

**READING PROFICIENCY OF NATIVE AND NON-
NATIVE NEPALI SPEAKERS IN THE ENGLISH
LANGUAGE**

**A Thesis Submitted to the Department of English Education
University Campus, Kirtipur, Kathmandu
In Partial Fulfilment for the Master's Degree in Education
(Specialization in English Education)**

**By
Hira Bahadur Karki**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2008**

**READING PROFICIENCY OF NATIVE AND NON-
NATIVE NEPALI SPEAKERS IN THE ENGLISH
LANGUAGE**

**A Thesis Submitted to the Department of English Education,
Tribhuvan University, Kirtipur, Kathmandu
in Partial Fulfilment for the Master's Degree in Education
(Specialization in English Education)**

**By
Hira Bahadur Karki
M.Ed. Second Year**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2008**

**T.U. Regd. No.: 9-2-241-739-99
Campus Roll No. 646/2061-062
2nd Year Exam Roll No.: 280231/062**

**Date of Approval of the
Thesis Proposal: 2065-2-22
Date of Submission of
The Thesis: 065-04-24**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Hira Bahadur Karki** has prepared this thesis entitled “**Reading Proficiency of Native and Non-Native Nepali Speakers in the English Language**” under my guidance and supervision.

I recommend this thesis for acceptance.

Mrs. Saraswati Dawadi
(Guide)
Lecturer
Department of English Education
Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal

Date:

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following Research Guidance Committee.

Dr. Chandreshwar Mishra

Reader and Head

Department of English Education

.....

Chairperson

Mrs. Saraswati Dawadi (Guide)

Lecturer

Department of English Education

.....

Member

Mr. Bhesh Raj Pokhrel

Lecturer

Department of English Education

.....

Member

Date:

EVALUATION FOR APPROVAL

This thesis has been evaluated and approved by the following Research Evaluation Committee:

Dr. Chandreshwar Mishra
Reader and Head
Department of English Education

.....
Chairperson

Dr. Jai Raj Awasthi
Professor
Department of English Education
Chairperson
English and Other Foreign Languages
Education Subject Committee

.....
Member

Mrs. Saraswati Dawadi (Guide)
Lecturer
Department of English Education

.....
Member

Date:

DEDICATION

This thesis is dedicated to my parents who have devoted a lot in making me what I am now.

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my thesis supervisor **Mrs. Saraswati Dawadi**, Lecturer, Department of English Education, Faculty of Education, T.U., Kirtipur who provided me with continuous guidance, enlightening ideas, invaluable suggestions and encouraged me constantly. Without her guidance, co-operation and intellectual directions, this research would not have been presented in this form.

My gratitude goes to **Dr. Chandreshwor Mishra**, Head of the Department of English Education, Faculty of Education, T.U., Kirtipur for giving me invaluable suggestions and encouragement.

My sincere gratitude goes to **Prof. Dr. Jai Raj Awasthi** Department of English Education and Chairperson of English and Other Foreign Languages Education Subject Committee for his valuable suggestions and academic support for this research.

I would like to express my sincere gratitude to **Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Shanti Basnyat** and **Dr. Anjana Bhattarai** and other members of the Department of English Education for their kind co-operation and academic support for carrying out this work.

I would also like to acknowledge all the headmasters, teachers and students of selected schools for their help in the collection of data for the study. I would like to express my special thanks to my friend **Mr. Govinda Acharya** for his encouragement and kind support in my thesis writing.

I am really very much indebted and grateful to my family. I can not remain silent without remembering the continuous encouragement and support from my dearest wife **Mrs. Ratna Thapa**.

Finally, I am also very grateful to all of them who directly or indirectly co-operated during the study and the writing of this thesis.

I am also thankful to University Computer Service, Kirtipur for type setting.

ABSTRACT

The thesis entitled "Reading Proficiency of Native and Non-Native Nepali Speakers in the English Language" is a practical study which deals with the topic itself.

This study aimed to find out the reading proficiency of the tenth graders in terms of native and non-native Nepali speaking students. The researcher utilized both primary and secondary sources data to conduct this research. He adopted test items as research tools. He collected primary data for the study by conducting tests in the selected schools. He selected the sample size by using stratified random sampling. After gathering data, he analysed and interpreted them descriptively as well as statistically. The study was limited to 30 students of different three schools selected equally in terms of native and non-native Nepali speakers. Major findings of the study show that the non-native Nepali speaking students were more proficient than native Nepali speaking students. On the other hand, girls were found to be more proficient than boys.

The present research work has been divided into four chapters. The first chapter introduces the research work including general background, languages and culture in Nepal, situation of teaching English in Nepal, types of language test, reading skill, review of the related literature, objectives of the study and significance of the study.

The second chapter includes the methodology. It consists of sources of data, population of the study, tools for data collection, processes of data collection and limitations of the study.

The third chapter deals with the analysis and interpretation of the collected data.

The fourth chapter presents the findings and recommendations along with some pedagogical implications.

CONTENTS

Recommendation for Acceptance	i
Recommendation for Evaluation	ii
Evaluation for Approval	iii
Dedication	iv
Acknowledgements	v
Abstract	vi
Contents	vii-viii
List of Tables	ix

CHAPTER ONE: INTRODUCTION **1-13**

1.1 General Background	1
1.1.1 Languages and Culture in Nepal	2
1.1.2 Situation of Teaching English in Nepal	3
1.1.3 Types of Language Test	4
1.1.3.1 Proficiency Test	4
1.1.4 Reading Skill	5
1.1.4.1 Types of Reading	7
1.1.4.2 Importance of Reading	9
1.1.4.3 How to Test Reading	10
1.2 Review of the Related Literature	11
1.3 Objectives of the Study	13
1.4 Significance of the Study	13

CHAPTER TWO: METHODOLOGY **14-16**

2.1 Sources of Data	14
2.1.1 Primary Sources of Data	14
2.1.2 Secondary Sources of Data	14
2.2 Population of the Study	14
2.2.1 Sampling Procedure	15
2.3 Tools for Data Collection	15

2.4	Processes of Data Collection	15
2.5	Limitations of the Study	16
CHAPTER THREE: ANALYSIS AND INTERPRETATION		17-27
3.1.1	Total Reading Proficiency of the Students	17
3.1.2	Genderwise Reading Proficiency of Native and Non-Native Nepali Speaker Students	18
3.1.3	Comparison of Different Variables with the Total Average	19
3.1.4	Comparison of Reading Proficiency of the Students	20
3.1.5	Schoolwise Comparison of the Students' Reading Proficiency	21
3.1.6	Comparison of Proficiency with the Secondary Norm	22
3.1.7	Textwise Comparison of Reading Proficiency	23
3.1.7.1	Analysis of the Total Proficiency in Text 'A'	23
3.1.7.2	Comparison of Different Variables with the Total Average in Text 'A'	24
3.1.7.3	Analysis of the Total Proficiency in Text 'B'	24
3.1.7.4	Comparison of Different Variables with the Total Average in Text 'B'	25
3.1.7.5	Analysis of the ' Total Proficiency in Text 'C'	26
3.1.7.6	Comparison of Different Variables with the Total Average in Text 'C'	26
CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS		28-30
4.1	Findings	28
4.2	Recommendations and Pedagogical Implications	29
REFERENCES		31-32
APPENDICES		
Appendix-I: Test Items		
Appendix-II: Test on Reading Proficiency		
Appendix-III: Names of Visited Schools for Data Collection		
Appendix-IV: Marks Obtained by the Students of Four Different Schools in Reading Proficiency		

LIST OF TABLES

Table 1:	Total Proficiency	17
Table 2:	Genderwise Reading Proficiency of Native and Non-Native Nepali Speaker students	18
Table 3:	Comparison of Different Variables with the Total Average	19
Table 4:	Comparison of Reading Proficiency of the Students	20
Table 5:	Schoolwise Comparison of the Students' Reading Proficiency	21
Table 6:	Comparison of Proficiency with the Secondary Norm	22
Table 7:	Textwise Comparison of Reading Proficiency	23
Table 8:	Comparison of Different Variables with the Total Average in Text 'A'	24
Table 9:	Analysis of the Total Proficiency in Text 'B'	24
Table 10:	Comparison of Different Variables with the Total Average in Text 'B'	25
Table 11:	Analysis of the` Total Proficiency in Text 'C'	26
Table 12:	Comparison of Different Variables with the Total Average in Text 'C'	26