CHAPTER- ONE

INTRODUCTION

1.1 General Background

Language is a system of human communication by means of spoken or written symbols. It is a system of communicating with other people using sounds, words and symbols. It is a possession of all normal human beings. We can communicate and share ideas, emotions and desires by means of language.

Language is a system of conventional spoken or written symbols used by people in a shared culture to communicate with each other. A language is a particular kind of system for encoding and decoding information. Its most common use is human communication.

Many languages are spoken all over the world. They are tools for human beings to communicate. English is the most widely used language in the world. It is the most dominant language. It is a language of international diplomacy, foreign mission, mass media, and academics and so on. In Nepal, English is taught and learnt as a foreign language. Mainly, teaching language skills i.e. listening, speaking, reading and writing are focused while teaching in the language classrooms. It is taught as a compulsory subject in the school level and as a compulsory as well as optional subject in the higher studies.

1.1.1 Language Skills

Language learning involves four language skills; listening, speaking, reading and writing which are integrated while learning a language. These skills are focused while teaching and learning a language and have

great role in our real life situation in order to communicate and to grasp the information by listening to someone or reading some texts. The linguistic principles of language teaching methodology are based on speech, and writing. So while teaching a language in the classroom we consider these language skills.

Language educators have long used the concepts of four basic language skills which are related to each other by two parameters:

a) The mode of communication: oral and written
b) The direction of communication: receiving and producing

The relationship among the four skills is as:

	Oral	**Written**
Receptive	Listening	Reading
Productive	Speaking	Writing

(Retrieved from www.pnglanguages.org)

According to Harmer (1991p.265), 'teachers tend to talk about the way we use language in terms of four skills- reading, writing, speaking and listening.' These are divided into two types. Receptive skill is a term used for reading and listening skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves that receptive skills are somehow passive, whereas production skills are in some way more active.

It is certainly the case that when we speak or write we are producing language and no one would argue with the idea that language activation takes place when we are doing this. But reading and listening also demand considerable language activation on the part of the reader or

listener. We cannot access meaning unless our brain is fully engaged with the text we are interacting with. In other words, we have to think to understand using any or all of our knowledge of language to get meaning from what we are seeing or hearing.

All language skills are related to one another as Hinkel (2006, p.113) points out, "In meaningful communication, people employ incremental language skills not in isolation, but in tandem". When we are engaged in conversation, we are bound to listen as well as speak because otherwise we could not interact with the person we are speaking to. Lectures frequently rely on notes they have generally thought of as a private activity, often provokes conversation and comment. Writing is done in isolation, but what we read what people send to us is writing. Therefore, it would make no sense to teach each skill in isolation.

1.1.1.1 Reading Skill

Reading is the most important skill to gain knowledge. The more one reads the more knowledge s/he gains. Reading is mainly done for two purposes: pleasure and information. Reading as defined in Encleopedia Britannica (Vol. 19, p. 9):

> ... the mental process of securing and reading to an author's message represented by written or printed symbols. To read one must recognize the ideas expressed by the author, sense and tone of mood, selection; evaluate the accuracy of the ideas and use.

For Rivers (1968, p. 214) 'Through its exercise he can increase his knowledge and understanding of the culture of the speakers of the language, their ways of thinking, and their contributions to many fields of

artistic and intellectual endeavour.' The reading skill, once developed, is the one which can be most easily maintained at a high level by the student himself without further help from his teacher.

Reading consists of different components. It comprises two major processes: mental and physical. Both aspects are correlated. Reading is not only a mental process but also a physical process. It is a mental process in the sense that reading crucially involves mind i.e. thinking and it is a physical process as it involves vision and movement of eyes.

When a person reads a text, he is attempting to discovering the meaning of what he is reading by using the visual clues of spelling, his knowledge of probabilities of occurrence, his contextual-pragmatic knowledge, and his syntactic and semantic competence to give a meaningful interpretation to the text. Reading is not a passive process, in which a reader takes something out of the text without any effort or merely recognizes what is on the page and then interprets it, a process in which a stage of decoding precedes a stage of involvement with meaning. There is little to suppose that there are two such discrete, non-overlapping stages. Reading is instead an active process, in which the reading must make an active contribution by drawing upon and using concurrently various abilities that he has acquired.

Pokharel (2007) mentions reading as a process that involves recognizing graphic symbols, vocalizing them and getting the message that the writer has expressed by means of three activities.

i) Recognizing: Reading for one cannot ever begin unless one can correctly recognize the words s/he meets in print or writing. However, the process of recognizing written or printed words is the elementary stage of reading.

ii) Vocalizing: Likewise, vocalizing the graphic symbols (in loud reading) is also important aspect of reading particularly for pronunciation. Beginners have to discover how writing is associated with spoken words that they have already learnt to use. But the early reading stage does not last long.

iii) Getting message: The third process is getting message of the writer, which is the most important aspect of reading and for the most usually authentic reason for reading. It is to get facts, ideas, attitudes and feelings that the writer has expressed through writing. Therefore, it is the aspect of reading that should be the focus of any reading activity for the readers who have passed the early stages.

For Wallace (1992) reading is for purpose according to the situation in which we are. Reading itself will mean different thing in different context. It widens our understanding of context to consider not just the physical setting of the activity but who is speaking to whom and in what set of circumstance.

Wallace (1992, p. 4) further writes:

> … the way we perceive reading behavior is linked to different reader purposes which, in turn, are linked to situational context and also to social expectations, for example what kind of reading behavior is expected in classroom, families, or particular religious settings.

Reading is important not only for getting information from the writing but also for enjoyment, getting ideas and feelings from other people as in a family letter. It is a medium of transfer of meaning from mind to mind and message from writer to reader.

Website of American Federation of Teacher (www.aft.org) states reading as the fundamental skill upon which all formal education depends. Research clearly show that children who are poor readers at the end of first grade are never likely to acquire the reading skills they need to successfully complete elementary school unless these students are identified early in their school career and given the intensive, systematic intervention they require. Any child who doesn't learn to read early and well will not easily master other skills and knowledge and is unlikely to ever-flourish in school or in life. Low reading achievement is the root cause of low performance in schools, which harm students and contribute to the loss of public confidence in our school system. When many students don't learn to read, the public schools can not or will not be regarded as successful.

Among the four language skills i.e. listening, speaking, reading and writing; reading is one. It is the third optional language skill. Reading is the activity of reconstructing a reasonable spoken message from a printed text, and making meaning. It is translating from written symbols to a form of language to which the person already can attach meaning.

Generally, the purpose of reading a variety of texts is to grasp the information from the graphic representation. In real life situation in order to communicate and to grasp the information we listen to someone or read some texts.

A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts. It also determines the appropriate

approach to reading comprehension. On the other hand, reading and language learning are interdependent. While reading necessitates linguistic knowledge, reading ability enhances linguistic knowledge expansion. (Retrieved from www.nclrc.org)

Reading is not only matter of processing through graphic symbols in any text, or verbalizing by moving lips, eyes and tongue but it is the mixture of visual and non-visual experiences or behaviours. It is the understanding, interpreting and making sense of a given text or selectively extracting message from a text.

1.1.1.2 The Reading Process

The roles of a reader, context and text are important in reading. It emphasizes a reader's progression through a text rather than the text itself. It means looking at reading as a process rather than as a product. As Alderson and Urquhart (1984) point out, "A product view relates only to what the reader has 'got out of' the text while a process view investigate how the reader may arrive at a particular interpretation" (as cited in Wallace 1992, p. 39).

The researchers have proposed a dynamic relation between text and reader. They say that texts do not have meaning rather they contain potential for meaning. This potential is realized only in the interpretation between the text and the reader. The reader draws meaning from printed or written text. According to Wallace (1992) reading as a process is viewed as follows:

a) Reading as a Psycholinguistic Process

Reading is a process by charting the reader's path through a text rather than making judgment of comprehension based on reading outcomes.

Reading is the reduction of uncertainty. That is, as we progress through a text, our choices of what to select are constrained. Smith (1971) opines 'The schematic knowledge leads the uncertainty under the four headings, namely 'graphic information, phonetic information, syntactic information and semantic information'. Goodman (1967) in his article talks of reading as 'a psycholinguistic guessing game'. For him the reader makes use of three cues systems, represented by three levels of language within the text, which he terms graphophonic, syntactic and semantic.

b) Reading as a Unitary and Selective Process

Reading is a unitary process. One premise of this view is that it is not possible to identify specific skills which can be built up in any hierarchical way to produce an effective reader. Lunzer and Gardner (1979) found that 'there was no correlation between generally effective reading and performance on a supposed hierarchy of different sub-skills such as using phonetic analysis or perceiving a sequence of ideas' (as cited in Wallace 1992, p.42).

Wallace (1992) opines:

> Effective readers draw selectively on a range of strategies... which are determined by reader purpose, text-type, and context. Efficient readers predict and sample, selecting the minimal visual information consistent with their prediction. They do not need to use all the cues. (p. 42)

c) Reading Process as Sociolinguistic Factor

The language we use is affected by immediate communicative situation between reader and writer and in the wider institutional and socio-cultural context. Wallace (1992) asserts, 'For it is not just psychological, cognitive, or affective factors which influence our interpretation of texts,

but social ones' (p. 43). Kress (1985, p. 44) says, 'Although from the individual the individual's point of view her or his reader is "just my personal opinion", that personal opinion is socially constructed' (As cited in Wallace 1992, p. 43). In other words we are never just talking of an individual response while reading. Similarly, Fish (1980) argues 'readers as members of interpretative communities'.

1.1. 2 Purpose of Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writers ideas or writing style. A person may also read for enjoyment or to enhance language knowledge. The purpose of reading varies to the context. Wallace (1992, p. 6) opines some of the more personal reasons for reading:

a) Reading for Survival

We might call some kinds of reading in response to our environment 'reading for survival'. Indeed some reading is almost literally a matter of life and death- for example a 'stop' sign for a motorist. Survival reading serves immediate needs or wishes. This is sometimes called environmental print'. For other social groups such as parents survival reading might involve the ability to read instruction on baby food and safety regulations on toys.

b) Reading for Learning

Reading serves the wider role of extending our general knowledge of the world. Much day-to-day reading is for this purpose of learning. Moreover, we may want not so much to learn something new as to remind ourselves about half-known facts or vaguely formulated opinions. One might expect reading for learning to be exclusively school related. In

fact, while a good deal of reading to support learning clearly takes place in academic context.

c) Reading for Pleasure

While reading for survival involves an immediate response to a situation and reading for learning is also goal oriented, albeit in a rather different way, reading for pleasure is done for its own sake- we don't have to do it. This point may be lost on children in school where literature, originally written primarily to offer enjoyment, is required reading for examinations. Educational practices tend to neglect the pleasure principle, producing young learners of the kind quoted by Clark (1976) who, although already fluent reader expressed the view that the purpose of learning to read was 'so that you can stop'!

In many second or foreign language teaching situations, reading receives a special focus. Concerning reasons for reading Richards and Renandya (2003, p. 273) quote:

> There are a number of reasons for this: First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career and for study purposes. In fact, in most EFL situations, the ability to read in a language is all that students ever want to acquire. Second, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. (as cited in Khadka 2007, p.8).

Good reading texts also provide good models for writing and provide opportunities to introduce new topics, to stimulate discussion, and to

study language (e.g. vocabulary, grammar and idioms). Reading then is a skill which is highly valued by students and teacher alike.

1.1.3 Types of Reading

Reading skill is a complex cognitive process of decoding symbols for the intention of deriving meaning and constructing meaning. It is a means of language acquisition, of communication and of sharing information and ideas. We can read different things in different ways. Our purpose of reading affects it. It is a skill that one cannot learn without conscious effort. There are different types of reading as follows:

a) Slow reading: Slow reading is for beginners particularly and while reading a new or difficult passage. It is useful while teaching listening and for understanding in depth and learning about language system.

b) Fast reading: Fast reading is for native speakers and after being expert in a particular language especially. It occurs while reading silently. It is used for reading simple text and for self study. Summarizing and paraphrasing can be practised for rapid reading.

c) Silent reading: Silent reading is for understanding the message from graphic symbols with our eyes. It involves mental process without using organs of speech. Experiments have shown that more comprehension is achieved only through silent reading. A good silent reader doesn't allow even the movement of lips and the use of pen and pencil on the print. The readers are not allowed to wag their heads. Silent reading is useful for self-study and library reading Doff (1988, P. 66-67). Reading for meaning (silent reading) is an activity we normally engage in when we read books, newspapers, road signs, etc. It is what you are doing as you read this text. It involves looking at sentences and understanding the message they convey in the words, 'making sense' of a written text.

d) Loud reading: Loud reading involves both physical and mental process. It changes graphic symbols into the spoken form and interprets them. It involves pronunciation and helps in relating spelling with pronunciation. It is useful especially for lower level students and for reading for others. According to Doff (1988, P. 66-67) states that :

> Reading aloud is a completely different activity; its purpose is not just to understand a text but to convey the information to someone else. It is not an activity we engage in very often outside classroom: common examples are reading out parts of a newspaper article to a friend, or reading a notice to other people who cannot see it.

Obviously reading aloud involves looking at a text, understanding it and saying it. Because our attention is divided between reading and speaking, it is a much more difficult activity than reading silently. We often stumble and make mistakes when reading aloud in our own language; and reading aloud in a foreign language is even more difficult. Reading aloud is a very difficult skill. So, it is not better to ask the students to read unseen text aloud which contains new vocabulary items. The readers are unable to concentrate adequately on the meaning of the text while reading aloud.

e) Skimming: Skimming is a rapid type of reading to find out the gist as a whole. Skimming is reading the fastest speed which person can accomplish. Fry (1965, P.51) asserts 'It is used when a reader whishes to cover material in hurry. It is also used when high comprehension is not required.' This does not mean that in skimming a person accepts a ridiculously low standard of comprehension: merely than he will accept a level of comprehension somewhat lower than that which can be obtained at study speed or at a verger reading speed (p. 51).

f) Scanning: It is a reading in which eyes run very quickly over a text to find out a particular piece of information. It focuses on if a particular point is present in the text. It involves the checking of specific items and can be also called as item check reading. It aims to find out specific information. Harmer (2007, p. 100) mentions, 'Students like the rest of us, need to be able to do a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for.' This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully.

For example, when we look for a telephone number, what is on television at a certain time or search quickly through an article looking for a name or other detail? We need this skill in these situations.

g) Intensive Reading: It is to understand everything the students read and be able to answer detailed vocabulary and comprehensive questions.

Grellet (1981, p. 4) defines intensive reading as, "Reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail." Intensive reading emphasizes accuracy and detailed information. A short extract of moderate degree of difficulty and containing features which merit detailed study form a basis for intensive reading practice. Its aim is finding detail information.

For Harmer (1991), "Intensive reading is often (but not exclusively) teacher-chosen and directed. It is designed to enable students to develop specific receptive skills such as reading for gist".

In order to get students to read enthusiastically in class we need to work to create interest about the topic and task.

Concerning students' role, Harmer (1991, p.287) opines, 'the comprehension tasks we ask students to do are based on tasks in a course book. In other words, the students are responding to what someone else has asked them to find out.' Students are far more likely to be engaged in a text if they bring their own feelings and knowledge to the task, rather than only responding to someone else's ideas of what they should find out.

h) Extensive Reading: Extensive reading involves general understanding of a text without necessarily understanding every word. It is a rapid silent reading for pleasure. The readers have option of skipping a whole section they find either too difficult or less interesting. It includes short stories, novels, magazines and newspaper articles. Its purpose is getting pleasure as well as information.

As Harmer (2007, p. 283) writes:

> One of the fundamental condition of a successful extensive reading programme is that students should be reading materials which they can understand. If they are struggling to understand every word, they can hardly be reading for pleasure- the main goal of this activity.

This means the written materials should be accessible to our students. The teacher's role is to promote reading and persuade students of its benefits. For this, we can present a model reading of a piece of a book which is exiting.

Concerning extensive reading tasks for students, Harmer (1991 p.285) opines:

Students should be allowed to choose their own reading a text, following their own likes and interests, they will not be reading the same texts at once. For this reason- and because we want to prompt students to keep reading- we should encourage them to report back on their reading in a number of ways.

1.1.4 Reading Comprehension

Reading comprehension is the level of understanding of writing. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, readers use too much processing capacity to read individual words, which interfere with their ability to comprehend what they read. Many educators believe that children need to learn analyze text even before they read it on their own. In this context for Croft (1980, p. 348) states, "The basic purpose of the learning reader will always be to find meaning, to read for comprehension and understanding".

During the last century comprehension was usually student's answering to teacher's questions, writing responses to questions on their own or both. The whole group version of this practice is also often included "round robin reading" wherein teachers called on individual students to read a portion of the text. Now the situation has slightly changed. Though there is not a definite set of strategies but common ones including summarizing what we have read, monitoring your reading to make sure it is still making sense and analyzing the structure of the text. Instead of using the prior one read-test method research studies have concluded that there are much more effective ways to teach comprehension. Much work has been done in this area of teaching.

On the basis of the objectives of the present secondary education curriculum (2055 P. 44-45) reading comprehension simply refers to silent reading with understanding. English is taught and learnt as a foreign language especially in the formal setting inside the classrooms in many countries of the world. On the basis of the availability and practicality, a variety of reading texts can be naturally and appropriately used in the classroom in order to enrich the reading comprehension skill of the students. Among the different varieties of reading texts, authentic texts as magazines and newspapers simply include different types of articles, reading texts suitable for the readers of different levels. They normally focus on people's interest and current affairs. They, therefore, are suitable for readers to develop their reading skill.

Reading comprehension is very important to the development of children's reading skills and therefore to their ability to obtain education. A research carried out by National Reading Panel, US (NRP) noted three components of reading comprehension.

> First, reading comprehension is a complex cognitive process that can not be understood without clear description of the role that vocabulary development and instruction play in the understanding of what has been read. Second is the active process that requires an intentional and thoughtful interaction between the reader and the text. Third, the preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately linked to students' achievement in this area. (Retrieved from http:www.nationalreading.panel.org/ fag/fag.htm#13)

Smith and Dechant (1961) remark that the following abilities are basic to understanding and may be called comprehension- skills:

1. Ability to associate meaning with the graphic symbol.
2. Ability to understand words in context and to select the meaning that fits the context.
3. Ability to reading thought units.
4. Ability to understand units of increasing size: the phrase, clause, sentence, paragraph and whole selection.
5. Ability to acquire word meanings.
6. Ability to select and understand the main ideas.
7. Ability to follow directions.
8. Ability to draw inferences.
9. Ability to understand the writer's organization.
10. Ability to evaluate what is read: to recognize literary devices and to identify the tone, mood, and intent of the writer.
11. Ability to retain ideas.
12. Ability to apply ideas and to interpret them with one's past experience (as cited in Ahuja 2007, p. 27).

Thus, we came to know how much reading comprehension is necessary for both teachers and students. The idea of the teacher having to be someone who is constantly developing and growing as a whole human being as a prerequisite for being able to do the personal development of students. Reading helps the teachers to be better informed both about their profession and about the world. This makes them more interesting to be around and the students generally like their teachers to be interesting people. For our own development and the students it is important. It also helps to keep our use of English fresh.

Nuttall (1981, p. 3) opines: "Understanding a written text means extracting the required information from it as efficiently as possible." The reading purpose is determined according to the context. A competent reader quickly rejects the irrelevant information and finds what s/he is looking for. If the understanding is not enough, more detailed study i.e. comprehension is necessary.

Nuttall (1981, p. 3) presents a list of different types of texts which usually come across for reading comprehension:

- Novels, short stories, tales; other literary texts and passages (e.g. essays, diaries, anecdotes, biographies)
- Plays
- Poems, limericks, nursery rhymes
- Letters, postcards, telegrams, notes
- Newspapers and magazines (headlines, articles, letters to the editor, stop press, classified ads, weather forecast, ratio/ TV/ theatre programmes)
- Specialized articles, reports, reviews, essays, business letters, summaries, précis, accounts, pamphlets (political or other)
- Handbooks, textbooks, guidebooks
- Recipes
- Advertisements, travel brochures, catalogues
- Puzzles, problems, rules for games
- Instructions (e.g. warnings), directions (e.g. How to use...) notices, rules and regulations, posters, signs (e.g. road signs) forms (e.g. application forms, landing cards), graffiti, menus, price lists, tickets)
- Comic strips, cartoons and caricatures, legends (of maps, pictures)

- Statistics, diagrams, flow/ pie- charts, time-tables, maps
- Telephone directories, dictionaries, phrasebooks

In real life situation we may find a number of such texts. Actually our purpose of reading varies as how we read.

1.1.5 Teaching Reading Skill

Teaching reading skills to EFL learners seems easy in the teacher-centred classroom particularly when the teacher teaches reading only as a classroom activity and does not keep in mind that learners will have to read on their own not only during the examination but also outside the school. The teacher explains everything and even dictates the answers viewing importance of examination and learners note down everything the teacher gives. Similarly, the learners enjoy being 'fed up' by the teacher.

The ELT teacher in traditional teaching reading classroom enters the classroom with the textbook, chalk and duster. He informs the students that they are going to do a reading passage. He gives meaning of difficult words. He writes some chosen words and phrases and their meaning on the board. Students note them down. Then he explains the meaning in detail. He may also discuss the class of those words. Then he reads the passage aloud and also gets one or two students to read it aloud. He explains the passage word by word. While the teacher is explaining, the students' job is to listen to him/ her quietly. There are comprehension questions at the end of the passage. The teacher asks the students usually who are good in the classroom orally. When the answer is correct, the teacher either dictates or writes on the board and the students copy them in their exercise books. During the lesson, most of the communication

takes place in the Nepali language. This is a model of an EFL reading classroom in Nepal.

If we analyze it, we see that it is a highly teacher-centred approach to teaching reading. Our aim as an ELT teacher is to improve learners' English not of teachers'. The teacher's role is to impart language competence to the learner and not to develop dependency upon others to understand a text.

There are several techniques for teaching reading. A teacher can adopt that suits his style. Gnawali (2005) mentions a better technique, which goes beyond ritualistic teaching of reading and presents a learner-centred technique for the EFL classroom setting.

Scene setting: Some idea on the outside real world referred to by the passage orients learners to the theme of the passage. So the teacher starts a brief discussion by eliciting ideas from students on the same topic as that of the passage. Or she/ he can share his/her own personal experiences relating to the topic.

Presenting new vocabulary: As the teacher assumes that average students know the vocabulary, he presents them using the respective techniques. Before he presents each item, he asks if they know it and gets them to guess from the context. The techniques may be: explaining, showing pictures, giving examples, using definitions, etc.

Extensive reading: With the help of scene setting and vocabulary students imbibe certain idea about the passage. Now, they proceed to read it. If they have to read the whole passage and answer long and difficult questions, they will feel threatened. So, the teacher asks students to go through the passage and answer these following questions. In this model

of reading, at this level, the teacher does not read and explain the passage for the students at all unless the majority has a problem.

Intensive reading: After the extensive reading students know the general drift of the passage. They know what it is about and where a particular piece of information lies. They can now go through the text thoroughly and answer more difficult questions. So, the teacher gets students read the passage and does the exercises. It is appropriate to note it is the students who do the reading not the teacher. The teacher is the trouble shooter.

Nuttall (1996) in foreign language learning teaching reading directly involves teacher and students. One of the cause students do not motivate in language learning is because of language teacher. Teachers can not add motivation by making their foreign language reading interesting until they make reading purposeful and class livelier. Reading gives a teacher, rich mental yeast which s/he can use to interact with students and others. It extends his/ her knowledge and consolidates and sustains vocabulary growth. It helps to improve writing i.e. the more we read, the better we write. A person who knows a bit about carpentry will make a table more quickly and skillfully than who does not. If the instructions are very clear, or the shape of a piece is baffling, experience helps to sort it out. A readily experienced carpenter can probably assemble the table without any instructions. And sometimes, experience can mislead- the table produced may not be what the designer intended and may prove deficient. Similarly, the reader's sense and experience help him (the teacher) to predict that the writer is likely to say this rather than that. A reader who shares many of the writer's presuppositions will be able to think along with the writer and use his own experience to resolve the difficulties. He may ever find the text so predictable that he hardly needs to read it at all.

And occasionally, his presupposition may lead him astray, to force an interpretation that is not in the text.

The teacher's task is not to threaten students but get them accomplish short tasks that can be easy. When they finish answering, they can compare with their friends. The teacher indicates the correct answer and share among them. Reading is truly a psycholinguistic process, a combination of the use of reasoning and language cues. Eskey (1970) believes in the innateness of whatever this skill is:

> …the higher-level language functions, the human mind must be innately programmed, and that the job of the teacher is to activate, not to create, the program. Teaching a skill as complex as reading is mainly a matter of getting the student moving in the right direction and providing him with feedback as he develops that skill to the best of this innate ability (as cited in Croft 1980, p. 364).

Likewise, Nuttall (1996) suggests three stages: .

Before reading stage: Before the students begin to read the text we can do quite a lot to make their task more explicit and their way of thinking is more effective. Reading this stage, Nuttal (1996, p. 154) suggests the following activities to be considered:

1. Providing a reason for reading.
2. Introducing the text
3. Setting a top-down task
4. Breaking up the text
5. Dealing with new language
6. Asking signpost questions

So, it is a warm-up and brain-storming stage. In this stage our aim is to arouse interest to read the text and to take students in the right direction. The students try to find out what the text is about.

While reading stage: This is an actual reading stage. The students try to find answers to the given questions. We will consider three broad modes of class organization as the individual mode, in which each student works on his own for much of the time. Since the reading process is in essence private, this mode is particularly suitable for reading lessons. The second one is the teacher-centred class, where the class works with one text; the way it is tackled is controlled largely by the teacher, who decides the sequence of work, sets, tasks, checking learning and tries to ensure that every student participates. The third one is group work mode of organization, in which much of the guidance comes from fellow students. They try to understand the text jointly- that is, individual efforts are pooled and discussed in the hope of arriving together at the best interpretation.

After reading stage: When the detailed work is over, global understanding must be returned to and the text as a whole evaluated and responded to. Now is the time to reconsider what they did in the earlier stages. Their opinions about the writer's aim, about the main message of the text and so on, can be refined. Students are encouraged to discuss the text or questions, make notes or summary and reach into conclusion.

1.1.6 The Teacher as Reader

Students always follow the people whom they respect. They follow the teacher. If the teacher is seen to read with concentration, to enjoy reading and to make use of books, they do the same. Nuttall (1996) asserts: 'the best teacher of reading are also reading teachers, in the sense that they are teachers who read.'(p. 229)

It is important to demonstrate them his/her reading. They catch the teachers, since we believe reading is caught, not taught. And it can not be caught from the people who have not got it themselves. Student must have read a great deal in L1 environment but some might have got little chance of reading and might minimize reading behaviour. It is the teacher's job to encourage them reading. For some students a teacher may be the only reader they meet and the only person from whom they can catch reading. It is the teacher's task to make them see him as a reader not only in L1 but also in L2 environment.

Nuttall (1996, p. 229) suggests a teacher in the following way:

> You carry books around with you. You make sure that students see you reading- for pleasure as well as for professional reasons. You talk to them about what you are reading, and read out brief passage that might interest them. You take an interest in what they read, and can suggest books that would suit them. You treat books well, and make sure that students do the same, because you respect books for what they contain and because careful handling is considerate of other readers... and because it makes economic sense: after all, books are expensive as well as valuable.

A teacher should read a lot and should share his love of reading with the students. His interest on reading will make him a successful teacher of reading. Reading in target language is better while starting with the easiest level. A good L1 reader can do well in target language as well. By motivating the students he can add interest in target language.

Library reading has great benefit of familiarizing teacher with all the books available for the students and giving such practice. For improving reading the most important thing is to increase the amount of reading. He can choose short books that are easy enough to read. It takes a few months to mark improvement of reading efficiency.

1.2 Review of Related Literature

There are some research works carried out in reading comprehension. They are as follow:

Siwakoti (1996) carried out a study on 'An analysis of the Reading Proficiency of the secondary school students of Jhapa District'. The result of the study shows the private schools' performed better than the government aided schools' students.

Shrestha (1998) carried out a study on "Reading Comprehension on English language of Eight Grader of Lalitpur District" In order to achieve the objectives of her study she used two sets of questions (seen and unseen). And her finding was that the students performed better in seen text than in unseen text.

Likewise, Subedi (2000) carried out a comparative study on 'Reading Comprehension of the Grade Nine Students of Kathmandu and Jhapa. The findings show that the students of urban schools in Kathmandu had a better performance in higher reading comprehension level in magazines

than in newspaper whereas the rural students of Jhapa were better in the same.

Paudel (2002) conducted a comparative study on "Reading Comprehension Ability of the Students of Proficiency Certificate Level and Higher Secondary Level". The objectives of the study were to find out reading comprehension ability of PCL 2nd year and grade XII student and to compare their ability. It was also a stream-wise comparison. The findings were PCL students were brighter than XII Grader. The Science students were better (85.67% Vs 61.08%) than Arts in XII.

In the same way, G.C. (2002) carried out a study on 'Reading Comprehension Ability of PCL First Year'. The findings of the study have been presented descriptively. The comprehension ability of the PCL first year was satisfactory. The comprehension ability of girls was a bit higher than that of boys.

Pandey (2002) conducted a comparative study on "Reading Comprehension through Cloze Test and British Council Reading Comprehension Test." The findings of the study are presented descriptively. For instance, the students' reading comprehension through cloze test is not satisfactory. 'Reading Comprehension Ability of the Students of Grade X' was another research carried out by Pattel (2003). The findings are the proficiency of the students in seen texts is better than unseen texts. Like that many research works have been done on this area.

Likewise, Bhattarai (2007) conducted a study on "Reading Comprehension Ability of 12th Grader in Bible College". The objectives of the study were to find out the reading comprehension ability of the students in the Bible colleges of Grade XII in terms of different sub-skills as skimming, scanning, inferring, guessing meaning and to compare their ability in terms of sex variable. To elicit their ability unseen text were

used for test. The overall proficiency of the students was (60.48%) in average .The boys performed better in comparison to the girls.

In fact, no research work has been carried out on reading comprehension ability of the primary level English teachers yet. Therefore, the researcher has tried to find out the primary level English teachers' ability on reading comprehension.

1.3 Objectives of the Study

The study had the following objectives:

i) To find out the ability of primary level English teachers on reading comprehension.

ii) To compare the ability of the teachers on reading comprehension on the basis of :
a) Teachers' training, and
b) Their experience

iii) To suggest some pedagogical implications.

1.4 Significance of the Study

No research has been carried out in the Department of English Education regarding primary level English teachers' reading comprehension ability. So the value of this research will be an additional model for the students at the department itself. As the research is concerned with the English teachers of primary level, the findings of this research will be valuable for different authorities to forward their programs concerned in future. Similarly, this research work will help primary teachers to know their own proficiency and realize the need for further improvement. It will be worthy enough for the government to monitor teachers. Finally, it will be one of the important literature reviews for other researcher in the same field.

1.5 Definitions of Related Terms

Trained Teachers: This term refers to those primary level English teachers who have completed their 10 months training package.

Untrained Teachers: This term refers to those teachers who haven't completed 10 months training package.

Experienced Teachers: This term refers to those teachers who have teaching experience above 5 years in primary level.

Inexperienced Teachers: This term refers to those teachers whose experience is below 5 years. New and fresh teachers fall in this category.

CHAPTER- TWO

METHODOLOGY

This chapter deals with the methodology applied during the study. The following techniques and procedures as methodology of the study were used to collect the required data to fulfill the objectives of the present research.

2.1 Sources of Data Collection

The researcher used both primary and secondary sources of data in order to carry out this research. The sources are as follow:

2.1.1 Primary Source

This study is mainly based on the primary sources of data. The primary sources of data for this study were the primary level English teachers teaching at different schools of Chitwan district and data were collected by administering a test.

2.1.2 Secondary Source

The researcher consulted the related books as Fry (1963), Rivers (1968); Croft (1980), Grellet (1981), Wallace (1992), Nuttall (1996), theses such as Subedi (2000), Bhattarai (2005), Joshi (2006), Pokhrel (2007), Khadka (2007), Journal of NELTA etc. were used to widen the insight in the area of research.

2.2 Population of the Study

The total population of the study consisted of the fifty primary level English teachers, both from government aided and private schools of Chitwan district.

2.3 Sampling Procedure

The researcher selected 50 primary level English teachers of Chitwan district by using systematic judgmental sampling procedure. Out of which they were divided into two groups on the basis of training (trained and untrained) and on the basis of experience (0-5 years and 5 years above) of teaching. The teachers were selected both from government-aided and private schools. They were given test and their responses through paper-pencil test. The researcher tried to maintain equal qualification i.e. SLC of the teachers involved in the test.

2.4 Tools for Data Collection

The main tool for the collection of data was a test paper. The test items were designed to assess the reading comprehension ability of the PLET (Primary Level English Teachers).

Three different unseen passages (texts) for reading comprehension were selected to test their ability in this regard. Each set of test items contained both the subjective and objective test items. The texts were taken from newspaper, The Kathmandu Post (for news), The Himalayan (for an advertisement) and SLC question collection of 2065 (for a letter). The test items were prepared by the researcher himself.

a. Objective Tests: Different types of objective questions were given to the informants/ PLET. The objective type of test items contained multiple choice, ordering, completion, matching, true/ false and vocabulary. Each item carried marks as mention in the marking scheme given below.

b. Subjective Tests: A set of subjective questions were give in each set to PLETs, where they were asked to write short answers based

on the respective text. Each item carried marks as mentioned in the marking scheme.

The researcher followed the following marking schemes.

Table No. 1

Marking Scheme

S.N.	Text type	Types of text items	No. of items in each set	Marks	Total Marks
1.	News (Set A)	Multiple choice Ordering Short question answer Completion	3 5 4 4	3 5 8 4	20
2.	Letter (Set B)	True/ False Matching Short question answer	4 6 5	4 6 5	15
3.	Advertisement (Set C)	Vocabulary Supplying information Short question answer	4 5 4	2 5 8	15
		Grand Total			50

2.5 Procedure of Data Collection

The researcher applied the following procedures for the collection of the data from the primary sources.

At first the researcher attended the meeting held in the resource center (Kabilas). He asked the head teachers for one and half hour for conducting test in their own schools. Then the researcher visited the schools. He selected the teachers with the help of the head teacher under the given criteria: teachers who teach English in the primary level and whose qualification is only SLC. They were given a set of test items with some personal details in the beginning like name, school, training,

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qualification, and experience. After filling in this information, they were asked to attempt given test items based on the texts within one and half hour. Out of Kabilas resource centre, the researcher visited the respective schools, talked to the authority and got permission to carry out the test for the research. He selected the teachers with the help of head teacher on the basis of above mentioned criteria. Altogether 17 schools of Chitwan district were visited for collecting data.

2.6 Limitations of the Study

The proposed research work had the following limitations and considerations to make the research study precise and systematic:

a) The study was limited to find out and compare comprehension ability of trained and untrained as well as experienced and inexperienced primary level English teachers of Chitwan district.

b) Only 50 primary level English teachers from 17 different schools of the Chitwan district were the population of the study. Their qualification was SLC.

c) The test items for testing reading comprehension ability were extracted from the newspapers; The Kathmandu Post and The Himalayan and old question collection of SLC of 2065.

d) The research included subjective and objective type of test items.

e) The primary data for this study were collected from the written test.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data obtained from the primary level English teachers. The data were based on three sets of questions. Their responses were divided into two categories; in terms of training (trained and untrained) and in terms of experience (experienced teachers and inexperienced teachers) and they are analyzed separately both qualitatively and quantitatively.

The whole chapter has been divided into two parts. The first part deals with analysis of the primary level English Teachers' language and it is further divided into sub-headings. In this part their language while answering comprehension questions has been analyzed and interpreted. The second part consists of their scores on the basis of their experience and training accordingly. This part includes presentation and comparison of the related scores they obtained. The obtained marks of subjective and objective tests have been tabulated and described as well. The analysis and interpretation of the study is given below:

3.1 Analysis of PLETs' Language

The Primary Level English Teachers' language while answering short questions is analyzed. There is a great difference between them in terms of their experience and training. A large number of errors have been committed in formation of words and sentences. Actually all of them have made mistakes more or less while their responses were analyzed as a whole. Their sentences have both additions and deletions of language elements that make the answers ill and incorrect. These things have directly influenced the marks they obtained.

The experienced teachers have made some errors and weaknesses in their answer. They are listed as follow:

Table No. 2

Holistic List of Errors Made by PLETS

S.N.	Area of Error	Number/ Frequency
1	Incomplete answers	77
2	Unrelated answers	61
3	Punctuation	59
4	Spelling	30
5	No answers	21
6	Verbless construction	12
7	Partially correct answer	13
8	Double connective	6
9	Incomplete link with questions	24
10	Subject-verb agreement	15
11	Pronoun	7
12	Model	5
13	Unnecessary addition	11
14	Sentence arrangement	10
15	Subject missing	5
16	Article	2
17	Adverb	1

The above table shows the PLETs' area of errors or weakness and their frequency as a whole. Most of the teachers have incomplete answers to the given questions. Altogether 77 places have incomplete answers. The unrelated answers, punctuation, spelling errors and incomplete link with questions are the most common five areas of error. There are 61 places of

unrelated answers, 59 of punctuation problem, 30 of spelling and 24 incomplete links with questions. The other items of errors or problems are verbless construction (12), partially correct answers (13), no answer (21), subject-verb agreement (15), pronoun (7), unnecessary addition (11) and sentence arrangement (10). The least 5 errors or area of problems appeared are double connectives (in 6 place), modal (in 5 place), subject missing (in 5 place), article (in 2 place) and adverb (in 1 place).

There are incomplete answers for example, *jumbo football match*. Some answers are unrelated to the question for example, *the final evaluation of Kamalari Abolition Project*. Likewise, some of them have punctuation defects as in *because she have away from home.* Verbless constructions like *boarding house* also appear in their responses. Some answers are partially correct but some have used double connectives like *because to promoting tourism. Because she have away from home* is a construction which lacks subject-verb agreement and *interested people submit the proposal to use email* lacks modal verb *can*. Similarly, there is unnecessary addition in sentence arrangement like (1-10) which is score of the match but only name of the teams and people were asked. They have missed subject as *must be brave and stick to school activities*. There are spelling errors as well, for example, *Locil hotels and restaurants*. Some of them do not have link with the respective questions like *Boarding House*. In this way all the informants' answers were more or less erroneous as a whole.

Table No. 3

Errors or Weaknesses in Terms of Experience

| S.N. | Area of Problem/ Errors | Number of Errors/ Weaknesses | | Total |
		Experienced (26)	Inexperienced (24)	
1	Incomplete sentence	44	33	77
2	Unrelated answers	29	32	61
3	Punctuation	33	26	59
4	Spelling	18	12	30
5	No answer	8	13	21
6	Verbless constructions	8	4	12
7	Partially correct answers	5	8	13
8	Double connectives	4	2	6
9	Incomplete link with questions	10	14	24
10	Subject-verb agreement	7	8	15
11	Pronoun	4	3	7
12	Modal verb	1	4	5
13	Unnecessary addition	2	9	11
14	Sentence arrangement	3	7	10
15	Subject missing	0	5	5
16	Article	1	1	2
17	Adverb	0	1	1
	Total	177	182	359

The above table shows that the primary level English teachers have committed errors based on different area in terms of experience. The frequency of errors or weaknesses of inexperienced teachers is higher than that of experienced teachers. The experienced teachers are more erroneous on areas like incomplete sentence, punctuation, spelling, verbless constructions, double connectives and pronoun whereas the inexperienced teachers are more erroneous on given area: unrelated answers, no answer, partially correct answers, incomplete link with question, subject-verb agreement, modal verb, unnecessary addition,

sentence arrangement, subject missing and article. Therefore, the weaknesses or errors of inexperienced teachers are more than the experienced teachers. It suggests experience influences their performance.

3.1.1 Description of PLET's Language in Terms of Experience

The primary level English teachers' ability can be determined analyzing their constructions while answering short questions. Some of the constructions which have serious weaknesses and errors are listed below:

Table No. 4

Description of PLET's Language in Terms of Experience

	Construction of experienced teachers	Construction of inexperienced teachers
1	Elephant calves football game.	Plan Nepal is a humanitarian sort of organization.
2	TOR-KAP mean The organization Regarding of Kamalari Abolition Project	The parents want him to be a self-reliant Person
3	No	Boarding House
4	TOR → KAP→ Kamalari abolition proJect	Shreya gave to her son suggestion that you must be brave and stick to your school.
5	Because to promote tourism.	Jumbo football match
6	Shreya give to her son to be brave and stick boy.	To promoting the tourism
7	The interesting programs to attract tourists are jumbo football match, and soccer and cultural programme.	Interested people submit the proposal to use email
8	The sort of org. is humanitarian child centered organization	DCBL and Chaudhary group 1-0 are names of team and Kumari Subedit and Rameshwor Chaudhary ar the people
9	Local hotels and restaurants a Sauraha will take much advantage because many tourist come to see it.	Must be brave and stick to school activities.
10	He is feeling homesick because it is the first time	Locil hotel and restaurants will take much advantage becuase it will take more economically benefits.

The above table displays what sort of error are committed by the experienced and inexperienced teachers while answering the comprehension questions.

The first row presents samples of errors committed by the PLETs who are experienced. The first construction is not only incomplete but also a verb less construction. It lacks the later part (cultural programmes or Elephant football match) of the answer. The second construction has ill-formed punctuation (capitalization and full stop), incomplete answer in the sense that there is no answer (KAP) of the second part, lacks correct subject-verb agreement (TOR-KAP means) and partially unrelated construction appears. Likewise, in No. 3 the answer is verb less and No.4 is partially right but has punctuation (proJect) error No. 5 has double connective (because and to) and absence of link with the respective question and No. 6 does not have correct subject-verb agreement. The sentence arrangement is deviated. There is unnecessary addition (and the soccer), in No. 7. No. 8 has self-generated abbreviation (org.) and deviated sentence arrangement. Likewise, No. 9 has unnecessary addition of article (a) and fluctuation of tense in later part and No. 10 does not have complete answer.

The second row displays samples of errors made by the PLETs who are inexperienced. The first answer is incomplete (it was also community development and non-religious organization). The second construction shows deviation of punctuation (capitalization and full stop), the third answer is a verbless construction. Likewise, No. 4 has ill-formed subject-verb agreement and wrong use of pronoun (you and your) and No. 5 is incomplete and lacks full stop. In No. 6, there is no linkage with the respective question and lacks punctuation. There is lack of modal verb (can) and structure is ill as well as incomplete. There is addition (1-0),

deletion (first name, Purna), wrong spelling (ar) and lack of full stop in No. 8 and No. 9 has absence of 'subject' and No. 10 has wrong spelling, pronoun and unnecessary addition of adverb.

The primary level English teachers' weaknesses/ errors found during the study are listed as follows:

Table No. 5
List of PLETs' Errors in Terms of Training

| S.N. | Area of Problem/ Errors | Number of Errors | | Total Frequency of errors |
		Trained Teachers (22)	Untrained Teachers (28)	
1	Incomplete sentence	26	51	77
2	Unrelated Answers	20	41	61
3	Punctuation	22	37	59
4	Spelling	15	15	30
5	No Answer	12	9	21
6	Verbless constructions	3	9	12
7	Partially correct answers	4	9	13
8	Double connectives	0	5	5
9	Incomplete link with questions	12	12	24
10	Subject-Verb Agreement	6	9	15
11	Pronoun	3	4	7
12	Modal	1	5	6
13	Unnecessary addition	1	10	11
14	Sentence arrangement	5	5	10
15	Subject missing	0	5	5
16	Article	1	1	2
17	Adverb	0	1	1
	Total	131	228	359

The above table shows the frequency of errors made by primary level English teachers in terms of their training. The untrained teachers are more erroneous in incomplete answers, unrelated answers, punctuation, verbless constructions, partially correct answers, double connectives, subject-verb agreement, pronoun, modal, unnecessary addition, subject missing and adverb categories whereas, the trained teachers are more

erroneous in no answer category and both are equally erroneous in spelling, incomplete link with questions, sentence arrangement and article categories. Therefore, the untrained teachers have done more errors than trained teachers. It suggests that training also influences their performance.

3.1.2 Description of PLETs' Language in Terms of Training

The primary level English teachers' reading comprehension ability can be described according to their responses. Some of the constructions which have serious weaknesses and errors are listed below:

Table No. 6

Description of PLETs' Language in Terms of Training

S.N.	Construction of trained teachers	Construction of untrained teachers
1	One can submit proposal on the basis of TOR	because she have away from home
2	Shreya said don't mind jokes boy's play on you, whom they see you don't mind and be brave boy.	Boarding House
3	For promoting Tourim.	Jumbo football match
4	No	The final evaluation of Kamalari Abolition Project
5	Name of team DCBL and Chaudhary Group...	The attract tourists interesting programms
6	The program was organized because to promote tourism.	Most be brave and stick to school activities.
7	the boy is studying at nimalayan bourding house	TOR-KAP mean to subject of our e-mail, telephone inquired regurding proposal will not be entertained.
8	Shreya give to he son to be brave and stick boy	He is feeling homesick because he is the first time he have been away from his home.
9	Because to promote tourism	Interested people submit the proposal to use email
10	Child centred community and child sponsoring are the sort of organisation is plan Nepal	TOR-KAP means Kamalari Abolition Project.

The above table presents the sort of errors of the PLET in terms of their training while answering the short comprehension questions.

The first column shows the samples of errors made by the trained PLETs. The first construction seems unrelated to the respective question (who question), the second structure is in direct speech but does not follow correct punctuation and pronoun as well and the third one does not have link with the respective question. Likewise, for No. 4 that is a verbless construction, which is incomplete in this sense and No. 5 has partially correct answer but there is absence of later part of it. There is unusual use of connective (double- because and to) in No. 6. The sense of the answer is correct for No. 7 but it lacks some elementary aspects of language. It does not follow simple aspects like capitalization and spelling. Situationally, No.8 is correct but structurally it is ill, in the sense that it has ill formed subject-verb agreement and lacks full stop. Sentence arrangement of No. 9 has been deviated and lacks link with the question. Finally No. 10 also has lack of arrangement and correct punctuation.

The second column displays the sample of errors or weaknesses done by untrained PLETs which are serious ones. No. 1 has incomplete link with the respective question and erroneous punctuation (capitalization and full stop); No. 2 is a verb less construction and has no full stop and No. 3 is also a verb less construction and lacks full stop but it is a partially correct answer. Likewise, No. 4 is an unrelated answer to the respective question. 'Attract' is verb but it has been used as noun there in No. 5 and also lack full stop. No. 5 'Most' not 'must' is used and there is absence of 'doer'. The answer of No. 7 is unusual to the question and also has ill subject-verb agreement. No. 8 does not have appropriate pronoun and subject-verb agreement as well. There is absence of model verb 'can' in No. 9 and the

rest answer is unusual and has absence of full stop. Finally, No. 10 is correct in part.

3.2 Description of PLETs Ability on Subjective and Objective Test

In the study, three sets of text having both subjective and objective test items were used. The full mark of objective test was 29 and 21 for subjective test. The score they obtained was administered. Their ability on reading comprehension is analyzed and described as follows:

Table No. 7

Holistic Comparison of PLETs' Ability on Subjective and Objective Test

Tool	Mark obtained				Difference %
	Objective (FM.29)	Percentage	Subjective (FM.21)	Percentage	
Mean (Average)	24.23	83.55%	13.32	63.61%	19.94%

The above table presents holistic comparison of the PLET's comprehension ability in objective and subjective test items. As a whole, they have obtained 24.23 marks out of 29 in objective test items which is 83.55% whereas 13.36 out of 21 marks which is 63.63% in average. This reveals their difference in subjective and objective test item is by 19.94%. Their proficiency is better in objective test than in subjective test. The difference is significant.

<div align="center">**Table No. 8**</div>

<div align="center">**Ability of Trained Teachers in Subjective and Objective Tests**</div>

Tool	Mark obtained				Difference %
	Objective (FM.29)	Percentage	Subjective (FM.21)	Percentage	
Mean (Average)	25.19	86.86%	13.36	63.61%	23.25%

According to the table, the trained teachers have got 25.19 or 86.86% marks out of 29 in objective test and they have obtained 13.36 or 63.61% out of 21 in subjective test. The difference between them is 23.25%. This shows that the trained teachers have got significantly higher marks in objective test than in subjective test.

<div align="center">**Table No. 9**</div>

<div align="center">**Ability of Untrained Teacher in Subjective and Objective Test**</div>

Tool	Mark obtained				Difference %
	Objective (FM.29)	Percentage	Subjective (FM.21)	Percentage	
Mean (Average)	23.4	80.68%	13.36	63.42%	17.26%

This table shows the ability of untrained teachers in subjective and objective test. They have scored 23.4 or 80.68% marks in objective test out of 29 where as 13.32 or 63.42% out of 21 in subjective test items. The difference between them is 17.26%. They are far better in objective test than in subjective test.

Table No. 10

Ability of Experienced Teachers in Subjective and Objective Test

Tool	Mark obtained				Difference %
	objective (FM.29)	Percentage	Subjective (FM.21)	Percentage	
Mean (Average)	25.19	84.54%	13.26	63.63%	20.89%

The above table shows ability of experienced teachers in subjective and objective test. The experienced teachers have obtained 25.19 (84.54%) in objective test out of 29 and they have obtained 13.26 (63.63%) in subjective test item. The difference between them is 20.89%. They are significantly better in objective test in comparison to subjective test.

Table No. 11

Ability of Inexperienced Teachers in Subjective and Objective Test

Tool	Mark obtained				Difference %
	objective (FM.29)	Percentage	Subjective (FM.21)	Percentage	
Mean (Average)	23.41	77.61%	12.75	60.71%	16.9%

The table shows the ability of inexperienced teacher in both subjective and objective test items. They have obtained 23.41 (77.61%) mark out of 29 in objective test and 12.75 (60.71%) out of 21 in subjective test in average. The difference between them is 16.9%. They are far better in objective test than in subjective test.

Table No. 12

Ability of PLET on Subjective Test Item in Terms of Experience

Tool	Type of test	FM	Mark Obtained				Difference
			Group A	Percent	Group B	Percent	
Mean (Average)	Subjective	21	13.88	66.11	12.75	60.71	5.4%

Note: Group A → experience teachers

Group B → inexperienced teachers

The table shows that the primary level English teachers' ability on subjective test in terms of experience. The PLETs who are experienced have obtained 13.88 (66.11%) whereas inexperienced have obtained significantly low marks i.e. 12.75(60.71%) in average in the same test out of 21 full marks. The difference between these two kinds of teachers' score is 5.4%. This suggests that more experienced teachers are more competent in comparison to less experienced teachers in reading comprehension.

Table No. 13

Ability of PLET on Subjective Test Item in Terms of Training

Tool	Type of test	FM	Mark Obtained				Difference %
			Group A	%	Group B	%	
Mean (Average)	Subjective	21	13.36	63.63	13.32	63.43	0.2%

Note: Group A → Trained Teachers

Group B → Untrained Teachers

The ability of PLETs on subjective test items in terms of training is described in the above table. In subjective test items, the trained teachers have obtained 13.36 (63.63%) whereas untrained teachers have obtained

13.32 (63.43%) out of 21 full marks allotted for subjective test items. Only 0.2% is difference between them which is less significant.

Table No. 14

Ability of PLET on Objective test Items in Terms of Training

Tool	Types of Test	FM	Mark obtained				Difference %
			Trained T.	%	Untrained T.	%	
Mean (Average)	Multiple Choice	3	2.45	81.81	2.28	76.19	5.62
	True/False	4	3.45	86.36	3.42	85.71	0.65
	Ordering	5	4.72	94.54	3.89	77.85	16.69
	Matching	6	5.90	98.48	5.95	99.40	–0.95
	Vocabulary	2	1.27	63.63	0.94	47.32	16.31
	Completion	9	7.40	82.32	6.92	76.98	5.34
	As a whole	29	25.19	84.60	23.40	77.24	7.36

Altogether six kinds of objective questions were asked. The above table reflects the ability of PLETs in reading comprehension on objective test items in terms of their training. In *Multiple Choice* items the trained teachers have obtained 2.45 (81.81%) marks whereas the untrained teachers have obtained 2.28 (76.19%) marks in the same. The difference between them is by 5.62%. In the same way, in *True and False* test items the trained teachers have obtained 3.45 (86.36%) and the untrained teachers have obtained 3.42 (85.71%). The difference between them is 0.65%. In *Ordering* the trained teachers have secured 4.72 (94.54%) and untrained teachers have secured 3.89 (77.85%). Their difference is by 16.69% which seems significant. The trained teachers have got 5.90

(98.48%) in *Matching* and the untrained teachers have got 5.95 (99.40%) which is just opposite to other test items that the untrained teachers seem proficient. In *Vocabulary and Completion* item, the trained teachers seem brighter than untrained teachers. The trained teachers have obtained 1.27 (63.63%) and the untrained teachers have obtained 0.94 (47.32%), which is different by 16.31%. Likewise, the trained teachers have scored 7.40 or 82.32% and the untrained teachers have got 6.92 (76.98%) marks in *Completion*. The difference is by 7.36% between them. As a whole the trained teachers have got 25.19 (77.24%) which is different by 7.36%.

Table No. 15

Ability of PLET on Objective Test Items in Terms of Experience

Tool	Types of Test	FM	Mark obtained				Difference %
			Group A	%	Group B	%	
Mean (Average)	Multiple Choice	3	2.43	80.76	2.20	73.61	7.15
	True/False	4	3.46	86.53	3.37	84.37	2.16
	Ordering	5	4.30	86.15	4.12	82.5	3.65
	Matching	6	5.88	98.07	5.95	99.16	−1.09
	Vocabulary	2	1.11	55.76	1.02	51.04	4.72
	Completion	9	7.42	82.47	6.75	75	7.47
	As a whole	29	24.6	81.62	23.41	77.61	4.01

Note: Group A → Experienced Teachers

Group B → Inexperienced Teachers

The above table shows the ability of PLET on objective test in terms of their experience. The teachers who are experienced obtained 2.43 (80.76%) and inexperienced teachers have obtained 2.20 (73.61%) mark in *Multiple Choice* test item. Their difference is by 7.15%. In *True and False* items, A group has secured 3.46 (86.53%) and group B has secured 3.37(84.37%). Their difference is by 2.16%. Similarly in *Ordering* Group A has obtained 4.30 (86.15%) and Group B has obtained 4.12 (82.5%) mark and their difference is by 3.65%. Group A has obtained 5.88 (98.05%) and Group B has obtained 5.95 (99.16%) in *Matching*. Their difference is –1.09% Likewise in *Vocabulary* test item Group A has got 1.11 (55.76%) and Group B has got 1.02 (51.04%) mark and their difference is 4.72%. In *Completion*, Group A has obtained 7.42 (82.47%) and Group B has obtained 6.75 (75%) mark and their difference is 7.47%. As a whole the experienced teachers have got 24.6 out of 29 or 81.62% mark and the inexperienced teachers have obtained 23.41or 77.16% marks out of 29. In this way, Group A seems slightly better than Group B in objective test item.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The major objective of this study was to find out the reading comprehension ability of the primary level English teachers and compare their abilities in terms of informant-oriented variables: trained vs. untrained and experienced teachers vs. inexperienced teachers. The major tools of data collection were the test items, containing subjective (short answer question) and objective test items (matching, ordering, true and false, completion, vocabulary and multiple choice). The reading texts were extracted from the newspapers (eg. The Kathmandu Post and The Himalayan) and old collection of the S.L.C. examination papers.

On the basis of the analysis and interpretation of data the following findings have been drawn.

1. Almost all responses were more or less erroneous but the responses of untrained and inexperienced teachers were slightly more errenous than trained and experienced teachers. Therefore, training and teaching experience had positive effect on reading comprehension ability of the primary level English teachers.

2. Most of the errors as a whole were concerned with incomplete sentences, punctuation, spelling, absence of answers and lack of link with questions and the least of the errors were related to the use of adverb, article, subject, modal and connectives. In conclusion, almost all of the errors were due to addition or omission or arrangement of necessary elements while answering.

3. In subjective test, the trained teachers were slightly better than untrained teachers. The total average of trained teachers is 13.35 (66.64%) and untrained teachers is 13.32 (63.43%) out of 21 in subjective test.

4. The experience affected the performance of the teachers. The teachers who were experienced obtained higher marks than those who were inexperienced. The experienced teachers got 24.6 (81.62%) and inexperienced got 23.41 (77.61%) in average out of 29 in objective test.

5. The trained teachers were better than untrained teachers in the objective test items. The trained teachers obtained 25.19 out of 29 (84.60%) and untrained teachers obtained 23.40 (77.24%) as a whole. Therefore, training affects their reading comprehension ability.

6. In subjective test, the experienced teachers were found better than those who were inexperienced. In average, the experienced group got 13.88 (66.11%) marks and then the inexperienced got 12.75 (60.71%).

7. The trained and untrained teachers were found significantly better in the objective test than in the subjective test. The trained teachers got 25.19 (86.86%) in objective test and 13.36 (61.61%) in the subjective. Likewise, untrained teachers got 23.4 (80.68%) in objective and 13.32 (63.42%) in subjective test in average.

8. In the same way, both the experienced and inexperienced teachers were found far better in the objective test than in the subjective. The experienced teachers obtained 25.19 (84.52%) of 29 in objective test and 13.26 (63.63%) of 21 subjective in average. Likewise, the inexperienced teachers got 23.41 (77.61%) in objective and 12.75 (60.71%) in subjective test out of the same.

9. As a whole, they were far better in the objective test than the subjective. The difference was significant. In objective test they obtained 24.23 (83.55%) of 29 and in subjective 13.34 (63.61%) of 21. This suggests that the primary level English teachers are weak in writing long construction like answers of short questions.

4.2 Recommendations

On the basis of the findings obtained from the analysis of the data some pedagogical implications and recommendations are made as follows:

1. Since the ability of trained and experienced teachers was found better in reading comprehension than untrained and less experienced teachers, special training package needs to be launched packages and experienced teaching manpower is recommended to be given high priority in teaching the English language in primary level.

2. The performance on objective test was much better than subjective test. Therefore, the research study recommends launching the training programs viewing reading and writing development. They need extra reading and writing practices as well.

3. During the data analysis many graphological, grammatical and lexical errors were found. Therefore, they need extra reading and writing practices to lessen the errors and make their classroom teaching effective and fruitful.

4. Finally, the pedagogical implications of this research study may be useful for both the teachers who are involved in English language teaching at primary level and the concerning trainers. The teachers can improve their teaching themselves. This is equally useful for the curriculum designers, material producers, teacher trainers and researchers who precede their studies on reading comprehension ability.

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APPENDIX A

Table of schools visited by the researcher:

S.N.	Name and address of the school	Number of teachers involved
1	Kabilas Secondary school, Devitar, Jugedi, Chitwan	5
2	Shree Adarsha Lower Secondary School, Dahakhani	4
3	Arunodaya Higher Secondary School, Gitanagar	1
4	Aroma Higher Secondary School, Bharatpur-10, Chitwan	5
5	Shree Rastriya Primary School, Kabilas, Bharlang	3
6	Shree Himalaya Lower Secondary School, Bharatpur-11, Chitwan	4
7	Shree Rastriya Primary School, Dhodeni, Kabilas-9, Chitwan	3
8	Chitwan Higher Secondary School, Bharatpur-10, Chitwan	1
9	Shree Ramnagar Secondary School, Bharatpur-1, Chitwan	4
10	Orbit Unique English School, Bharatpur-14, Chitwan	2
11	Golden Future Academy, Amritnagar, Chitwan	3
12	Bishwa Jyoti Siksha Sadan, Shivnagar-6, Chitwan	3
13	Bharatpur Higher Secondary School, Bharatpur, Chitwan	1
14	Shree Sitaram Sanskrit Secondary School, Devghat, Chitwan	3
15	Shree Rastriya Primary School, Shauly, Kabilas-3, Chitwan	3
16	Shree Naya Kiran Secondary School, Bharatpur-11, Chitwan, Bhojad, Chitwan	2
17	Shree Swabibek Primary School, Baseni, Lamatol, Chitwan	3
	Total	50

Appendix B

List of school and status of teacher with their marks

S.N.	School visited	PLET involve in Test	Training	Experience	Marks obtained		Total Marks
					Subjective	Objective	
1	Kabilash S.S. Devitar Jugedi, Chitwan	Surya Maya Subedi	10m.	11 years	13	26.5	39.5
		Sanjita Mandal	-	6 months	9.5	17.5	27
		Teeka Maya Gurung	10m.	4 years	13	25.5	38.5
		Joyti Adhikari	-	5 years	16	21.5	37.5
		Sharmila Gurung	-	5 years	13	26.5	39.5
2	AdarshaL.S.S.Dahakhani, Chitwan	Surendra Mani Lamichhane	-	5 years	12.5	24	36.5
		Nanda Lal Magar	-	2 years	15.5	24.5	40
		Gopal Bdr. Magar	-	5 years	17	22	39
		Hasta Bdr. Gurung	-	2 years	8	19	27
3.	Arunodaya H.S.S.,Gitanagar	Hari Subedi	-	2 years	7.5	22	29.5
4.	Aroma H.S.S., Bharatpur-10, Chitwan	Gita Gautam	10m.	2 years	14.5	28	42.5
		Jyoti Gautam	-	6 years	12.5	27	39.5
		Raju Dhital	-	13 years	15	29	44
		Neetu Paudel	-	5 years	14	28	42
		Anita Adhikari	10m.	11 years	18.5	28.5	47
5.	Rastriya Primary School, Kabilas,Chitwan	Kala Baral	10m.	4 years	10	27	37
		Santosh Shrestha	10m.	14 years	8.5	26	34.5
		Sakuntala Pokhrel	-	4 years	9	27	36
6.	Himalaya L. S. S., Bharatpur-10, Chitwan	Sita Dahal	10m.	20 years	15.5	26	41.5
		Sudha Adhikari	10m.	6 years	16	24.5	40.5
		Devi Karki	10m.	20 years	5.5	18	23.5
		Bidhya Koirala	10m.	21 years	12.5	20	32.5
7.	Rastriya Primary School, Kabilas-9, Chitwan	Rom Kanta Neupane	-	17 years	17	20.5	37.5
		Jagat Malla	10m.	23 years	12	24	36
		Suk Bdr. Lama	-	7 years	17.5	20.5	38
8.	Chitwan H.S.S., Bharatpur,	Rajendra Adhikari	-	19 years	11	27	38
9.	Ramnagar S.S. Ramnagar, Chitwan	Indra Acharya	10m.	3 years	3.5	18.5	22
		Devi Tiwari	10m.	16 years	17.5	27	44.5
		Purnima Thapa	10m.	9 years	14	26	40

S.N.	School visited	PLET involve in Test	Training	Experience	Marks obtained		Total Marks
					Subjective	Objective	
		Mahendra P. Gauli	10m.	18 years	12	23	35
10.	Orbit English School, Bharatpur,	Khil Bdr. Rana	-	3 years	11	22.5	33.5
		Tirtha Soti	-	3 years	9	19.5	28.5
11.	Golden Future Academy, Bharatpur	Romita Chaurel	-	4 years	15	23	38
		Sapna Khadka	-	2 years	13	24	37
		Narayan Thapa	-	4 years	18	27	45
12.	Bishwa Jyoti Siksha Sadan Shivanagar-6,	Santosh Dawadi	-	2 years	15	24.5	39.5
		Sita Adhikari	-	2 years	15.5	24	39.5
		Jeewan Chhetri	-	3 years	12.5	23.5	36
13.	Bharatpur H.S.S.	Sita Paudel	10m.	6 years	15.5	28.5	44
14.	Sitaram Sanskrit S.S., Devghat	Tika Subedi	-	3 years	13.5	19.5	33
		Bishnu Sapkota	-	2 years	10	20.5	30.5
		Madhabi Sapkota	-	23 years	15	22.5	37.5
15.	Rastriya Pri. School,Kabilas,	Ita Raj Gurung	10m.	14 years	15	25.5	40.5
		Rajendra Khaniya	10m.	10 years	15.5	27.5	43
		Shila Thapa	10m.	10 years	15	26.5	41.5
16.	Naya Kiran S. S., Bhojad	Ramesh Sapkota	10m.	12 years	18	25	43
		Rajan Sedai	-	6 years	15	25	40
17.	Swabibek Pri. School, Baseni	Kul Bdr. Kumal	10m.	20 years	13	27	40
		Bishnu Khatri	-	1 years	15.5	25	40.5
		Hari Bhakta Sharma	10m.	23 years	16	26.5	42.5
		Total	-	-	667	1211.5	1878.5
		Average	-	-	13.34	24.23	37.57
		Percentage	-	-	63.52	83.55	75.18

Appendix C
List of Sampled Teachers

1. Surya Maya Subedi	26. Rajendra N. Adhikari
2. Sanjita Mandal	27. Indra Acharya
3. Tika Maya Gurung	28. Devi Tiwari
4. Joyti Adhikari	29. Purnima Thapa
5. Sharmila Gurung	30. Mahendra P. Gauli
6. Surendra M.Lamichhane	31. Khil Bdr. Rana
7. Nanda Lal Magar	32. Trishna Soti
8. Gopal Bdr. Magar	33. Romita Chaudhary
9. Hasta Bdr. Gurung	34. Sapana Khadka
10. Hari Subedi	35. Narayan Thapa
11. Gita Gautam	36. Santosh Dawadi
12. Jyoti Gautam	37. Sita Adhikari
13. Raju Dhital	38. Jeewan Chhetri
14. Neetu Paudel	39. Sita Paudel
15. Anita Adhikari	40. Tika Subedi
16. Kala Baral	41. Bishnu Sapkota
17. Santosh Shrestha	42. Madhabi Sapkota
18. Sakuntala Pokhrel	43. Ita Raj Gurung
19. Sita Dahal	44. Rajendra Khaniya
20. Sudha Adhikari	45. Shila Thapa
21. Devi Karki	46. Ramesh Sapkota
22. Bidhya Koirala	47. Rajan Sedai
23. Rom Kanta Neupane	48. Kul Bdr. Kumal
24. Jagat Malla	49. Bishnu Khatri
25. Suk Bdr. Lama	50. Hari Bhakta Sharma

Appendix D

List of teachers and their item wise obtained mark

S.N.	Sub.	Multiple Choice	T/F	Ordering	Matching	Vocabulary	Completion	Total
	21	3	4	5	6	2	9	50
1	13	3	4	5	6	1.5	7	39.5
2	9.5	2	4	1	6	0.5	4	27
3	13	2	4	5	6	1.5	7	38.5
4	16	3	3	5	6	0.5	4	37.5
5	13	3	4	5	6	1.5	7	39.5
6	12.5	3	4	3	6	1	7	36.5
7	15.5	3	3	4	6	0.5	8	40
8	17	3	-	5	6	1	7	39
9	8	2	4	0	6	0	7	27
10	7.5	3	4	5	6	0	4	29.5
11	14.5	3	3	5	6	2	9	42.5
12	12.5	3	4	5	6	1	8	39.5
13	15	3	4	5	6	2	9	44
14	14	3	4	5	6	2	8	42
15	18.5	3	4	5	6	1.5	9	47
16	10	3	3	5	6	1	9	37
17	8.5	3	3	5	6	1	8	34.5
18	9	3	3	5	6	1	9	36
19	15.5	3	3	5	6	1	8	41.5
20	16	2	3	5	6	1.5	7	41.5
21	5.5	1	3	5	6	0	3	23.5
22	12.5	3	3	5	4	0	5	32.5
23	17	1	4	0	6	0.5	9	37.5
24	12	2	4	5	6	1	6	36
25	17.5	1	4	0	6	0.5	9	38
26	11	2	4	5	6	1	9	38

S.N.	Sub.	Multiple Choice	T/F	Ordering	Matching	Vocabulary	Completion	Total
27	3.5	1	4	3	6	1.5	3	22
28	17.5	2	4	5	6	1	9	44.5
29	14	2	4	5	6	1	8	40
30	12	3	4	1	6	1	8	35
31	11	3	3	3	6	1.5	6	33.5
32	9	1	4	3	6	1.5	4	28.5
33	15	2	4	5	6	1	5	38
34	13	2	4	5	6	1	6	37
35	18	3	3	5	6	1	9	45
36	15	2	3	5	6	0.5	8	39.5
37	15.5	2	4	4	6	1	7	39.5
38	12.5	2	3	5	6	0.5	7	36
39	15.5	3	4	5	6	1.5	9	44
40	13.5	1	3	3	5	0.5	7	33
41	10	1	3	5	6	0.5	5	30.5
42	15	2	3	3	6	0.5	8	37.5
43	15	2	3	5	6	1.5	8	40.5
44	15.5	3	4	5	6	1.5	8	43
45	15	2	4	5	6	1.5	8	41.5
46	18	2	2	5	6	2	8	43
47	15	2	3	5	6	2	7	40
48	13	3	3	5	6	2	8	40
49	15.5	3	3	5	6	2	6	40.5
50	16	3	3	5	6	1.5	8	42.5
T.	667	118	172	213	297	54.5	357	1878.5
Av	13.34	2.36	3.44	4.26	5.94	1.09	7.14	37.57
%	63.51	78.66	86	85.2	99	54.5	79.33	75.18

Appendix E

Ability of Inexperienced Teachers (below five years)-24

S.N.	Sub.	Mult.	T/F	Ord.	Match.	Vocabs.	Com.	Total
	21	3	4	6	6	2	9	50
1	9.5	2	4	1	6	0.5	4	27
2	13	2	4	5	6	1.5	7	38.5
3	15.5	3	3	4	6	0.5	8	40
4	8	2	4	0	6	0	7	27
5	7.5	3	4	5	6	0	4	29.5
6	14.5	3	3	5	6	2	9	42.5
7	18.5	3	4	5	6	1.5	9	47
8	10	3	3	5	6	1	9	37
9	9	3	3	5	6	1	9	37
10	16	2	3	5	6	1.5	7	40.5
11	3.5	1	4	3	6	1.5	3	22
12	11	3	3	3	6	1.5	6	33.5
13	9	1	4	3	6	1.5	4	28.5
14	55	2	4	5	6	1	5	38
15	13	2	4	5	6	1	6	37
16	18	3	3	5	6	1	9	45
17	15	2	3	5	6	0.5	8	39.5
18	15.5	2	4	4	6	1	7	39.5
19	12.5	2	3	5	6	0.5	7	36
20	13.5	1	3	3	5	5	6	36
21	10	1	3	5	6	0.5	5	30.5
22	15	2	3	3	6	0.5	8	37.5
23	18	2	2	5	6	2	8	43
24	15.5	3	3	5	6	2	6	40.5
T.	306	53	81	99	143	20.5	162	868.5
Av.	12.75	2.20	3.37	4.12	5.95	1.02	6.75	36.18
%	60.71	73.61	84.37	82.5	99.16	51.04	75	72.37

Appendix F

Ability of Trained Teachers in Reading Comprehension-22

S.N.	Sub	Mul.	T/F	Ord.	Match	Vacab.	Com.	Total
1	13	3	4	5	6	1.5	7	39.5
2	13	2	4	5	6	1.5	7	38.5
3	14.5	3	3	5	6	2	9	42.5
4	18.5	3	4	5	6	1.5	9	47
5	10	3	3	5	6	1	9	37
6	8.5	3	3	5	6	1	8	34.5
7	15.5	3	3	5	6	1	8	41.5
8	16	2	3	5	6	1.5	7	40.5
9	5.5	1	3	5	6	0	3	23.5
10	12.5	3	3	5	4	0	5	32.5
11	12	2	4	5	6	1	6	36
12	3.5	1	4	3	6	1.5	3	22
13	17.5	2	4	5	6	1	9	44.5
14	14	2	4	5	6	1	8	40
15	12	3	4	1	6	1	8	35
16	15.5	3	4	5	6	1.5	9	44
17	15	2	3	5	6	1.5	8	40.5
18	15.5	3	4	5	6	1.5	8	43
19	15	2	4	5	6	1.5	8	41.5
20	18	2	2	5	6	2	8	43
21	13	3	3	5	6	2	8	40
22	16	3	3	5	6	1.5	8	42.5
T.	294	54	76	104	130	28	163	849
Av.	13.36	2.45	3.45	4.72	5.90	1.27	7.40	38.59
%	63.61	81.81	86.36	94.54	98.48	63.63	82.32	77.18

Appendix G

Ability of Experienced Teachers in reading comprehension (above 5 years)

S.N.	Sub	Mul.	T/F	Ord.	Match	Vacab.	Com.	Total
1	13	3	4	5	6	1.5	7	39.5
2	16	3	3	5	6	0.5	4	37.5
3	13	3	4	5	6	1.5	7	39.5
4	12.5	3	4	3	6	1	7	36.5
5	17	3	-	5	6	1	7	39
6	12.5	3	4	5	6	1	8	39.5
7	15	3	4	5	6	2	9	44
8	14	3	4	5	6	2	8	42
9	8.5	3	3	5	6	1	8	34.5
10	15.5	3	3	5	6	1	8	41.5
11	5.5	1	3	5	6	0	3	23.5
12	12.5	3	3	5	4	0	5	32.5
13	17	1	4	0	6	0.5	9	37.5
14	12	2	4	5	6	1	6	36
15	17.5	1	4	0	6	0.5	9	38
16	11	2	4	5	6	1	9	38
17	17.5	2	4	5	6	1	9	44.5
18	14	2	4	5	6	1	8	40
19	12	3	4	1	6	1	8	35
20	15.5	1	3	3	5	0.5	7	33
21	15	2	3	5	6	1.5	8	40.5
22	15.5	3	4	5	6	1.5	8	43
23	15	2	4	5	6	1.5	8	41.5
24	15	2	3	5	6	2	7	40
25	13	3	3	5	6	2	8	43
26	16	3	3	5	6	1.5	8	42.5
T	361	63	90	112	153	29	193	1001
Av	13.88	2.43	3.46	4.30	5.88	1.11	7.42	38.5
%	66.11	80.76	86.53	86.15	98.07	55.76	82.47	77

Appendix H

Ability of Untrained Teachers in reading comprehension - 28

S.N.	Sub	Mul.	T/F	Ord.	Match	Vacab.	Com.	Total
1	9.5	2	4	1	6	0.5	4	27
2	16	3	3	5	6	0.5	4	37.5
3	13	3	4	5	6	1.5	7	39
4	12.5	3	4	3	6	1	7	36.5
5	15.5	3	3	4	6	0.5	8	40
6	17	3	-	5	6	1	7	39
7	8	2	4	0	6	0	7	27
8	7.5	3	4	5	6	0	4	29.5
9	12.5	3	4	5	6	1	8	39.5
10	14	3	4	5	6	2	8	42
11	14	3	4	5	6	2	8	42
12	9	3	3	5	6	1	9	36
13	17	1	4	0	6	0.5	9	37.5
14	17.5	1	4	0	6	0.5	9	38
15	11	2	4	5	6	1	9	38
16	11	3	3	3	6	1.5	6	33.5
17	9	1	4	3	6	1.5	4	28.5
18	15	2	4	5	6	1	5	38
19	13	2	4	5	6	1	6	37
20	18	3	3	5	6	1	9	45
21	15	2	3	5	6	0.5	8	39.5
22	15.5	2	4	4	6	1	7	39.5
23	12.5	2	3	5	6	0.5	7	36
24	13.5	1	3	3	5	0.5	7	33
25	10	1	3	5	6	0.5	5	30.5
26	15	2	3	3	6	0.5	8	37.5
27	15	2	3	5	6	2	7	40
28	15.5	3	3	5	6	2	6	40.5
T	373	64	96	109	167	26.5	194	1029.5
Av	13.32	2.28	3.42	3.89	5.95	0.94	6.92	36.75
%	63.43	76.19	85.71	77.85	99.40	47.32	76.98	73.5

Appendix I

List of short answers given by PLETs

1. 2.i. Himalayan Boarding house.

    ii. Because it is first time he has been away from home.

    iii. He must be brave and stick.

    iv. Shreya gives to her son to be brave and stick boy.

    v. No, he has not been away from home before.

      1. (a) Because to promote tourism.

    (b) Elephant calves football game.

3.   i.Plan Nepal is a bumanitatian child centered community development

    organisation without religious.

    ii .Detailed proposal on the basis of ToR is solicited from interested individual

        consultant or institution.

    iii.ToR is solicided from interested individual consultant or institution. and

        Kumari   Abolition ProJect.

2. 2. i.   Boarding House

    ii.   because she have been away from house

    iv.   Shreya gave to her son suggestion that you must be brave and stick to

        your school.

    v.   No

1.   (a)To promoting the tourism

    (b)   Jumbo football match

    (c)   The hotels and restaurants

    (d)   Jumb   Pruna Kumari Subedi

        Soccur   Rameshwor Chaudhary

i.   The final evaluation of Kamalari Abolition Project.

3.   ii.   Because he has been away from home

         iii.   He must be brave and stick

         iv.   Shreya give to he son to be brave and stick boy

         v.   No he hadn't been away from home before

         (a)   Because to promote tourism

         (b)   Elephant calves football game

         (c)   hotel and restaurants will take much advantage.

         (d)   DCBL and Chaudhary group

         i.   Plan Nepal is a bumnitation child centered community development organisation

         ii.   Detailed proposulon the basic of Tor is solicited from intereted individual consultant or institution

         iii.   Tor is solicided from interested individual consultant or institution and Kumari Abolition Project

4.   1.   c.Hotels and restaurant will take much advantage because they did good business by the people who came to see this programme.

     2.   iv.   Shreya gives suggestions to her son that you must be brave and good person

     3.   ii.   Interested individual or institution can submit detail proposal on the basic of Tor or Tor-kap.

         iii.   Tor-Kap means subject of e-mail address.

5.   1.   a.   Because to promote tourism.

         b.   Elephant calves football game.

     2.   i.   The boy studying himalayan Bearding house.

         iii.   He must be brave and stick

         iv.   Shreya give to her son to be brare and stick boy.

3. ii. Detailed proposal on the basic of toR is solicited from interested individual consuttant or institution.

iii. ToR is solicided from interested individual consultant or institution and Kumar Abolition Project.

6. 1. b. The interesting programs to attract tourists were elephant race and jumbo football match.

2. ii. He is feeling homesick because it is the first time.

iv. Shreya gives to her son these suggestions (i) you should get education (ii) you must be brave etc.

v. Yes, he has.

3. i. Plan Nepal is a humanitarian sort of organistion

ii. If interested can send e-mail proposal to plan Nepal.

iii. ToR-KAP means the organisation regarding of Kamalari Abolision Project

iv. The proposal submit Kamalari Abolision Project

7. 1. b. The interesting programs were elephants race and jumbo football match.

2. ii. He is first time he has been away from house.

iv. you must be brave,should get education.and necessary to read at boarding school for all boys.

v. No.

3 i. Plan Nepal is a humanitarian sort of organisation.

ii. Interested e-mail proposal to plan Nepal.

8. 1. b. The interesting programs to attract tourists were elephant race and jumbo football match

3. i. Plan Nepal is a humanitarian sort of organisation.

ii. If interested, can send e-mail proposal to plan Nepal.

iii. Tor-KAP mean The organisation Regarding of Kamalari Abolition Project.

9. 1. a. Local communities and various organisations.

      b. The attract tourists interesting programs

         mainly elephants calves play football.

      c. Will take the much advantage local hotel restaurants. because packed with domestic and international tourists.

      d. Mention name of 2 teams DCBL and Chaudhary group

         Purna Kumari Subedi and Rameshwor Chaudhary involved

         programme

  2. i. the boy studying at Himalayan boarding house.

    ii. He feel rather homesick. for it is the first time you have been away from home.

    iii. Parents want her children gain home

    v. Yes, he has been away from home before.

  3. ii. Proposal on the basis of ToR is solicited from interested individual consultant or institution.

    iii. request available upon cop in subject of your e-mail telephone inquires.

    iv. the proposal submit Kumalari abolition proJect.

10. 3. ii. one can submit prosal by the final evaluation of Kamalari Abolition Project

    iii. ToR-KAP mean e-mail of our subject.

11. 2. iv. Shreya suggests her son by saying that he doesn't mind jokes boy's play on him.

1. b. Football played by Elephants were the interesting programme to attract tourists.

   c. Hotels and restaurants will take much advantage because hotels and restaurants are packed with domestic and international tourists.

3. ii. Anyone can submit proposal according to the rules given in the advertisement.

12. 1. i. Boarding House

    ii. Became he is far away from home

    iii. Good man

    iv. Don't be sad and be brave.

    2. a. To promote the tourism

    b. Jumbo football match and elephant race.

    c. local restaurant take much advantage because tourist come to them.

    3. ii. By e-mail

    iv. Interested individual can submit the proposal.

13. 1. b The jumb football match and elephant race were the interesting programs to attract tourisms

    3. ii. One can submit proposal through e-mail.

14. 2. iii. Self-reliant person

    iv. Her suggestions is to be stick and brave

    1. a. for promoting the tourism

    b. Jumbo football match and dog's race

    3. ii. By email.

    iii. It is a subjet of email.

15. 3. i. The person has to quote ToR-KAP in subject of their email and send it through mail.

iii.   Kamalari Abolition Project

16.   a.   The program was organised because of opening day of 6th Chitwan fastival

       b.   Elephant without people were playing football were the interesting programs to attract tourists.

       c.   The external tourists will take much advantage.

       3.   ii.   The interested people submit proposal by e-mail.

           iii.   ToR-KAP is the subial of e-mail.

17.   1.   a.   the program was organized because of opening day of 6th Chitwan elephant fastival

           b.   Eleplant without people were playing football were the interesting programs to attract tourists.

           c.   The external tourists will take much alvanga

       2.   i.   The boy is studying at nimalayan bourding house

           ii.   Because he is away from his home

           iii.   Parents want .him to. be brave boy

           iv.   She suggests that don't mind. play. of. teasing you

18.   1.   a.   The program was organised because of opening day of 6th Chitwan elephant festival.

           b.   Elephant without people were playing football were the interesting programs to attract tourists.

           c.   The external tourists will take much advantage.

       2.   iv.   She suggests that don't mind play .... of teasing you.

       3.   ii.   The interested people submit proposal by e-mail.

           iii.   ToR-KAP is the subject of our e-mail.

19.   1.   b.   The interesting programs was Jumbo football match to attract tourists.

2.	iii.	Parents want that a few years in a Boarding school is necessary for all boys to make men of them.

	v.	No, he had not been away from home before.

3.	ii.	The proposal can be submit on the basis of ToR.

	iii.	TOR→

		KAP - Kamalari abolition project.

20.	1.	a.	The program was organised because to promote tourism.

	b.	Jumbo football match was the interesting programs to attract tourists.

	2.	iv.	Shreya suggests her son to be brave and stick to your school.

	3.	ii.	One can submit proposal by e-mail.

	iii.	TOR-KAP mean quote

21.	1.	b.	The interesting programs to attract tourists are

	2.	ii.	He is feeling homesick because it is the first time

	iv.	The suggestions of Shreya towards her son is that: he must be brave.

22.	1.	a.	The program was organised promoting tourism

	b.	The interesting programs to attract tourists are jumbo football match,and soccer, and cultural programme.

	d.	Name of team DCBL and Chaudhary Group ....

23.	1.	b.	The interesting program to attract tourists was jumbo football and elephant festival. ......

	2.	ii.	He is feeling homesick because he was away from home

	iv.	Shreya suggested to be a brave boy

	3.	iii.	TOR-KAP is subject to quote on e-mail

24.	1.	b.	The interesting programs were jumbo football match and soccer

	2.	i.	The boy is studying at 2/501, Shreepur, Birjung Nepal.

3.   i.   Plan Nepal is on the basic of child development

      ii.   Interested individual should quote TOR-KAP is subject of their e-mail and submit.

      iv.   The interested candidate can submit the proposal.

25. 1. b.   The interesting program to attract tourists were Jumbo football and festival.

      2. iv.   Shreya suggested to be a brave boy.

      3. iii. TOR-KAP is subject to quote on e-mail.

26. 1. a.   Because it was organised to promote torism in Nepal.

         b.   Elephant races, jumbo football match, Elephant calves play football.

         c.   Local Hotel and restaurants take much advantage because it is packed

         d.   local people staged cultural, Khorsor Elephant Breeding centre Dipendra Batuwal and Rameshwor Chaudhary.

      3. ii.   They can submit proposal by

         iii. TOR-KAP means our subject or institution.

         iv. TOR can submit the proposal.

27. 2. ii.   He is first time take away from home

         iii. To be self-reliant.

         iv. to be brave and stick.

         v.   No

28. 1. b.   Jumbo football match, in which elephant calvs play football was intresting to attract tourist

      2. iv.   Suggestions are : to be brave and stick at school, don't mind jokes boys play on him.

      3. i.   Child centred community sort of organisation

		iii.	Detailed proposal
29.	1.	a.	The program was organised to for promoting tourism.
	3.	i.	The sort of org. is humanitarian child centred organisation.
		iii.	TOR-KAP email address media which is concerned with plan Nepal
		iv.	Kamalari Abolition Project can submit the proposal.
30.	1.	c.	Profit motive local hotals and restaurants and also high commend powerful sponsers because of their cleverness,
	2.	ii.	He is felling homesick because he is far from his home.
		iii.	Parents want to be him a great boy, having good education for the betterment of his life.
	3.	ii.	We can submit proposal studying detail information.
		iii.	TOR-KAP is e-mail address which is given below:
	3.	iii.	KAP-Kumalari Abolition Project TOR-
31.	1.	a.	The program was organized to promoting tourism.
		b.	The interesting programs to attracts tourist were. (i) elephants calves football (ii) Jamboo football match etc.
		c.	Local communities would take much advantages because they had chance to income money to show their culture and to improve their life status.
		d.	National and international teams: Purna Kumari Subedi Rameshwor Chaudhary
	2.	ii.	He is feeling homesick because he is the first time he have been away from his home.
		iii.	Parents wanted to make his education high and grow to be a self-reliant person to manage his own life.

3.   i.   The sort of organization plan Nepal is child centered development organization without religious and political affiliation

       ii.   When plan Nepal invites the proposal for the final education can submit proposal.

       iii.   TOR-KAP mean is subject of our email. Telephone inquired regurding proposal will not be entertained.

32.   i.   a.   The program is organized to promoting tourism.

           b.   Jumbo football match, which played by Elephants, there were the interesting programs to attract tourists.

           c.   Local communities will take much advantages.

           d.   national and international teams and Purna Kumari Sebedi.

   2.   ii.   he- feeling homesick because it is the first time away from the home.

       iii.   They want to grow his educations and self-reliant.

       iv.   "Education is all" that suggestions Shreya give to her son.

   3.   i.   Child development organization without religious and political ....

       ii.   When plan Nepal invites proposal for the final education Kumari Abolition.

       iii.   'TOR-KAP' in subject of your e-mail, telephone inquires regarding proposal will not be entertained.

       iv.   'Plan Nepal' and interested individual or institution may submit detail submit the Proposal.

33.   1.   a.   The program was organized for to promote the tourism.

           b.   The interesting programe to attract tourist were jumbo footbal match and soccer.

d.　　DCBL and Chaudhary group (1-0) are the names of team and Kumari Subedi and Rameshwor Chaudhary ar the people

　2.　iii.　His parent want him to be back home again.

　3.　ii.　To submit proposal can be, plan Nepal, Nepal country office Shree Durbar Pulchowk-3 Nepal.

34.　a.　The program was organied because to promoting tourism.

　　　b.　The interesting programs to attract tourists were jumbo ...... match and soccer

　　　c.　Tourism will take much advantage because local hotels and restaurants are packed with domestic and international tourists.

　　　d.　DCBL and Chaudhary Group (1-0) are the names of teams and Kumari Subedi and Rameshwor Chaudhary are the people involved in the programme.

　2.　iii.　Parents want home to be home again

　　　iv.　Shreya gives her son to suggestions to be brave and stick.

　3.　ii.　ONE can submit proposal by e-mail add and listing submotting plan Nepal, Nepal country office.

　　　iii.　TOR-KAP means → Kamalari Abolition Project

35.　2.　iv.　Shrya asks her son to continue study and take friend teaching easily.

　3.　iii.　TOR-KAP mean Kamalari Abolition Project.

36.　1.　a.　The program organized because promot tourism.

　　　b.　The interesting programs to attract tourists were jumbo football and different from soccer.

　　　c.　Tourism will take much advantage because Local hotels and restaurants are packed with domestic and international tourists.

　2.　ii.　He is feeling homesick because he had not ever left the home.

     iii. The parents want him to be a self-reliant Person

   3. i. Plan Nepal means a humanitarian, child centered community development organization.

     ii. One can submit proposal to email address.

     iii. KAP mean by Kamalari Abolition Project.

37. 1. a. The program was organized because promoting tourism.

    b. Jumbo football match and the major attraction of the festival were the interesting program to attract tourists.

   2. iv. Shreya gives to her son suggestions to cheer and brave boy.

   3. ii. <u>One</u> submit proposal can given email address.

     iii. TOR-KAP means Kamalari Abolition Project.

38. 1. a. The programme was organized for entertainment and for consersation of Elephants.

    b. The interesting programs to attract tourists were cultural procession and elephant race.

    c. The local communities and local hotels will take much advantage because they can earn more encome and knowledge.

   2. iv. The suggestion does Shreya give to her son is to be self-reliant

   3. ii. Proposal can be submit on the regarding address.

     iii. TOR-KAP means Kamalari Abolition Project

     iv. The person who have qualifaction of regarding post.

39. 1. a. This program was organized because to hope that tourism will bounce back in the population distination of Sauraha.

    b. They are Elephants calves footbal and ___

    d. Dipendra Badawal and Purna Kumari Subedi

   2. iv. Shreya said don't mind jokes boy's play on you, when they see you don't mind and be brave boy.

3. iv. TOR is solicited from interested individual consultant Kap is a short form of Kamalari Abolition Project

40. 1. b. The interesting programs were to attract tourist to watch elephants calves play football.

   c. Locil hotel and restaurants will take much advantage because it will take more economically benifits.

   2. ii. At first time he have been away from house so he feel homesick.

   iii. They want to him grow to be a self-reliant.

   iv. <u>m</u>ost be brave and stick to school activities.

   3. i. for the final evaluation of Kamalari Abovitoor of Nepal.

   ii. Interested people subit the purpose to email.

   iii. She subject of personal email.

41. 1. a. It was organized by the promoting tourism.

   b. They are elephants played football and race.

   c. Local hotel and restaurants to take more and much advantage because their hotels and restaurants are packed with guest.

   2. iii. They want to him grow to be a self-reliant.

   iv. must be brave and stick to school activities.

   3. i. For the final evaluation of Kamalari Abolitoor of Nepal.

   ii. Interested people submit the purposal to us email

   iii. The subject of personal email.

42. 1. a. The interesting programs were to attract tourist to watch elephants calves play football.

   2. iii. They want to him grow to be a self-relization.

   iv. Must be brave and stick to school activities.

   3. i. Plan Nepal is a community development organization

   ii. People submit the proposal to use email.

iii. The submit of proposal email.

43. 1. b. The interesting programs were elephants football game.

c. Local hotels and restaurants a sauraha will take much advantage because many tourist come to see it.

2. iii. Parents want him to be a self-reliant educated perfect man.

3. ii. One can submit proposal on the basis of TOR.

iii. TOR-KAP means subject of our e-mail.

44. 1. a. The program organized for promoting tourism.

b. The interesting Programs to attract tourists was elephants football game.

c. Local hotels and restaurants of Sauraha take much advantages because they are Packed with domestic and international tourist.

2. ii. He is feeling homesick because it is the first time he have been from home.

3. ii. One can submit proposal on the basis of TOR.

iii. TOR-KAP means subject of our e-mail.

45. 1. b. The interesting Programs to attract tourist were elephant calves football

c. Local hotels and restaurants of Sauraha will take much advantages because many tourists come to see it.

3. ii. One can submit Proposal for the f

iii. TOR-KAP mean subject of e-mail.

46. 3. ii. One can submit proposal through the e-mail.

47. 1. a. For promoting Tourim.

b. They were Elephants calves football, Elephants race.

c. The people of sauraha will take much advantage because they can at money from tourists.

3.   i.   Child centered community development and child sponsariy is the basic foundation of the organization.

           ii.   Through e-mail address.

           iii.   It mean Kamalari Abolition Project.

48.   i.   The interesting programs were jumbo football match to attract tourists.

        3.   i.   Child centered community and child sponsoring are the sort of organization is plan Nepal.

           ii.   One can submit proposal by quoting TOR-KAP in subject on any on Email.

           iii.   It means individual consultart or institution and available upon request to our e-mail address below.

49.   1.   b.   Elephants race and the Jumbo football Match were the interesting programs to attract tourists.

        3.   i.   Child centered community and child sponsoring are the sort of organization is plan Nepal.

           ii.   One Can submit proposal by quoting TOR-KAP is subject on anyone E.mail.

50.   1.   a.   Local communities and various organization take much advantage because of more number of national and international tourist.

        2.   iv.   Shruya suggest her son nat to mind jokes boys play on him.

        3.   ii.   One can submit proposal by filling a copy or form of TOR