

**READING COMPREHENSION ABILITY OF
DIFFERENTIALLY-ABLE AND ABLE STUDENTS**

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

Submitted by

Bishnu Kumar Khadka

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-Bishnu Kumar Khadka 2008

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2008

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2008

TU Reg. No: 9-1-57-286-99

Second Year Examination

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Date of Approval of the

Thesis Proposal:2065/03/03

Date of Submission:

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DEDICATION

Dedicated
to
My Parents,
Maternal Uncles
and Gurus

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date:

Bishnu Kumar Khadka

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude and heartiest honor to my thesis supervisor and respected Guru **Dr. Chandreshwar Mishra**, Reader and Head, Department of English Education, TU. His continuous assistance, inspiration, encouragement, cooperation, enthusiasm and constructive suggestions in this study are ever memorable. For this, I always extend my profound gratitude to him.

I would like to express my gratitude to **Prof. Dr. Jai Raj Awasthi**, Chairperson of English and Other Foreign Languages Education Subject Committee for teaching and providing me invaluable suggestions, ideas and encouragement for this study. I am also grateful to **Dr. Shanti Basnyat** Professor of the Department of English Language Education, T U. for her perennial encouragement. I have a great pleasure to express my deep sense of gratitude to my respected teachers **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Mrs. Tapasi Bhattacharya, Mr. Vishnu S. Rai, Mr. Laxmi Bahadur Maharjan, Dr. Anjana Bhattarai, Dr. Anju Giri** and **Dr. Bal Mukunda Bhandari** for their teaching and encouragement for this study.

I would like to express my deep respect to my respected guru **Dr. Bashudev Kafle**, Professor of Department of Special Needs Education and **Prof. Chandra Raman Parajuli**, Head of Special Needs Education, for providing me basic knowledge in the field of special education, inclusive education and in the field of disability and encouraging me to do the research work in this field. Similarly, with a deep sense of regards, I wish to acknowledge my respected teachers **Mr. Prem Phyak Mrs. Madhu Neupane, Mrs. Saraswati Dawadi, Mr. Balkrishna Sharma, Mr. Durga Pokharel, Mr. Bhesh Raj**

Pokhrel and **Mrs. Hima Rawal** and other faculty members for their teaching and invaluable guidance.

I record my appreciation to those authors, whose works have been cited here.

I have a great pleasure to express my deep sense of gratitude to **Mrs. Madhavi Khanal**, Librarian of the Department of English Education for her administrative support. I am very grateful to those teachers and headmasters and students for their kind help and co-operation in the collection of data for the study. I am also grateful to my mentor, maternal uncles **Mr. Bhakta Bahadur Thapa** and **Mr. Bhog Bahadur Thapa** for their continuous academic, financial and moral support in my career development.

I would also like to thank my friends **Mr. Resham Bista, and brother Mr. Keshav Budha** for their kind co-operation and help at many stages of carrying out this research. My gratitude also goes to my family members and all my well wishers who helped me. I would like to thank **Valley Institute Kirtipur, Kathmandu** for attractive type setting.

Last but not the least, I am grateful to my parents for their willingness, kind co-operation and encouragement and continuous financial, moral and other supports without whom I could not be able to earn this achievements in my life.

Nov, 2008

Bishnu Kumar Khadka

ABSTRACT

The present Thesis entitled '**Reading Comprehension Ability of Differentially-Able and Able Students**' is an attempt to find the reading comprehension ability of differentially able and able students. The main objective of this research study was to find out the reading comprehension ability of the able (regular) and differentially-able students (e.g. hearing impairment) students of secondary level and to compare the reading comprehension ability in terms of differentially able students against the able students, boys Vs girls and seen texts Vs unseen text. In order to do so, the researcher collected data from grade 9 and 10 students studying in regular and special schools in Kathmandu. The researcher used simple statistical tool mean and percentage to analyze and interpret the data. The main findings of the present research are that the able students were found better than the differentially-able (e.g. hearing impairment) students both at the seen and unseen reading text. The boys were found better than the girls and both the boys and girls of differentially-able students were found having lower reading comprehension ability than their able counterparts. The unseen reading texts were found more difficult to comprehend than the seen ones for both boys and girls of both able and differentially-able groups.

The study is divided in four main chapters and some sub – chapters. Chapter one consists of general background, review of the related literature, and objectives of the study and the definitions of the specific terms. Chapter two deals with methodology. It encompasses sources of data, population of the study, sample population, tools for data collection, process of data collection and limitations of the study. Chapter three consists of analysis and interpretation of the data. The data is analyzed and interpreted in terms of able

Vs differentially-able students, boys Vs girls and seen Vs unseen reading text using the simple statistical tools mean and percentage. Chapter four incorporates findings and recommendations. On the basis of analyzed data, the findings have been listed and in turn, on the basis of these findings some recommendations have been made. Eventually, references and appendices are also given. The appendix part includes research tools and other information.

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LIST OF ABBREVIATIONS

AS	:	Able-Students
DAS	:	Differentially-Able Students
M	:	Male (Boys)
F	:	Female (Girls)
RCA	:	Reading Comprehension Ability
SRT	:	Seen Reading Text
URT	:	Unseen Reading Text
ST	:	Subjective Test
OT	:	Objective Test
MC	:	Multiple Choices
MI	:	Matching Item
FG	:	Fill in the Gaps
T/F	:	True/False
MoE	:	Ministry of Education
TU	:	Tribhuvan University
FM	:	Full Marks
PM	:	Pass Marks