

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication. Language is the greatest means of human civilization that sets people apart from the other living beings. It is through language that human beings express their thoughts, feelings and desires. The main purpose of teaching a language is to enable the students to communicate in that language. There are several languages in the world. Out of them English is the most widely spoken language in the world. It is spoken all over the world. It is the most widely used as lingua franca in the world. So, it is called an international language. Without having good knowledge of English, one will not be able to progress. English has been recognized as the chief foreign language to be taught in different countries. English is also used to establish diplomatic relations with most of the countries of the world by some of the internationally recognized organizations like the U.N.O.

In order to communicate in a language, one should have mastery over different skills and aspects of that language. Skills of language refer to the ways and manners through which language can be understood and delivered in different forms of communication. There are four language skills. They are listening, speaking, reading and writing.

The four skills mentioned above can be classified as receptive and productive skills. Generally, listening and reading fall under the category of receptive skills while speaking and writing are productive skills. That is, while listening we understand the spoken language and we understand the written language while reading. Similarly, while learning production skills what is aimed is the selection of the relevant language for the situation concerned. However, we cannot draw a

watertight distinction between the receptive and productive skills because receptive skills tend to be productive skills and vice versa.

1.1.1 Importance of English Teaching in Nepal

Language is used as a means of communication among human beings. It helps to share the feelings, emotions, ideas and information etc from one person to another person. There are several languages spoken in the world and English is one of them. English is one of the most full-fledged and flourished languages in the world. It is spoken all over the world. So, English is said to be an international language. English has turned into the most important language in the world. It has gained the highest popularity among all languages spoken in the world. English is also related with the social prestige. People who have good knowledge of English can get honor in society. Almost all important books are written in English. So, without the knowledge of English, man becomes isolated from the world of canon of English literature. So, English is a language for survival. There is no doubt in the importance of English in Nepal.

The use of the English language in Nepal started when the British empire began ruling India. The then Prime Minister of Nepal Junga Bahadur Rana established an English elementary school on the ground floor of Thapathali Durbar in 1854 but it was not opened for public. After the establishment of Democracy in 1950 it brought the change in education. Then, English school was also opened for the public. It increased the access of English education along with other subjects to be public. But, due to different reasons like: lack of teacher training, lack of professional skills and techniques, lack of physical facilities, attitudes of the people towards teaching profession, less attention of the government to the teachers, lack of regular supervision could not help to grow the quality education in ELT along with other subjects.

1.1.2 The Reading Skill

Reading opens the gate of knowledge. Reading, generally means understanding or making sense of given text. It is the total understanding of a message in a text.

Reading has been defined in different ways. According to Richards et al. (1999, p.306) “Reading is a process of perceiving a written text in order to understand its content”. William (1991, p 2) defines reading as “a process whereby one looks at and understands what has been written”.

In a broad sense, reading can be described as a process which involves recognizing graphs, symbols, vocalizing them and getting the message that the writer has expressed by means of those symbols of these three activities: Recognizing graphic symbol is the basic thing in reading. One can not even to read, unless one can not correctly recognize the words in print or writing. Vocalizing graphic symbol (which is also called loud reading) is also an important aspect of reading to be dealt with at early stage. The third activity, i.e. getting the message of the writer is the most important aspect of reading, for the most usual authentic reason for reading is that the readers want to get facts, ideas, attitudes and feelings that the writer has expressed through his writing.

Reading is the third language skill in a natural order. It is the total understanding of a message in a text. In the same way, Nuttall (1996, p.11) says that “reading is an interactive process-as conversation is-because both reader and writer depend on one another”. Reading can also be described as a means of language acquisition of communication, and of sharing information and ideas.

From all these definitions, we can conclude that, reading is one of the language skills. It is a receptive language skill through which a reader receives information from the written text. In fact, reading helps to recognize and comprehend the

knowledge and information contained in a text. It involves recognition of printed letters, words, phrases, clauses and sentences with meaning.

1.1.3 Reading Comprehension

Grellet (1981) says that reading comprehension means extracting the required information from the written text as efficiently as possible. Similarly, Khaniya (2005, p.139) defines reading “as understanding, understanding a text means comprehending a text”. It is one of the most complex forms of cognition which means complete understanding of a text. It also involves understanding the value of text. So, we can say that reading comprehension refers to understanding a written text. Reading comprehension depends on reading strategies and linguistic competence.

Richards et al. (1999, pp.306-307) mention the following types of reading comprehension:

1.1.3.1 A literal comprehension

Literal comprehension refers to reading in order to understand, remember, or recall the information explicitly contained in a passage.

1.1.3.2 Inferential comprehension

Inferential comprehension refers to reading in order to find information which is not explicitly stated in a passage using the reader's experience and intuition and by inferring.

1.1.3.3 Critical and evaluation comprehension

Critical and evaluation comprehension refers to reading in order to compare information in a passage with the reader's own knowledge and values.

1.1.3.4 Appreciative comprehension

Appreciative comprehension refers to reading in order to gain an emotional or other kind of valued response from a passage.

1.1.4 Skills Involved in Reading

Reading is understanding, which involves extracting the required information from the text as effectively as possible. Skills in teaching reading refer to the components of reading skill. Reading is not a single skill rather it involves variety of sub skills. Various scholars have given different sub-skills of reading. To be a good reader, the learner has to learn those skills. The main skills of reading stated by Munby (1978 as cited in Grellet 1981, p.3) are as follows:

- Recognizing the script of a language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding information when not explicitly stated.
- Understanding conceptual meaning.
- Understanding the communicative value of sentences and utterances.
- Understanding relations within sentences.
- Understanding relations between the parts of the text through lexical cohesion devices.
- Understanding cohesion between parts of text through grammatical cohesion devices.

- Interpreting the text by going outside it.
- Recognizing indicators in discourse.
- Identifying the main point as important information in a piece of discourse.
- Distinguishing the main idea from supporting details.
- Extracting salient points to summarize.
- Selecting extraction of relevant points from the text.
- Basic reference skills.
- Skimming.
- Scanning to locate specifically required information.
- Trans-coding information to diagrammatic display.

Moreover, Harmer (2001, p.301) mentions five sub skills of reading.

- i. Identifying the topic.
- ii. Predicting and guessing.
- iii. Reading for general understanding.
- iv. Reading for specific information.
- v. Interpreting the text.

1.1.5 Types of Reading

There are different types of reading. Reading can be categorized on the basis of different factors like:

1.1.5.1 On the basis of pace or speed, there are two types of reading. They are:

- i) Slow reading
- ii) Fast/Rapid reading

1.1.5.2 On the basis of noise, there are two types of reading. They are:

- i) Silent reading
- ii) Loud reading/Reading aloud

1.1.3.3 On the basis of focus of attention, during the reading it can be classified as:

- i) Skimming
- ii) Scanning

1.1.3.4 On the basis of general purpose of reading, there are two types of reading. They are:

- i) Intensive reading
- ii) Extensive reading

These types are briefly described (identified) below:

1.1.5.1 Slow Reading

Slow reading refers to the reading in relatively slow speed. Slow reading can be applied in the following cases:

- a) In beginning stage of reading.
- b) While reading difficult passages.
- c) For the purpose of understanding in depth and learning about the language system.

1.1.5.2 Fast/Rapid Reading

Rapid reading is also known as speed reading or faster reading. In rapid reading, the students are asked to read the text quickly and to achieve greater degree of understanding of what they read. Rapid reading is always silent because reading aloud always checks speed of reading. Rapid reading develops students' reading speed and the readers can accumulate a lot of information within a limited period of time.

1.1.5.3 Silent Reading

Silent reading refers to understanding the message from graphic symbols through our eyes. It involves mental process without making use of organs of speech. It is often required for advanced levels. Silent reading develops students' self-reading habit and encourages making use of dictionary.

1.1.5.4 Reading Aloud

Reading aloud is also known as oral reading. This type of reading is carried out to enable the students to read with correct pronunciation, articulation, intonation and rhythm. The supreme objective of loud reading is to develop in the students a desire for silent reading.

1.1.5.5 Skimming

Skimming means looking quickly over a text to get an idea of what it is about and of how it is organized. Skimming is one of the specific reading techniques necessary

for quick and efficient reading. When skimming, readers go through the reading materials 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 intention of the writer. While skimming, we should not read every word instead we should look at heading, pictures, graphs and highlighted words. We can read the introduction and the first sentence of each paragraph. In other words, skimming focuses its attention for the purpose of getting the gist of a text. According to Grellet, (1981, p. 19) skimming is therefore a throughout activity which requires an overall view of the text and implies a definite reading competence. Thus, skimming is a type of speed reading in which the readers make a rapid survey of text to grasp the general theme or central idea of text being read. Moreover, skimming involves mastering the skills of predicting, previewing and anticipation. Predicting is a faculty of guessing what is to be coming next making use of grammatical logical and cultural clues. Previewing is a specific reading technique which involves using the table of content, paragraph headings in order to find out where the required information is likely to be. Anticipation is the expectation in the process of reading and a permanent interrelationship between the reader and the text.

I. Characteristics of Skimming

The characteristics of skimming are as follows:

- a) Skimming is a type of speed reading.
- b) In skimming the readers make a rapid survey of texts to grasp the general theme or central idea.
- c) It is mainly useful for advanced level.
- d) Students may have to complete within a certain time.
- e) After skimming the students can create a title of the text.

II. Skimming Tasks

Cross (1992) suggests a number of skimming tasks, most of which can usually be given orally.

- a) *Comparing values:* The teacher can ask the students to find the best value like: table fan, television, washing machine or any other item from a set of similar advertisements for the product.
- b) *Selecting a title:* The students choose the most appropriate title for a passage from a multiple-choice array on the same page or on a separate worksheet or poster.
- c) *Finding and comparing events:* From an obituary or biography, the students can be asked to decide the major achievement of a persons' life.
- d) *Drawing inferences:* Students draw inferences about the writer's attitude to a situation or topic.
- e) *Deciding the question:* The teacher asks the students to decide what question the author sets out to answer.
- f) *Creating a title:* Students compose an alternative title or subtitle for the text or for each paragraph.

1.1.5.6 Scanning

Scanning is a type of reading. In scanning, the readers mainly try to locate specific information and often they do not even follow the linearity of the passage to do so. Readers only let their eyes to wander over the text until they find what they are looking for. It is mainly carried out when the reader wants to locate a particular piece of information.

1.1.5.7 Intensive Reading

Intensive reading is the reading generally at a slower speed and requires a higher degree of understanding. In intensive reading students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension question.

1.1.5.8 Extensive Reading

Extensive reading means to read silently and quickly in order to understand the subject matter and derive the meaning as a whole without necessarily understanding each word and structure and without the help of the teacher. Extensive reading is mainly carried out for pleasure.

1.1.6 Teaching of Reading

Reading consists of two major aspects, mental and physical. It is a mental process in the sense that it crucially involves the mind. It is a physical process as it involves vision and eye movements. Mental reading is concerned with comprehension whereas the physical reading is concerned with reading aloud and speed variation.

Teaching of reading is an important aspect of teaching/learning a foreign language. Teaching reading refers to the process of making students able to grasp the information contained in the text. Information is simply grasped by means of visual symbols. The meaningful arrangement of symbols always carries information. The interlocutors must be able to read and understand the message what they communicate with each other. Teaching of reading should assist the learners to dive in to the texts in order to recognize the meaning of the elements contained in them. Moreover, in the process of teaching and learning reading skill the teacher tries to make the students able to understand the meaning of text what they read to encode the language used in the text. While teaching reading the teacher can use various ways or types of reading. The teacher motivates and encourages the students to read

the text silently, loudly, extensively, intensively as well as from skimming to scanning which develop the reading comprehension.

Reading skill in the classroom can develop in relation to other skills. So, it is an integrated activity.

1.1.7 Stages of Teaching Reading

Teaching of reading is an important aspect of teaching and learning a foreign language. Reading opens the gate of knowledge. It is said that the more we read, the more we gain the knowledge. As Nuttall (1996) writes, "Reading widely is a highly effective means of extending our command of a language. So, it has an important place in classroom where language learning is the central purpose".

Teaching of reading is a systematic activity. How to use a reading text depends on the purpose for which we are going to use it. Teaching of reading text generally follows three successive stages, they are: pre-reading, while-reading and post-reading. The detail explanations of them are as follows:

a) Pre-reading Stage

This is the first stage of teaching reading. This stage takes place before the students go through the actual reading materials. The various activities or tasks which we give our students before they read through the text are called pre-reading activities. The main purposes of this stage are to arouse the interest in the students, motivate them and prepare them for text what they are going to read. The pre-reading stage of teaching reading may include the following activities:

- Telling the purpose of reading.
- Introducing the text.

- Presenting some new words which will appear in the text.
- Asking signpost questions.
- Guessing the topic and content through headlines, illustrations, pictures, etc.
- Giving a brief introduction to the text.
- Giving illustrations from different texts.

All these pre-reading activities develop the prediction skill of the students.

b) While-reading Stage

This is the second stage of teaching reading. In this stage the actual reading takes place. In this stage, the students are asked to read the text to find out the answers to some specific questions or to get the gist of the passage or text.

The different activities are done in while-reading stage, which are as follows:

- Scanning the passage to locate some specific information
- Skimming for general idea.
- Answering the questions asked to them.
- Completing the incomplete sentences.
- Completing the table, chart, map etc.
- Labeling the pictures.
- Matching halves.
- Choosing the appropriate answer among the alternatives.
- Asking questions to each other.

In this second stage of teaching reading, the students are asked to read the text. The teacher can move around the class and help those students who need help.

c) Post-reading Stage

This is the third stage of teaching reading. This is also called the evaluation stage. In this stage the teacher asks the students to check their responses. In this stage, students are encouraged to consider the hypothesis they made about the text in early stages. It is a time to put questions of evaluation and personal response.

Nuttall (1996, p.158) mentions the following activities under this stage.

- Eliciting a personal response from the readers (agree/disagree), like/dislike, etc.
- Linking the content with the reader's experience/knowledge.
- Considering the significance of the text in the book, from which it is taken.
- Establishing the connection with other work in the same field.
- Suggesting practical applications of theories or principles.
- Drawing comparison/contrast between the facts, ideas etc. in the text and others.
- Recognizing/discussing relationship of cause and effects.
- Ascertaining chronological sequence of information in the text.
- Distinguishing facts from opinions.

- Weighting evidence.
- Recognizing bias.
- Discussing/ evaluating characters, incident ideas arguments.

Thus, various activities and tasks are employed in accordance with different stages while teaching reading skill.

1.1.8 Action Research

To collect the data, I conducted the action research.

As the name suggests, action research comprises two components: action and research. Research is a means to action, either to improve your practice or to take action to deal with a problem or an issue. Action research is propounded by Kurt Lewin (1946), for the first time assuming to bridge the gap between the theoretical and the applied research. It is a research conducted by the practitioners to find out and solve the difficulty of the subjects as well as for the feedback of their activities. As it is academic in nature, it is generally designed and practiced for almost one academic year.

According to Nunan (1992), action research is becoming increasingly significant in language education as it addresses the immediate practical problems.

According to Cohen and Manion (1985), action research is conducted aiming the improvement of the current affairs through the process of identifying and solving problems in a specific context.

The action research is a classroom investigation carried out to find out and solve the specific problems here and now, in a local setting. It is a joint venture of the language practitioners (i. e. students, teachers and/or experts) in a practical way.

To sum up, the main aim of action research is to improve the current state of affairs within the educational context in which the research is being carried out. That is to say, to improve/change the existing situation in teaching institutions or teaching learning activities.

1.1.8.1 Tools Used in Action Research

To conduct the action research, the researcher can use one of the following tools:

- i) Time-on-task: The researcher will take the time on task while teaching the text.
- ii) Check list: It is prepared by the researcher to record the observed events.
- iii) Individual file: The individual file for each student's progress can be kept on which reflection and analysis occur.

1.1.8.2 Characteristics of Action Research

The characteristics of action research are as follows:

- i) It is carried out by the practitioners.
- ii) It is collaborative in nature.
- iii) It aims at bringing change.
- iv) It is practical.
- v) It has a participatory nature.

1.1.8.3 Process of Action Research

The process of action research has been recommended in a number of ways. They include reflection, exploring findings problems; plan the interventions, research analysis act and review. Apart from these steps to be used in action research, Harmer (2001, p.26) shows that the action research can be carried out following five steps:

- i) Identify a problem/issue

- ii) Think of questions to ask/information to be gained.
- iii) Collected data
- iv) Analyze the data
- v) Decide on future action

Nunan (1992) suggested that the following are the steps to carry out the action research.

- i) Initiation
- ii) Preliminary investigation
- iii) Hypothesis
- iv) Intervention and treatment
- v) Evaluation
- vi) Dissemination
- vii) Follow up

After having a brief survey on the features, processes, definitions and tools of action research, what can be said is that action research is a teacher research which is conducted to resolve the problems in teaching learning process introducing new or existing techniques, methods and so on in a particular situation.

1.2 Review of the Related Literature

Many researches have been carried out on teaching reading skill in the Department of English Education. Some related research works are reviewed in the following lines.

Marasini (2005) carried out an experimental research entitled “The Effectiveness of Silent Reading in Understanding Unseen Texts at Grade IX.” He did his research in a public school of Kathmandu. He took thirty students and divided them into experimental group and control group. He taught the experimental group using silent reading technique and taught the control group using loud reading. He found that silent reading technique is relatively more effective than loud reading in understanding unseen text but loud reading seems to be appropriate for the development of pronunciation and also concluded that silent reading is effective for advanced level and loud reading for lower level.

Humagain (2006) carried out a study on “Effectiveness of Language Games in Learning Reading Comprehension.” His research was also of experimental type. He divided the students into two groups and used the language games to the experimental group and taught the controlled group without language games. He found that the experimental group which was taught using language game performed better than controlled group in all test items.

Ghimire (2007) did his research entitled “Effectiveness of Authentic Materials in Teaching Reading Comprehension.” He divided the students into two groups like experimental and controlled group. Authentic materials were used in experimental group for teaching all types of test items but controlled group was taught without using authentic materials. His conclusion was that, authentic materials are more effective in teaching reading comprehension than traditional way of teaching.

Kafle (2008) carried out a research entitled “Effectiveness of Strip Story in Teaching Reading Comprehension.” His research was also of experimental type. While teaching, he used strip story technique to the experimental group but he used usual technique or way to the controlled group. He found that the strip story technique is more effective than usual way of teaching for developing reading comprehension.

Oli (2008) carried out the research work entitled "A Comparative Study on Reading Comprehension of the Students of Janabadi Model School and Government Aided School." He selected the Janabadi model school and government aided schools from both Rukum and Rolpa districts. He found that the reading comprehension ability of the students of Janabadi model schools was better than that of government aided schools.

Sharma (2009) directed his study on “Effectiveness of Jigsaw Reading for Reading Comprehension” and found that jigsaw reading is relatively better than non-jigsaw technique. He stated that jigsaw technique is better by 1.035 in comparison to traditional technique though it is not effective in multiple choices and true and false items.

Kattel (2009) carried out a study on “Reading Comprehension of the Grade X Students.” He selected the government school of Sindhupalchowk district and found that there is no much difference in reading comprehension among the students studying in government aided school. The average reading comprehension of the students of Sindhupalchowk district was found 38.6% in unseen text and boys' comprehension level is better by 1.5% than girls'.

Basnet (2009) carried out the research work on "The Effectiveness of Silent Reading and Loud Reading for Developing Reading Comprehension and Spelling." His research was also of experimental type. He took forty students of grade VIII of

Shree Sheetala Devi Boarding School of Dhankuta district. He divided the students into two groups: experimental group and controlled group. He taught the experimental group using silent reading technique and next, he taught the controlled group using loud reading. He found that silent reading is more effective than loud reading to develop reading comprehension.

1.3 Objectives of the Study

The objectives of the study were as follows.

1. To find out the effectiveness of skimming to develop reading comprehension.
2. To suggest some pedagogical implications.

1.4 Significance of the Study

Though this study seems to be a small task, the findings of the study will certainly justify the great importance of English in the field of ELT in Nepal. School students and teachers will be directly benefited by the findings of this study. It will also be beneficial to textbook writers, language teachers as well as curriculum designers, methodologists, researchers, linguists and all other persons who are directly or indirectly involved in the field of English teaching. Moreover, this study will be valuable source for those prospective researchers who are interested in conducting research to the relevant areas in the days to come.

CHAPTER TWO

METHODOLOGY

Methodology is a powerful means for carrying out any investigation successfully. Methodology briefly describes the methods and procedures adopted to carry out this study. In the absence of it the research remains incomplete. So, this chapter deals with the methodology adopted during the study. I have applied the following methodology to fulfill the objectives of this study.

2.1 Sources of Data

In order to accomplish the objectives of the study, I used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

This study was mainly based on primary sources of data. The students of grade 11 studying at Shree Shiva Madan Higher Secondary School, Satineta Arghakhanchi district were the primary sources of data.

2.1.2 Secondary Sources of Data

The secondary sources of data signify the written documents. Different original books such as Grellet (1981), Harmer (1991), Crystal (1988), Nuttal (1996), Kumar (1999), Journals of NELTA, reports, articles and theses approved by the Department of English Education and other related materials were also collected.

2.2 Population of the Study

The total population of the study included students of Grade XI studying at the selected school.

2.3 Sampling Procedures

The researcher purposively selected Shree Shiva Madan Higher Secondary School, Satineta Arghakhanchi as a research area of the study. The researcher used random sampling procedure to select the students of Grade XI and 30 students of Grade XI were taken for the study.

2.4 Tools for Data Collection

The tools, which I used to elicit the data includes the pre-test, progressive tests and the post-test. The main tools were the test items. The pre-test and the post-test consisted of the same items whereas progressive tests consisted of the test items related to how the reading comprehension of the students was in progress.

2.5 Procedure of Data Collection

The primary data for the study were collected by conducting the pre-test, progressive tests and the post-test, of the students of grade 11 in reading skills. For this purpose, I adopted the following steps:

- i. At first, I visited the selected school and talked to the concerned authority.
- ii. Then, I explained my purpose and asked for permission to carry out the research.
- iii. After getting permission from the authorized person, I consulted with the English teacher of grade 11 and requested him to get permission to get data.
- iv. After that, I prepared the lesson plans for teaching.

- v. Then, the pre-test was administrated to determine the level of language proficiency in reading comprehension of the students.
- vi. After analyzing the scores of the students on the pre-test, I started to teach the text book of grade 11 focusing on reading skill.
- vii. I administrated the progressive tests in the interval of 7 days.
- viii. At last, I administrated the post-test and analyzed the pre-test, the post-test and progressive test of the students of grade XI. In total, I spent 21 days for both teaching and testing activities in the classroom.

2.6 Limitations of the Study

The limitations of this study were as follows:

- i. The study was limited to Shree Shiva Madan Higher Secondary School of Arghakhanchi district.
- ii. Only grade 11 students of this school were included in the study.
- iii. There was only one group that was taught for twenty days.
- iv. The study was limited to teaching reading skill only.
- v. It was limited within 30 students and was also restricted to classroom situation.
- vi. The study included only the students of public school.
- vii. The primary data for this study was collected by administrating the pre-test, progressive tests and the post- test.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the primary sources. The main objectives of this study were to find out the effectiveness of skimming to develop reading comprehension. The primary sources of this research were the students of grade XI of Shree Shiva Madan H.S.S. Arghakhanchi. The data was collected through the test items. The pre-test, progressive tests and the post-test were administered. The same materials and techniques were used while teaching a group. The data have been categorized under the following headings:

-) Holistic Analysis
-) Comparative Analysis of Tests
-) Item- wise Analysis

The first heading, i.e. holistic analysis summarizes the general performance of the students in different tests. In the same way, the comparative analysis of tests mentioned above compares different tests. Likewise, item- wise analysis is divided into the following sub-headings.

- The result in fill in the blanks item
- The result in tick the best answer item
- The result in true false item
- The result in matching item
- The result in question answer item

3.1 Holistic Analysis

In holistic analysis, the average marks obtained by the students in all the test items are analyzed. The average marks and percentage in all the test items are shown in the given table.

Table No. 1
Holistic Analysis

Test	No of Students	Total Marks	Average Marks	Average Percentage
Pre- test	30	207	6.9	27.6%
1 st Progressive	27	302	11.18	44.72%
2 nd Progressive	27	397	14.70	58.8%
Post- test	27	486	18	72%

As the table shows, the students in the pre-test have scored 6.9 marks, i.e. 27.6 percentage out of 25 marks. Similarly, in the 1st progressive test, the students scored 11.18 average marks, i.e. 44.72 average percentage out of 25 marks. In the same way, they scored 14.70 average mark, i.e. 58.8 average percentage out of 25 marks in the 2nd progressive test. At last, the students have scored 18 average marks, i.e. 72 average percentage in the post-test. This result clearly shows that there is increment in reading comprehension through skimming. The students have progressed in different tests and scored 17.12 percentage marks in the 1st progressive test, more than the pre-test that was 27.6. In the same way, the students have scored 13.2 percent mark in the post-test more than the 2nd progressive test that was 58.8.

3.2. Comparative Analysis of Tests

Under this heading, the comparisons between the test scores are presented. The average test scores in four different tests are analyzed in comparative way.

3.2.1 Comparison Between the Pre-test and the Post-test

Here, the pre-test and the post-test scores are compared as in the following table.

Table No.2

Comparison Between the Pre-test and the Post-test

Test	Pre-test	Post-test	D	D%
Full Marks	25	25		
Average Marks	6.9	18	11.1	44.4%

The above table shows that the students have obtained 6.9 marks out of 25 in the pre-test and 18 marks out of 25 in the post-test. The difference in average score between the pre-test and the post test is 11.1 and the average difference percentage is 44.4%. The difference between the pre-test and the post-test that is 11.1 (i.e. 44.4%) shows that the students have shown their better performance in the post-test. So, the effectiveness of skimming to develop reading comprehension is proved.

3.2.2. Comparison Between the Pre-test and the First Progressive Test

Here, the pre-test and the first progressive test scores are compared as in the following table:

Table No.3

Comparison Between the Pre-test and the First Progressive Test

Test	Pre-test	First Progressive test	D	D%
Full Marks	25	25		
Average Marks	6.9	11.18	4.28	17.12%

The above table shows that the average mark obtained by the students is 6.9 out of 25 marks in the pre-test and 11.18 marks out of 25 marks in the first progressive test. The increment in average score in the first progressive test is 4.28 (17.12%). This result shows that the students have made a bit more progress than the pre-test.

3.2.3. Comparison Between the First and the Second Progressive Test

Here, the first and the second progressive test scores are compared as in the following table.

Table No.4

Comparison Between the First and the Second Progressive Test

Test	First Progressive Test	Second Progressive Test	D	D%
Full Marks	25	25		
Average Marks	11.18	14.70	3.52	14.08%

The above table shows that out of 25 marks the students have obtained 11.18 average marks in the first progressive test and 14.70 average marks in the second progressive test. The difference between the scores in the first progressive test and the second progressive test is 3.52 (i.e.14.08 %). This result shows that the students have made more progress in the second progressive test than the first progressive test.

3.2.4. Comparison Between the Second Progressive Test and the Post- test

Here, the second progressive test and the post-test scores are compared as in the following table.

Table No.5

Comparison Between the Second Progressive Test and the Post- test

Test	Second Progressive Test	Post- test	D	D%
Full Marks	25	25		
Average Marks	14.70	18	3.3	13.2%

The above table shows that the students have scored 14.70 average marks out of 25 marks in the second progressive test and 18 average marks in the post-test out of 25 marks. The difference in average score between the second progressive and the post-test is 3.3 and the average difference percentage is 13.2%. The difference between the second progressive test and the post-test that is 3.3 (i.e. 13.2%) shows that, the students have shown their progressive performance in the post-test than the second progressive test. So, the result shows that the skimming technique is effective to develop reading comprehension.

3.3. Item-wise Analysis

In this analysis all the test items are analyzed separately. The average score of the pre-test and the post-test, obtained by the students in each test item is analyzed.

3.2.1 The Result in Fill in the Blanks Item

This test item consisted of five different questions from the passage. The full mark of this test item was five. The average score obtained by the students in this test item is presented in the given below.

Table No.6

The Result in Fill in the Blanks Item

Test	No of students	Average Marks	Average Percentage
Pre-test	30	0.66	13.2%
1 st Progressive test	27	1.40	28%
2 nd Progressive test	27	2.14	42.8%
Post-test	27	3.11	62.2%

As the table shows, in 'fill in the blanks item' the students have scored 0.66 average marks that is 13.2 average percentage out 5 marks in the pre-test. Similarly, in the 1st progressive test the students have scored 1.40 average mark that is 28 average percentage out of 5 marks. In the same way, 2.14 average marks that is 42.8 average percentage out of 5 marks in the 2nd progressive test and 3.11 average marks that is 62.2 average percentage out of 5 marks in the post-test. Observing the above

table, what can be said is that the skimming is more effective in the 1st progressive test than the pre-test and more effective in the post-test than the 2nd progressive test.

3.2.2 The Result in Tick the Best Answer Item

This test item also consisted of five different questions from the passage. The total mark of this test item was five. The average score and percentage in this test item are presented below.

Table No. 7

The Result in Tick the Best Answer Item

Test	No of Students	Average Marks	Average Percentage
Pre-test	30	0.93	18.6%
1 st Progressive	27	1.88	37.6%
2 nd Progressive	27	2.55	51%
Post- test	27	3.25	65%

As the above table shows the students in 'tick the best answer item' have scored 0.93 average marks, i.e. 18.6 average percentage out of 5 marks. Likewise, they scored 1.88 average marks in the 1st progressive test. The students have scored 2.55 average marks that is 51 average percentage out of 5 marks in the 2nd progressive test and they have scored 3.25 average marks that is 65 average percentage out of 5 marks in the post-test. This result clearly shows that the students have progressed in reading comprehension through skimming. There is increment in reading comprehension.

3.2.3 The Result in True or False Item

In true or false item, there are different five questions and full mark of this test item was five. The average score obtained by the students in this test item is presented below.

Table No. 8

The Result in True False Item

Test	No of Students	Average Marks	Average percentage
Pre-test	30	1.56	31.2%
1 st Progressive	27	2.40	48%
2 nd Progressive	27	3.03	60.6%
Post-test	27	3.55	71%

As the above table shows, in ‘true or false item’ the students have scored 1.56 average marks, i.e. 31.2 average percentage out of 5 marks in the pre-test result. Similarly, 2.40 average mark that is 48 average percentages out of 5 marks in the 1st progressive test. In the same way, the students have scored 3.03 average mark that is 60.6 average percentage in the 2nd progressive test out of 5 marks and 3.55 average marks that is 71 average percentage out of 5 marks. Observing the above table the students have progressed in reading comprehension because they have scored 16.8 percent marks in the 1st progressive test more than the pre-test that was 31.2 percentage and 10.9 percent mark in the post-test more than the 2nd progressive that was 60.6 percentage.

3.2.4 The Result in Matching Item

This test item included five different questions carrying five full marks. The average score obtained by the students in this test item is presented below.

Table No. 9

The Result in Matching Item

Test	No of Students	Average marks	Average percentage
Pre-test	30	1.7	34%
1 st Progressive	27	2.55	51%
2 nd Progressive	27	3.18	63.6%
Post-test	27	3.85	77%

As the table shows the students have scored 1.7 average marks, i.e. 34 average percentage out of 5 marks in the pre-test. Similarly, 2.55 average mark, i.e. 51 average percentage in the 1st progressive test out of 5 marks. In the same way, 3.18 average marks that is 63.6 average percentage out of 5 marks and 3.85 marks that is 77 average percentage out of 5 marked in the post-test. There is increment of reading comprehension of the students in different test items. In the above table, we can see that the students have scored the lowest mark that is 1.7 or 34 percentage out of 5 marks and they have progressed and have scored average highest mark 3.85 or 77 percent out of 5 marks.

3.2.5 The Result in Question Answer Item

This test item included five different questions from the passage. The full mark of this test item was 5. The average score obtained by the students in this test item is presented below.

Table No. 10

The Result in Question Answer Item

Test	No of Students	Average marks	Average percentage
Pre-test	30	2.03	40.6%
1 st Progressive	27	2.92	58.4%
2 nd Progressive	27	3.7	74%
Post-test	27	4.22	84.4%

As the table shows, in this item the students have scored 2.03 average marks, i.e. 40.6 average percentage out of 5 marks in the pre-test. Similarly, they have scored 2.92 average marks, i.e. 58.4 average percentages out of 5 marks in the 1st progressive test. In the same way, 3.4 average mark that is 74 average percentage out of 5 marks and 4.22 average marks that is 84.4 average percentage out of 5 marks. Observing the above table, the students have developed their reading comprehension in different tests. The students have scored 2.03 average marks that was the lowest mark in the pre-test out of 5 marks but in the post-test the average highest mark is 4.22 or 84.4 percentage out of 5 marks. This result shows that skimming is effective to develop reading comprehension.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

In order to fulfill the objectives of my study, I carried out the item wise analysis of the pre-test, progressive test (two progressive tests) and the post-test. At each and every point, I found the students having better performance on the given task after they attended the class through skimming in reading comprehension. I found the following findings of the study:

4.1 Findings

On the basis of the analysis of the data in different test items, the following findings have been extracted:

- i. The students' average scores on the post-test (18%) compared to the pre-test scores (6.9%) shows a remarkable progress made by the students in reading comprehension through skimming. Students were taught through skimming technique which is effective to develop reading comprehension.
- ii. The students' average scores on the first progressive test (11.18%) compared to the pre-test (6.9%) shows a considerable progress made by the students in reading comprehension through skimming.
- iii. The students' average scores on the second progressive test (14.70%) compared to the first progressive test score (11.18%) shows that the students have shown satisfactory progress in reading comprehension through skimming.
- iv. The students' average scores on the post-test (18%) compared to the second progressive test scores (14.70%) shows that the students have shown satisfactory progress in reading comprehension through skimming.

- v. In case of the responses given to two progressive and the post-test items, the students have shown notable performances in reading comprehension in comparison to their performance on the pre-test.
- vi. Item-wise analysis of the individual scores of the students also shows the progressive result in different tests.

4.2. Recommendations

On the basis of the findings obtained from the analysis of the collected data, the following recommendations have been made for pedagogical purposes:

- i. Since the students have shown the progressive result in different tests i.e. the pre-test, progressive tests and the post-test, it can be inferred that skimming proved to be an effective way to develop reading comprehension. Hence, the teachers are advised to use skimming to teach reading passage.
- ii. Skimming technique is effective to develop reading comprehension and memory power for the students. Therefore, it should be used by all the teachers while teaching the text.
- iii. Skimming helps the students to concentrate their mind. So, all the students should use skimming while reading any passage.
- iv. Teachers should bear in mind that the subject matter or reading passage should match the students' level.
- v. Teachers should bear in mind that the quantity of reading passage should match the time allotment.

REFERENCES

- Basnet, A. K. (2002). *A study of the reading texts and reading exercise of grade IX English text book*. An unpublished M. Ed. thesis, T.U., Kirtipur, Kathmandu.
- Basnet, N. B. (2005). *Theories and methods of English language teaching*. Kathmandu: New Hira Book Enterprises.
- Best, J. W. and Kahn, J.V.(2004). *Research in education*. New Delhi: Prentice Hall.
- Bhattarai, G.R. (1995). *Methods of teaching English*. Kathmandu: Ratna Pustak Bhandar.
- Bhattarai, P. P. (2004). *A study on reading comprehension and speech of PCL first year and grade eleven students*. An Unpublished M.Ed. thesis, T.U., Kirtipur.
- Brown, H. D. (1994). *Principles of language learning and teaching*. U.K.: Prentice Hall.
- Crystal, D. (1988). *The English language*. London : Harmandsworth.
- Dahal, B. (2009). *Reading comprehension ability of bachelor level students*. Anunpublished M.Ed. thesis, T.U., Kirtipur, Kathmandu.
- Doff, A.(2007). *Teach English*. Cambridge: CUP.
- Ghimire, S. (2007). *Effectiveness of authentic materials in teaching readingcomprehension*. An unpublished M.Ed. thesis, T.U., Kirtipur, Kathmandu.
- Grellet, F. (1981). *Developing reading skills*. Cambridge: CUP.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- Humagain, G.P. (2006). *Effectiveness of language games in learning readingcomprehension*. An unpublished M.Ed. thesis, T.U., Kirtipur, Kathmandu.
- Kafle, D.P. (2008). *Effectiveness of strip story in teaching reading comprehension*. An unpublished M.Ed. thesis, T.U., Kirtipur, Kathmandu.

- Kattel, G.C. (2009). *Reading Comprehension of grade ten students*. An unpublished M.Ed. thesis, T.U., Kirtipur, Kathmandu.
- Khaniya, T.R. (2005). *Examination for enhanced learning*. Kathmandu: Millenium.
- Khatri, K.K. (2010). *Stragtegies of teaching reading skill used by public and private schools English teachers*. An unpublished M.Ed. thesis, T.U., Kirtipur, Kathmandu.
- Kumar, R.(1999). *Research methodology*. New Delhi: Sage publication.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language*. U.K.: Macmillan.
- Oli, D. (2008). *A comparative study on reading comprehension students of Janabadi Model School and government school*. An unpublished M.Ed. Thesis, T.U., Kirtipur, Kathmandu.
- Richards, et al. (1999). *Longman dictionary of applied linguistcs*. Essex: Longman.
- Sharma, B.K. and P.B. Phyak, (2006). *Teaching English language*. Kathmandu: Sunlight Publication.
- Ur. P. (1996). *A course in language teaching*. Cambridge: CUP.
- William, E. 1984 (1991). *Reading the language classroom*. ELTS: Modern English Publication.

APPENDIX I

Questions for pretest and post test

Name of the School:

Name of the Student:

FM: 25

Class:

PM: 9

Read the following Passage within 15 minutes and do the activities given below:

This is the story from England Kimberly is the main character of this story. Who lives and works in London, England, seems like a normal young woman of twenty-five. She's preety, she loves to dance, and she has many friends. Also she has a good position in the office of a large company. Kim does have a problem however; the problem is that she has a mysterious dream. It is mysterious because it is a dream about a person and a place which are completely strange to her. And it is mysterious also because it is a recurring dream. That is, she dreams the same thing frequently. Finally she has the same dream almost every night. The strange dream always begins on a country road. Kim stands on this road and sees a lane with a white fence and hedge on each side. At the end of the lane on the top of a little hill, she sees a small, white cottage with green shutters. In the dream, she then walks up the lane to the house, goes in, and looks around. In one of the rooms she finds a man asleep in bed. He is a little, old man with white hair and a white beard. In the dream when Kim comes near his bed the man wakes up. Then he sits up and looks at her. When Kim opens her mouth to speak to him, however, she wakes up in her apartment in London. The dream bothers Kim very much. It is all so strange! She knows no place or house like that she does not know any little old man like that either. And yet, night after night she has the same dream. In the dream she is always on the same country road. She sees the same lane with same hedge and white fence. And the end of the lane stands the same small, white cottage with green shutters. And each time, when she enters the house and looks around she sees the same little, old man in asleep in bed. And every time, when she opens her mouth to speak to him, she wakes up in her own bed in London. Kimberly speaks frequently with her roommate, Janet Wilson about the recurring dream.

1. Fill in the blanks with correct words from the brackets. (1x5=5)

- i) Kimberly works and lives in (London/India)
- ii) Kim hasfriends.(some/many)
- iii) Clark does have a (problem/car)
- iv) The strange dream begins on the road.(city/country)
- v) The bothers Kim very much.(tiredness/dream)

2. Tick the best answer. (1x5=5)

- i) The story was from.....
 - a) India
 - b) America
 - c) England
 - d) Japan
- ii) What is the possible title of this story?
 - a) The London city
 - b) A pretty girl
 - c) The recurring dream
 - d) The strange old man
- iii) Who is the main character of this story?
 - a) Janet Wilson
 - b) The strange old man
 - c) Kimberly Clark
 - d) Romeo
- iv) Where does Kim find herself when she wakes up?
 - a) Country road
 - b) White cottage
 - c) Her own bed in London
 - d) Next village

5. Answer the following questions in one sentence.

(1x5=5)

i) How old was Kimberly?

ii) What was the occupation of Kimberly?

iii) How was the man, Kim used to see in the dream?

iv) Whom did Kimberly tell about her recurring dream?

v) What do you mean by the word “recurring”?

First progressive Test

Name of the School:

F.M: 25

Name of the Student:

P.M: 09

Class:

1. Fill in the blanks with correct words form the brackets. (1X5=5)

- i. Little Maria Del Carmen was thechild of her parents.(only/third)
- ii. However, the little girl was.....from the day of her birth.(healthy/sick)
- iii. Carmen’s father put the small wooden coffin on his shoulder. (Roberto/priest)
- iv. Rosa soto, put all the little girl’s clothes and in a small box. (books/playthings)
- v. Rosa stepped back and looked into her Eyes. (husband/daughter)

2. Tick the best answer (1x5=5)

- i. What is the possible title of this story?
 - a) The funeral ceremony
 - b) The lost doll
 - c) Parents and her child
 - d) Love of the parents
- ii. This story was brought from

- a) England
- b) Japan
- c) India
- d) Columbia

iii. Whom did the Carmen's mother give her clothes and playthings?

- a) Her friends
- b) Her relatives
- c) Priest
- d) her teacher

iv. Carmen looks like a.....

- a) Healthy baby
- b) Little doll
- c) Sick baby
- d) Lovely child

v. Where did the Carmen's parents bury her dead body?

- a) In the same village
- b) In the same city
- c) Outside the village
- d) Bank of the river

3. Write 'T' for true and 'F' for false statement. (1X5=5)

- i. This story was brought from Korea.
- ii. Little Maria del Carmen was the third child.
- iii. Carmen died by the age of four.
- iv. The name of Carmen's father was Rabindranath Tagore.
- v. Rosa soto gave all the girl's clothes and play things to a priest.

4. Match the opposite's column 'A' with column 'B'. (1X5=5)

Column 'A'

Column 'B'

Give

dig up

Health

receive

Bury

sick

Come

sit

Stand

go

worry

5. Answer the following questions in one sentence.

(1X5=5)

i. How was Maria del Carmen?

ii. Was the little girl sick from the day of her birth?

iii. Who was attended in the Carmen's funeral, the next day?

iv. Where did Carmen's mother put her clothes and playthings?

v. Who put the small wooded coffin on the shoulder?

Second Progressive test

Name of the School:

F.M: 25

Name of the Student:

P.M: 09

Class:

1. Fill in the blanks with correct words from the bracket. (1x5=5)

- i. Dr. Emil was sitting alone in the dining room. (Braun/Khan)
- ii. It was the day after (Dashain/Christmas)
- iii. The doctor was too..... to do either. (Active/tired)
- iv. Doctor Emil got up slowly and went to the.....
(window/door)
- v. The Was already almost a back up the street.
(women/little girl)

2. Tick the best answer. (1x5=5)

- i. Who is the main character of this story?
 - a) The little girl
 - b) Dr. Emil Braun
 - c) The sick woman
 - d) the old man
- ii. How was the weather when the doctor was walking on the road?
 - a) Sunny
 - b) Fuggy
 - c) Raining
 - d) Very cold
- iii. What is the possible title for this story?
 - a) Doctor and patient
 - b) Doctor and little girl

i. Who was Emil Braun?

ii. What did Emil do when he heard the voice of a child?

iii. What did Emil do when he heard the doorbell ring?

iv. According to this story whose mother was very sick?

v. What was the girl wearing?

Lesson Plan: 3

Teaching Item: The Loving Mother

Objectives: At the end of this lesson the students will be able to:

- a) to find out the gist or important information given by the passage.
- b) to find out or decide the suitable title for the article.
- c) to answer the comprehension questions.

Teaching Materials:

Textbook of grade XI

Teaching learning activities:

- The teacher writes some difficult words and their meanings on the board.
- As a model, the teacher reads the passage as quickly as he can and asks the students to observe him.
- The teacher asks the students to read the passage within 15 minutes and asks them to find out the gist of the passage.
- The teacher observes the students carefully to find out whether they are reading quickly or slowly.

- The teacher provides some comprehension questions.
- After the allocated time is over, the researcher collects the paper.

Evaluation:

The teacher evaluates the students by asking some somprehension questions

.

APPENDIX II

Lesson Plan No-1

School: Shree Shiva Madan Higher Secondary School Satineta Arghakhanchi.

Class: XI

Period: 3rd

Teaching technique: Skimming

Time: 45 Mints

Teaching item: The Lost Doll

Objectives:

At the end of this lesson, the students will be able to:

- find out the gist or important information given by the passage.
- answer the comprehension question.

Teaching Materials:

Textbook of grade XI

Teaching learning activities:

- First of all, the teacher provides or writes some difficult words and their meaning on the board.
- Then, the teacher reads the passage as quickly as he can and asks them to observe him.

- After that, the teacher asks the students to read the passage within 15 minutes and asks them to find out the gist of the passage.
- The teacher observes the students carefully to find out whether they are reading quickly or not.
- The teacher asks some comprehension questions to check whether they have understood or not.

Evaluation

The teacher evaluates the students by asking some comprehension questions.

Lesson Plan No: 2

Teaching item: The House Call

Objectives: At the end of this lesson the students will be able to:

- a. find out the gist or important information given by the passage.
- b. find out or decide the suitable title for the article.
- c. answer the comprehension questions.

Teaching Materials:

Textbook of grade XI

Teaching Learning Activities

- As a model, the teacher writes some difficult words and their meaning on the board.
- The teacher reads the passage as quickly as he can and asks the students to observe him.

- The teacher asks the students to read the passage within 15 minutes and asks them to find out the gist of the passage.
- The teacher observes the students carefully to find out whether they are reading through skimming or not.
- When the time is over, he collects the answer paper from the students.

Evaluation

The teacher checks the answer sheet to evaluate the reading comprehension ability.

Reading passage for Lesson Plan 1

This story from Colombia little Maria del Carmen is the main character of this story, who was the only child of her parents, Roberto and Rosa Soto. “Carmen,” as everyone called her, was a beautiful child. She was also bright, kind, and loving. However, the little girl was sick from the day of her birth. As time went on, her condition became worse. By the time she returned four, she was very weak. A few days later, the frail child died. Almost everyone in the village attended Carmen’s funeral the next day. As they all passed by her small casket one by one, many of them said, “she looks like a little doll.” After the funeral mass, Carmen’s father, Roberto, put the small wooden coffin on his shoulder. Then, with his wife behind him, he led the silent, single-file procession to the cemetery on the hill outside the village.

A few days later, Carmen’s mother, Rosa, put all the little girl’s clothes and playthings in a small box and gave them to a priest from another village. When her husband, Roberto, came home from the field that evening, she said to him, “I gave away Carmen’s things today.”

“You did” he said with a look of surprise.

“Yes, I did,” Rosa replied. “I gave them to the priest from one of the villages down the valley. He was glad to have them for.....”. “But why didn’t you save them for a while, at least?” Roberto interrupted.

“There’s no reason to save them,” she said, as she stood in front of hem and took his rough hands “You know what the doctor said after I gave birth to Carmen.”

Tears came to the man’s eyes as he held her close. “I know very well what the doctor told you. But he doesn’t know everything. Only God knows who can and can’t have children.” His voice cracked with emotion as he added. “I still have hope.” Rosa stepped back and looked into her husband’s eyes. “My dear Roberto, it’s good to have hope, but false hope is not good.

Reading Passage for Lesson Plan 2

It is also the story from German Dr. Emil Braun is the main character of this story. It was the day after Christmas, 1903, 9:30 in the evening. The famous German surgeon, Dr. Emil Braun, was sitting alone in the dining room of his apartment in the heart of the city of Berlin. For more than eight hours that day he performed and supervised difficult surgical operations. Now, late in the evening, he was trying to write notes about the surgery. However, he was too tired to do either. Soon he dozed off with his head on his arm on the table.

He woke up suddenly when he heard the doorbell ring.

Then he heard his wife say, “The doctor is resting, little girl. Is it all right if he goes to see your mother in the morning?”

The doctor heard the weak but clear voice of a child answer, “My mother is very, very sick. I think she’s dying.”

Dr. Broun got up slowly and went to the door. There in the semidarkness of the doorway, stood a thin, little girl of perhaps six or seven. She was wearing a cotton dress and shabby shoes. Over her head she had a ragged shawl which she was holding together at the neck. Looking down sympathetically, the doctor asked her, “where is your mother, child?”

It was raining lightly as he walked down the steps to the street. The little girl was already almost a block up the street, waiting for him. When she saw him coming, she turned around and walked quickly toward the corner. Stopping only long enough to see that the doctor was coming she turned. Then, continuing to walk nearly a half a block ahead she led the doctor through the poorest part of Berlin, the section of the city around the hospital where Dr. Braun was head surgeon. He hurried through the streets the best he could for his age, trying to catch up to the little girl so he could ask, her a few questions. She walked too fast, however, stopping only for a moment at each corner to make sure he saw where she was going.

APPENDIX IV

Mark Sheet of Pretest, Progressive 1st, Progressive 2nd, Post test.

Rank	Name of students	Obtained Marks			
		Pretest	1 st progressive	2 nd progressive	Post test
1.	Pramod Rijal	12	15	19	22
2.	Madhav poudel	11	15	18	21
3.	Bimal Magar	11	14	18	20
4.	Yasoda Sunar	10	15	16	21
5.	Chamakala Thapa	10	13	15	18
6.	Dipak Panthi	10	11	18	21
7.	Kumar Basnet	9	14	15	18
8.	Krishna pandey	9	13	16	20
9.	Motiraj Bhattarai	9	11	15	18
10.	Gobinda Kunwar	9	-	-	-
11.	Baburam Rayamajhi	8	12	16	19
12.	Madhabi Gharti	8	12	14	17
13.	Tulsi Ram Poudel	7	11	14	19

14.	Ramesh Adhikari	7	10	14	18
15.	Puran Bhat	7	13	17	20
16.	Prakash Pariyar	7	13	18	19
17.	Amrit Thapa	6	-	-	-
18.	Namuna K.C	6	12	15	17
19.	Krishna Tandan	6	12	13	17
20.	Rita Rayamajhi	5	10	14	17
21.	Bimala K.C	5	11	13	16
22.	Kamal B.K	5	8	13	15
23.	Sanjaya Neupane	5	8	11	14
24.	Mohan Gautam	4	7	11	16
25.	Tilak Mahatra	4	7	12	15
26.	Anil Rana	4	-	-	-
27.	Purna Acharya	3	9	13	17
28.	Maya Khadka	3	6	11	15
29.	Ram Krishna Shrestha	3	7	12	15
30.	Gopal Dargi	3	9	13	18

APPENDIXES V

Mark sheet of Individual test items

1. Fill in the blanks Items

S.N	Name Of Students	Pretest score	1 st progressive test score	2 nd progressive test score	Post test score
1.	Pramod Rijal	2	3	4	5
2.	Madhav Poudel	1	2	3	4
3.	Bimal Magar	1	1	2	3
4.	Yasoda Sunar	0	1	1	3
5.	Chamakala Thapa	1	2	2	3
6.	Dipak Panthi	1	1	2	3
7.	Kumar Basnet	2	3	3	3
8.	Krishna pandey	0	1	2	2
9.	Motiraj Bhattarai	1	2	2	4
10.	Gobinda Kunwar	1	-	-	-

11.	Baburam Rayamajhi	0	1	2	3
12.	Madhabi Gharti	1	1	2	3
13.	Tulsi Ram Poudel	0	1	2	3
14.	Ramesh Adhikari	0	1	2	3
15.	Puran Bhat	1	2	3	4
16.	Prakash Pariyar	0	1	2	3
17.	Amrit Thapa	1	-	-	-
18.	Namuna K.C	0	1	2	3
19.	Krishna Tandan	1	2	2	3
20.	Rita Rayamajhi	0	1	2	2
21.	Bimala K.C	1	1	2	3
22.	Kamal B.K	1	1	2	3
23.	Sanjaya Neupane	1	2	2	3
24.	Mohan Gautam	1	2	2	3
25.	Tilak Mahatra	0	1	2	3
26.	Anil Rana	1	-	-	-
27.	Purna Acharya	0	1	2	3
28.	Maya Khadka	0	1	2	3

29.	Ram Krishna Shrestha	1	1	2	3
30.	Gopal Dargi	0	1	2	3
Total		20	38	58	84
Average Marks		0.66	1.40	2.14	3.11
Average Percentage		13.2%	28%	42.8%	62.2

2. Tick the best answer item

S.N	Name of Students	Pretest Score	1 st Progressive test score	2 nd Progressive test score	Post test score
1.	Pramod Rijal	1	3	3	4
2.	Madhav Poudel	3	3	4	4
3.	Bimal Magar	1	2	3	3
4.	Yasoda Sunar	1	2	3	4
5.	Chamakala Thapa	2	3	3	4
6.	Dipak Panthi	2	2	3	4
7.	Kumar Basnet	1	2	3	3
8.	Krishna pandey	1	2	2	3
9.	Motiraj Bhattarai	2	3	4	4
10.	Gobinda Kunwar	1	-	-	-
11.	Baburam Rayamajhi	1	2	3	4
12.	Madhabi Gharti	0	2	3	3
13.	Tulsi Ram Poudel	1	1	2	3
14.	Ramesh Adhikari	1	1	2	3
15.	Puran Bhat	1	3	3	4

16.	Prakash Pariyar	1	2	3	3
17.	Amrit Thapa	0	-	-	-
18.	Namuna K.C	1	2	2	3
19.	Krishna Tandan	1	2	2	3
20.	Rita Rayamajhi	1	2	2	3
21.	Bimala K.C	0	2	2	3
22.	Kamal B.K	0	1	2	2
23.	Sanjaya Neupane	2	2	3	4
24.	Mohan Gautam	0	1	2	3
25.	Tilak Mahatra	1	2	2	2
26.	Anil Rana	0	-	-	-
27.	Purna Acharya	0	1	2	3
28.	Maya Khadka	1	1	2	3
29.	Ram Krishna Shrestha	0	1	2	3
30.	Gopal Dargi	1	1	2	3
Total		28	51	69	88
Average Marks		0.93	1.88	2.55	3.25
Average Percentage		18.6%	37.6%	51%	65%

3. True False Item

S. N	Name of Students	Pretest score	1 st - Progressive test score	2 nd Progressive test score	Post test Score
1.	Pramod Rijal	3	3	4	4
2.	Madhav Poudel	2	3	4	4
3.	Bimal Magar	2	2	3	4
4.	Yasoda Sunar	2	3	3	4
5.	Chamakala Thapa	2	2	3	4
6.	Dipak Panthi	2	2	4	4
7.	Kumar Basnet	2	3	3	4
8.	Krishna pandey	2	3	3	4
9.	Motiraj Bhattarai	3	3	4	4
10.	Gobinda Kunwar	2	A	-	-
11.	Baburam Rayamajhi	2	3	3	4
12.	Madhabi Gharti	3	3	3	3
13.	Tulsi Ram Poudel	2	3	3	3
14.	Ramesh Adhikari	1	2	2	3
15.	Puran Bhat	1	2	3	4

16.	Prakash Pariyar	2	3	4	4
17.	Amrit Thapa	1	-	-	-
18.	Namuna K.C	1	3	3	3
19.	Krishna Tandan	1	2	2	3
20.	Rita Rayamajhi	2	3	4	4
21.	Bimala K.C	2	3	3	4
22.	Kamal B.K	1	2	3	3
23.	Sanjaya Neupane	1	2	3	3
24.	Mohan Gautam	1	2	3	4
25.	Tilak Mahatra	1	2	3	3
26.	Anil Rana	1	-	-	-
27.	Purna Acharya	1	2	3	3
28.	Maya Khadka	0	1	2	3
29.	Ram Krishna Shrestha	1	1	2	3
30.	Gopal Dargi	0	2	2	3
Total		47	65	82	96
Average Marks		1.56	2.40	3.03	3.55
Average Percentage		31.2%	48%	60.6%	71%

4. Matching Item

S.N	Name of Students	Pretest score	1 st - Progressive test score	2 nd Progressive test score	Post test Score
1.	Pramod Rijal	3	3	3	4
2.	Madhav Poudel	2	3	3	4
3.	Bimal Magar	3	4	5	5
4.	Yasoda Sunar	3	4	4	5
5.	Chamakala Thapa	2	3	3	3
6.	Dipak Panthi	2	2	4	5
7.	Kumar Basnet	2	3	3	4
8.	Krishna pandey	3	4	4	5
9.	Motiraj Bhattarai	1	2	3	4
10.	Gobinda Kunwar	2	-	-	-
11.	Baburam Rayamajhi	3	3	4	4
12.	Madhabi Gharti	2	3	3	4
13.	Tulsi Ram Poudel	2	3	3	5
14.	Ramesh Adhikari	2	3	4	4
15.	Puran Bhat	2	3	4	4

16.	Prakash Pariyar	2	4	4	4
17.	Amrit Thapa	2	-	-	-
18.	Namuna K.C	1	3	4	4
19.	Krishna Tandan	2	3	3	4
20.	Rita Rayamajhi	1	2	3	3
21.	Bimala K.C	1	2	3	3
22.	Kamal B.K	1	2	2	3
23.	Sanjaya Neupane	0	1	2	3
24.	Mohan Gautam	1	1	2	3
25.	Tilak Mahatra	1	1	2	3
26.	Anil Rana	1	-	-	-
27.	Purna Acharya	1	2	3	4
28.	Maya Khadka	1	1	2	3
29.	Ram Krishna Shrestha	1	2	3	3
30.	Gopal Dargi	1	2	3	4
Total		51	69	86	104
Average Marks		1.7	2.55	3.18	3.85
Average Percentage		34%	51%	63.6%	77%

5. Question answer item

S.N	Name of Students	Pretest score	1 st - Progressive test score	2 nd Progressive test score	Post test Score
1.	Pramod Rijal	3	3	5	5
2.	Madhav Poudel	3	4	4	5
3.	Bimal Magar	4	5	5	5
4.	Yasoda Sunar	4	5	5	5
5.	Chamakala Thapa	3	3	4	4
6.	Dipak Panthi	3	4	5	5
7.	Kumar Basnet	2	3	4	4
8.	Krishna pandey	3	4	5	5
9.	Motiraj Bhattarai	2	3	3	4
10.	Gobinda Kunwar	3	-	-	-
11.	Baburam Rayamajhi	2	3	4	4
12.	Madhabi Gharti	2	3	3	4
13.	Tulsi Ram Poudel	2	3	4	5
14.	Ramesh Adhikari	3	3	4	5
15.	Puran Bhat	2	3	4	4

16.	Prakash Pariyar	2	4	5	5
17.	Amrit Thapa	2	-	-	-
18.	Namuna K.C	3	3	4	4
19.	Krishna Tandan	2	3	4	4
20.	Rita Rayamajhi	1	2	3	5
21.	Bimala K.C	1	3	3	3
22.	Kamal B.K	2	2	4	4
23.	Sanjaya Neupane	1	1	2	3
24.	Mohan Gautam	1	1	2	3
25.	Tilak Mahatra	1	1	3	4
26.	Anil Rana	1	-	-	-
27.	Purna Acharya	1	3	3	4
28.	Maya Khadka	1	2	3	3
29.	Ram Krishna Shrestha	0	2	3	3
30.	Gopal Dargi	1	3	4	5
Total		61	79	102	114
Average Marks		2.03	2.92	3.2	4.22
Average Percentage		40.6	58.4%	74%	84.4%

Reading Passage for Lesson Plan 3

This is a story from Island of Hokkaido Japan. Shoji Sakota is a main character of this story. Shoji Sakota was a pharmacist in the city of Sapporo on Hokkaido Island in Northern Japan. He lived alone in a small apartment behind the drugstore, for his wife had died several years earlier. Because he lived there in the same building, he sometimes worked in the pharmacy after it was closed.

One stormy winter night in 1964, he closed the shop at the end of the day and began working on his record books at his small desk in the rear of the store. He worked quite late because it was closed to the end of the year, the time when he had to prepare his annual business report. The only light on in the entire store was over the little desk where he was working. At about midnight there was a knock on the door. "Who could that be?" he said to himself. "Surely whoever it is can see that the store is closed." Ignoring the knock, he went back to his work.

Then he heard something again. He looked towards the door but thought this time that the noise was perhaps caused by the wind. Again he continued with his record books. A third time he heard the noise. This time it louder and definitely sounded like a person knocking. "Maybe it is an emergency," he said aloud, as he started towards the door. He lifted the shade which was pulled down over the window of the door, turned on the outside light, and looked out. He was surprised to see a young woman standing there who appeared to be quite nervous.

Thinking that perhaps it was some kind of trick to robe him, he did not unlock the door. Instead, he called out "The store is closed! It will open again at 8 O'clock in the morning!" Then he let the shade down again. "Please Sir" she called in pleading voice, "I need something for my baby." As he lifted the shade again, she called. "I beg you to help me, Sir!" He saw this time that she was pleading with her hands and body as well as with her voice.

Feeling confident that it was indeed an emergency, the pharmacist opened the door to let her in. she entered and stood in front of him with her head bent sown. My Sakota noticed that the woman was very thin-too thin-and that her skin seemed abnormally light. Her long, black hair hung disheveled mass around her head and shoulders, and her simple kimono seemed like it had been worn to bed. “What can do for you?” he asked sympathetically, feeling certain that the woman’s baby was very ill, perhaps dying.