

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is simply defined as a means of human communication. It is a way by which human beings communicate. It is extremely complex and highly versatile code for human communication. It is the unique property which plays a vital role to differentiate human beings from other animals. It is used as an effective means to express feelings, ideas, emotions and thoughts. Hornby, (2003: 862) defines language as "The system of communication in speech and writing that is used by people of a particular country or area." Similarly, Chomsky (1957:13) states, "Language is a set of sentences, each finite in length and constructed out of a finite set of elements."

There are many languages in the world. Among them, English is the most widely used language due to its simplicity and clarity. It is an international language in which most of the books, newspapers, journals in the world are published and more communication is done. The English language is often called a link language because it is used to communicate with the people who are of different linguistic backgrounds. Most of the books related to different fields of life such as technology, science, education, commerce, arts, etc. are written in English. This reveals that English is widely used language of communication.

The importance of English in Nepal is growing rapidly. It has occupied an important place even in the education system of Nepal. In Nepal, it is taught as a compulsory subject from class one to bachelor level. This international language belongs to the groups of Indo-European language family.

1.1.1 Languages and Culture in Nepal

Nepal is multicultural and multilingual country. Various languages are spoken in Nepal though it is a small country. People of different ethnic groups speak different languages. There is apparent variation in terms of culture, tradition, language, religion, manners etc. According to the latest population census of 2001, 92 distinct languages are used as mother tongues in Nepal. Still some of the languages are unidentified because of the lack of information, knowledge and research. Some of the languages do not have written scripts so they exist only in the spoken form. It causes difficulty in linguistic research of those ethnic languages. Nepal can be developed as the center for linguistic research since it has linguistic plurality. The bi-lingual and multilingual situation of Nepal has the possibility of developing it as the center for linguistic research so that the endangered languages can be conserved and it can present its linguistic identity in the world. Most of the people in Nepal speak the Nepali language as their mother-tongue. The latest population census shows that 48.61% people speak Nepali as mother tongue. Apart from it, it is used as the lingua-franca by the people who do not speak Nepali as mother tongue. It falls under Indo-Aryan sub-group among the four language families in the world. Nepali, Maithali, Newari, Bhojpuri, Tamang, Tharu etc. are major languages spoken in Nepal. Although 92 distinct languages are identified, languages such as Bramu, Bhujel, Chhantyal, Dura, Ghale, Kaike, Kisan, Kusunda, Munda, Raute, Bajaika, Angika, Yholmo, Kharia, Lhomi, Dungmali, Sudani have been reported to be unknown languages due to the lack of adequate information (the 2001 census). Adequate research works are to be conducted to identify these unknown ethnic languages.

According to the census of 2001, majority of the language users (i.e. 48.61%) use Nepali as their mother tongue. Besides, most of the people who are from different linguistic background use Nepali as a lingua franca (link language). It has been designated as the official language in the Interim Constitution of 2063 B.S.. Nepali is used as the medium of instruction and

administration throughout the country. Nepali has been a dominant language since it has its own script, literature and wide use within Nepal and surrounding areas. Though various languages are spoken in Nepal, Nepali has played the role of official language and lingua franca within the country.

Lamjung district is situated in the western part of Nepal. Different languages are spoken here. Gurung, Dura, Newari, Tamang, Magar are the major languages spoken here. Nepali is spoken as mother tongue by most of the people here. People who speak other languages as mother tongue besides Nepali are non-native speakers of the Nepali language. People who speak Gurung, Dura, Newari, Tamang, Magar languages come under this group. On the other hand, people who speak Nepali as their mother tongue are native speakers of Nepali including Brahmins, Chhetries, and Dalits.

1.1.2 Situation of Teaching English in Nepal

English is an international language, as it is used all over the world. Though more than 6,000 languages are used in the world, English has been used as lingua franca. English is mostly used in international books, business, conferences, sports, science and technology, religion, and media since, it functions as the global language in today's context.

It is equally important from educational point of view. Therefore, it is taught from class one to bachelor level as a compulsory subject. It is also used as the medium of instruction in some educational institutions. English teaching started in our educational system with the establishment of Durbar High School. Moreover, it has worked as the vehicle to import western culture and civilization into our country.

Thus, we can not avoid the role of English in different fields of life in present world.

1.1.3 Types of Language Test

Generally language tests are designed to test whether the intended objectives are achieved by the students or not and to find out the effectiveness of language teaching-learning process and the curriculum itself. Language tests give an opportunity to language teachers to find out the problematic and difficult areas of language item on the part of language learner and provides him or her feed back so that she/ he can modify teaching methodology. There are many types of language tests prescribed by different scholars and applied linguists. Among them the major types of tests are placement test, diagnostic test, achievement test and proficiency test.

1.1.3.1 Proficiency Test

The term ‘proficiency’ refers to one’s ability to do something. The term ‘language proficiency’ refers to “a person’s skill in using a language for specific purpose whereas language achievement describes language ability as a result of learning proficiency refers to the degree of skill with which a person can use a language, such as how well a person can read, write, speak or understand a language” Richards et al. (1999:204).

Thus, we can conclude that reading proficiency means one’s skill or ability to use a language to understand, speak, read and write. Language proficiency is measured through proficiency test.

Proficiency tests are designed to measure people's ability in a language regardless of any training they may have had in that language. Hughes (1995:9) The aim of a proficiency test is to assess the student’s ability to apply in actual situations what he has learnt. Similarly, Richards et al. (1999:292) define proficiency test as ‘a test which measures how much of a language someone has learned’.

Thus, we can say that proficiency tests are constructed to measure one's ability to use a language and they are not dependent on any training or course one has got. "This type of test is not related to any particular course because it is concerned with the student's current standing in relation to his future needs" Hughes (1995:9). A proficiency test is not linked to a particular course of instruction but measures the learner's general level of language mastery.

The term 'proficient' means having sufficient command of the language for a particular purpose in the case of some proficiency tests.

A test designed to discover whether someone can function successfully as a United Nations translator or a test designed to test proficiency of a student hoping to follow a university course in an English speaking country are examples of proficiency test.

Thus, we come to the conclusion that a proficiency test is concerned with measuring a student's command of a language with relation to his or her future performance with the use of a particular language.

1.1.4 Reading Skill

Skill is ability to do something well; language skills are traditionally divided into two groups as receptive skill and productive skill. Listening and reading are grouped under receptive skill and speaking and writing are grouped under productive skill. Reading is the third language skill in accordance with the natural order. A simple definition of reading is "Understanding a text". Understanding a text means comprehending a text. In a usual way, reading is handled as reading comprehension.

Reading aloud or silently without understanding can not be said to be reading. Reading is more than seeing words clearly, more than pronouncing printed words correctly, more than recognizing the meaning of isolated words. Reading requires you think, feel, and imagine. The reader is not simply a

passive object fed with letters, words and sentences but is actively working on the text and is able to arrive at understanding without looking at every letters and words.

It is true that an efficient reader generally reads not only in groups of words, not word by word, letter by letter but he learns from the text such as knowledge of the writing system and knowledge of the language ability to interpret and appropriate knowledge of the word as assumed by the writer. Reading ability does not mean just to read any given materials. There are different factors that play a significant role in reading. Such as perceptual factors, word factors, an interpretation of language factor, a reasoning factor and speed factor. Reading becomes meaningful only if we get the meaning behind the graphic symbols through our ability to recognize the sounds they represent.

Vocabulary structure of a sentence and the context make a cycle of reading. To be an efficient reader, one should be able to identify letters, identify words and comprehend meaning. Learning to read needs to know the root of reading. So, Reading is a language related process that requires talking in all at once, pattern of structure and meaning well above the level of the word. To sum up, reading is

- an active and receptive skill
- decoding a message
- extracting information from a text
- getting specific questions answered
- making sense of the text
- an interactive process
- constant making and remaking of hypothesis
- predicting and interpreting and
- referring to and inferring information form a text
- a constant process of guessing

1.1.4.1 Types of Reading

Reading is the total understanding of a message or a message in a 'text'. This means the meaning is not merely lying in the text waiting to be passively absorbed. It is the amalgamation of visual and non-visual experience or behavior or reading is decoding print or 'deciphering' print materials or reading is understanding, interpreting or making sense of a given text etc. There are various types of reading which are described below.

i. Silent Reading

It refers to understanding the message from the graphic symbol without making use of organs of speech. It involves mental process. Experiment has proved that more comprehension is achieved only through silent reading. A good silent reader does not 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.

ii. Loud Reading

Reading aloud is a very difficult skill. It involves both physical and mental processes. 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. It is useful specially for lower level students and for reading for others who are blind or illiterate.

iii. Slow Reading

Slow reading refers to the reading in relatively slower speed. It is done for the purpose of understanding in depth and learning about the language system. It is fruitful while teaching listening (presentation stage). Slow reading occurs in the beginning stage of reading and while reading difficult passage.

iv. Fast Reading

It refers to the reading relatively in faster speed. It occurs while reading silently. Fast reading is used while reading simple text and for self study. It is done by native speakers and after being expert in language. The activities like summarizing, and paraphrasing can be given to the student for practicing rapid reading.

v. Skimming

Skimming means quickly running one's eyes over a text to get the gist of it. The purpose of skimming is to recognize the key sentences or general ideas of the text. It entails the readers' ability to pick out main points rapidly disregarding what is not essential or relevant to that general picture.

vi. Scanning

It means quickly going through a text to find a particular piece of information. It is a kind of search reading. It focuses its attention to see if a particular point is present in the text or to locate it. It involves the checking of specific items and can also be called as item check read. The aim of scanning is to find out specific information from a text.

vii. Intensive Reading

Intensive reading means students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension question. This is more accuracy activity, involving reading for detail. The purpose of intensive reading is to get detailed information from the text.

viii. Extensive Reading

It means students should have a general understanding of a text without necessarily understanding every word. Extensive reading is done for quantity and for pleasure. This includes the reading of short stories, novels, magazines,

and newspaper articles. The purpose of extensive reading is for getting pleasure as well as information.

1.1.4.2 Importance of Reading

Actually speaking, reading is the most important of all other three skills although it is the third skill in order. Even those who do not have many chances to meet native speakers, they learn language through reading. In order to be a perfect human being we have to read different types of books, magazines, newspapers etc. The more we read the more we get the information until and unless we read different types of text we do not have the knowledge of social, cultural, political, religious and geographical condition of the world including our country. For learners of English as a foreign language, reading is usually the only means of exposure. So, it may be said that where there is little reading, there is little language learning.

Only by reading, we can acquire the skill and speed needed for practical as well as general purpose. By improving a good reading skill, one may prepare himself for further education. Further education especially higher education depends upon the quality and quantity of reading. Reading is essential for different purposes and the purpose may differ from person to person and from situation to situation. Different types of materials are read for different purpose. The main purpose is to get a message from a text. Therefore, the purpose of teaching reading should be making the students able to grasp the message, the writer tries to impact. Reading makes man noble and honest. So, we can say that reading plays an important role in human life which gives us pleasure also.

In the modern life, learning depends largely upon one's ability to interpret the printed materials accurately and fully. Reading is the key to learning and personal enjoyment. Reading is the keystone of the arch of education. In the same way, Keppel (1964) United States Commissioner of Education (as cited in Siwakoti, 1996), stated the value of reading skill more broadly. He says, "Every examinations of the problems of our schools of

poverty, every question raised by troubled parents about our school, every learning disorder seems to show some association with reading difficulty." Reading is the most important subject to be learnt by children, a child will learn little else in today's world if he does not first learn to read properly.

The importance of reading becomes obvious if one considers what happens to those who fail to learn to read well. Reading in daily life is very important. Reading is important in schools, colleges and at home, too. Unless a child acquires certain facilities in reading, his education progress is blocked.

1.1.4.3 How to Test Reading

Testing reading in general is testing of reading comprehension but specifically testing reading refers to testing of all components of reading skill. It also depends on the level of learners. It is also important to note that testing of reading starts right from recognizing the script of a language to complex reading like understanding conceptual meaning, understanding the communicative value of sentences or utterances, understanding relations within the sentence, understanding relations between the parts of a text through lexical cohesion and grammatical cohesion devices, etc. Therefore, for testing reading skill, different techniques can be suggested. The learners will be required to read a text or a diagram or a picture. Techniques of testing reading can take different forms. For example, true / false items, multiple choice questions, close procedures, c-test, short answer questions, completion items, rearrangements, etc.

It is important to note that when testing reading, it is only reading that has to be tested, and nothing else or not any other skills unless integrative skills are to be tested. Whether or not the items that are intended to test reading sub-skills really test those sub-skills. Since testing reading mostly involves objective items, scoring does not become a problem.

1.2 Review of the Related Literature

Some comparative research works have been done on reading proficiency in the Department of English Education T.U. But not any research has yet been carried out on Reading Proficiency of native and non-native Nepali speakers. Some of the research works carried out on reading proficiency which are somehow related to this study can be presented as follows:

Siwakoti (1996) has carried out a research entitled "An Analysis of the Reading Proficiency of the Secondary School Students of Jhapa District." The main purpose of this study was to analyze the reading proficiency of the students of the government aided school and the private schools. The researcher has found out that the students of government aided schools and the private urban school performed better than the rural schools in all test items.

Shrestha (1998) has carried out a research on "A Study of Reading Comprehension in the English Language of the students of Grade Eight." The purpose of her study was to identify the reading comprehension level of Grade Eight students of government school. She found out that the students could comprehend the seen text better than unseen ones.

Ghimire (1998) has carried out a research on "A Sociolinguistics Account of Gender Differences in English Language Proficiency." The objective of this study was to present a comparative analysis of the proficiency of boys and girls of Grade X in reading and writing skills. The result of the study was that male students were better than the female ones in all the items of the test.

Subedi (2000) has carried out a research on "Reading Comprehension of the Grade Nine Students of Kathmandu and Jhapa Districts. The objective of this study was to compare the reading comprehension in newspapers and magazines of the Secondary Level students. The finding of the study was that the students of urban schools in Kathmandu had a better performance in higher

reading comprehension level in magazines than in newspapers, whereas the rural students of Jhapa were better in the same.

Wagle (2003) has carried out a research on "Reading Comprehension and Reading Speed of Ninth Graders." This study was an attempt to find out the reading proficiency of ninth graders and the researcher found out that the average reading speed of the student of grade nine of the public school in Kathmandu was found 41.30wpm.

Neupane (2005) has carried out a research on "A Comparative Study on Reading Proficiency of Grade Ten Students of Kathmandu and Gorkha Districts." The main purpose of this study was to compare the achievements between the students of Kathmandu and Gorkha districts. The finding of the study was that the students of Kathmandu district had better achievements than the students of Gorkha district in reading proficiency.

Pokhrel (2007) has carried out a research on "Reading Comprehension Ability in the English Language: A case of Grade Nine Students". The main purpose of this study was to find the ability of grade nine students in reading comprehension in Kavreplanchowk district. The researcher has found out that the level of reading comprehension of the students of private schools performed better than the public schools.

Adhikari (2008) has carried out a research on "Reading Proficiency of Bilingual and Multilingual Learners". The main purpose of this study was to compare the reading comprehension ability of bilingual and multilingual learners. The finding of the study was that the bilingual learners were better in reading comprehension test than their multilingual counterparts.

Poudel (2008) has carried out a research on "A Study on Reading Comprehension of Grade Seven Students". The objective of this study was to compare the level of reading comprehension of the students of Kaski and Parvat Districts in terms of gender and types of reading texts. The finding of the study was that the performance of the boys of both districts was higher than the performance of the girls.

Though various researches have been carried out on reading proficiency, no research is available in the department which is concerned with the reading proficiency of the native and non-native Nepali speaker students in the English language. This study deals with the reading proficiency of the native and non-native speakers and it focuses on finding out the factors affecting them towards learning English. This study is quite different from others, as it deals with the different issues related to learning English in case of native and non-native Nepali speakers.

1.3 Objectives of the Study

The main objective of this study was to make an analysis of the English language reading proficiency of native and non-native Nepali speakers of Grade X. This study has the following objectives:

- i. to analyze the reading proficiency of the native and non-native Nepali speakers.
- ii. to suggest remedies for the weaknesses.

1.4 Significance of the Study

No research has been yet carried out on this topic in the Department of English Education. So this research will be invaluable for the department itself. This study will be significant to the textbook writers, subject experts, curriculum designers, language teachers, students and other people who will be directly or indirectly involved in English language teaching. It may give some guidelines to the forthcoming researchers whose subject of analysis is related to this area.

CHAPTER TWO

METHODOLOGY

This chapter deals with the process adopted as to how the research was conducted. It includes the sources of data, sample size and sampling procedures, tools and processes of data collection including limitations of the study.

2.1 Sources of Data

The researcher used both primary and secondary data to collect the required information for the study.

2.1.1 Primary Sources of Data

The researcher collected primary data by conducting a test on reading comprehension to the tenth graders of different four schools of Lamjung district. So the primary sources are those students.

2.1.2 Secondary Sources of Data

The researcher used various books, journals, magazines, theses reports, collection of old questions asked in the SLC examination as secondary sources of informations. Among them, Journal of NELTA Vol.6, Heaton (1975), Hughes (1995), Khaniya (2005), Kumar R. (1996) were the major sources.

2.2 Population of the Study

The population of the study was all the tenth grade students studying in Lamjung district.

2.2.1 Sampling Procedure

The researcher selected four secondary schools of Bhotedar, Sundarbazar and Udipur Village Development Committees in Lamjung district. Only 80 students from Grade X, 20 from each school, were selected by stratified random sampling as the sample of the study. Equal number of boys and girls were selected. The selected schools were Shree Bhakti Namuna Higher Secondary School Bhotewodar, Lamjung, Ex-servicemen English Boarding School Bhotewodar, Lamjung, Shree Adarsha Bal Higher Secondary School Sundarbazar, Lamjung and Jana Kalyan Secondary School Udipur, Lamjung.

2.3 Tools for Data Collection

The researcher constructed both subjective and objective test items for this study. He used three texts carrying 50 marks and the pass mark was 16. Out of the total full marks subjective tests carried 26 marks whereas objective tests carried 24 marks. Short answer questions were asked under subjective test and completion, matching, multiple choice, ordering, true-false items were asked under objective tests.

2.4 Processes of Data Collection

- i. The researcher himself visited the selected schools and talked with the headmasters and class teachers to establish a good rapport. He clarified the objectives of this study and took their permission to conduct the research.
- ii. To administer the test, he took help of the class teacher. He explained the objectives of the test to the students.
- iii. Two types of questions were constructed from the selected text: Objective-type (multiple choice, true-false, fill-in-the gaps, matching, ordering) Subjective-type (short-answer questions).

- iv. One and half hour long test was administered in each school and the test weighted 50 marks.
- v. Having administered the test items, all the answer sheets were collected and checked for the analysis of the study.

2.5 Limitations of the Study

This research had the following limitations:

- i. The study was limited to the thirty students of Grade X.
- ii. The informants were the students of three different schools of Udipur, Bhotedar and Sundarbazar VDCs in Lamjung District.
- iii. The research was limited to test reading proficiency of the students on unseen texts.
- iv. The research was limited to only written test designed to test reading proficiency.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of the data obtained from the field. The scores of the students were analyzed and interpreted by using simple statistical tools like tables, average and percentage. This chapter includes total proficiency of the students, comparison of the proficiency of the native and non-native Nepali speaker students by sex and comparison of reading proficiency of the students with total average and schoolwise comparison of the students scores.

3.1.1 Total Reading Proficiency of the Students

Table 1

Sample size	Total Average	Above Average		Below Average	
		No. of students	%	No. of students	%
80	25.65	41	51.25	39	48.75

The above table shows that the total average score of the total sample was 25.65. The percentage of students scoring above the average was 51.25 (41 students) and percentage of the students scoring below the average was 48.75 (39 students). The above table clarifies that most of the students have good reading proficiency in total.

3.1.2 Genderwise Reading Proficiency of Native and Non-Native Nepali Speaker Students

Table 2

Variable	Sample size	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Native Nepali speakers	40	27.02	16	40	24	60
Non-Native Nepali speaker	40	24.27	21	52.50	19	47.50
Boys	40	25.1	17	42.50	23	57.50
Girls	40	26.2	21	52.50	19	47.50

The above table presents that a comparison of reading proficiency of the students in terms of corresponding average score of native and non-native Nepali speakers along with the total average of the boys and girls.

The above table clarifies that 52.50 percent of non-native Nepali speaker students had scored above the average against 40 percent of native Nepali speaker students. This suggests that non-native Nepali speaker students were more proficient than native Nepali speaker students. Similarly, 42.50 percent of boys were found to be above the average against 52.50 percent of girls. Thus, we come to know that girls were found to be more proficient than boys.

3.1.3 Comparison of Different Variables with the Total Average

Table 3

Variable	Sample size	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Native Nepali speakers	40	25.65	16	40	24	60
Non-Native Nepali speakers	40		21	52.50	19	47.50
Boys	40		18	45	22	55
Girls	40		24	60	16	40

The above table shows the relative position of the students in terms of native and non-native Nepali speakers and sex with respect to combined total average 25.65. Fifty two and half percent of the non-native Nepali speaker students are above the average against 40 percent of native Nepali speaker students. By this, we come to know that non-native Nepali speaker students are more proficient than native Nepali speaker students. Similarly, 60 percent of the girls are above the average against 45 percent of boys. This proves that girls are found to be more proficient than boys in terms of reading comprehension.

3.1.4 Comparison of Reading Proficiency of the Students

Table 4

Variable	Sample size	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Native Nepali speakers	40	25.65	16	40	24	60
Boys	22		8	36.36	14	63.64
Girls	18		9	50	9	50
Non-Native Nepali speaker	40		21	52.50	19	47.50
Boys	18		6	33.33	12	66.67
Girls	22		15	68.18	7	31.82

The above table presents the comparison of reading proficiency of the students of different four skills with average score i.e. 25.65. This clarifies that only 21 non-native Nepali speaker students score above the average score i.e. 52.50 percent and only 16 native Nepali speaker students score above the average score i.e. 40 percent. Furthermore, 18 out of 22 non-native Nepali speaker girls score above the average score whereas 9 out of 18 native Nepali speaker girls score above the average score. In the same way, 6 out of 18 non-native Nepali speaker boys and 8 out of 22 native Nepali speaker boys score above the average score. Thus, it clarifies that non-native Nepali speaker students score more than native Nepali speaker students. On the other hand, girls are more proficient than boys in both groups.

3.1.5 Schoolwise Comparison of the Students' Reading Proficiency

Table 5

S.N	Name of the School	Sample size	Total average	Above average		Below average	
				No. of students	%	No. of students	%
1.	Shree Bhakti Namuna Higher Secondary School, Bhotodar, Lamjung	20	25.50	8	40	12	60
2.	Ex-Servicemen English Boarding School, Bhoteodar, Lamjung	20	31.30	12	60	8	40
3	Shree Adarsha Higher Secondary School, Sundarbazar, Lamjung	20	20.45	10	50	10	50
4.	Shree Jana Kalyan Secondary School Udipur, Lamjung	20	25.35	10	50	10	50

The above table presents a comparison of total proficiency of the students within the selected schools. The students of Ex-servicemen English Boarding school Bhoteodar, Lamjung are found to have the highest reading proficiency i.e. they have 31.30 percent average score whereas the students of Shree Adarsha Bal Higher Secondary School , Sundarbazar, Lamjung are found to have the least reading proficiency and the students of Shree Bhakti Namuna Higher Secondary School, Bhoteodar Lamjung and Shree Jana Kalyan Secondary School Udipur, Lamjung are found to have proficiency between the highest and lowest score.

3.1.6 Comparison of Proficiency with the Secondary Norm

Table 6

Variable	Sample size	Secondary Norm	Above average		Below average	
			No. of students	%	No. of students	%
Native Nepali speakers	40	12.80	40		0	0
Boys	20		20		0	
Girls	20		20		0	
Non-Native Nepali speakers	40		38	95	2	5
Boys	20		18	90	2	10
Girls	20		20		0	

The above table presents the comparison of the students' reading proficiency on the basis of latest national secondary norms of 12.80 percent. On the basis of this norm, the students who score 12.80 percent and above, pass and who can not meet the criterion, fail. The above table reflects that native Nepali speaker students are found to be more proficient than non-native Nepali speaker students while comparing the scores sex wise, both native Nepali speaker boys and girls are found to have good proficiency whereas non-native Nepali speaker girls are found to be more proficient than the boys of the same group.

Though most of the native and non-native Nepali speaker students were found above the secondary norm (i.e. 12.80 percent), the students of the both groups were not found highly proficient because their average score was just 25.65. By this most of the students did not have good reading proficiency because their average score was below the secondary norm (i.e. 12.80 percent). Though non-native Nepali speaker students' performance was better than that of native Nepali speaker students, the performance of the students was not

satisfactory as the average score was below than the 50 percent of the full marks.

3.1.7 Textwise Comparison of Reading Proficiency

3.1.7.1 Analysis of the Total Proficiency in Text ‘A’

Table 7

Total Sample	Total Average	Above Average		Below Average	
		No. of students	%	No. of students	%
80	6.67	38	47.50	42	52.50

Text ‘A’ deals with an unseen reading passage which is based on the story of a school boy. It consists of both subjective and objective types of questions. Subjective type of questions consists of 4 short answer questions carrying 8 marks. Objective type of questions consists of filling in the gaps and re-ordering carrying 3 and 4 marks respectively.

The above table shows the total proficiency of the students in Text ‘A’. The average score of the students in the text was 6.67. Among the selected students, 52.50 percent score below the average whereas 47.50 percent of the students scored above the average. This shows that majority of the students score below the average score.

3.1.7.2 Comparison of Different Variables with the Total Average in Text ‘A’

Table 8

Variable	Sample size	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Native Nepali Speaker Students	40	6.67	17	42.50	23	57.50
Non-Native Nepali Speaker Students	40		16	40	24	60
Boys	40		16	40	24	60
Girls	40		19	47.50	21	52.50

The table presents different variables with total average in Text ‘A’. It also clarifies that 42.50 percent of native Nepali speaker students are above the average score whereas only 40 percent of non-native Nepali speaker students are above the average score. This shows that native Nepali speaker students are found more proficient than non-native Nepali speaker students with respect to Text ‘A’. Similarly, 47.50 percent of girls score above the total score against 40 percent of boys which clarifies that girls are more proficient than boys in Text ‘A’.

3.1.7.3 Analysis of the Total Proficiency in Text ‘B’

Table 9

Total Sample	Total Average	Above Average		Below Average	
		No. of students	%	No. of students	%
80	6.63	40	50	40	50

Text ‘B’ is concerned with a vacancy notice for a job, carrying 15 marks. It contains both subjective and objective type of questions carrying 8 and 7 marks respectively. It has 4 short answer questions, each carrying 2

marks. Under objective type of questions, it includes completion and ordering exercises carrying 3 and 4 marks respectively.

The above table shows that the total average of the students score in Text 'B' is 6.63. It further presents that the equal number of students score above and below the average score. Thus, we can conclude that 50 percent of the total sample are equally proficient with respect to Text 'B'.

3.1.7.4 Comparison of Different Variables with the Total Average in Text 'B'

Table 10

Variable	Sample size	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Native Nepali Speaker Students	40	6.63	17	42.50	23	57.50
Non-Native Nepali Speaker Students	40		21	52.50	19	47.50
Boys	40		16	40	24	60
Girls	40		24	60	16	40

On the basis of the above table we can conclude that 52.50 percent of non native Nepali speaker students score above the average score against 42.50 percent of the Native Nepali speaker students which clarifies that non-native speaker students' performance is better than that of Nepali native speaker students with regard to Text 'B'. Similarly, 60 percent of girls are found to be above the average score against 40 percent of boys with respect to Text 'B'. This makes it clear that girls' performance is better than that of boys in Text 'B'.

3.1.7.5 Analysis of the‘ Total Proficiency in Text ‘C’

Table 11

Total Sample	Total Average	Above Average		Below Average	
		No. of students	%	No. of students	%
80	12.31	43	53.72	37	46.25

Text ‘C’ presents a letter of application for a job. The text carries 20 marks including both subjective and objective types of questions. Word and sentence completion exercises are included under objective type questions each carrying 5 marks. It also consists 5 short answer questions each carrying 2 marks.

The above table presents the students’ total proficiency in Text ‘C.’ The average score of the students in this text is 12.31. It shows that 53.75 percent of students score more than the average number whereas 46.25 percent of students are below the total average.

Thus, we come to the conclusion that the performance of the students is satisfactory since most of them are above the total average in Text ‘C’.

3.1.7.6 Comparison of Different Variables with the Total Average in Text ‘C’

Table 12

Variable	Sample size	Total average	Above average		Below average	
			No. of students	%	No. of students	%
Native Nepali Speaker Students	40	12.31	24	60	16	40
Non-Native Nepali Speaker Students	40		21	52.50	19	47.50
Boys	40		19	47.50	21	52.50
Girls	40		27	67.50	13	32.50

The above table reflects the comparison of the students' proficiency within different variables with total average score (i.e. 12.31). It further shows that 60 percent of native-Nepali speaker students (24 students) score above the average score against 52.50 percent of non-native Nepali speaker students (21 students) with respect to Text 'C'. By this, we know that native Nepali speaker students are more proficient than non-native Nepali speaker students. Likewise, 67.50 percent of the girls (i.e. 27 out of 40 girls) score above the total average against 47.50 percentage of boys (i.e. 19 out of 40 boys). This reflects that girls are found more proficient than boys with regard to Text 'C'.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

Through the analysis and interpretation of the collected data the following findings are summarized:

4.1 Findings

- 1) When comparing the students reading proficiency with the secondary norm (i.e. 12.80%) most of the students are found above the norm. So most of the students' proficiency seems to be satisfactory.
- 2) Through the comparison with secondary norm, the performance of the native Nepali speaker students is better than that of non-native Nepali speaker students because cent percent native Nepali speaker students are above the norm against 95 percent of non-native Nepali speaker students.
- 3) The proficiency of non-native Nepali speaker students is better than native Nepali speaker students. The former obtained 52.50 percent against the latter who obtained 40 percent marks.
- 4) Schoolwise comparison shows that students of Ex-servicemen English Boarding School, Bhoteodar Lamjung are found more proficient than the students of other three schools because 60 percent of them are above the total average from Ex-servicemen English Boarding school whereas only 40 percent of students score above the total average from Shree Bhakti Namuna Higher Secondary School Bhoteodar, Lamjung and 50 percent of students score above the total average from the rest of the two schools i.e. Shree Adarsha Bal Higher Secondary School, Sundarbazar, Lamjung and Shree Jana Kalyan Secondary School, Udipur, Lamjung.
- 5) Genderwise comparison shows that girls are more proficient than boys in total because 60 percent of girls score above the total average followed by 45 percent of boys.

- 6) Textwise comparison shows that most of the students are found to be most proficient in Text 'C' because 53.75 percent of students are found above the total average whereas they are found the least proficient with respect to Text 'A' i.e. 47.50 percent of students score above the total average.
- 7) Native Nepali speaker students are found the most proficient with respect to Text 'C' (i.e. 60 percent of the students are above the total average) whereas they are the least proficient with respect to Text 'A' and Text 'B' (i.e. 52.50 percent students score below the total average)
- 8) Non-native Nepali speaker students are found the most proficient with respect to Text 'B' and Text 'C' (i.e. 52.50 percent of the students are above the total average) whereas they are the least proficient with respect to Text 'A' (i.e. 60 percent students score below the total average).
- 9) Girls are found the most proficient in Text 'C' i.e. 67.50 percent score above the total average. They are least proficient in Text 'A' i.e. 47.50 percent score above the total average.

4.2 Recommendations and Pedagogical Implications

On the basis of the findings based on the analysis and interpretation of the data collected from the field, the recommendations for pedagogical implications are presented below:

- 1) Native-Nepali speaker students are found to have less proficiency than that of non-native Nepali speaker students. So more attention should be given to them to find out and solve their weaknesses while teaching English.
- 2) The research findings show that boys are less proficient than girls in English. So more attention should be given to boys while teaching.
- 3) Students of Shree Bhakti Namuna Higher Secondary School Bhotodar, Shree Jana Kalyan Secondary School, Udipur, Lamjung and Shree Adarsha Bal Higher Secondary School Sundarbazaar are found less proficient in English. So teaching methods in these three schools should be improved.

- 4) The comparison of the students reading proficiency with the secondary norm shows that a few non-native Nepali speaker students can not get 32 percent scores so attention should be paid while teaching them.
- 5) Majority of the students are found below the total average score so new teaching methods and techniques should be applied by using appropriate teaching materials.
- 6) The students from government aided schools are found to be less proficient than those from private schools. The teachers teaching in government aided schools have to keep this fact in mind and modify their teaching accordingly so that they can make their teaching more effective by concentrating to the intended group.

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APPENDICES

Appendix-I

Test Items

This questionnaire has been prepared to draw detail information for the research work entitled: “Reading proficiency of Native and Non-Native Nepali Speakers in the English Language” which is being carried out under the guidance of lecturer Mrs. Saraswati Dawadi, Department of English Education, Faculty of Education, T.U. Kirtipur, Kathmandu. The researcher hopes that you all co-operate with him in giving authentic and reliable information that will be invaluable contribution to accomplish this research work.

Researcher

Hira Bahadur Karki

T.U., Kirtipur, Kathmandu

Appendix-II

Test on Reading Proficiency

District: Lamjung

Time: 1:30 hrs

Mother Tongue/First Language:

F.M.: 50

Name of the School:

P.M.: 16

Name of the Student:

Class:

First Name	Middle Name	Last Name	Sex (Tick)
			Male/Female

Text 'A'

Read the passage carefully and answer the questions given below. 15

Chakra felt a little nervous as he entered the school gates. He was going back to his old school after twenty years and it was a very strange experience!

He crossed the schoolyard and walked towards the main entrance. He paused for a moment to examine the building. He could see his old classroom on the first floor. It had a broken window. "It always had broken windows!" he thought.

Chakra pushed open the door and went in. It was exactly as he remembered it. The headmaster's study was on the left; the main staffroom was on the right. While he was standing there, the door of the staffroom opened and two teachers came out. He caught a glimpse of the room inside. There were teachers standing near the fire, talking. Others were reading or correcting home work. Then the door closed again.

Chakra decided to have a quick look round the school before calling on the headmaster. He passed classroom after classroom. When he came to his old classroom on the first floor, he paused for a moment. There was a lot of noise inside. "There was always a lot of noise!" he said to himself.

Next he came to the laboratories - physics, chemistry and biology. These were new. He could see the boys inside, busy with experiments. And finally he came to the library, where a few of the older boys were working quietly. It all seemed so peaceful!

Then a bell rang and within seconds the corridor was full of noisy boys, all shouting and laughing. They were like a great flood, almost carrying Chakra along with them. He was glad when he finally reached the door of the headmaster's study.

He knocked at the door and opened it. The headmaster was an old man now and Chakra hardly recognized him.

A. Choose the right answers and complete the following sentences: 3x1=3

- a. Chakra's classroom had
 - i) open doors. ii) broken windows. iii) science labs.
- b. Chakra went to the school this time because he wanted
 - i) to read. ii) to see the teachers. iii) to inspect it.
- c. After the bell had rung, students came
 - i) out of the corridor. ii) into the classroom.
 - iii) to the head teacher's room.

B. Rearrange the following sentences in the correct order: 4 x 1 =4

- a. He examined every classroom in the school
 - b. Charka examined his old classroom.
 - c. He paid a visit to his headteacher.
 - d. He could see inside the teacher's room.
- a.
 - b.
 - c.
 - d.

C. Answer the following questions: 4x2=8

- a. Why did Chakra say 'a great flood in the corridor'?
.....
.....
- b. Where were the headteacher's and the other teachers' rooms?
.....
.....
- c. How was his classroom now?
.....
.....
- d. What physical facilities in the school were mentioned in the text?
.....
.....

Text 'B'

Read the passage and answer the following questions: 15

VACANCY ANNOUNCEMENT

A social welfare agency concerned with children in communities is looking for interested and qualified Nepali citizens for the post of Programme Coordinator:

Responsibilities

- Manages all programmes related to children development.
• Invites and manages sponsors.
• Administers effectively and utilizes optimum resources.
• Monitors and evaluates all projects run under the agency.

Required competencies:

- MA in sociology from a reputable academic institution.
• Minimum 5 years experience in social development work.
• Fluency in written and spoken English and Nepali.
• Computer literacy.
• Child sponsorship experience is an added advantage.

Job description is available at www.socialwelfare.com Dynamic and result oriented candidates are requested to send their applications along with recent CV, a passport sized photograph and two references not later than March 28, 2007. Applications can be submitted through e-mail, post or hand delivered to the address mentioned below:

Nepal Children Welfare Committee,
Putalisadak, Kathmandu.
GPO Box 9676, Kathmandu
E-mail : child@yahoo.com.np

A. Match the words in column 'A' with their meanings in column 'B' 4x1=4

Column 'A'

- a. competence
b. dynamic
c. literacy
d. optimum

Column 'B'

- i. knowledge
ii. best possible
iii. qualification
iv. energetic

B. Write 'T' for true and 'F' for false statements:

3 x 1=3

- a. The candidates must have a skill of computer uses.
b. Detailed information can be obtained from the office.
c. The required work experience is of 5 years in child sponsorship.

C. Answer the following questions:

4x2=8

- a. What is the academic qualification for the candidates?

.....
.....

- b. Write any two jobs that the personnel has to do?

.....
.....

c. When should the candidates apply for the post?

.....
.....

d. How can the applications be delivered?

.....
.....

Text 'C'

Read the following letter of an application and do the activities that follow: 20

	P.O. Box 137 Shramik Tole, Ward No. 7, Siraha, Nepal. 17th Chaitra, 2060
The Manager, Nepal Banijya Bank, Siraha, Nepal	
Subject: Application for the Post of an Assistant Accountant.	
Dear Sir,	
In response to your advertisement published in "The Kathmandu Post", on the 15 th Chaitra 2060, for the post of an assistant accountant, I have submitted my application as a qualified candidate for the same.	
I'm 19 years old Nepali citizen. With regard to my qualifications, I passed the S.L.C. exam in 2057 B.S. in the first division and then I.Com. in the second division from Patan Multiple Campus, Patan Dhoka, Lalitpur. I have also taken a course in typewriting and book-keeping. I have enclosed my testimonials and would refer you to the Principal of Patan Multiple Campus for my characters and references concerned.	
If I am given an opportunity to work in your bank, I assure you that I will do my best to satisfy you and the bank as well.	
I am looking forward to receiving your positive response.	
Yours faithfully, Anil Ale	

A. Write the words from the above letter as indicated in the brackets

below:

5 x 1 = 5

- a) applicant (similar)
- b) now (opposite)
- c) announcement (similar)
- d) deputy (similar)
- e) negative (opposite)

B. Fill in the gaps with appropriate words from the above letter: 5x2 = 5

- a. are given by the former employer about somebody's abilities or qualifications.
- b. A public notice offering or asking for goods and services is an
- c. An. provides financial services.
- d. In campus, one can study varieties of streams.
- e. The advertisement was published in.

C. Answer the following questions:

5x2 = 10

a) Where is the applicant from?

.....
.....

b) When was the advertisement published?

.....
.....

c) Who is the application addressed to?

.....
.....

d) What is the applicant's assurance?

.....
.....

e) Who wrote this application and to whom?

.....
.....

Appendix-III

Names of Visited Schools for Data Collection

- 1) Shree Bhakti Namuna Higher Secondary School, Bhotewodar-8, Lamjung.
- 2) Ex-servicemen English Boarding School Bhotewodar-8, Lamjung.
- 3) Shree Adarsha Bal Higher Secondary School, Sundarbazar-4, Lamjung.
- 4) Shree Jana Kalyan Secondary School, Udipur-3 Lamjung.

Appendix-IV

Marks Obtained by the Students of Four Different Schools in Reading Proficiency

a) **Shree Bhakti Namuna Higher Secondary School, Bhotewodar-8,
Lamjung.**

S.No.	Name of Students	Sex	Mother Tongue	Obtained Marks
1)	Namrata Regmi	Female	Nepali	26
2)	Sujan Pahari	Male	Nepali	24
3)	Sujal Acharya	Male	Nepali	36
4)	Drishti Karki	Female	Nepali	25
5)	Reni Regmi	Female	Nepali	30
6)	Govinda Karki	Male	Nepali	23
7)	Amir Acharya	Male	Nepali	21
8)	Debaki Regmi	Female	Nepali	28
9)	Nira Adhikari	Female	Nepali	27
10)	Sunita Budhathoki	Female	Nepali	25
11)	Rajan Kumar Gurung	Male	Gurung	21
12)	Shanti Shrestha	Female	Newari	27
13)	Nabaraj Magar	Male	Magar	22
14)	Niraj Shrestha	Male	Newari	36
15)	Mankasi Gurung	Female	Gurung	20
16)	Bibek Shrestha	Male	Newari	23
17)	Khemraj Magar	Male	Magar	24
18)	Suman Lama	Male	Lama	27
19)	Sarita Shrestha	Female	Newari	23
20)	Asmita Gurung	Female	Gurung	22

**b) Ex-Servicemen Secondary English Boarding School, Bhotewodar-8,
Lamjung**

S.No.	Name of Students	Sex	Mother Tongue	Obtained Marks
1)	Sabin Lamichhane	Male	Nepali	32
2)	Sunil Bhujel	Male	Nepali	26
3)	Dilip Bhujel	Male	Nepali	18
4)	Uttam Budathoki	Male	Nepali	35
5)	Heena Thapa	Female	Nepali	44
6)	Kamal Khanal	Male	Nepali	30
7)	Dipendra Sapkota	Male	Nepali	32
8)	Apsara Regmi	Female	Nepali	27
9)	Sabitri Karki	Female	Nepali	23
10)	Radhika Regmi	Female	Nepali	21
11)	Nita Ghale	Female	Gurung	32
12)	Sushma Lama	Female	Lama	33
13)	Agbir Lama	Male	Lama	33
14)	Sujita Shrestha	Female	Newari	30
15)	Kabita Ghale	Female	Gurung	40
16)	Bikash Ghale	Male	Gurung	35
17)	Krishna Magar	Male	Magar	36
18)	Santosh Shrestha	Male	Newari	31
19)	Yamuna Gurung	Female	Gurung	40
20)	Sabita Lama	Female	Lama	28

**c) Shree Adarsha Bal Higher Secondary School, Sundarbazar-4,
Lamjung**

S.No.	Name of Students	Sex	Mother Tongue	Obtained Marks
1)	Asika Basnet	Female	Nepali	16
2)	Achyuta Adhikari	Female	Nepali	29
3)	Sakar Thapa	Male	Nepali	24
4)	Narendra Mal	Male	Nepali	22
5)	Manoj Kumal	Male	Nepali	19
6)	Ajay Basnet	Male	Nepali	27
7)	Nishan Khatri	Male	Nepali	26
8)	Dipesh Sapkota	Male	Nepali	28
9)	Bindu Khanal	Female	Nepali	27
10)	Ranjana Regmi	Female	Nepali	21
11)	Mamata Shrestha	Female	Newari	28
12)	Prince Gurung	Male	Gurung	16
13)	Raju Rana Magar	Male	Magar	10
14)	Sangita Tamang	Female	Tamang	17
15)	Sapana Gurung	Female	Gurung	17
16)	Binod Ghale	Male	Gurung	10
17)	Bidur Rai	Male	Rai	14
18)	Urmila Gurung	Female	Gurung	18
19)	Mandira Shrestha	Female	Newari	19
20)	Pabitra Lama	Female	Gurung	21

d) Shree Jana Kalyan Secondary School, Udipur-3 Lamjung

S.No.	Name of Students	Sex	Mother Tongue	Obtained Marks
1)	Netra Pokhrel	Male	Nepali	24
2)	Shiva Bhujel	Male	Nepali	26
3)	Bipin Thapa	Male	Nepali	29
4)	Tanka Poudel	Male	Nepali	31
5)	Sabina Karki	Female	Nepali	28
6)	Laxmi Adhikari	Female	Nepali	24
7)	Sarita Khanal	Female	Nepali	26
8)	Indu Neupane	Female	Nepali	31
9)	Sima Regmi	Female	Nepali	34
10)	Nima Basnet	Female	Nepali	36
11)	Narayan Shrestha	Male	Newari	29
12)	Rajan Gurung	Male	Gurung	21
13)	Prem Magar	Male	Magar	28
14)	Dipesh Tamang	Male	Tamang	22
15)	Rabin Gurung	Male	Gurung	19
16)	Raju Magar	Male	Gurung	14
17)	Anita Tamang	Female	Tamang	18
18)	Binita Gurung	Female	Gurung	22
19)	Asma Sherpa	Female	Sherpa	24
20)	Durga Shrestha	Female	Newari	21

The End