeeding paragraphs.

Shivakoti (1996) has studied on the topic *An Analysis of the Reading Profeciency of the Secondary School Students of Jhapa District.* The aim of this study was analyzing reading proficiency of the students of government aided schools and private schools of Jhapa district and testing their comprehension ability on lexical, textual and contextual levels in reading a text. He concluded that private school students' performance were higher than the government aided school students' on lexical textual and contextual levels.

Similarly, for comparing reading proficiency of grade nine students between Kathmandu and Jhapa districts, **Suvedi (2000)** has studied on the topic *Reading Comprehension of the Grade Nine Students of Kathmandu and Jhapa Districts.* He concluded that the students studying in the schools of Kathmandu performed better than the students of Jhapa district.

Likewise, finding out the effectiveness of silent reading, **Marasini (2005)** has conducted a study on *Effectiveness of Silent Reading in Understanding Unseen Texts* aiming to determine which way of reading (silent or loud) is more effective for understanding unseen texts in the students of secondary schools of Kathmandu and to compare the effectiveness of silent reading with that of loud reading. His conclusion was that silent reading was more effective than loud reading in understanding unseen texts.

Then in the similar field, **K. C. (2007)** has carried out a research on *Testing Reading Comprehension: A place of Subjective and Objective Tests,* Which was focused on finding out the place of subjective and objective tests in testing reading comprehension and comparing the performance of reading comprehension of seen and unseen reading texts of the students of public schools with private schools in terms of subjective and objective tests. His finding was that the place of objective tests was more effective than the place of subjective tests in testing reading comprehension and the overall average performance of the students of public and private schools was better in objective tests.

Likewise **Poudel (2008)** has carried out a research on *A Comparative Study on Reading Comprehension of Grade Seven Students of Kaski and Parvat Districts* to find out and compare the level of reading comprehension of the seventh graders in Kaski and Pravat districts. His finding was that rural school students performed better than the urban school students.

Similarly, **Karki (2009)** has conducted a study on *Reading Comprehension of English Newspaper Articles.* The aim of his study was finding out and comparing the habit of reading English newspaper articles by 10+2 level students in terms of informant-oriented variables and stream-oriented variables. He concluded that reading comprehension ability of the private school students, science stream students and boys were found better than government aided school students, commerce, education, humanities stream students and girls respectively.

Thus, the research history of reading comprehension shows that many research works have been carried out on the subject of reading comprehension. But all of previous studies are different from the present study. Previous studies did not focus on pre-reading activities, which is one of the most important stages of reading skill. Not a single research has been carried out to find out effectiveness of pre-reading activities. So, present study entitled 'Effectiveness of pre-reading activities in teaching reading' is different. Therefore, the researcher realized the need of the present study, which is a new venture in itself.

1.3   Objectives of the Study

Objectives of the study are as follows:

- To find out effectiveness of pre-reading activities in teaching reading text.

- To compare effectiveness of pre-reading activities in terms of gender and question-type.

- To point out some pedagogical implications.

1.4   Significance of the Study

It has been already discussed that reading is one of the most important language skills. Reading means perceiving a written text in order to understand its content. For meaningful reading, it is necessary to motivate students in reading text. In the context of Nepal, most of the English classes are found boring while doing reading activities. Most of the teachers don't motivate students by doing pre-reading activities which is one of the most important things for effective learning. It is said an individual cannot be called a good reader unless he is able to understand and interpret what he reads. So, teachers should prepare learners for focusing on the topic which helps them to understand the text. Pre-reading stage is the stage of preparing students for

reading the text which is the compulsory stage for effective learning. My present study will be significant to the teachers, students and curriculum designers, etc.

1.5   Definition of Specific Terms

Definitions of some specific terms which are mentioned in this thesis are given below;

Clue : This term refers to a piece of information that helps to solve the problem.

Comprehensive reading : This term refers to reading any article by understanding its contents.

Government-aided school : This term refers to the schools that are financially supported by government.

Obligatory language skill : It refers to such type of language skill without which face to face communication is impossible.

Optional language skill : It refers to such type of language skill without which communication is possible.

Reading text : Reading text refers to any reading passage extracted from grade-X English textbook.

Secondary School : This term refers to such school where classes are run up to ten classes.

CHAPTER - TWO

METHODOLOGY

This chapter deals with the methodology adapted during the study. The major objective of the study was to find effectiveness of pre-reading activities. To fulfill the objective of the study, required data were collected by determining population and sample population. The study was conducted as follows.

2.1   Sources of Data

Both primary and secondary sources of data were used for the present study. Primary sources of data were used to carry out the study from first hand information. The researcher could not collect all the required data from first hand information. So, the researcher also needed help from the documented materials or books of some persons who were involved in the similar type of study, which were used as secondary sources of data.

2.1.1   Primary Sources of Data

The primary sources of data were the students of grade-X studying in government aided schools of Tanahun district and written test was the major tool for collecting primary data. Due to the limitation of time, the researcher selected only grade - X students. Reading performance of the students of government-aided schools of Tanahun is generally poor. The researcher selected such students to study the effectiveness of pre-reading activities thinking that it might be one idea to improve their reading performance in English.

2.1.2   Secondary Sources of Data

Related materials were several books such as Davies, (1974), La Forge (1983), Doff (1995), Harmer (2008), Richards and Rodgers (2010) etc. and theses such as shivakoti (1996), Suvedi (2000), Marasini (2005), K. C. (2007) etc. which

were consulted as secondary sources. Such books were selected because the researcher found required information from these books for the present study.

2.2 Population of the Study

The population of the study was the students of Grade-X studying in government aided schools of Tanahun district. Due to the time limitation, the sample of eighty students of grade-X was drawn from five different government-aided schools representing 16 students from each school.

2.3 Sampling Procedure

Altogether five government aided secondary schools of Tanahun District were selected using simple random sampling and students were selected using proportionate stratified random sampling. To make the equal chance of selecting required number of schools, simple random sampling was applied and to represent students from different castes, proportionate stratified random sampling was applied. To select five government-aided secondary school using simple random sampling, all the names of government-aided secondary schools were collected in the list and they were numbered from 1-98. All the numbers were written on the pieces of paper and they were folded to hide numbers. Then five pieces of paper were drawn from the heap of pieces of paper. In this way five government aided secondary schools were selected. Then sixteen students of grade - X from each school were selected using proportionate stratified random sampling. For this purpose, total number of students of were listed and divided into different castes. Sixteen students from each school were drawn representing every caste in ratio of cast wise number of students.

2.4 Tools for Data Collection

Tools for data collection were questionnaire as shown in Appendix-I and Appendix-II. Texts A, B, C with subjective and objective questions were prepared for, 'without doing pre-reading activities' and text D, E, F, with subjective and objective questions for 'by doing pre-reading activities'.

2.5   Process of Data Collection

The researcher followed these procedures in gathering information while carrying out the research.

- The researcher prepared six set of reading texts from grade - X English book and questionnaire based on the texts.

- The researcher divided reading texts into two parts; first three reading texts for 'without doing pre-reading activities' and second three reading texts for 'by doing pre-reading activities'.

- Five government-aided secondary schools of Tanahun district were selected using simple random sampling.

- The researcher consulted the administration of selected schools to ask permission to carry out the research.

- Sixteen students of grade-X from each government aided schools were selected using proportionate stratified random sampling.

- Instructions were given to students clearly before starting research and collecting' information.

- Sixteen students of each school were given texts A, B, C, with subjective and objective questions without doing pre-reading activities to find out students' performance without doing pre-reading activities.

- Then, same sixteen students of each school were given texts D, E, F with subjective and objective questions by doing pre-reading activities to find out students performance 'by doing pre-reading activities. Pictures, headlines, clues, illustrations, guessing questions, etc. were used in pre-reading activities.

- Total marks of subjective questions and objective questions of texts A, B, C were kept as the data of students' performance 'without doing pre-reading

Activities' and total marks of subjective questions and objective questions of texts D, E, F were kept as the data of students' performance 'by doing pre-reading activities' as shown in Appendix - III.

2.6 Limitations of the Study

The limitations of the study are as follows:

- The study is confined to only grade-X students of five government aided secondary schools.

- Analysis is done only from responses of eighty respondents of grade-X from five different schools of Tanahun district.

- Effectiveness of other stages of reading has not been studied. It is only focused on effectiveness of pre-reading activities.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of the students' performance. The main concern of this research work was to find out the effectiveness of pre-reading activities in teaching reading. In order to carry out the very task, analysis and interpretation has been done using statistical tools such as table, charts, etc and descriptive tools such as description, comparison, analysis, etc.

For the purpose of obtaining the needed data, subjective and objective questions were given to grade ten students from the reading texts. Among six reading texts, three reading texts with subjective and objective questions were given without doing any pre-reading activities and next three reading texts with subjective and objective questions were given by doing pre-reading activities. Then students' performance was tabulated in average marks and percentage .Effectiveness of pre-reading activities was analyzed by testing students' performance without doing pre-reading activities and by doing pre-reading activities. The data are analyzed and interpreted in terms of following headings:

- School-wise effectiveness of reading activities without doing pre-reading activities and by doing pre-reading activities.

- Comparative analysis of effectiveness of reading activities without doing pre-reading activities and by doing pre-reading activities.

- Comparison of average marks of reading activities without pre-doing activities and by doing pre-reading activities.

- Sex-wise effectiveness of reading activities without doing pre-reading activities and by doing pre-reading activities.

- Comparative analysis of sex-wise effectiveness of reading activities without doing pre-reading activities and by doing pre-reading activities.

- Comparison of sex-wise average marks of reading activities without doing pre-reading activities and by doing pre-reading activities.

- Question type-wise effectiveness of reading activities without doing pre-reading activities and by doing pre-reading activities.

- Comparative analysis of question type-wise effectiveness of reading activities without doing pre-reading activities and by doing pre-reading activities.

- Sex wise and question type wise comparison of reading activities without doing pre-reading activities and by doing pre-reading activities.

- Comparison of question type-wise average marks of reading activities without doing pre-reading activities and by doing pre-reading activities.

- Comparative analysis of different test items of objective questions.

3.1   School –Wise Effectiveness of Reading Activities

To find out school-wise effectiveness of reading activities without doing pre-reading activities and by doing pre-reading activities, Reading text A, B, C were prepared for 'without doing pre-reading activities' and Reading text D, E, F were prepared for 'doing pre-reading activities. Eighty students from five government aided schools participated in the test and comparison was done on the basis of total marks and average marks of the participants of each school.

3.1.1 Students' Performance Without Doing Pre-Reading Activities

First of all, tests were taken by preparing Reading text A, B and C to find out the effectiveness of reading activities without doing pre reading activities. Then school-wise total marks and average marks of participants without doing pre-reading activities were calculated. It is shown in table - 1.

Table 1

School-Wise Average Marks Without Pre-Reading Activities

	Total Average Performance of Text A, B and C			
	No. of Participants	Total Marks	Average Marks	Average Percentage
		F.M.1440	F.M.90	
Name of schools	**Marks of each school**			
Shree Arun S.S.	16	574	35.8	39.8
Shree Keshavtar H.S.S.	16	734	45.8	50.9
Hansa Bahini H.S.S	16	497	31.0	34.5
Diwas S.S	16	535	33.4	37.1
Janajukta Shahi S.S	16	619	38.6	42.9

Table - 1 shows the school-wise effectiveness of reading activities without doing pre-reading activities. Among five secondary schools, students of Shree Keshavtar H.S.S. have obtained highest marks securing average marks 45.8 (50.9%) out of 90. The table shows that students of Shree Hansa Bahini H.S.S. have obtained lowest marks by obtaining average marks 31.0 (34.5%). We can also find from the table that students of Shree Janjukta Shahi S.S., Shree Arun S.S. and Shree Diwas S.S. have placed second, third and fourth position by obtaining average marks 38.6 (42.9%), 35.8 (39.8%) and 33.4 (37.1%) respectively. From the table, it is clear that students' performance in reading activities without doing any pre-reading activities is not so effective.

3.1.2 Students' Performance by Doing Pre-Reading Activities

Reading texts D, E, F were prepared to find out the effectiveness of reading activities by doing pre-reading activities. Then school-wise total marks and average marks of participants by doing pre-reading activities were calculated. Table - 2 shows it.

Table 2

School-Wise Average Marks by Pre-Reading Activities

	Total Average Performance of Text D, E and F			
	No. of Participants	Total Marks	Average Marks	Average Percentage
		F.M.1440	F.M.90	
Name of schools	**Marks of each school**			
Shree Arun S.S.	16	750	46.8	52.0
Shree Keshavtar H.S.S.	16	956	59.7	66.3
Hansa Bahini H.S.S	16	858	53.6	59.5
Diwas S.S	16	852	53.2	59.1
Janajukta Shahi S.S	16	892	55.7	61.9

Table - 2 shows the school-wise effectiveness of reading activities by doing pre-reading activities. It shows that students of Shree Keshavtar H.S.S. have placed in first position by obtaining average marks 59.7 (66.3%) out of 90. Likewise students of Shree Janajukta Shahi S.S. and Shree Hansa Bahini H. S.S. have placed in second and third position by obtaining average marks

55.7(61.9%) and 53.6 (59.5%) respectively. Students of Shree Diwas S.S. and Shree Arun S.S. have placed in fourth and last position by securing average marks 53.2(59.1%) and 46.8(52.0%) respectively. We find that marks secured by students by doing pre-reading activities are progressive.

3.2 School-Wise Comparative Analysis of Reading Activities

To compare the effectiveness of reading activities without doing pre-reading activities and by doing pre reading activities, average marks of both; without doing and by doing pre-reading activities are presented in table - 3.

Table 3

Average Marks of Students' Reading Performance

	Total Average performance of Text A, B, C, D, E and F					
	Without doing pre-reading activities (A,B,C)		By doing pre-reading activities (D,E,F)		Diff. in average marks	Diff. in average%
	Average marks	Average %	Average marks	Average %		
	F.M.90		F.M.90			
Name of schools	**Marks of each school**					
Arun S.S	35.8	39.8	46.8	52.0	11.0	12.2
Keshavtar H.S.S.	45.8	50.9	59.7	66.3	13.9	15.4
Hansa Bahini H.S.S.	31.0	34.5	53.6	59.5	22.6	25.0
Diwas S.S.	33.4	37.1	53.2	59.1	19.8	22.0
Janajukta Shahi S.S.	38.6	42.9	55.7	61.9	17.1	19.0

Table - 3 displays comparative analysis of effectiveness of reading activities without doing pre-reading activities and by doing pre-reading activities. Students solved the questions of reading texts A, B and C without doing pre-reading activities and they solved questions of reading texts D, E and F by doing pre-reading activities. The table shows the difference in students' performance of reading activities between without doing pre-reading activities and by doing pre-reading activities. Same students of Shree Arun S. S. obtained higher average marks by 11.0 (12.2%) by doing pre-reading activities than without doing it. Performance of students by doing pre-reading activities is found better than without doing pre-reading activities. Average marks of students of Shree Keshavtar H. S. S. and Shree Hansa Bahini H. S. S. are ahead by 13.9 (15.4%) and 22.6 (25.0%) by doing pre-reading activities than without doing pre-reading activities. Likewise average scores by doing pre-reading activities leads without doing it in the students' performance of Shree Diwas S. S. and Shree Janjukta Shahi S. S. It leads by average marks 19.8 (22.0%) and 17.1 (19.0%) respectively.

3.3 Students' Reading Performance in Total Average Marks

Table - 4 shows total average marks of both; without doing and by doing pre-reading activities. The table indicates average marks, average marks in percentage and difference of marks obtained by students without doing and by doing pre-reading activities.

Table 4

Total Average Marks of Students' Reading Performance

Without doing pre-reading activities		By doing pre-reading activities		Difference (Average)
Total average marks	Average marks (F.M.90)	Total average marks	Average marks (F.M.90)	
184.6	36.9(41.0%)	269	53.8(59.7%)	16.9(18.7%)

Table - 4 shows comparison of average marks of reading activities without doing pre-reading activities and by doing pre reading activities. Average marks of all participants of five government schools without doing pre-reading activities is shown 36.9 (41.0%) and by doing pre-reading activities is shown 53.8 (59.7%). It shows that reading activities by doing pre-reading activities is ahead by 16.9 (18.7%) than reading activities without doing pre-reading activities.

3.4 Students' Sex-Wise Reading Performance

To find out sex-wise effectiveness of reading activities without doing pre-reading activities and by doing pre-reading activities, Texts A, B, C were prepared for without doing pre- reading activities' and Texts D, E, F were prepared for 'By Doing pre-reading activities' and then sex-wise performance of students were noted. First of all sex-wise performance of students of each school was analyzed. Sex-wise performance of students was analyzed by presenting sex-wise individual marks and then sex-wise average marks of each school and at last sex-wise total average marks.

3.4.1 Students' Sex-Wise Performance Without Doing Pre-Reading Activities

Table - 5 shows sex-wise effectiveness of reading activities without doing pre-reading activities. The table has included sex-wise number of students and their marks of each school.

Table 5

Sex-Wise Average Marks Without Pre-Reading Activities

	Total average performance of A, B, C											
	No of participants			Total Marks (FM:1440)			Average Marks			Average %		
Name of school	B	G	T	B	G	T	B	G	T	B	G	T
Arun S.S.	7	9	16	300	274	574	42.8	30.4	35.8	47.6	33.8	39.8
Keshavtar H.S.S.	8	8	16	341	393	734	42.6	49.1	45.8	47.3	54.5	50.9
Hansa Bahini H.S.S	6	10	16	225	227	497	37.5	27.2	31.0	41.6	30.2	34.5
Diwas S.S.	7	9	16	280	255	535	40.0	28.3	33.4	44.4	31.4	37.1
Janajukta Shahi S.S.	6	10	16	261	358	619	43.5	35.8	38.6	48.3	37.7	42.9

B=Boy, G=Girl, T=Total

Table - 5 indicates sex-wise effectiveness of reading activities without doing pre-reading activities. Students' scores of Shree Arun S. S. shows that boys have obtained average score 42.8 (47.6 %) and girls have obtained average score 30.4 (33.8%). Marks obtained by the students of Shree Keshavtar H. S. S. shows that boys have secured average marks 42.6 (47.3%) and girls have secured average marks 49.1 (54.5%). Likewise scores of Shree Hansa Bahini H. S. S. shows that boys have obtained average marks 37.5 (41.6%) and girls have obtained average marks 27.2 (30.2%). Marks secured by the students of Shree Diwas S.S. shows that boys have obtained average scores 40.0 (44.4%) and girls have obtained average scores 28.3 (31.4%). Scores of Shree Janajukta Shahi S.S. shows that boys have obtained average score 43.5 (48.3%) and girls have obtained average score 35.8 (39.7%)

3.4.2 Students' Sex-Wise Performance by Pre-Reading Activities

Table - 6 shows sex-wise effectiveness of reading activities by doing pre-reading activities. It has included sex-wise number of students and their marks of each school.

Table 6

Sex-Wise Average Marks by Pre-Reading Activities

	Total average performance of A, B, C											
	No of participants			Total Marks (FM:1440)			Average Marks (F.M.90)			Average %		
Name of school	B	G	T	B	G	T	B	G	T	B	G	T
Arun S.S	7	9	16	372	378	750	53.1	42.0	46.8	59.0	46.63	52.0
Keshavtar H.S.S.	8	8	16	463	493	956	57.8	61.6	59.7	64.3	68.4	66.3
Hansa Bahini H.S.S	6	10	16	350	508	858	58.3	50.8	53.6	64.8	56.4	59.5
Diwas S.S.	7	9	16	411	441	852	58.7	49.0	53.2	65.2	54.4	59.1
Janajukta Shahi S.S.	6	10	16	365	527	892	60.85	52.7	55.7	67.5	58.5	61.9

B=Boy, G=Girl, T=Total

Table - 6 shows sex-wise effectiveness of reading activities by doing pre-reading activities. Marks obtained by the students of Shree Arun S. S. shows that boys have obtained average score 53.1 (59.0%) and girls have obtained average score 42.0 (46.6%). Marks of Shree Keshavtar H. S. S. shows that boys have secured average marks 57.8 (64.3%) and girls have secured average marks 61.6 (68.4%). Likewise scores of Shree Hansa Bahini H. S. S. shows that boys have obtained average marks 58.3 (64.8%) and girls have obtained average marks 50.8 (56.4%). Score of Shree Diwas S. S. shows that boys have secured average marks 58.7 (65.2%) and girls have obtained average marks 49.0 (54.4%). Marks obtained by the students of Shree Janajukta Shahi S. S. shows that boys have obtained average score 60.8 (67.5%) and girls have obtained average score 52.7 (58.5%).

3.5 Sex-Wise Comparative Analysis of Reading Activities

Table - 7 shows sex-wise total average performance of students of both; without doing pre-reading activities and by doing pre-reading activities. Sex-wise difference has been shown in average marks and average percentage.

Table 7

Sex-Wise Average Marks of Students' Reading Performance

Name of Schools	Without doing pre-reading activities of text A, B, C						By doing pre-reading activities of text D, E, F						Without doing pre-reading activities		By doing pre-doing activities	
	Average marks(F.M.=90)			Average percentage			Average marks(F.M.=90)			Average-percentage			Difference in average mark	Difference in Average %	Difference in average mark	Difference in Average %
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				
Shree Arun S.S.	42.8	30.4	35.8	47.6	33.8	39.8	53.1	42.0	46.8	59.0	46.6	52	+12.4	+13.8	+11.1	+12.4
Shree Keshavtar H.S.S.	42.6	49.1	45.8	47.3	54.5	50.9	57.8	61.6	59.7	64.3	68.4	66.3	-6.5	-7.5	-3.8	-4.1
Shree Hansa Bahini H.S.S	37.5	27.2	31.0	41.6	30.2	34.5	58.3	50.8	53.6	64.8	56.4	59.5	+10.3	+11.4	+7.5	+8.4
Shree Diwas S.S.	40.0	28.3	33.4	44.4	31.4	37.1	58.7	49.0	53.2	65.2	54.4	59.1	+11.7	+13	+9.7	+10.8
Shree Janajukta Shahi S.S.	43.5	35.8	38.6	48.3	39.7	42.9	60.8	52.7	55.7	67.5	58.5	61.9	+7.7	+8.6	+8.1	+9

Plus (+) indicates boys obtained higher marks by given figure and minus (-) indicates girls obtained higher marks by given figure.

Table - 7 shows comparative analysis of sex-wise reading performance without doing pre-reading activities and by doing pre-reading activities. We find from the table that in the case of reading activities without doing pre-reading activities, boys of Shree Arun S. S., Shree Hansa Bahini H. S. S., Shree Diwas S. S. and Shree Janajukta Shahi S. S. have obtained more average marks than girls by 12.4 (13.8%), 10.3 (11.4%), 11.7 (13.0%) and 7.7 (8.6%) respectively. Average marks obtained by girls are ahead only in Shree Keshavtar H. S. S. by 6.5 (7.5%).

In the case of reading activities by doing pre-reading activities, boys of Shree Arun S.S, Shree Hansa Bahini H. S. S., Shree Diwas S. S. and Shree Janajukta Shahi S. S. have secured more average marks than girls by 11.1 (12.4%), 7.5 (8.4 %), 9.7 (10.8%) and 8.1 (9.0%) respectively. Only girls of Shree Keshavtar H.S.S. are found ahead by average marks 3.8 (4.1 %).

3.6   Students' Sex-Wise Reading Performance in Total Average Marks

Table - 8 shows sex-wise total average marks of both, without doing pre-reading activities and by doing pre-reading activities. The different has been shown is marks and percentage.

Table 8

Sex-Wise Total Average Marks of Reading Performance

Without doing pre-reading activities			By doing pre-reading activities			Average Difference of both
Boys	Girls	Difference	Boys	Girls	Difference	
41.2 (45.5%)	34.1 (37.8%)	7.1 (7.7%)	57.7 (64.1%)	51.2 (56.8%)	6.8 (7.3%)	6.8 (7.5%)

Table - 8 displays that in the case of reading activities without doing pre-reading activities boys have secured more average marks by 7.1 and in the case of reading activities by doing pre-reading activities boys have obtained more average marks by 6.5. Total average marks of both without doing pre-reading activities and by doing pre-reading activities show that boys have obtained more marks than girls by 6.8.

3.7   Students' Question Type-Wise Reading Performance

Question type-wise effectiveness of reading activities of both: without doing pre-reading activities and by doing pre- reading activities were analyzed by comparing marks of objective test and subjective test. First of all, average marks of each school and then total average marks of objective test and subjective test analyzed.

3.7.1 Students' Question Type-Wise Performance Without Pre-Reading Activities

Table - 9 shows question type-wise average performance of text A, B, and C without doing pre-reading activities. It shows marks obtained in objective test, subjective test and difference between them.

Table 9

Question Type-Wise Average Marks (Without Pre-Reading Activities)

Name of schools	Total average performance of text A,B, C		
	Objective test	Subjective test	Difference
Shree Arun S.S.	41.8%	35.3%	+6.5%
Shree Keshavtar H.S.S	55.1%	42%	+13.1%
Shree Hansa Bahini H.S.S	35.8%	31.6%	+4.2%
Shree Diwas S.S.	37.4%	36.4%	+1.0%
Shree Janajukta Shahi S.S.	46.4%	36.0%	+10.4%

(plus (+) indicates marks led by objective test and minus (-) indicates marks led by subjective test)

Table - 9 shows question type-wise effectiveness of reading activities without doing pre-reading activities. Students of Shree Arun S. S., Shree Keshavtar H. S. S., Shree Hansa Bahini H. S. S, Shree Diwas S. S. and Shree Janajukta Shahi S.S. have obtained 41.8%, 55.1%, 35.8%, 37.7% and 46.4% respectively in objective test and they have secured 35.3%, 42%, 31.6%, 36.4% and 36.0% respectively in subjective test. Reading performance without doing pre-reading activities of Shree Arun S. S. shows that students have obtained more marks in objective test by 6.5% than subjective test. Likewise, students of Keshavetar H. S. S. have obtained more marks in objective test by 13.1% than subjective test. Marks secured by students of Shree Hansa Bahini H. S. S., Shree Diwas S. S. and Shree Janajukta Shahi S. S. show that they have obtained more marks in objectives test by 4.2%, 1.0% and 10.4% respectively than subjective test.

3.7.2 Students' Question Type-Wise Performance by Pre-Reading Activities

Table - 10 shows question type-wise average performance of test D, E and F by doing pre-reading activities it shows marks obtained in objective test, subjective test and difference between them.

Table 10

Question Type-Wise Average Marks (By Pre-Reading Activities)

Name of Schools	Total Average Performance of Text A, B, C		
	Objective test	Subjective test	Difference
Shree Arun S.S.	53.9%	47.6%	+6.3%
Shree Keshavtar H.S.S	67.1%	64.1%	+3%
Shree Hansa Bahini H.S.S	63.2%	52.0%	+11.2%
Shree Diwas S.S.	57.9%	61.6%	-3.7%
Shree Janajukta Shahi S.S.	65.7%	54.3%	+11.4%

(plus (+) indicates marks led by objectives test and minus (-) indicates marks led by subjective test)

Table - 10 displays question type-wise effectiveness of reading activities by doing pre-reading activities. It shows that students of Shree Arun S. S. and Shree Keshavtar H. S. S. have obtained more marks in objective test than subjective test by 6.3% and 3.0% respectively. Likewise students of Shree Hansa Bahini H. S. S. have secured more marks in objective test by 11.2% than subjective test. But, result of Shree Diwas S. S. is different. Students of Shree Diwas S.S. have obtained more marks in subjective test than objective test by 3.7%. Participants of Shree Janajukta Shahi S. S. have obtained more marks in objective test than subjective test by 11.4%.

3.8 Question Type-Wise Comparative Analysis of Reading Activities

Table - 11 shows question type-wise average marks of both', without doing and by doing pre-reading activities. It shows average performance of each school's students in percentage. It especially shows average difference of subjective and objective test of both; 'Without doing pre-reading activities' and 'By doing pre-reading activities'.

Table 11

Question Type-Wise Average Marks of Students

	Total Average Performance of Text A, B, C, D, E and F								
	Without doing pre-reading activities (in percentage)			By doing pre-reading activities (in percentage)			Average of both objective test (%)	Average of both subjective test (%)	Average diff. of both (%)
Name of school	Obj.	Sub.	Dif.	Obj.	Sub.	Dif.			
Arun S.S	41.8	35.3	6.3	53.9	47.6	6.3	47.8	41.4	+6.4
Keshavtar H.S.S	55.1	42.0	13.1	67.1	64.1	3.0	61.1	53.0	+8.1
Hansa Bahini H.S.S	35.8	31.6	4.2	63.2	52.0	11.2	49.5	41.8	+7.7
Diwas S.S.	37.4	36.4	1.0	57.9	61.6	-3.7	47.6	49.0	-1.4
Janajukta Shahi S.S.	46.4	36.0	10.4	65.7	54.3	11.4	56.0	45.1	+10.9

(plus (+) indicates marks led by objectives test and minus (-) indicates marks led by subjective test)

Table - 11 displays comparative analysis of question type-wise effectiveness of reading activities without doing pre-reading activities and by doing pre-reading activities. It shows difference between marks of subjective test and objective test in average marks of both, without doing pre-reading activities and by doing pre-reading activities. We can find from the table that students of Shree Arun S. S., Shree Hansa Bahini H. S. S. and Shree Diwas S. S. have obtained more marks in objective test than subjective test by 6.4%, 8.1% and 7.7% respectively in average marks of both; without doing pre-reading activities and by doing pre-reading activities. But, case of Shree Diwas S. S. is different. Students of this school have obtained more marks in subjective test than objective test by 1.4% in average marks of both; without doing pre-reading activities and by doing pre-reading activities. Students of Shree Janajukta Shahi S. S. have secured more marks in objective test by 10.9% in average marks.

3.9 Students' Question Type-Wise Reading Performance in Total Average Marks

Table - 12 shows question type-wise totals average marks of both without doing pre-reading activities and by doing pre-reading activities. It shows marks of objective and subject test in percentage with their difference of reading activities without doing pre-reading activities and by doing pre-reading activities.

Table 12

Question Type-Wise Total Average Marks of Students

Without doing pre-reading activities			By doing pre-reading activities			Total average marks		
Obj.	Sub.	Diff.	Obj.	Sub.	Diff.	Obj.	Sub.	Diff.
43.3%	36.2%	7.1%	61.5%	55.9%	5.6%	52.4%	46.0%	6.4%

Table -12 shows comparison of question type-wise average marks of reading activities without doing pre-reading activities and by doing pre-reading activities. Average percentage of all students of five government schools without doing pre-reading activities shows that students have obtained 43.3% in objective test and they have obtained 36.2% in subjective test. By doing pre-reading activities they have obtained 61.5% in objective test and 55.9% in subjective test.

Table - 12 also shows the total average marks of objective and subjective test of both without doing pre-reading activities and by doing pre-reading activities. In total average marks students have secured 52.4% marks in objective test and they have obtained 46.0% marks in subjective test. Marks of objective test are ahead by 6.4%.

3.10 Sex-Wise and Question Type-Wise Comparison of Students' Performance

Sex-wise and question type-wise effectiveness of reading activities 'Without Doing Pre-Reading Activities' and 'By Doing Pre-Reading Activities' can be analyzed together to clarify all of above data.

3.10.1 Sex-Wise and Question Type-Wise Comparison Without Pre-Reading Activities

To find out sex-wise and question type-wise effectiveness of reading activities jointly 'Without Doing Pre-Reading Activities' we can show it in figure - 1.
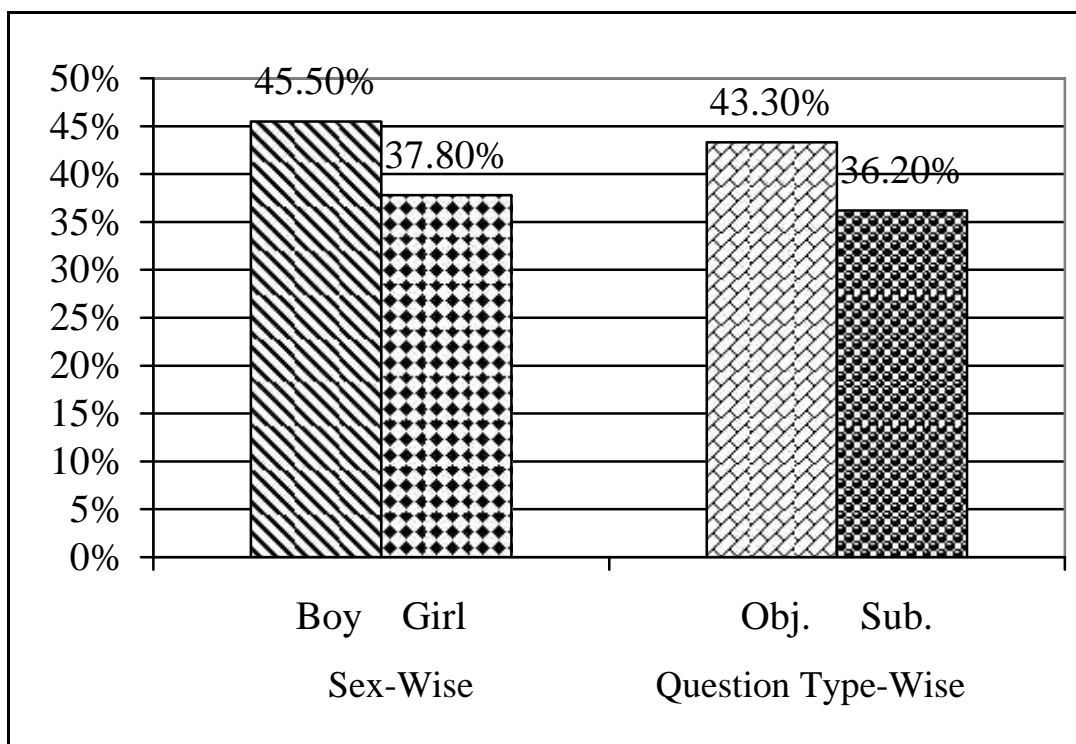
Figure 1 Sex-Wise and Question Type-Wise Comparison Without Pre-Reading Activities

Figure - 1 shows sex-wise and question type-wise comparison of effectiveness of reading activities without doing pre-reading activities. It shows that boys and girls have secured average 45.5% and 37.8% marks respectively without doing pre-reading activities in which boys are ahead by 7.7 in average percentage. Likewise question type-wise comparison shows that students have done better in objective tests than subjective tests. It shows that students have obtained 43.3% and 36.2% marks in objective test and subjective test respectively. Students' performance in objective test is ahead by 7.1% without doing pre-reading activities.

3.10.2 Sex-Wise and Question Type-Wise Comparison By Pre-Reading Activities

Figure - 2 shows sex-wise and question type-wise comparison of effectiveness of reading activities by doing pre-reading activities.
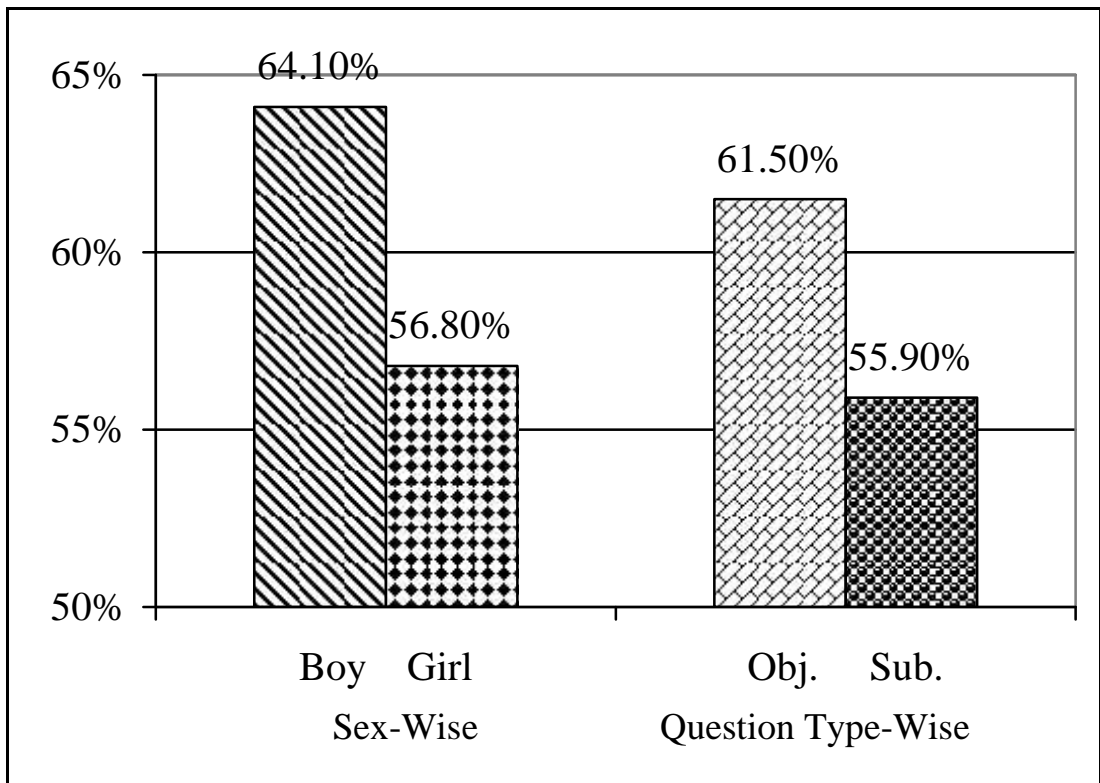
Figure 2 Sex-Wise and Question Type-Wise Comparison By Pre-Reading Activities

Figure - 2 shows that boys and girls have obtained 64.1% and 56.8% in average percentage respectively by doing pre-reading activities. It shows that boys are ahead by 7.3% in average percentage. Likewise students have obtained 61.5% and 55.9% in objective and subjective tests respectively. It shows that students have done better in objective tests than subjective tests. Students' performance in objective test is ahead by 5.6% in average percentage.

3.11 Sex-Wise and Question Type-Wise Comparison of Both Activities

Figure - 3 shows sex-wise and questions type-wise effectiveness of reading activities of both without doing pre-reading activities and by doing pre-reading activities.
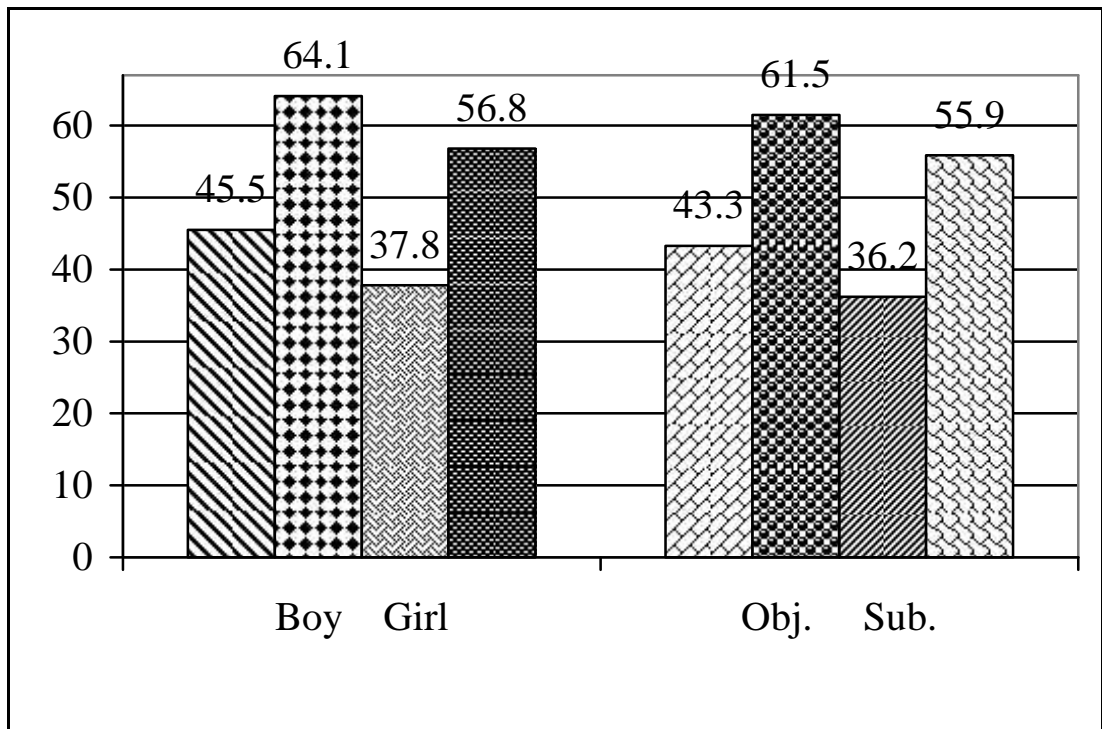
Figure 3 Sex-Wise and Question Type-Wise Comparison of Both Activities

(In every pair column, left one is without doing and right one is by doing pre-reading activities.)

Figure - 3 shows that boys have obtained 45.5% and 64.1% marks without doing pre-reading activities and by doing pre-reading activities respectively. It shows that boys have done better by doing pre-reading activities than without doing it. It shows that boys have obtained more marks by 18.6% by doing pre-reading activities. Likewise girls have obtained pre-reading activities and by doing pre-reading activities respectively. It shows that girls have obtained more marks by 19% by doing pre-reading activities than without doing pre-reading activities. Students have secured 43.3% and 61.5% marks without doing and by doing pre-reading activities respectively in objective tests. In objective test, students have secured more marks by 18.2% by doing pre-reading activities than without doing it. In subjective test, students have secured 36.2% and 55.9% marks without doing pre-reading activities and by doing pre-reading activities respectively. It shows that in subjective test, students have secured more marks by 19.7% by doing pre-reading activities than without doing pre-

reading activities. In conclusion, we can say that students have done better by doing pre-reading activities than without doing pre-reading activities.

3.12 Comparative Analysis of Different Test Items of Objective Question

To compare students' performance in different test items of objective question of reading activities without doing pre-reading activities and by doing pre-reading activities, four test items such as 'Choose the best answer, fill in the blanks, match and true/false item were included in questionnaire and comparison was done without doing pre-reading activities and by doing pre-reading activities.

3.12.1 Marks of Objective Test Items (Without Pre-Reading Activities)

Table - 13 shows students' performance (in percentage) in different test items of objective questions without doing pre-reading activities of five different schools.

Table 13

Marks of Objective Test Items (Without Pre-Reading Activities)

School's name Test item	Arun S.S.	Keshavtar H.S.S.	Hansa Bahini H.S.S.	Diwas S.S.	Janajukta Shahi S.S	Total	Average %
Choose the best answer	40.0%	53.3%	36.2%	36.2%	40.4%	206.1	41.2%
Fill in the blanks	33.3%	46.6%	23.7%	24.5%	25.4%	153.5	30.7%
Match	39.3%	52.6%	36.6%	36.6%	40.8%	205.9	41.1%
True/false	54.6%	68.0%	47.0%	52.5%	79.1%	301.2	60.2%

Table - 13 shows that students' performance is highest in true/false item by obtaining 60.2% in average percentage of all schools without doing pre-reading activities. Likewise, 'Choose the best answer', 'Match' and 'Fill in the blanks' item have placed second third and last position by obtaining 41.2%, 41.1% and 30.7 % respectively.

3.12.2 Marks of Objective Test Items (By Pre-Reading Activities)

Table -14 shows students performance (in percentage) in different test items of objective questions by doing pre-reading activities of five different schools.

Table 14

Marks of Objective Test Items (By Pre-Reading Activities)

School's name / Test item	Arun S.S.	Keshavtar H.S.S.	Hansa Bahini H.S.S.	Diwas S.S.	Janajukta Shahi S.S	Total	Average %
Choose the best answer	50.0%	64.5%	58.3%	52.5%	66.2%	291.5	58.3%
Fill in the blanks	47.3%	57.0%	48.7%	41.2%	47.5%	241.7	48.3%
Match	53.3%	60.4%	57.0%	52.5%	66.6%	289.8	57.9%
True/false	65.3%	86.6%	89.1%	85.34%	82.5%	408.9	81.7%

Table - 14 shows that students' performance is best in true/false item by obtaining 81.7% in average percentage of all schools by doing pre-reading activities. Likewise 'Choose the best answer', 'Match' and 'Fill in the blanks' item have placed second, third and last position by securing 58.3%, 57.9% and 48.3% respectively.

3.12.3 Average Percentage of Different Objective Test Items

Table - 15 shows students' performance in different objective test items in average of both 'without doing pre-reading activities and by doing pre-reading activities'.

Table 15

Average Percentage of Different Objective Test Items

Test items	Without doing pre-reading activities	By doing pre-reading activities	Average percentage of both
Choose the best answer	41.2%	58.3%	49.7%
Fill in the blanks	30.7%	48.3%	39.5%
Match	41.1%	57.9%	49.5%
True/false	60.2%	81.7%	70.9%

Table - 15 shows that in average percentage of both 'Without doing pre-reading activities' and 'by doing pre-reading activities', Students' performance is best in true/false item by securing 70.9%. Likewise 'Choose the best answer', 'Match and Fill in the blanks item have placed second, third and last position by obtaining 49.7%, 49.5% and 39.5% respectively.

In conclusion, we can say all of above tables show that students have obtained higher marks in True/False item than other objective test items. Average percentage of both 'Without doing pre-reading activities' and 'By doing pre-reading activities' show that students have obtained 70.9% in T/F item and they have obtained least percent (39.5%) in 'Fill in the blanks' item. Average percent of 'Choose the best answer item and 'Match' item show that students have obtained nearly equal marks in both items who have secured 49.7% and 49.5% respectively. We can also find that students' performance by doing pre-reading activities is better than without doing pre-reading activities.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

The major focus of this study was to find out the effectiveness of pre-reading activities in teaching English reading. The population of the study was the students of grade 'X' studying in government aided schools of Tanahun district. Eightly students representing sixteen students from each of five government aided schools of Tanahun were selected using Proportionate Stratified Random Sampling and five government aided schools of Tanahun district were selected using Simple Random Sampling. In the study, students' performance of reading activities without doing pre-reading activities and by doing pre-reading activities was analyzed and interpreted both statistically and descriptively.

4.1 Findings

Collected data were analyzed and interpreted to find out effectiveness of pre-reading activities as a whole and they were also analyzed to find out sex-wise and question type-wise effectiveness of pre-reading activities. Students' performance in different objective test items and their effectiveness by doing pre-reading activities were also analyzed and findings were made on the basis of such analysis. From the analysis and interpretation of data, findings of the present study are summarized as follows.

i On the whole, reading activities by doing pre-reading activities was found more effective than reading activities without doing pre-reading activities. The total average performance of students by doing pre-reading activities was 59.7% while the total average performance of the students without doing pre-reading activities was only 41.0%. The study shows that students can obtain 18.7% more marks by doing pre-reading activities than without doing it.

ii   The data show that the total average performance of boys in both without doing pre-reading activities and by doing pre-reading activities was higher than that of girls. Boys were ahead by 7.7% without doing pre-reading activities and they were ahead by 7.3% by doing pre-reading activities. Total average performance of without doing pre-reading activities and by doing pre-reading activities show that boys were ahead by 7.5%. So we can say that difference in marks between boys and girls became less by doing pre-reading activities. It means girls were motivated more in pre-reading activities.

iii The study shows that the place of objective test was found more effective than the place of subjective tests. Average performance of students in reading activities without doing pre-reading activities shows that students have obtained average score 43.3% in objective test whereas they have obtained average score 36.2% in subjective tests and average performance of students by doing pre-reading activities shows that students have secured average score 61.5% in objective tests whereas they have obtained average score 55.9% in subjective test. Total average performance of students of both without doing pre-reading activities and by doing pre-doing activities indicates that they have obtained total average marks 52.4% in objective tests and they have obtained total average marks 46% in subjective tests.

iv   Among objective test items, students have obtained better marks in True/false item than 'Multiple choice, fill-up item and matching'. They have secured least marks in ' fill in the blanks' item. Students performance without doing pre-reading activities and by doing pre-reading activities in objective tests shows that in multiple choice, fill-up item, matching and T/F item, students have obtained total average score 49.7%, 39.5%, 49.5% and 70.9% respectively.

v   'Fill in the blanks test' item without giving options was found confusing and less effective for the students.

4.2   Recommendations

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

i Training should be given to the English teachers for effective teaching of reading text so that they could teach by doing pre-reading activities effectively.

ii Girls scored lower marks than boys in both 'without doing pre-reading activities' and 'by doing pre-reading activities'. So, girls should be encouraged to participate in reading activities effectively.

iii Students were found poorer in subjective test than objective test. It means, they were poor in creative writing. So, more practice is necessary for students to develop creative writing.

iv English teachers of Nepal have to teach more than five periods per day. They can't prepare materials for pre-reading activities. So, teaching periods of English teachers should be reduced and government should provide such materials to the English teachers.

v The study shows that, among objective test items, 'fill in the blanks item without giving options is not so suitable to be included in the test. It is suggested to give options in 'fill in the blanks test' item.

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APPENDICES
APPENDIX-I
SCORE-SHEET

Without doing pre-reading activities				By doing pre-reading Activities			
No. of Text	Types of text items	No. of Question	Marks	No. of Text	Types of test items	No. of Questions	Marks
A	a) Objective Questions • Multiple choice • Fill in the blanks • Matching • T/F b) Subjective Questions (Short-answer questions)	20 5 5 5 5 5	20 5 5 5 5 10	D	a) Objective Questions • Multiple choice • Fill in the blanks • Matching • T/F b) Subjective Questions (Short-answer questions)	20 5 5 5 5 5	20 5 5 5 5 10
B	a) Objective Questions • Multiple choice • Fill in the blanks • Matching • T/F b) Subjective Questions (Short-answer questions)	20 5 5 5 5 5	20 5 5 5 5 10	E	a) Objective Questions • Multiple choice • Fill in the blanks • Matching • T/F b) Subjective Questions (Short-answer questions)	20 5 5 5 5 5	20 5 5 5 5 10
C	a) Objective Questions • Multiple choice • Fill in the blanks • Matching • T/F b) Subjective Questions (Short-answer questions)	20 5 5 5 5 5	20 5 5 5 5 10	F	a) Objective Questions • Multiple choice • Fill in the blanks • Matching • T/F b) Subjective Questions (Short-answer questions)	20 5 5 5 5 5	20 5 5 5 5 10
		75	90			75	90

APPENDIX - II

QUESTIONAIRES TO THE STUDENTS

Name of student:

Name of school:

Class:

Date:

Text 'A'

Without doing pre-reading activities

Read the following passage carefully and do the activities given below.   30

Parsa wildlife reserve was established in 1984 with an area of 499 sq.km. It occupies parts of Chitwan, Makwanpur, Parsa and Bara districts in the central Nepal. The reserve headquarters is at Adhbar on the Hetauda-Birgung highway (22 km. south of Hetauda and 20 km. north of Birgunj).

The reserve supports a good population of residents wild elephant, tigers, leopards, sloth bears, blue bulls, and wilds dogs. Other common animals are sambar, chital, hog deer, langur, striped hyena, palm civet and jungle cats.

There are nearly 300 species of birds in the reserve. The giant hornbill in one of the endangered species to be found in certain forest patches. Pea fowl, red jungle fowl, fly catchers and woodpeckers are a few of the other common birds found in the reserve. The reserve is accessible by bus via the Kathmandu-Birgunj highway or the Mahendra Rajmarg. The reserve headquarter is an eight-hour drive from Kathmandu. Simara airport is 7 km, away from the reserve headquarters. It takes only 15 minutes to reach Simara from Kathmandu by plane.

FOR MORE INFORMATION, CONTACT

Reserve Headquarter Adhabar or Department

of National Park, Babar Mahal , Kathmandu

P.O. Box 860

Telephone: 220859, 220912, 22726

Fees	Foreigners	Nepali
Entrance	650/-	10/-
Camping		
1 night		
1 person	300/-	20/-
Elephants rides		
1 hour		
1 person	650/-	100/--

(*Source: Grade-X, English Reading Text)*

1. **Objective questions**

A)   Tick the best answer.   (1×5=5)

   a) There are nearly _____ species of birds in the reserve.

      i) 200   ii) 300   iii) 400   iv) 500

   b) Name of nearest airport from the reserve is _____

      i) Kathmandu   ii) Birgunj   iii) Hetunda   iv) Simara

   c) Flora and fauna means__ ____

      i) animal   ii) plants   iii) birds and animals iv) Plants and animals

   d) The reserve occupies _____ districts

      i) two   ii) three   iii) four   iv) five

   e) For two hours elephants rides, a foreigner should have to pay ____

      i) 650   ii) 100   iii) 200   iv) 1300

B)   Fill in the blanks with suitable words.   (1×5=5)

Parsa wildlife reserve was established _____ years ago. It is in _____
Nepal. One example of animals founds there is _____. We can go there

through _____ highway. Reserve headquarter is _____ away from Simara airport.

C)   Match the following words with their meanings.   (1×5=5)

         A   B

         Highway   marked

         Rubbish   got rid of

         Flora and fauna   main road

         Disposed of   waste material

         Designated   plants and animals life

D)   Write 'T' true and 'F' for false statements.   (1×5=5)

         a) Parsa wild life reserve is only in Parsa district.

         b) 300 species of animals are found in the reserve.

         c) The reserve is north of Hetauda.

         d) For more information about the reserve you can phone the headquarters at Adhbar.

         e) 10-years-old children can get into the reserve free.

2.   Subjective questions. (short-answer questions)   (2×5=10)

         a) What are the two common animals which can be found in the reserve?

         b) Which things are not allowed in the reserve?

         c) Name any two common birds found in the reserve.

         d) How big is Parsa wildlife reserve?

         e) Where can we contact for more information?

Name of student:

Name of school:

Class :

Date :

Text 'B'

Without doing pre-reading activities

Read the following passage carefully and do the activities given below. 30

The hailstorm last week wasn't a large one, but it caused many accidents. The hailstones started to come down in the late afternoon and were followed by rain. I saw it through the window of the restaurant. It had been raining for an hour and a half when we started for home.

The vehicles were being driven slowly because of downpour. The visibility was poor and the wind was howling. There had been landslides in many places and driving was dangerous. Earlier the wind had been blowing forcefully but, by the time we started off, it had calmed down. The downpour had turned into a drizzle and brought thunder and lightning.

I'd been driving for an hour when the accident happened. My wipers had been working, and the rain was spattering my windscreen, so I couldn't see well. I'd been stopping to clean my windscreen every few minutes. I had just started the engine again when my tyres started to slip. The truck slipped onto the side of the road, hit the hill, turned over and stopped.

I felt and looked to see if I was hurt, but I wasn't. I had been driving quite slowly and luckily the bend was quite wide. It was very quiet, with just the sounds of music and falling rain; I'd been playing the cassette. I looked for my Khalasi but couldn't find him. Soon there was a long queue of vehicles and people were all round me asking questions about the accident. I heard them

talking about two more sccidents in which three people had died and ten others had been injured. Suddenly, someone shouted that there was a man lying beside the road. It was my Khalasi. He had been lying unconscious for half an hour. He was helped. …………

(*Source: Grade-X, English Reading Text*)

1.   **Objective questions**

A)   Tick the best answer.   (1×5=5)

a) ____ accidents were caused by the hailstorm.

i) one   ii) two   iii) three   iv) four

b) The speaker was _____

i) Khalasi   ii) truck owner   iii) driver   iv) a passenger

c) He cleaned his windscreen every few minutes because _____

i) windscreen was dirty   ii) windscreen was broken

iii) wipers had not been working   iv) it was his habit

d) Because of the accident, _____ people had died.

i) two   ii) three   iii) four   iv) five

e) The unconscious person was_____

i) driver   ii) khalasi   iii) a passenger iv) a conductor

B)   Fill in the blanks with suitable words.   (1×5=5)

a) Because of the _____, the vehicles were being driven slowly.

b) When the accident happened, he had been driving for _____.

c) After the accident, the driver _____ his khalasi.

d) _____ found khalasi.

e) The driver couldn't see well because _____.

C)   Match the following words with their meanings.   (1×5=5)

A   B

Drizzle   clearness of atmosphere

Downpour   light rain

Hailstorm   a loud sound made by the wind

Visibility   a storm of frozen rains

Howling   heavy rain

D)   Write 'T' true and 'F' for false statements.   (1×5=5)

a) The bend was narrow where the accident happened.

b) It had been raining for an hour and a half when the driver started for home.

c) People were all round the driver to save him.

d) The truck turned over after an hour of driving.

e) Two people, who were in the truck, died, when the accident happened.

2.   **Subjective questions. (short-answer questions)**   **(2×5=10)**

a) Did it begin to rain just as the man started to drive home?

b) What's the man's job?

c) How long had the man been driving when he had the accident?

d) Why couldn't he see well?

e) Why had he stopped so often?

Name of student:

Name of school:

Class :

Date :

<p align="center">**Text 'C'**</p>

Without doing pre-reading activities

Read the following passage carefully and do the activities given below. 30

Computers have been a part of modern life. Today's schools children carry around calculating power which would have filled a large room 40 years age. Computer scientists are now working on the next generation of computers, ones which will have true intelligence.

What are the parts of computer? The word 'hardware' refers to the physical parts of computer. The main parts are the monitor, the keyboard, the mouse and the CPU or Central Processing Unit, which contains the hard disk.

The monitor is also known as the screen or VDU (Visual Display Unit). It looks like a television screen and display what we do on the computer. It comes in different sizes. The actual computer, i.e the part that performs tasks we ask it to do is in a unit holding the CPU, memory and hard and floppy disks. It comes in a rectangular box. CPU stands for Central Processing Unit. This could be called the brain of a computer. It performs calculating and manipulates data.

The keyboard functions like a typewriter. The computer is given commands by typing them on the keyboard. Information is then displayed on the monitor.

The mouse is a hand-held pointing device. By moving the mouse around on a flat surface, a pointer or arrow on the monitor will make corresponding movements. By clicking, holding and dragging with the mouse various things can be done on the monitor.

The hard disk is a fixed device for permanent storage which stays within the computer. A hard disk is capable of holding tremendous amounts of information, yet it is only a few inches in width and length. A computer also has a floppy disk drive. It is a slot for the insertion of portable disks also known as floppy disks.

(*Source: Grade-X, English Reading Text*)

1.   **Objective questions**

A)   Tick the best answer.   (1×5=5)

a) Monitor looks like a _____

    i) VDU   ii) CPU   iii) hard disk iv) TV screen

b) The slot for the insertion of floppy disks is called _____

    i) floppy disk drive ii) hard disk   iii) portable disk iv) monitor

c) _____ called the brain of a computer.

    i) hard disk   ii) CPU   iii) keyboard iv) mouse

d) We can click on _____ to select the topic.

    i) CPU   ii) VDU   iii) mouse   iv) hard disk

e) The device which can hold tremendous amount of information is called ___

    i) floppy disk ii) CPU   iii) monitor   iv) hard disk

B)   Fill in the blanks with suitable words.   (1×5=5)

Forty years ago calculating machines were as big as _____. The main parts of computer are _____. VDU stands for _____. Functions of keyboard are like _____. It gives commands by _____.

C) Match the following words with their meanings. (1×5=5)

A	B
accident	permanent
small	tremendous
hide	display
temporary	modern
tiny	large

D) Write 'T' true and 'F' for false statements. (1×5=5)

a) Forty years ago school children carried calculators big enough to fill a large room.

b) The CPU looks like a television.

c) The keyboard is used to give commands to the computer.

d) The hard disk is portable.

e) VDU looks like a CPU.

2. Subjective questions. (Short-answer questions) (2×5=10)

a) What is the difference between old and new computers?

b) What are the functions of the monitor?

c) Why CPU is called the brain of the computer?

d) What is the mouse? What does it do?

e) What is the difference between the hard disk and the floppy disk?

Name of student:

Name of school:

Class :

Date :

Text 'D'

Doing pre-reading activities.

Material for pre-reading activities: picture, headlines, clues, illustrations, guessing questions, etc.

Some guessing questions:

1∅ **Who looks different in the picture? Why?**

1∅ **Why are they sitting and standing there?**

1∅ **What clothes have they worn?**

1∅ **What is the passage about? Etc.**

Read the following passage carefully and do the activities given below. 30

My parents did not believe in boys wearing trousers, so I wore shorts to school. I wanted to wear trousers but every time I opened my mouth my parents told me to shut up.

One day, the class teacher told us that we were going to have a group photograph taken and he asked us to wear trousers for the occasion. I was in dilemma, as I did not possess a pair of trousers.

After school, I asked some of my friends to lend me pair of trousers, but no one had a pair which would fit me. I even tried on a pair for my father's trousers. They were too short for me and much too large at the waist. I gave up in despair.

The next day arrived. I thought of not going to school but my parents told me to get ready. They told me to stop grumbling because there was nothing wrong in wearing shorts. So I turned up as usual at school. The class teacher was aghast when he saw me. He and some other students wanted me to be excluded from the photograph but the head teacher intervened. She asked me to join the group. The class teacher told me to sit in the front with two students on either side of me.

The photograph was duly taken. A few days later a copy of the picture appeared on the notice board. Crowds of students gathered to see it . It was a well taken photograph. All the students were in their well-ironed, spotlessly white shirts and trousers except me in the front row, with my knobby knees conspicuously exposed. Needless to say, the picture gave rise to a lot of laughter and unkind remarks. You can imagine how I felt!

But the incident had a happy ending. I bought a copy of the photograph and showed it to my parents. My father immediately asked my mother to buy some white trousers for me-my very first pair.

(*Source: Grade-X, English Reading Text*)

1.   Objective questions   20

A.   Tick (√) the best answer.   (1×5=5)

a) The writer was in a dilemma because _____

        i)   He did not get chance to go to school.

        ii)   He did not possess a pair of trousers.

        iii)   He did not like to take photograph.

        iv)   His trousers were old and dirty.

b) Some students and _____ wanted him to be excluded from the photograph.

i) head teacher   ii) his parent

iii) class teacher   iv) his brother

c) The picture gave rise to a lot of laughter because _____

i) it was well taken

ii) the picture was not so clear

iii) students were not in good position

iv) only the writer was in shorts

d) The class was aghast because _____

i) the writer came late

ii) the writer did not wear trousers

iii) the writer did not like to join the group

iv) the writer did not do his homework.

B.   Fill in the blanks with suitable words.   (1×5=5)

The writer wanted to wear trousers but his parents did not _____ for him. After, school, he went to friends' house to _____ of trousers. He even tried on _____ trousers. Then he went without_____ . The story had _____ ending at last.

C.   Match the following words with their meanings.   (1×5=5)

A   B

Conspicuously   left out

Aghast interfered

Knobby   filled with fear and surprise

Excluded   sticking out like a knob

Intervened   noticeably

D.   Write 'T' true and 'F' for false statements.   (1×5=5)

a) The writer of the story is a boy.

b) He likes wearing shorts.

c) None of his friends lent him a pair of trousers.

d) The head teacher was a woman.

e) The writer's parents liked the photograph.

2.   **Subjective questions. (Short-answer questions)**   **(2×5=10)**

a) Why did the boy wear shorts although he didn't like them?

b) What did he do f\after class teacher asked him to wear trousers?

c) Why did the students laugh when they saw the photograph?

d) What is the happy ending to the story?

e) Give the story a suitable title.

Name of student:

Name of school:

Class :

Date :

Text 'E'

Doing pre-reading activities.

Material for pre-reading activities: picture, headlines, clues, illustrations, guessing questions, etc.

Some guessing questions:

1∅ **What is the passage about?**

1∅ **Which animals can you see in the picture?**

1∅ **Can you name any two endangered animals?**

1∅ **What will happen if tigers become extinct? Etc..**

Read the following passage carefully and then do the activities given below: **30**

Nowadays everybody is talking about wildlife conservation. Many animals are in danger of extinction and must be saved: this is the plea of the conservationist. You may be wondering what it means when a particular animal belong to an endangered species. The conservationist will draw your attention to two dangers that threaten the wildlife of the world. Let's look at each of them

An animal may be aid to be endangered when people begin to kill it indiscriminately. Alligators are killed for skin, elephants are killed for their ivory; and several kinds of birds are killed for their feathers. If such killing is not checked, those animals may be extinct.

There is an even more serious threat to animal. When people cut down the trees of the forest, the animal living there lose their home. Trees are cut for fuel or for timber, and little by little the forest area diminishes. Sometimes large areas of forest are cleared to make way for a reservoir or a dam. The animals in the area are then pushed out of existence.

What that matter means? You may ask. We can do many things without many of these animals. The world will be safer without poisonous snakes and man-eating tigers. But if one animal species is removed from the earth, it is like removing one link from a chain. Wildlife is a vital part of our ecosystem. Nature maintains a delicate balance among the plants and animals of the world. If we go on killing species after species of animals, we will be removing thread after thread from the complex tapestry of life until finally nothing will be left of life on earth.

(*Source: Grade-X, English Reading Text)*

1.   Objective questions   20

A)   Tick(√) the best answer.   (1×5=5)

a) The tiger is _____ animal.

i) a common ii) an endangered   iii) a disappeared iv) a national

b) According to passage, people cut down trees for_____

i) cure and fuel   ii) cure and timber

iii) cure, timber and fuel   iv) fuel and timber

c) The plea of conservationist is that endangered animals_____

i) must be kept in zoo   ii) must be killed

iii) must be saved   iv) must be sold

d) The word conservation means _____

    i) preservation   ii) extinction

    iii) observation   iv) population

e) When one animal species is removed from the earth _____

    i) it will be easier for the existence of other animals

    ii) it does not affect to other animals.

    iii) existence of other kinds of animals.

    iv) it disturbs natural balance animals.

B)   Fill in the blanks with suitable words.   5

Elephants are killed for _____ and birds are _____. When people begin to kill animal indiscriminately, they _____. Removing one animal species from the earth is like _____. If we go on killing species after species of animals _____ will be found alive on earth.

C)   Match the following words with their meanings.   (1×5=5)

A	B
Extinction	place where after is stored
plea	becomes smaller
Indiscriminately	urgent request
Diminishes	dying out
Reservoir	without care.

D)   Write 'T' true and 'F' for false statements.   (1×5=5)

a) Alligators are killed for their ivory.

b) The word will be after without poisonous snake and man-eating tigers.

c) When we clear forests, wild life to lose their home.

d) We must preserve wild life to maintain natural balance.

e) Only tiger, elephant and alligators are endangered animals.

2. **Subjective questions. (Short-answer questions)** (2×5=10)

a) What are the two dangers for wild life?

b) Why are animals killed?

c) Why are forests being cut down?

d) What would you do to save wild life?

e) What is the suitable title for this passage?

Name of student:

Name of school:

Class :

Date :

Text 'F'

Doing pre-reading Activities.

Materials for pre-reading activities: picture, headlines, clues, illustrations, guessing questions, etc.

Some guessing questions:

1∅ **What can you see in the picture?**

1∅ **What are they doing?**

1∅ **Who is that girl staying out of circle?**

1∅ **What does that girl look like ? etc.**

Read the following passage and do the activities that follow: 30

It was always me who had to take care of Nima. And it wasn't easy. She was always doing strange thing and the other children would laugh. I used to feel so ashamed, there were times I even felt I hated her. But it really wasn't her fault. You see, Nima is mentally retarded. Although she is older than I am and taller, she can't do many things. She can't read or write. What she calls writing is just wild scribbles across the page.

Whenever I am with my friends she wants to be with us. My mother has to go out to work so that leaves just me ……… I have to look after her.

"She is your sister; You have to take care of her. If you don't who will? I've got to go out to work, otherwise what are we going to eat?" Mother used to say.

Well, that was true. Even since Father died, life hadn't been very easy for mother and I guess I hadn't made things any easier, grumbling about having to keep an eye on Nima.

She always wanted to join our games. Then, she'd make a mess of things because she really didn't understand any of the games. She didn't keep the rules because she didn't know them. We'd let her play to stop her from crying, but then she'd break a rule and if we said that she was 'out' she'd begin to cry again. My friends Rita, Mona and others used to get really mad, not just at her but at me as well. Then, I would lose my temper and walk off, with Nima crying and stumbling behind me in her attempt to keep up with my strides. And mother would be there, watching us from the kitchen window.

"Haven't you any feeling? Can't you see she feels hurt and left out? It isn't her fault!" then mother would comfort her.

And I would feel bad.

(*Source: Grade-X, English Reading Text)*

1.   Objective questions   20

A.   Tick(√) the best answer.   (1×5=5)

a) Nima is _____ girl.

   i) normal   ii) quick minded   iii) blind iv) mentally retarded

b) There are _____ in Nima's family now.

   i) two members   ii) three members

   iii) four members   iv) five members

c) While playing games, Nima would make a mess of things because __

   i) she was a mischievous girl

   ii) she didn't understand the rules of games

iii) she didn't understand the rules of games

iv) she could not see well

d) Mother did not take care of Nimal all the times because _____

i) it was a difficult job   ii) she hated her

iii) Nima hated her mother   iv) she had to go out to work

e) The speaker of the story is Nima's _____

i) mother   ii) friend   iii) aunty   iv) sister

iv) it diturb natural balance animal.

B)   Fill in the blanks with suitable words.   5

The passage is about a _____ girl who was always doing _____. Her activities made other children _____. She was _____ than the speakers. Nima can't _____.

C)   Match the following words with their meanings.   (1×5=5)

A	B
Mentally retarded	state of confusion, disorder
Scribbles	walking with long steps
Mess	abnormal, mentally underdeveloped
Stumbling	hasty, careless writing
Strides	almost falling by striking one's feet against something

D)   Write 'T' true and 'F' for false statements.   (1×5=5)

a) The writer is older than her sister, Nima.

b) She looks after Nima.

c) Nima can read and write.

d) Their father and mother work together.

e) Nima did not like to play games.

2.   **Subjective questions. (Short-answer questions)**   **(2×5=10)**

a) What made the writer's friends angry?

b) Why did the writer feel bad?

c) What is the matter with Nima?

d) What do you think of the other children's behaviour towards her? Why?

e) Give a suitable title to the story.

APPENDIX-III

RAW SCORE OF INDIVIDUAL STUDENT OF EACH SCHOOL

1. (I) Shree Arun S.S. : Individual effectiveness of reading activities without doing pre-reading activities

Kinds of Questions	Total Marks of text 'A', 'B' and 'C'					Total Marks	%
	Objective questions F.M. :60				Subjective questions F.M. : 30	90	
	Choose the best answer	Fill in the blanks	Match	True/False	Answer these questions		
Full Marks	15	15	15	15	30	90	
Names	Obtain Marks						
Laxmi Gurung	4	3	5	4	9	25	27.7
Buddhi Maya Gurung	3	2	4	4	8	21	23.3
Chija Gurung	6	5	7	8	12	38	42.2
Phool Maya Gurung	9	7	6	13	16	51	56.6
Tuli Maya Thapa	8	6	7	13	9	43	47.7
Raj Kumari Rana	6	5	6	8	8	33	36.6
Gita Neupane	5	4	7	9	9	34	37.7
Chheu Maya Poudel	3	1	2	4	6	16	17.7
Devi Khanal	2	1	2	3	5	13	14.4
Raju Neupane	10	9	9	12	18	58	64.4
Roshan Thapa	9	8	8	11	16	52	57.7
Krishna Pariyar	8	7	8	10	14	47	52.2
Dejan Gurung	2	2	2	6	6	18	20.0
Gautam Thapa	11	10	11	12	18	62	68.8
Shyam Rana	3	4	4	6	8	25	27.7
Ashok Gurung	7	6	7	9	9	38	42.2
Total marks	96	80	95	132	171	574	
Average Marks	6.0	5.0	5.9	8.2	10.6	35.8	
Average Percentage	40%	33.3%	39.3%	54.6%	35.3%	39.8%	39.8

1. (II) Shree Arun S.S. : Individual effectiveness of reading activities by doing pre-reading activities

Kinds of Questions	Total Marks of text 'D', 'E' and 'F'					Total Marks	%
	Objective questions F.M. :60				Subjective questions F.M. : 30	90	
	Choose the best answer	Fill in the blanks	Match	True/False	Answer these questions		
Full Marks	15	15	15	15	30	90	
Names	Obtain Marks						
Laxmi Gurung	5	5	7	5	13	35	38.8
Buddhi Maya Gurung	5	5	6	6	12	34	37.7
Chija Gurung	7	7	9	10	16	49	54.4
Phool Maya Gurung	10	8	8	14	18	58	64.4
Tuli Maya Thapa	10	7	8	13	12	51	56.6
Raj Kumari Rana	5	7	8	9	12	41	45.5
Gita Neupane	7	8	9	9	13	46	51.1
Chheu Maya Poudel	5	8	6	7	9	32	35.5
Devi Khanal	6	5	6	6	9	32	35.5
Raju Neupane	12	5	10	14	21	67	74.4
Roshan Thapa	9	10	9	13	20	61	67.7
Krishna Pariyar	10	8	8	12	18	56	62.6
Dejan Gurung	6	6	6	8	10	36	40.0
Gautam Thapa	13	11	12	13	20	69	76.6
Shyam Rana	4	6	6	9	13	38	42.2
Ashok Gurung	6	6	9	10	14	45	50.0
Total marks	120	114	128	158	230	750	
Average Marks	7.5	7.1	8	9.8	14.3	46.8	
Average Percentage	50%	47.3%	53.3%	65.3%	47.6%	52.0%	52.0

2. (I) Shree Keshavtar H.S.S. : Individual effectiveness of reading activities without doing pre-reading activities

Kinds of Questions	Total Marks of text 'A', 'B' and 'C'					Total Marks	%
Kinds of Questions	Objective questions F.M. :60				Subjective questions F.M. : 30	90	
	Choose the best answer	Fill in the blanks	Match	True/False	Answer these questions		
Full Marks	15	15	15	15	30	90	
Names	Obtain Marks						
Dipa Pariyar	9	8	9	11	11	48	53.3
Rina B.K	5	6	6	8	10	35	38.8
Kalpana BK	13	12	13	14	20	72	80
Nisha Pariyar	4	4	4	8	8	28	31.1
Prakriti Thapa	10	9	10	12	16	57	63.3
Krishna Maya Thapa	11	10	10	13	18	62	38.8
Gita Bhujel	12	11	11	14	20	68	75.5
Shanti Gurung	4	3	4	5	7	23	25.5
Kalyan Bhattarai	5	3	4	6	8	26	28.8
Sudesh Bhattarai	7	6	9	11	11	44	48.8
Kishan Sharma	8	7	8	10	10	43	47.7
Hari Poudel	10	8	9	15	11	53	58.8
Binod Rana	11	9	8	15	18	61	67.7
Jiwan Pun	8	7	9	10	14	48	53.3
Ram Bahadur Thapa	5	4	6	6	10	31	34.4
Kamal Thapa	6	5	7	6	11	35	38.8
Total marks	128	112	127	164	203	734	
Average Marks	8	7	7.9	10.2	12.6	45.8	
Average Percentage	53.3%	46.6%	52.6%	68%	42%	50.9%	50.9

2. (II) Shree Hansa Bahini H. S.S. : Individual effectiveness of reading activities by doing pre-reading activities

Kinds of Questions	Total Marks of text 'D', 'E' and 'F'					Total Marks	%
	Objective questions F.M. :60				Subjective questions F.M. :30	90	
	Choose the best answer	Fill in the blanks	Match	True/False	Answer these questions		
Full Marks	15	15	15	15	30	90	
Names	Obtain Marks						
Dipa Pariyar	11	18	10	15	16	60	66.6
Rina B.K	8	9	9	10	15	51	56.6
Kalpana BK	13	12	13	15	26	79	87.7
Nisha Pariyar	6	5	7	13	13	44	48.8
Prakriti Thapa	10	10	10	15	21	66	73.3
Krishna Maya Thapa	12	11	12	15	23	73	81.1
Gita Bhujel	13	12	12	15	26	78	86.6
Shanti Gurung	5	5	7	10	15	42	46.6
Kalyan Bhattarai	8	7	9	10	17	51	56.6
Sudesh Bhattarai	9	10	9	13	17	58	64.4
Kishan Sharma	9	8	7	11	16	51	56.6
Hari Poudel	12	10	10	15	16	63	70
Binod Rana	13	9	11	15	23	71	78.8
Jiwan Pun	10	8	8	14	21	61	67.7
Ram Bahadur Thapa	8	6	7	11	20	52	57.7
Kamal Thapa	8	7	7	11	23	56	62.2
Total marks	155	137	148	208	308	956	
Average Marks	9.6	8.5	9.2	13	19.2	59.7	
Average Percentage	64.5%	57%	60.4%	86.6%	64.1%	66.3%	66.3%

3. (I) Shree Hansa Bahini H.S.S. : Individual effectiveness of reading activities without doing pre-reading activities

Kinds of Questions	Total Marks of text 'A', 'B' and 'C'					Total Marks	%
	Objective questions F.M. :60				Subjective questions F.M. :30	90	
	Choose the best answer	Fill in the blanks	Match	True/False	Answer these questions		
Full Marks	15	15	15	15	30	90	
Names	Obtain Marks						
Yashoda Gurung	5	3	4	7	6	25	27.7
Nishah Khanal	3	2	3	6	7	21	23.3
Rita Khanal	2	4	2	4	5	17	18.8
Parbati Khanal	3	3	4	4	8	22	24.4
Dipa Dhakal	6	4	8	9	11	38	42.2
Bina Panthi	7	4	7	7	12	37	41.1
Devi Rana	4	3	2	4	8	21	23.3
Usha Gurung	5	1	4	6	7	23	25.5
Harimaya Lama	5	2	6	8	9	30	33.3
Laxmi Gurung	7	2	8	9	12	38	42.2
Devendra Pun	8	5	8	8	10	39	43.3
Upendra Pun	9	6	10	9	13	47	52.2
Keshav Khanal	5	5	4	7	12	33	36.6
Ujjal Khanal	6	6	7	9	9	37	41.1
Dhruba Gurung	5	3	6	8	10	32	35.5
Ram Bdr Thapa	7	4	5	8	13	37	41.1
Total marks	87	57	88	11.3	152	497	
Average Marks	5.4	3.5	5.5	7.0	9.5	31.0	
Average Percentage	36.2%	23.73.%	36.64%	47.0%	31.6%	34.5%	34.5%

3. (II) Shree Hansa Bahini H. S.S. : Individual effectiveness of reading activities by doing pre-reading activities

Kinds of Questions	Total Marks of text 'D', 'E' and 'F'					Total Marks	%
	Objective questions F.M. :60				Subjective questions F.M. : 30	90	
	Choose the best answer	Fill in the blanks	Match	True/False	Answer these questions		
Full Marks	15	15	15	15	30	90	
Names	Obtain Marks						
Yashoda Gurung	7	6	6	13	9	41	45.5
Nishah Khanal	8	8	7	14	10	47	52.5
Rita Khanal	6	5	4	12	8	35	38.8
Parbati Khanal	6	5	7	12	10	40	44.4
Dipa Dhakal	10	8	11	13	13	55	61.1
Bina Panthi	10	8	11	13	17	59	65.5
Devi Rana	8	8	10	15	20	61	67.7
Usha Gurung	9	8	8	15	12	52	57.7
Harimaya Lama	8	7	7	9	20	51	56.6
Laxmi Gurung	11	9	10	15	22	67	74.4
Devendra Pun	11	8	10	11	21	61	67.7
Upendra Pun	10	8	11	15	23	67	74.4
Keshav Khanal	9	7	10	15	22	63	70.0
Ujjal Khanal	9	7	8	14	15	53	58.8
Dhruba Gurung	8	6	8	14	14	50	55.5
Ram Bdr Thapa	10	9	9	14	14	56	62.2
Total marks	140	117	137	214	250	858	
Average Marks	8.7	7.3	8.5	13.3	15.6	53.6	
Average Percentage	58.3%	48.7%	57.0%	89.1%	52.0%	59.5%	59.5

4. (I) Shree Diwas S.S. : Individual effectiveness of reading activities without doing pre-reading activities

Kinds of Questions	Total Marks of text 'A', 'B' and 'C'					Total Marks	%
	Objective questions F.M. :60				Subjective questions F.M. :30	90	
	Choose the best answer	Fill in the blanks	Match	True/False	Answer these questions		
Full Marks	15	15	15	15	30	90	
Names	Obtain Marks						
Sarita Poudel	3	2	2	6	8	21	23.3
Nita POudel	2	3	3	5	7	20	22.2
Kanta Ghimire	4	2	2	7	7	22	24.4
Dipa Ghimire	5	3	4	8	10	30	33.3
Sabina Karki	8	6	7	8	11	40	44.4
Rita Khatri	6	5	4	9	13	37	41.1
Bimala Raut	4	2	6	7	10	29	32.2
Samjhana Gurung	5	3	8	8	10	34	37.7
Apsara Thapa	3	2	5	4	8	22	24.4
Binod Gurung	6	4	7	7	9	33	36.6
Ammar Thapa	9	5	11	11	16	52	57.7
Devendra Gurung	11	7	8	13	17	56	62.2
Ashok Thapa	7	4	6	10	14	41	45.5
Ram Karki	2	2	3	6	12	25	27.7
Shiva Khatri	4	4	3	7	10	28	31.1
Bharat KC	8	5	9	10	13	45	50.0
Total marks	87	59	88	126	175	535	
Average Marks	5.4	3.6	5.5	7.8	10.9	33.4	
Average Percentage	36.2%	24.5%	36.6%	52.5%	36.4%	37.1%	37.1

4.   (II) Shree Diwas S.S : Individual effectiveness of reading activities by doing pre-reading activities

Kinds of Questions	Total Marks of text 'D', 'E' and 'F'					Total Marks	%
	Objective questions F.M. :60				Subjective questions F.M. :30	90	
	Choose the best answer	Fill in the blanks	Match	True/False	Answer these questions		
Full Marks	15	15	15	15	30	90	
Names	Obtain Marks						
Sarita Poudel	6	4	6	14	12	42	46.6
Nita POudel	4	6	5	12	11	38	42.2
Kanta Ghimire	6	5	8	14	12	45	50.0
Dipa Ghimire	7	6	6	14	17	50	55.5
Sabina Karki	10	8	11	13	19	61	67.7
Rita Khatri	9	7	8	15	24	63	70.0
Bimala Raut	8	4	7	10	19	48	53.3
Samjhana Gurung	8	6	5	12	18	49	54.4
Apsara Thapa	5	4	8	9	19	45	50.0
Binod Gurung	9	8	8	14	20	59	65.5
Ammar Thapa	12	9	9	15	26	71	78.8
Devendra Gurung	13	9	13	15	24	74	82.2
Ashok Thapa	9	6	11	15	19	60	66.6
Ram Karki	4	4	6	12	22	48	53.3
Shiva Khatri	8	5	7	11	18	50	55.5
Bharat KC	8	7	8	10	16	49	54.4
Total marks	126	99	126	205	296	852	
Average Marks	7.8	6.1	7.8	12.8	18.5	53.2	
Average Percentage	52.5%	41.2%	52.5%	85.4%	61.6%	59.1%	59.1%

5. (I) Shree Janajukta Shahi S.S : Individual effectiveness of reading activities without doing pre-reading activities

Kinds of Questions	Total Marks of text 'A', 'B' and 'C'					Total Marks	%
	Objective questions F.M. :60				Subjective questions F.M. :30	90	
	Choose the best answer	Fill in the blanks	Match	True/False	Answer these questions		
Full Marks	15	15	15	15	30	90	
Names	Obtain Marks						
Kamala Wagle	7	4	6	10	8	35	38.8
Kripa Wagle	6	5	6	10	6	33	36.6
Laxmi B.K.	8	5	7	11	10	41	45.5
Usha Pariyar	5	5	4	8	11	33	36.6
Nita Pandit	3	4	4	12	7	30	33.3
Sita Bhandari	6	3	7	15	6	37	41.1
Devi Ojha	8	5	6	13	12	44	48.8
Bishnu Many Poudel	2	2	4	13	17	38	42.2
Pragati Shrestha	1	3	5	8	12	29	32.2
Garima Rana	8	4	6	12	8	38	42.2
Padam Thapa	9	4	11	15	14	53	58.8
Keshav Shahi	10	5	9	12	6	42	46.6
Kamal Wagle	6	3	5	14	19	47	52.2
Pravesh Pandit	7	2	8	13	11	41	45.5
Dinesh Pariyar	8	5	4	13	6	36	40.0
Hari Bdr B.K.	3	2	6	11	20	42	46.6
Total marks	97	61	98	190	173	619	
Average Marks	6.0	3.8	6.1	11.8	10.8	38.6	
Average Percentage	40.4%	25.4%	40.8%	79.1%	36.0%	42.9%	42.9

5. (II) Shree Janajukta Shahi S.S : Individual effectiveness of reading activities by doing pre-reading activities

Kinds of Questions	Total Marks of text 'A', 'B' and 'C'					Total Marks	%
	Objective questions F.M. :60				Subjective questions F.M. :30	90	
	Choose the best answer	Fill in the blanks	Match	True/False	Answer these questions		
Full Marks	15	15	15	15	30	90	
Names	Obtain Marks						
Kamala Wagle	11	8	9	11	10	49	54.4
Kripa Wagle	11	7	8	11	9	46	51.1
Laxmi B.K.	13	10	12	10	16	61	37.7
Usha Pariyar	11	9	12	9	18	59	65.5
Nita Pandit	9	6	11	13	12	51	56.6
Sita Bhandari	8	7	10	15	11	51	56.6
Devi Ojha	9	10	12	15	19	65	72.2
Bishnu Many Poudel	7	4	6	13	20	50	55.5
Pragati Shrestha	7	3	8	8	16	42	46.6
Garima Rana	12	7	11	11	12	53	58.8
Padam Thapa	14	8	13	13	22	70	77.7
Keshav Shahi	14	9	12	15	11	61	67.7
Kamal Wagle	8	6	11	14	24	63	70.0
Pravesh Pandit	7	4	10	15	19	55	61.1
Dinesh Pariyar	10	9	9	13	16	57	63.3
Hari Bdr B.K.	8	7	6	12	26	59	65.5
Total marks	159	114	160	198	261	892	
Average Marks	9.9	7.1	10.0	12.3	16.3	55.7	
Average Percentage	62.2%	47.5%	66.6%	82.5%	54.3%	61.9%	61.9%