

**READING COMPREHENSION TEST STRATIGIES
ADOPTED BY ENGLISH TEACHERS OF SCHOOL LEVEL**

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

**Submitted by
Rana Bahadur Neupane Chhetri**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2011**

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DECLARATION

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

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Rana Bahadur Neupane Chhetri** has prepared this thesis entitled “**Reading Comprehension Test Strategies Adopted by English Teachers of School Level**” under my guidance and supervision.

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DEEDICATION

**Affectionately dedicated
to
my parents and my wife, Shova
without whom my dreams would not
have come true**

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Ashad, 2068

ABSTRACT

This study is the study of '**Reading Comprehension Test Strategies Adopted by English Teachers of School Level**'. The study attempted to identify the test strategies adopted by English teachers of school level. I utilized both the primary and secondary sources of data. The data for the study were collected by using purposive non-random sampling procedure. For primary data, I took twenty lower secondary and twenty secondary English teachers from Gandaki and Bagmati zone. In order to find out the test strategies adopted by English teachers of school level, I used questionnaire as the tool of the research. The collected data were systematically analyzed using simple statistical tools. I used tables, bar diagrams and pie chart to analyze and present the collected data. From the collected data, I found that the English teachers of school level used different test strategies while testing reading comprehension text. I also found that some of the teachers were unknown about some of the strategies. So, they should be trained and informed about them to make their teaching and testing effective and result oriented.

This thesis consists of four chapters. Chapter one consists of general background, review of the related literature, objectives and significance of the study. Similarly, chapter two consists of the methodology adopted in course of the study. Sources of data, tools for data collection and the limitations of the study are the topics which come under chapter two. Similarly, chapter three consists of the analysis and interpretation of the data obtained through the primary and secondary sources. Chapter four includes findings and recommendations which are derived and suggested with the help of analysis and interpretation of the data. References and appendices are included at the end of this work to make the work more valid.

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LIST OF ABBREVIATIONS AND SYMBOLS

%	Percentage
AD	Anno Domini
B. Ed.	Bachelor in Education
CDC	Curriculum Development Centre
CUP	Cambridge University Press
eds.	Editions
EFL	English as a Foreign Language
eg.	For Example
ESL	English as a Second Language
et al.	And others
etc.	Et Cetera
i. e.	That is
LSWR	Listening, Speaking, Reading and Writing
M. Ed.	Master in Education
NESP	National Education System Plan
OUP	Oxford University Press
p.	Page
PCL	Proficiency Certificate Level
T. U.	Tribhuban University
UK	United Kingdom
UN	United Nation
USA	United States of America
viz.	Namely