

**READING COMPREHENSION ABILITY OF  
PRIMARY LEVEL ENGLISH TEACHERS**

**A Thesis Submitted to the Department of English Education  
in Partial Fulfilment for the Master's Degree in Education**

**Submitted by  
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**Faculty of Education  
Tribhuvan University, Kiritipur  
Kathmandu, Nepal**

**2010**

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2010

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Date of Approval of the  
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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Ramji Bhandari has prepared this thesis entitled **Reading Comprehension Ability of Primary Level English Teachers** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2066-12-10

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## RECOMMENDATION FOR EVALUATION

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## **DEDICATED**

*To my parents and Mr. Rudra Bahadur Mahat, the Ex-  
teacher of Ganesh Malika H.S.S., Neta-5, Lamjung  
who inspired me to be who I am.*

## **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.

Date: 2066- 12 -09

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Ramji Bhandari

## ACKNOWLEDGEMENTS

At this moment, my deep sense of gratitude goes to **Dr. Bal Mukunda Bhandari**, Reader of Department of English Education, Tribhuvan University and my thesis supervisor for making continuous and invaluable guidance, suggestions and inspiration that led me to carry out this thesis into this form. I feel very proud of myself to have done this study under his guidance.

Likewise, I would like to offer my sincere gratitude to my respected teacher, **Dr. Chandreshwar Mirshra**, Professor and Head of the Department of English Education for his valuable suggestions and inspiration for giving me required knowledge for carrying out this research work.

I would like to express my honor to **Dr. Jai Raj Awasthi**, Professor of Department of English Language Education, Tribhuvan University for his valuable suggestions, encouragements and endless inspiration, which have really supported me to complete this work.

I am very much grateful to **Mr. Kamal Prasad Devkota**, Teaching Assistant of Gorkha Campus for his valuable encouragement and suggestions.

I can not forget to extend my thanks to my wife **Jyoti** and lovely daughter and son who supported me to complete this work from the very beginning.

Likewise, my thanks go to all teacher staff and School Management Committee of Kabilas Higher Secondary School, Jugedi, Chitwan for their unforgettable support and encouragement.

I am indebted to my friends for their support and encouragement and special thanks go to the staff of Violent Computer Centre, Kirtipur for Printing and Computer designing.

Date: 2066- 12 -09

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## ABSTRACT

This research attempts to find out the reading comprehension ability of primary level English teachers and to compare their ability in terms of experience and training. For this purpose the researcher selected the primary level English teachers of Chitwan district. The researcher collected data from the sampled population of 50 primary teachers. The primary level English teachers were given three sets of test. All of them included subjective and objective tests. They were given the test in their own schools. Their responses were administered classifying into trained and untrained and experienced and inexperienced. Their scores were tabulated on the basis of the test items and were analyzed in terms of mean and difference in percentage. Their answers were also analyzed qualitatively and quantitatively. This study found out that teachers training and experience affect their performance in reading comprehension. The trained teachers were better than untrained ones. Similarly the experienced teachers obtained marks more than those of inexperienced as a whole. Likewise, they performed better in objective test than in subjective test. All of them had some weaknesses and produced more or less erroneous constructions. The constructions of untrained and inexperienced teachers were more problematic as well as erroneous than those of the trained and experienced teachers.

This study consists of four chapters. The chapter one presents general background, review of related literature, objectives of the study and significance of the study. Chapter two consists of the methodology of the study. It includes the sources of data, population of the study, sampling procedure, and tools for data collection, procedure of data collection and limitations of the study. Chapter three consists of the analysis and interpretation of the collected data. The data were tabulated and analyzed on the basis of the test items. Chapter four presents the major findings, recommendations and pedagogical implications of the study.

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## ABBREVIATIONS AND SYMBOLS

AV	Average
e.g.	exempli gratia
FM	full mark
Mul	Multiple choice
Sub	Subjective Test
T/F	True and False
Ord.	Ordering
Match	Matching
Vocab.	Vocabulary
Com.	Completion
S.N.	Serial Number
PLETs	Primary Level English Teachers
i.e.	id est
S.S.	Secondary School
L.S.S.	Lower Secondary School
H.S.S.	Higher Secondary School
Pri.	Primary
P	Page
Vol.	Volume
US	United States
NRP	Nation Reading Panel
T	Total
TV	Television

EFL	English as a Second Language
ELT	English Language Teaching
NELTA	Nepal English Language Teachers' Association
No.	Number
Dec.	December
etc.	etcetera
L1	First Language
PCL	Proficiency Certificate Level
SLC	School Leaving Certificate