

CHAPTER - ONE

INTRODUCTION

1. General Background

Language is a wonderful possession of human beings. It is recognized as one of the greatest human achievements – more important than all the physical tools invented in the last two thousand years. The acquisition of language is unique to human beings. Although other animals do have communication systems only human beings have possessed the most highly developed system of communication – speech. ‘Language is quite essentially human. We use spoken language everyday, face to face, as a means of communication and written language allows us to record and hold on to our history across generations. Language allows us to express innumerable ideas, describe events, tell stories, recite poems, buy, sell...- the list is unending. Language calls for an intricate web of skills we usually take for granted. It is an integral part of everyday life that we rely on to convey wants and needs, thoughts, concerns, and plans. Using language seems as natural as breathing or walking’ (Clark, 2003, p. 1 as cited in Rawal, 2007, p.26). So, it can be said that language is the 'species-specific' and 'species-uniform' possession of human being.

Language is the most widely used means of communication because it provides a way for people to communicate with one another which is comprised of a set of symbols. Language is a complex phenomenon and, as such, is difficult to define it. Although there are many definitions of language, none of them is completely adequate. Kuder (2003), defines, “language is a rule – governed symbol system for communicating meaning through a shared code of arbitrary symbols (p. 5). To put at its simplest, "a language is a set of signals by which we communicate" (Todd, 1987, p. 6).

Language appears in several forms: oral language (listening and speaking), reading and writing; all are linked through an integrated language system. The interrelationship of oral language, reading and writing serve to build the core of language system. To put it in other words, the language system encompasses the language forms of listening, speaking, reading and writing which are generally known as language skills. "The acquisition of these language skills follows a general sequence of development: listening, speaking, reading and writing" (Lerner, 2003, p. 352). Because the oral skills of listening and speaking are developed first and language is primarily regarded as speech, they are considered as primary language skills and reading and writing are considered the secondary language skills as they are just the representation of the oral skills and not obligatory to learn to be the speaker of that language.

1.1 Language Teaching

Teaching is not simply an activity that someone becomes the teacher, stands in front of the students in the classroom, reads out the text and explains it in this or that way. It is neither the processes of drilling the contents nor the activity of preaching them. Teaching, in its modern and real sense, is facilitating the learners in learning it (Khadka, 2007, p. 48). "The objective of teaching a thing is to help the learners in learning it. Teaching, therefore, should be geared to facilitating learning on the part of the learners. This is true of language teaching as well. Hence the objective of teaching a language is to facilitate the learners in learning it" (Sthapit, 2000, pp. 1-47). Thus, the role of a teacher from authority has shifted to manager, facilitator, monitor, model, counselor, friend, informant, and social worker (Prodromou, 1991 as cited in Phyak, 2007, p. 14). "Good language teachers do not work by rule of thumb or recipe. They possess, like good cooks, a set of principles which guide their work, in other words, some general notions about what is going on when people learn

languages, an informal 'theory' about how languages are taught and learned" (Allen and Corder, 1974, p. 1).

The teacher, definitely, needs well-developed language competence knowledge of the language and knowledge of how to use the language – so as to effectively teach that language to the learners. "Good teaching in this capacity –building approach to language education involves teachers not only in being competent in using the language themselves, but also in their ability to manage the learning process, 'including organizing the learning process to fit students' current level of development'" (Larsen-Freeman, 2007, pp. 67-74). Thus, language teaching means teaching language skills viz. listening, speaking, reading and writing and language aspects, viz. vocabulary, pronunciation, and spelling.

1.1.1 Language Skills

Language skills are the modes or manners in which language is used. Listening, speaking, reading and writing are generally called the four language skills. Scrivener (2005) opines that teachers normally think of there being four important macro language skills: listening, speaking, reading, and writing. Listening and reading are called receptive skills (the reader or listener receives information but does not produce it); speaking and writing, on the other hand, are the productive skills. Skills are commonly used interactively and in combination rather than in isolation, especially speaking and listening(p.29). So, teaching language means teaching its four language skills, viz. listening, speaking, reading and writing in particular. Listening and speaking are considered as primary language skills whereas reading and writing as secondary language skills. Sometimes speaking and writing are called the 'active/productive' skills and 'reading and listening' are called 'the passive/receptive' skills. In the words of Harmer (1991, p. 16) 'speaking and

writing involves language production and, therefore, often regarded as 'productive skills.' Listening and reading, on the other hand, involves receiving messages and are, therefore, often referred to as 'receptive skills.' He further argues that very often, of course, language users employ a combination of skills at the same time. Speaking and listening usually happen simultaneously, and people may well read and write at the same time when they make notes or write something based on what they are reading.

1.1.2 Reading Skill

Reading offers language input, as listening does (Cross, 1992, p. 255), so reading is a receptive language skill. Reading refers to perceiving a written text in order to understand its contents. Reading is an active skill which involves inferring, guessing, predicting, checking, and asking oneself skills etc. (Grellet, 1981, p. 8). It is an integral part of the language skill and closely linked to oral and written language. "Reading involves looking at sentences and words, recognizing them and understanding them - it is a process of making sense of written language" (Doff, 2002, p. 104). Ur (1998) simply defines, 'reading means reading and understanding'. A foreign language learner who says, 'I can read the words but I don't know what they mean is not, therefore, reading in this sense. He or she is merely decoding-translating written symbols into corresponding sounds (p.138). To Harmer (1991), "reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significant of these message." Therefore, it can be said that reading is "understanding a written text and 'understanding a written text means extracting the required information from it as effectively and efficiently as possible"- (Grellet, 1981 p. 3). Richards and Renandya (2003) opine:

In many second or foreign language teaching situations, reading receives a special focus. There is 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. 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. (p.273)

Reading skill is of primary importance to any literate person and is a complex process. In this regard Giri says:

It involves both physical and mental processes. The physical process involves looking at a text (visuals) and going through it as fast as it allows the eyes to scan it for the mind to process. The mental process, on the other hand, involves interaction of the visual input with the available knowledge and ability to produce an interpretation. (2004, pp. 5-15).

In considering the reading process, Doff (2002) distinguishes between two quite separate activities:

Reading for meaning (or silent reading) and reading aloud. Reading for meaning is the activity we normally engage in when we read books, newspapers, road signs etc. Reading aloud is a completely different activity; its purpose is not just to understand a text but to convey the information to someone else. Obviously, reading aloud involves looking at a text, understanding it and also saying it. (pp. 66-67)

Similarly, Scrivener (2005) puts his views that:

Many learners approach reading texts expecting to read them thoroughly and to stop only when they have understood every word. Clearly, there is value in this as a way of improving their vocabulary, and their understanding of grammar, but, as with listening, this kind of approach does not necessarily make them into better readers, because this plodding, word- by – word approach is not the way that we most often do our reading in real life. (p. 184)

Bhattarai (2006) concludes reading is a mechanical skill, starting from the recognition of shapes and blocks to the movement of eyes, or achieving so many words and lines per hour with accuracy, comprehension, and speed (p. 1). Reading is both the process and a product. It is more than just receiving meaning in a literal sense. It involves bringing an individual's entire life experiences and thinking power to bear to understand what the writer has encoded (Gywali, et al. 2007, p.169). Aukerman (1981) has divided the process of reading into four categories: perceptual learning, associative learning, cognitive learning, and affective learning (Cited in *ibid*).

Perceptual learning: Perceptual learning is the ability to progress in establishing perceptual discrimination, first of gross shapes, objects, people, places, etc. then of finer shapes, such as letters, and words.

Associative learning: Associative learning is the learning basic letter –sound corresponding is a stimulus response process. Intelligence, past experience, motivation, physical alertness etc. is some of the variables in the associative process of learning to read.

Cognitive learning: Cognitive learning is as essential to learning to read as are perceptual and associative learning. It involves comparing, recognizing, similarities and differences, evaluating and interpreting, learning values, and truths, in keeping with reality.

Affective learning: Reading involves another important mode, the affective learning that is triggered by emotions in which reading takes place when the reader's emotions are aroused by the printed words, i.e. joy, delight, excitement, etc. quicken and deepen the learning process.

If we are to help students develop reading skills in a foreign language, it is important to understand what is involved in the reading process itself. If we have a clear idea of how 'good readers' read, either in their own or a foreign language, this will enable us to decide whether particular reading techniques are likely to help the learners or not.

In considering the reading process, it is important to distinguish between two quite separate activities: reading for meaning (or silent reading) and reading aloud. Reading for meaning is the 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. 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. (Doff, 1988, p.66-7)

To get maximum benefit from their reading, students need to be involved in both extensive and intensive reading. Whereas with the former a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement, the latter is often (but not exclusively) teacher chosen and directed but is designed to enable students to develop specific receptive skills (Harmer, 2001,p.210).

Grellet (1981) defines intensive reading as 'reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail (p 4.). A lot of class room works (with course books, exercises, texts) involves intensive reading ;i.e. reading texts closely and carefully with the intension of gaining an understanding of as much detail as possible.

This is a stop\ start kind of reading, involving going back over the same (usually short) text a number of times to find more and more in it, making sure that the words have been correctly interpreted. This is how a competent language user might read an instruction manual for a piece of flat-pack furniture or a leaflet with guideline on whether they have to pay income tax or not. (Scrivener, 2005, p.188)

So intensive reading is generally at slower speed, and requires a higher degree of understanding.

According to Carrel and Carson(1997,pp.49-50), “extensive reading ...generally involves rapid reading of large quantities of materials or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language.”(as cited in Renandya and Jacobs, 2003,pp.295-296). Grellet (1981) defines, ‘extensive reading as reading longer texts, usually for one’s own pleasure. This is fluency activity, mainly involving global understanding’ (p.4).

In everyday life we tend to do much more extensive reading, i.e. fluent, faster reading, often of longer texts, for pleasure, entertainment and general understanding but without such careful attention to the details.

When we don’t understand words or small sections, we usually just keep going, may be only coming back when there has been a major breaking down in our understanding. (Scrivener, 2005, p.188)

So, extensive reading is in quantity and in order to gain a general understanding of what is read.

Students who read too slowly easily get discouraged. They also tend to stumble on unfamiliar words and fail to grasp the general meaning of the passage. One of the most common ways of increasing reading speed is to give students passages to read and ask them to time themselves. Reading should be followed by comprehension questions or activities since reading speed should not be developed at the expense of comprehension. One of the most important points to keep in mind when teaching reading comprehension is that there is not 'one' reason for reading. Students will never read efficiently unless they can adapt their reading speed and technique to their aim when reading. By reading all the texts in the same way, students would waste time and fail to remember points of importance to them because they would absorb too much non-essential information. The speed which a person read depends on: a) the type of reading materials (e.g. fiction or non-fiction); b) the readers' purpose (e.g. to gain information, to find the main ideas etc.); c) the level of comprehension required; and d) the readers' individual reading skill. So both scanning and skimming are specific reading techniques necessary for quick and efficient reading.

Most reading sequences involve more than one reading skill. We may start by having students read for gist and then get them to read the text again for detailed comprehension. They may start by identifying the topic of the text before scanning it quickly to recover specific information; they may read for specific information before going back to the text to identify feature of text construction. (Harmer, 2001, p.125)

Skimming or skim- reading is a type of rapid reading which is used when the reader wants to get the main idea or ideas from the passage. Grellet (1981) opines that 'when skimming, we go through the reading materials quickly in

order to get the gist of it, to know how it is organized, to get the idea of the tone or the intention of the writer (p. 19.). To be to the point, read quickly in order to get gist of the passage' is the key to skimming.

The learners would attempt to find the answer quickly, without reading every word in the passage, by speed reading through some portions of the texts. Skimming is mainly concerned with finding key topics, main ideas, overall theme, basic structures, etc. (Scrivener, 2005, p.185)

Thus skim – reading \skimming is fast reading for key topics, main ideas, overall theme, basic structures etc.

Scanning is also a type of rapid reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of the text or passage. To put it in the words of Grellet (1981), 'when scanning, we only try to locate specific information and when often we do not even follow the linearity of the passage to do so. We simply let our eyes wander; it can be a name, date, or a less specific piece of information' (p .19.). The key idea regarding scanning is read quickly and finds a specific piece of information. "A common scanning activity is searching for information in a leaflet or directory, and a typical scanning task would be 'what time does the Birmingham train leave? Or what does Cathy take with her to meeting?'" (Scrivener, 2005, p.185). So, scanning is the fast reading for specific individual piece of information (e.g. names, address, facts, prices, numbers, dates etc).

Skimming is, therefore, a more through activity which requires an overall view of the text and implies a definite reading competence. Scanning, on the other hand, is far more limited since it only means retrieving what information is relevant to our purpose.

Skimming and scanning are both 'top-down' skills. Although scanning is involved with details of the texts, the way that a reader finds those details involves processing the whole texts, moving eyes quickly over the whole page, searching for key words or clues from the textual layout and the contents that will enable to focus in on smaller sections of texts. (Scrivener, 2005, p.185)

1.1.3 Elements of Reading

The National Reading Panel (2000), a commission of reading scholars as signed by the U.S. Congress to conduct an evidence-based assessment of the research literature on reading and its implications for reading instruction, selected these major components of reading for its research investigation: phonics (a word recognition skill), fluency and reading comprehension (Lerner, 2003, p. 407). 'Word-recognition skills' enable a reader to recognize words, and to learn ways to figure out or unlock unknown words by decoding printed words, matching letters and words with sounds. 'Reading fluency' is the reader's ability to recognize words quickly and read text smoothly with speed, accuracy, and proper expression. 'Reading comprehension' refers to the reader's ability to understand the meaning of what he or she reads. Effective readers need to be competent in all of these areas of reading.

1.1.4 Word Recognition

Smith (2004) opines:

Critical to all learning is the ability to read for understanding. The first step in this process is learning to decode, which involves cracking the alphabetical code. Typically children begin learning to decode by

attending to selected visual aspects of words, and then they process to analyzing and sequencing the individual sounds. This is followed by internationalization of the commonly occurring patterns of letters in words, and finally they master reading for meaning with little conscious attention to decoding. (p.158)

Readers decode print in two ways: semantically (i.e. they identify the lexical meaning of the words, but they also create a broader meaning for these words with in the context of phrase, sentences and discourse), and syntactically (i.e., they recognize the meaningful structural relationships within the sentences). Fluent readers rely more on semantic than syntactic information except when meaning is not clear (Papalia, 2000, p.70 as cited in Rivers, 2000).

Reading requires the ability to recognize words. Learning word-recognition skills early leads to wider reading habits both in and out of school (Lerner, 2003, p. 407). Readers must learn to recognize words easily and quickly. Word identification must be an automatic process, not a conscious, deliberate effort. If readers expend all their concentration on figuring out words they will be unable to focus on their meaning. According to Lerner (2003, p. 408), readers use the following word recognition skills to identify words:

- i. Phonics refers to the relationship between printed letters (graphemes) and the sounds (phonemes) in language. Students must learn to decode the printed language to translate print into sounds, and to learn about the alphabetic principles of the symbol-sound relationship. This process is known as '*breaking the code*'.
- ii. Sight words are the words that are recognized instantly, without hesitation or further analysis. Fluent reading requires that most of the words in a selection be sight words.

- iii. Context clues help a student recognize a word through the meaning or context of a sentence or paragraph in which the word appears.
Redundancies in language occur when information from one source. These language redundancies provide hints about unknown words from the meaning of the surrounding text, helping readers make conjecture and guess about unfamiliar words.
- iv. Structural analysis refers to the recognition of words through the analysis of meaningful word units such as prefixes, suffixes, root words, compound words, and syllables.

1.1.5 Fluency Reading

Students need to develop fluency to make the bridge from word recognition to reading comprehension. Reading fluency is the ability to recognize words quickly and to read sentences and longer passages in a connected essay manner that indicates understanding of the material. (Lerner, 2003, p. 414)

1.1.6 Reading Comprehension

Reading comprehension means the process involved in understanding the meaning of written text.

To comprehend the meaning means to extract from the printed patterns three levels of meanings: lexical meaning (the semantic content of the words and expressions), structural or grammatical meaning (deriving from interrelationships among words or parts of word or from the other words) and social-cultural meaning (the evaluation which people of his own culture attach to the words and groups of words he is reading.

(Rivers, 1968, pp. 51-52)

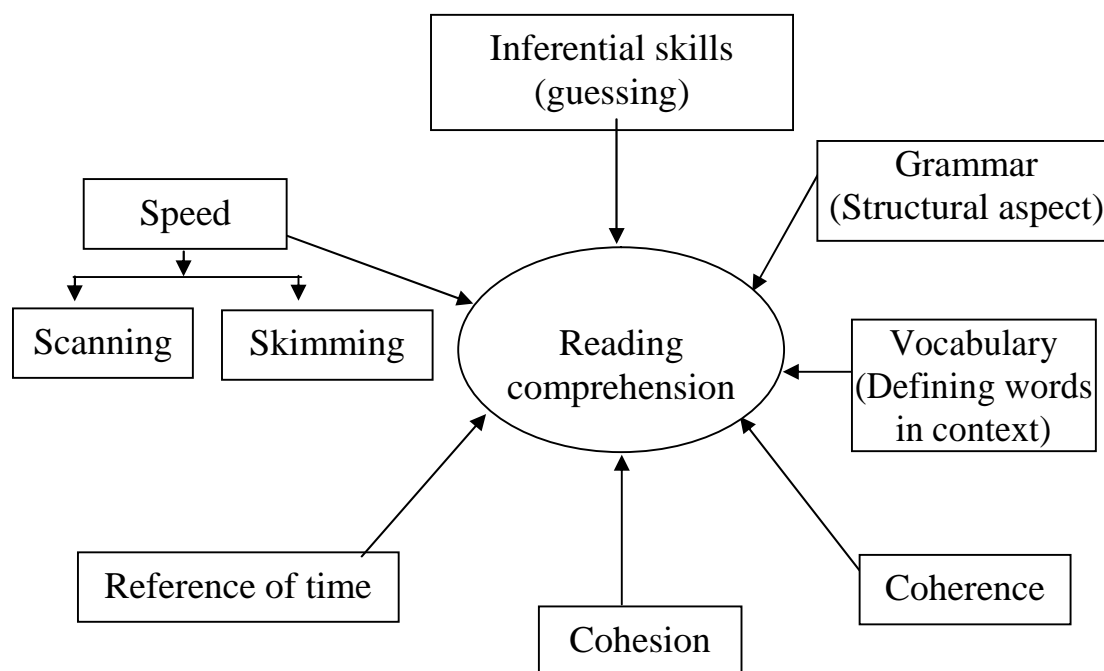
So, it can be said that the understanding that results from perceiving a written text is called reading comprehension. "Comprehension is the ability of readers to construct meaning from a piece of written text" – Ahmad (2006, pp. 66-72). To be to the point, the purpose of reading is comprehension i.e. to have the ability to gather meaning from the printed page. Richards and Renandya (2003) opine that 'reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising student awareness of main ideas in a text is essential for good comprehension (p.277).

Different types of reading comprehension are identified according to the reader's purposes in reading and the type of reading used. The following are commonly referred to:

- a. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.
- b. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition.
- c. Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.

Reading comprehension is highly concerned and/or co-related with many other sub-skills as shown below (Nuttal, 1996 as cited in Paudel, 2005, p.21):

Conceptual framework of reading comprehension (Psycholinguistic Process)



In its evaluation of the reading comprehension research literature, The National Reading Panel (2000) focused on (i) vocabulary instruction and (2) text comprehension instruction.

- i. Vocabulary instruction: Vocabulary knowledge requires the person not only to know the word but also to apply it appropriately in context (Lerner, 2003, p. 416). Overall, the National Reading Panel found that reading vocabulary is crucial to the comprehension process.
- ii. Text comprehension instruction: The National Reading Panel views comprehension as an active process that requires an intentional and thoughtful interaction between the reader and the text. As readers try to comprehend the material they read, they must bridge the gap between the information presented in the written text and the knowledge they possess. "Reading comprehension thus involves thinking. The reader's background knowledge, interest, and the reading situation affect comprehension of the material (Lerner, 2003, p. 417).

Richek et al. (2002) view that reading comprehension depends on the reader's experience, knowledge of language and recognition of syntactic structure as well as the redundancy of the printed passage (as, cited in Lerner, 2003, p. 417). Comprehension, then, involves the use of multiple overlapping strategies. It requires attention, decision making, and a committal of details to memory, where they interact not only with existing schemata but incoming information. By drawing on his existing knowledge and anticipating related information (Papalia 2000, p.73 as edited by Rivers, 2000). Comprehension questions should, by definition, focus on the skill they purport to assess: reading comprehension. At the beginning levels, techniques such as multiple-choice and true \false questions are good tasks to assess reading comprehension. Because they do not require oral production of responses in the L2 (Mahmoud, 2006, pp. 28-33). Nuttal (1982) even suggests that multiple – choice and true\false questions should be given in the L1, as he feels that the ‘inability to express themselves in FL needlessly limits the kinds of response too.’(p.131). it is also possible that short answers and written summaries in the L2 can lead to produce problems and, therefore, do not accurately assess a students’ actual reading comprehension. This is why some researches advocate the use of L1 even when responding to short- answer questions (Hughes, 2003; Nuttal, 1982 as cited in Mahmoud, 2006, p.31).

The overall purpose for teaching reading is to develop in the readers the attitudes, abilities, and skills needed for obtaining information, fostering and reacting to ideas developing interests, and finally, deriving pleasure by reading through understanding or comprehension(Gywali, et al. 2007,p.173). Thus, in current perspective on reading comprehension, the reading process is an interaction between a readers’ prior knowledge and the information encoded in the text. Since the hearing impairment students are deprived of getting the input of reading aloud, it is one of the interested areas of research in the field

of language teaching and learning process. Therefore, the reading comprehension ability of the Able –Students (AS) and Differentially – Able Students (e.g. hearing impairment) of the secondary level is one of the interest areas of research in language teaching, English in general and teaching reading in ` English language in particular.

1.2 Review of the Related Literature

A number of researches have been carried out in reading comprehension. Some of them are as follows:

Siwakoti (1996) carried out a research entitled "An Analysis of the Reading Proficiency of the Secondary School Students of Jhapa District."The objective of the study was to analyze the reading proficiency of the students of the HMG aided and the private schools to test their comprehension ability on lexical, textual and contextual levels in reading a text and the major findings of this study were that the HMG aided and the private urban schools performed better than that of rural schools students and the students of both types of school could perform on the textual and lexical meaning and private schools students performed better than the HMG aided schools to all the items of textbook and non-textbook materials. Subedi (2000) carried out a research entitled "Reading Comprehension of the Grade Nine Students of Kathmandu and Jhapa: A Comparative Study." The objective of the study was to compare the reading comprehension in newspapers and magazines of the secondary level students, i.e. to compare the reading comprehension of seen and unseen passages. The finding was the students of urban schools in Kathmandu had better performance in higher reading comprehension level in magazines than in newspapers whereas the rural students of Jhapa were better in the same. Similarly, G.C. (2002) made a study on "Reading Comprehension Ability of PCL First Year Students Involving the Students of Different Institutes and

Faculties in Pokhara Valley of Kaski District." The objective of the study was to compare the reading comprehension ability of above mentioned students and found that the students reading in institutes had better comprehension ability than faculties. Paudel (2005) carried out a research on "TOEFL Based Reading Comprehension Ability of Bachelor Level Students" and the objectives of the study were to find out the reading comprehension ability of bachelor level student of T.U. on the basis of TOEFL and to compare their comprehension ability in terms of faculty/institute, sex and nature of the text. The findings of the study were the bachelor level students of TU who came from government school background have good reading comprehension ability in terms of TU's standard, the boys were better than girls and the students of institutes were better than the students of faculties. Neupane (2006) made a study on "Reading Proficiency of Grade Ten Students of Kathmandu and Gorkha District." The objectives of the study was to find out the reading proficiency of the students studying in grade ten from the schools of Kathmandu and Gorkha districts in terms of reading sub-skills such as skimming, scanning, informing and guessing meaning and compare the achievements between the students of these districts. The study found out that the reading proficiency of the students studying in grade ten is good in terms of scanning and reading proficiency of the students is not adequate in terms of guessing meanings.

K.C. B.K. (2007) carried out the research on "Testing Reading Comprehensions: A Place of Subjective and Objective". The objective of the study was to find out the place of subjective and objective tests in testing reading comprehension and the finding was the average performance of the students in objective test in both types of reading texts viz. seen and unseen was better than of subjective test as a whole. Similarly, private school students have shown better performance in both tests in both kinds of reading texts, then the students of public schools. Pokharel, (2007) carried out the research entitled

"Reading Comprehension Ability in the English Language: A Case of Nine Grade Students." The objective of the study was to find out and compare the reading comprehension ability of grade nine students in Kavre district in orthographic and Para-orthographic reading texts from both sources: seen and unseen, the finding was that the reading comprehension of the students in seen text is better than reading comprehension in unseen text and the students had better performance in Para-orthographic text than in orthographic text. Similarly, Koirala (2008) carried out a study entitled "Reading Comprehension of Poetry and Short Story" and the objective of the study was to find out the comprehension level of the students in poetry and short story and to make comparison. He found that the comprehension level of the students is better in poetry than in short story, boys are better in poetry than girls, the reading comprehension level of the students is better in seen texts than in unseen and better in objective types of test items than in subjective. Paudel (2008) carried out a research on "A Study on Reading Comprehension of Grade Seven Students" and the objective of the study was to determine and compare the level of reading comprehension of seventh graders of Kaski and Parvat district. The finding was that the reading comprehension of boys was found better than that of the girls in both the districts and better in poems than in other reading texts.

The present study is different from the above mentioned ones in the sense that it is related to the reading comprehension ability of differentially-able (e.g. hearing impairment) and able students of secondary level of Kathmandu.

1.3 Objectives of the Study

This study had the following objectives:

- i. To find out the reading comprehension ability of the differentially-able (e.g. hearing impairment) and able students of secondary level.

- ii. To compare the reading comprehension abilities of the students in terms of the following variables:
 - a. Informant oriented variables
 - i. Differentially-able (e.g. hearing impairment) and able students.
 - ii. Boys versus girls
 - b. Content oriented variables
 - Seen text versus unseen text.
- iii. To suggest some pedagogical implications.

1.4 Significance of the Study

The ability to read efficiently is a key skill, so developing the reading comprehension ability is a must. Since the hearing impairment students are deprived of getting the input of reading aloud, it is significant to find out and compare the reading comprehension ability of both the differentially –able (e.g. hearing impairment) and able students to specify and suggest in teaching and \or learning reading skill. This study is expected to be significant to those who are interested in teaching and learning the English language in general and teaching/learning reading comprehension of deaf and normal students in particular. To be specific, this study will be useful for teachers, curriculum designers, material writers, textbook writers and researchers in integrated and segregated school where differentially-able (e.g. hearing impairment) and able students are taught.

1.5 Definition of Specific Terms

Able Students: This term refers to those students who are studying in the regular schools and do not have any type of disability.

Differentially-Able Students: This term refers to those students who are studying in special schools in segregated setting or in the regular schools in integrated setting and who have loss or abnormality of psychological, physiological, or anatomical structure or function.

Hearing Impairment Students: This term refers to those students who have a deficiency in their ability to detect sound due to the loss or abnormality in anatomical structure or function of ear.

Seen Reading Text: This term refers to the reading texts that are directly extracted from the prescribed textbooks for the grade nine and ten.

Unseen Reading Text: This term refers to the reading texts that are not directly extracted from the text books of nine and ten but from the newspapers, journals etc.

Reading Comprehension Ability: This term refers to the ability of the students to solve the questions prepared on the basis of the related reading text.

CHAPTER - TWO

METHODOLOGY

The following strategies were adopted to fulfil the mentioned objectives of the present research:

2.1 Sources of Data

In order to carry out this research, the researcher used both primary and secondary sources of data.

2.1.1 Primary source of data

The primary sources of data for the study were the differentially-able (e.g. hearing impairment) and able students of secondary level of Kathmandu.

2.1.2 Secondary Source of Data

The researcher consulted the related books, journals, magazines, thesis reports, articles, etc. for the preparation of questionnaire and for the refreshment of his knowledge in the related data. For example, Doff. (1998), Grellet (1981), Lerner (2003), Nuttal, (1996), Cross (1991) etc.

2.2 Population of the Study

The population of the study was the eighty students out of which, forty differentially-able (e.g. hearing impairment) and forty able students of secondary schools of Kathmandu.

2.3 Sampling Procedure

The sample population of the research was eighty students of grade 9 and 10 of secondary schools of Kathmandu, out of which, thirty were differentially-able (e.g. hearing impairment) and other thirty were able students. The former group of students were selected using non random, purposive sampling procedure and the latter by using

random sampling method by dividing them into two main strata: able and differentially-able on the basis of their hearing impairment feature and they were divided into two strata on the basis of their gender: male and female. As the number of differentially – able students of secondary level is limited, the study was not able to have 80 respondents, only 60 available respondents were taken for the study.

2.4 Tools for Data Collection

In order to collect the data, four sets of test items were prepared to test their reading comprehension ability. Each set of test items contained both the subjective and objective test items from both the seen and unseen reading text. The researcher followed the following marking schemes:

Marking Scheme

S.N.	Topic of Selected text	Text types	Types of test items	No. of items in each set	Marks of the items.
1	Teachers wanted	Unseen text (Advertisement) Set 'A'	a. Objective i. Multiple choice ii. Completion iii. Matching iii. True/false b. Subjective	Objective -20 Multiple -5 completion-5 Matching -5 True/false -5 Subjective -5	Objective -20 Multiple -5 completion-5 Matching -5 True/false -5 Subjective-10
2	Republic at last	Unseen text (Editorial) Set 'B'	a. Objective i. Multiple choice ii. Completion iii. Matching iv. True/false b. Subjective	Objective -20 Multiple -5 completion-5 Matching -5 True/false -5 Subjective -5	Objective -20 Multiple -5 completion-5 Matching -5 True/false -5 Subjective-10
3	Parsa Wildlife Reserve	Seen text (passage) Set 'A'	a. Objective i. Multiple choice ii. Completion iii. Matching iv. True/false b. Subjective	Objective-20 Multiple -5 completion-5 Matching -5 True/false -5 Subjective -5	Objective -20 Multiple -5 completion-5 Matching -5 True/false 5 Subjective-10
4	Flood Toll Reaches 82 in Bangladesh	Seen text (News Report) Set 'B'	a. Objective i. Multiple choice ii. Completion iii. Matching	Objective -20 Multiple -5 Completion-5 Matching -5	Objective- 20 Multiple -5 completion-5 Matching -5

			iv. True/false	True/false -5	True/false -5
			b. Subjective	Subjective -5	Subjective-10

2.5 Process of Data Collection

The objective and subjective test items were prepared to test the reading comprehension ability of the both differentially- able (hearing impairment) and able (regular) students of secondary level. The two reading texts from grade nine and ten text book and two from out of their course book (i.e. newspaper, e.g. The Kathmandu Post Daily and The Kantipur Daily) were selected as a seen and unseen reading text respectively. Then the selected schools were visited and selected students were taken in a separate room. They were instructed very carefully about time limitation and the activities they were supposed to do and then administered the test.

2.6 Limitations of the Study

The proposed study had the following limitations:

- a. The study was limited to find out and compare comprehension ability of normal and hearing impairment students of secondary level (i.e. only ninth and tenth graders) of Kathmandu.
- b. The study was limited to the selected two schools of Kathmandu: one regular school and other deaf school.
- c. The students of 9th and 10th grade of hearing impairment and regular school were the population of this study. The number of sample population was only sixty.
- d. The test items for testing reading comprehension ability were extracted from the revised textbook of 9th and 10th grade published by MOE, Department of Education, Sanothimi, Bhaktapur for seen text and from newspapers (i.e. The Kathmadnu Post Daily and Kantipur Daily) for unseen reading text.

CHPATER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of the data. In order to analyze and interpret the data, the statistical tools such as mean (average) and percentage (%) were used on the basis of the test administered to the students studying in both the regular and special schools of Kathmandu where the able (regular) students and differentially able (hearing impairment) students were studying respectively. The test was administered by dividing the test items both in subjective and objective type both types of students, i.e. Able-Students (S) and Differentially –Able – Students (DAS) form the both types of reading texts: Unseen Reading Text (URT) and Seen Reading Text (SRT) to the both sex: boys (M) and girls (F). The full mark of the each set of reading text was assigned 30 and the obtained marks of each set of reading text by each student was analyzed and interpreted on the basis of following headings:

3.1 Reading Comprehension Ability (RCA) of Able and Differentially. Able Students.

3.1.1 Reading Comprehension Ability (RCA): Able Students (AS) Vs Differentially Able Students (DAS).

3.1.2 Reading Comprehension Ability of AS and DAS in Seen and Unseen Reading Text:

3.1.3 Reading Comprehension Ability (RCA) of Boys and Girls of AS and DAS:

3.2 Reading Comprehension Ability (RCA) of Able -Students (AS) and Differentially-Able-Students (DAS) in SRT and URT:

3.1.1 URT Vs. SRT: AS Vs. DAS: Boys Vs. Girls

3.2.2 Reading Comprehension Ability (RCA) in Unseen Reading Text (URT): AS Vs. DAS

3.2.3 Reading Comprehension Ability (RCA) in Seen Reading Text (SRT): AS Vs DAS

3.3 Reading Comprehension Ability (RCA) of Able Students (AS) :

3.3.1 Reading Comprehension Ability (RCA) of AS: URT Vs SRT: Boys (M) Vs. Girls (F)

3.3.2 Reading Comprehension Ability (RCA) of AS in Seen Reading Text (SRT): Boys Vs. Girls

3.3.3 Reading Comprehension Ability (RCA) of AS in Unseen Reading Text (URT) : Boys Vs. Girls

3.4 Reading Comprehension Ability (RCA) of Differentially –Able Students (DAS):

3.4.1 Reading Comprehension Ability (RCA) of DAS: URT Vs. SRT: Boys (M) Vs. Girls (F)

3.4.2 Reading Comprehension Ability (RCA) of DAS in Unseen Reading Text (URT) : Boys Vs. Girls

3.4.3 Reading Comprehension Ability (RCA) of DAS in SRT: Boys (M) Vs. Girls (F)

3.1 Reading Comprehension Ability (RCA) of Able and Differentially. Able Students.

3.1.1 Reading Comprehension Ability (RCA): Able Students (AS) Vs Differentially Able Students (DAS).

Table: 1

Tools	Marks obtained in reading text		
	AS	DAS	Difference
Mean (Average)	25.25	23.12	2.13
Percent (%)	84.16%	77.08%	7.10%

The above table displays that the total average RCA of AS was 25.25(84.16%) whereas the total average RCA of DAS was 23.12(77.08%) and the total average difference between AS and DAS was 2.13(7.10%) out of 30 full marks.

3.1.2 Reading Comprehension Ability of AS and DAS in Seen and Unseen Reading Text:

Table No 2

Text	Tools	Marks obtained in the reading text				Difference
		AS	DAS	Difference	Total	
URT	Mean (average)	24.25	21.31	2.94	22.56	3.41 (11.56%)
	Percent (%)	80.83%	71.03%	9.8%	75.93%	
SRT	Mean (average)	27	24.94	2.06	25.97	
	Percent (%)	90%	83.13%	6.86%	86.56%	

The above table indicates that the total RCA in URT of AS was 24.25 (80.83%) but of DAS was 21.31 (71.03%) and the average RCA in URT between AS and DAS was 2.94 (9.8%). Similarly, the total average marks obtained in SRT by AS was 27 (90%), on the other hand, DAS obtained 24.94(83.13%) total average marks in the same SRT. The total average difference between AS and DAS was 2.94(9.8%)in URT, but 2.06 (6.86%) in SRT out of 30 full marks.

The total average marks obtained by both AS and DAS in URT was 2.56(75.93%) whereas in SRT was 25.97(86.56%) and the total average difference between SRT and URT was 3.419 (11.56%) out of 30 full marks.

3.1.3 Reading Comprehension Ability (RCA) of Boys and Girls of AS and DAS:

Table No. 3

Sex	Tools	Marks obtained in the text				Difference
		AS	DAS	Difference	Total	
Boys	Mean	25.75	23.45	2.3	24.6	0.71 (2.36%)
	Percent	85.83%	79.9%	7.66%	82%	
Girls	Mean	25.5	22.28	3.22	23.89	
	Percent	85%	74.26%	10.73%	79.63%	

The above table displays that the average RCA of boys (AS) both in SRT and URT was 25.75 (85.83%) but the RCA of boys (DAS) was 23.45 (79.9%) and the average difference between AS and DAS boys was 2.3 (7.66%) out of 30 full marks. Similarly, the average RCA of the girls (AS) was 25.5 (85%) but the RCA of the girls (DAS) was 22.28 (74.26%) and the average difference between AS and DAS girls was 3.22 (10.73%). The total average marks obtained by the boys was 24.6 (82%) whereas the total average marks obtained by the girls was 23.89 (79.63%) and the total average difference between the boys and girls was 0.71 (2.36%) out of 30 full marks.

3.2 Reading Comprehension Ability (RCA) of Able -Students (AS) and Differentially-Able-Students (DAS) in SRT and URT:

3.2.1 URT Vs. SRT: AS Vs. DAS: Boys Vs. Girls

Table No. 4

Text	Sex	Tools	Marks obtained in reading text		
			AS	DAS	Difference
URT	Boys	Mean	24.5	22.49	2.01
		Percent	81.66%	74.98%	6.10%
	Girls	Mean	24	20.13	3.87
		Percent	80%	67.10%	12.9%
	Total	Mean	24.25	21.31	5.88
		Percent	80.83%	71.03%	19.6%
SRT	Boys	Mean	27	25.45	1.55
		Percent	90%	84.83%	5.16%
	Girls	Mean	27	24.43	2.57
		Percent	90%	81.43%	8.56%
	Total	Mean	27	24.94	2.06
		Percent	90%	83.13%	6.86%

This table reflects the RCA of AS and DAS of both the boys and girls in both the reading texts: URT and SRT. The average marks obtained by the boys (AS) was 24.5 (81.66%) but the average marks obtained by the boys (DAS) in the same URT was 22.49 (74.98%) and the average difference between AS and DAS boys in the same URT was 2.01 (6.7%) out of 30 full marks. The girls (AS) obtained 24 (80%) average marks in URT whereas the girls (DAS) obtained 20.13 (67.10%) and the RCA difference between AS and DAS girls was 3.87 (12.9%) in the same URT out of 30 full marks. The average RCA of AS was 24.25 (80.83%) but the average RCA of DAS was 21.31 (71.03%) and the average RCA difference between AS and DAS was 5.88 (19.6%) in the same URT.

The boys (AS) secured 27 (90%) average marks in SRT whereas the boys (DAS) obtained 25.45 (84.83%) average marks in the same SRT and the RCA difference between boys AS and DAS was 1.55 (5.16%) out of 30 full marks.

The AS girls secured 27 (90%) average marks whereas the girls (DAS) secured 24.43 (81.43%) average marks in the same SRT and the average RCA difference between AS and DAS in the same SRT was 2.57(8.56%) out of 30 full marks. The total average RCA difference between AS and DAS was 2.06 (6.86% in the same SRT and RCA difference of AS and DAS between SRT and URT was 3.82 (12.73%) out of 30 full marks.

3.2.2 Reading Comprehension Ability (RCA) in Unseen Reading Text (URT): AS Vs. DAS

Table No. 5

Text	Sex	Tools	Marks obtained in the text		
			AS	DAS	Difference
URT	Boys	Mean	24.5	22.49	2.01
		Percent	81.66%	74.98%	6.1%
	Girls	Mean	24	20.13	3.87
		Percent	80%	67.10%	12.9%
	Total	Mean	24.25	21.31	5.88
		Percent	80.83%	71.03%	19.6%

The above table displays that the average RCA of boys (AS) in URT was 24.5 (81.66%) whereas the average RCA of the boys (DAS) in the same URT was 22.49 (74.98%) and the average difference between boys of AS and DAS was 2.01 (6.1%) in URT. The girls (AS) obtained 24 (80%) average marks whereas the girls (DAS) obtained 20.13 (67.10%) and the difference between AS and DAS girls was 3.87 (12.9%) in the same URT. The total average difference between AS and DAS was 5.88(19.6%) in the same URT out of 30 full marks.

3.2.3 Reading Comprehension Ability (RCA) in Seen Reading Text (SRT): AS Vs DAS

Table No: 6

Text	Sex	Tools	Marks obtained in the text			FM
			AS	DAS	Difference	
SRT	Boys	Mean	27	25.45	1.55	30
		Percent	90%	84.83%	5.16%	
	Girls	Mean	27	24.43	2.57	
		Percent	90%	81.43%	8.56%	
	Total	Mean	27	24.94	2.06	
		Percent	90%	83.13%	6.86%	

The above table shows that the average marks obtained by the boys (AS) in SRT was 27 (90%), on the other hand, the boys (DAS) obtained 25.45 (84.83%) average marks in the same SRT and the difference between the boys of AS and DAS was 1.55 (5.16%). Similarly, the girls (AS) secured 27 (90%) average marks but the girls (DAS) secured 24.43 (81.43%) average marks in the same SRT out of 30 full marks, and the difference between them was 2.57 (8.56%). The total average RCA difference between AS and DAS in SRT was 2.06 (6.86%) out of 30 full marks.

3.3 Reading Comprehension Ability (RCA) of Able Students (AS) :

3.3.1 Reading Comprehension Ability (RCA) of AS: URT Vs SRT: Boys (M) Vs. Girls (F)

Table No -7

Sex	Tools	Marks obtained in the text			FM
		SRT	URT	Difference	
Boys	Mean	27	24.5	2.5	30
	Percent	90%	81.66%	8.33%	
Girls	Mean	27	24	3	
	Percent	90%	80%	10%	
Total				0.5	
				1.66%	

The above table presents that the average marks obtained by the boys in SRT was 27 (90%) whereas 24.5 (81.66%) in URT and the difference between SRT and URT was 2.5 (8.33%). Similarly, the girls obtained average 27 (90%) marks in SRT whereas 24 (80%) marks in URT out of 30 full marks, and the difference between SRT and URT was 3 (10%). The RCA difference between boys and girls in SRT was 0, i.e. there is no difference but there was slightly difference between boys' and girls' RCA in URT i.e. 0.5(1.66%). The total difference between boys and girls in both SRT and URT was 0.5 (1.66%) out of 30 full marks.

3.3.2 Reading Comprehension Ability (RCA) of AS in Seen Reading Text (SRT): Boys Vs. Girls

Table No. 8

	Marks obtained in SRT of AS					FM
	Sex	Boys		Girls		
Reading Text	Text	Set-A	Set-B	Set-A	Set-B	30
	Mean (average)	27	27	28	26	
	Percent (%)	90%	90%	93.33%	86.66%	
Total	Mean (Average)	27		27		30
	Percent (%)	90%		90%		
Difference	0					

The above table shows that the average marks obtained by the boys in SRT in set--A was 27 (90%) and set –B was also 27 (90%) where as the marks obtained by the girls in SRT in set-‘A’ was 28 (93.33%) and in set-B was 26 (86.66%). The average marks obtained by the boys was 27 (90%), on the other hand, the girls also obtained 27 (90%) marks in the same SRT, i.e. there was no difference between the boys and girls in reading comprehension ability (RCA) in seen reading text (SRT).

3.3.3 Reading Comprehension Ability (RCA) of AS in Unseen Reading Text (URT) : Boys Vs. Girls

Table No. 9

	Unseen Reading Text (URT)					FM
	Sex:	Boys (M)		Girls (F)		
	Text	Set –A	Set -B	Set-A	Set-B	
	Mean (Average)	26	23	25	23	30
	Percent (%)	86.66%	76.66%	83.33%	76.66%	
Total	Mean (Average)	24.5		24		30
	Percent (%)	81.66%		80%		
Difference	Mean	0.5				
	Percent	1.66%				

The above table indicates that the average reading comprehension ability (RCA) of able students (As) in unseen reading text (URT) of boys in 'set – A' was 26 (86.66%) and 'set –B' was 23 (76.66%) whereas the girls obtained average 25 (83.33%) marks in 'set –A' and 23(76.66%) in 'set-B'. The average marks obtained in unseen reading text (URT) by the boys was 24.5 (81.66%) and the girl was 24 (80%). The average RCA difference between boys and girls of AS was 0.5 (1.66%) in the same URT out of 30 full marks.

3.4 Reading Comprehension Ability (RCA) of Differentially –Able Students (DAS):

3.4.1 Reading Comprehension Ability (RCA) of DAS: URT Vs. SRT: Boys (M) Vs. Girls (F)

Table No. 10

	Text	Marks obtained in the Text			FM
		SRT	URT	Difference	
Boys	Mean	25.45	22.49	2.96	30
	Percent	84.83%	74.98%	9.86%	
Girls	Mean	24.43	20.13	4.3	
	Percent	81.43%	67.10%	14.33%	

The above table presents that the average marks obtained by the boys in SRT was 25.45 (84.83%) whereas 22.49 (74.98%) in URT and the difference between SRT and URT was 2.96 (9.86%) out of 30 full marks. Similarly, the girls obtained average 24.43 (81.43%) marks in SRT whereas they obtained 20.13 (67.10%) in URT and the difference between SRT and URT Was 4.3 (14.33%). The RCA difference between boys and girls in SRT and URT was 1.34 (4.46%) out of 30 full marks.

3.4.2 Reading Comprehension Ability (RCA) of DAS in Unseen Reading Text (URT) : Boys Vs. Girls

Table No. 11

	Marks obtained in URT of DAS					FM
	Sex	Boys (M)		Girls (F)		
Statistical Tools	Text	Set-A	Set-B	Set-A	Set-B	30
	Mean (Average)	23.33	21.66	20.4	19.86	
	Percent (%)	77.77%	70.88%	68%	66.20%	30
Total	Mean	24.49		20.13		
	Percent	74.98%		67.10%		
Difference	Mean	2.36				
	Percent	7.86%				

This above table describes the average RCA of DAS in both sets of URT of boys obtained 23.33 (77.77%) average marks in 'set-A' and 21.66 (70.88%) in set -B whereas the girls obtained 20.4(64%) in 'set- A' and 19.86 (66.20%) average marks out of 30 full marks. The total average marks obtained in URT by the boys was 22.49 (74.98%) and by the girls, on the other hand, was 20.13 (67.10%) out of 30 full marks. The average RCA difference between boys and girls of DAS was 2.36 (7.86%) in the same URT.

3.4.3 Reading Comprehension Ability (RCA) of DAS in SRT: Boys (M) Vs. Girls (F)

Table No. 12

	Sex	Marks obtained in SRT				FM
		Boys (M)		Girls (F)		
Tools	Text	Set-A	Set-B	Set-A	Set-B	30
	Mean	25.77	25.13	24.4	24.46	
	Percent	85.90%	83.76%	81.33%	81.55%	
Total	Mean (average)	25.45		24.43		
	Percent (%)	84.83%		81.43%		
Difference	Mean	3.4				
	Percent	11.33%				

The above table shows that the boys secured 25.77 (85.90%) average marks in set-A and 25.13(83.76%) in set- B whereas the girls obtained 24.4(81.33%) in set A and 24.46(81.55%) average marks in ‘set-B’ out of 30 full marks. The average marks obtained in SRT by the boys was 25.45 (84.83%) and by the girls was 24.43 (81.43%) and the average RCA difference between boys and girls of DAS was 3.4 (11.33%) in the same SRT out of 30 full marks.

CHAPTER – FOUR

FINDINGS, RECOMMENDATIONS AND PEDAGOGICAL IMPLICATIONS

4.1 Findings

The major objective of this study was to find out the reading comprehension ability of the differentially able (e.g. hearing impairment) and able students of secondary level and to compare abilities in terms of informant oriented variables: differentially able (e.g. hearing –impairment) Vs. able students, boys Vs. girls and content oriented variables; seen text Vs. unseen text. The major tools of data collection were the test items containing twenty objective test items and five subjective test items from each reading text, i.e. seen reading texts which are extracted from the English textbook of grade 9 and 10 and the unseen reading texts which are extracted from the newspapers (e.g. The Kathmandu Post and The Kantipur Daily).

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

- 4.1.1 The reading Comprehension ability (RCA) of the able students (AS) was found higher than the differentially able (DAS) both in seen and unseen reading texts.
- 4.1.2 The findings of the reading comprehension abilities of the students in terms of informant-oriented variable are as follows:
 - a. The able students (AS) as a whole has showed better reading comprehension, i.e. 25.25(84.16%) average marks than the differentially-able students (e.g. hearing impairment), i.e. 23.12 (77.08%) average marks.

- b. The boys in average were found better than the girls as a whole in general and both the boys and girls, of Able-Students (AS) were found better than the boys and girls of differentially-able students (DAS) in particular.

4.1.3 The finding of the reading comprehension ability of the students of both AS and DAS in terms of content-oriented variable is as follows: The total average RCA in seen reading text (SRT), i.e. 25.97(86.56%) is better than in unseen reading text (URT), i.e. 22.56 (75.93%) in general, and the RCA of AS is found better in both SRT and URT than the RCA of DAS both in SRT and URT in particular.

4.2 Recommendations and Pedagogical Implications

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

4.2.1 Since the differentially- able (hearing impairment) students could not be able to show their strong outstanding performance in reading comprehension both in seen and unseen text in comparison to their able counterparts (regular) of the same level due to the lack of exposure of loud reading because of their impairment in listening, they need to launch the special programmes and design materials to assist in their reading comprehension ability development. This research study recommends to provide the training of the sign language to the teachers or else manage the interpreter to the hearing impairment students; to design the special supportive materials for them; effective classroom management and to teach using maximum paralinguistic features, lip reading, and total communication mode.

4.2.2 The girls of both AS and DAS were found having lower reading comprehension ability than their boys counterparts, the DAS girls were found having lower reading comprehension ability in their counterpart AS girls.

Therefore, this research study recommends launching the special programs to change the misconceptions and negative attitudes of the parents, teachers and other concerned persons regarding the women education in general and to conduct the teaching-learning activities in the classroom focusing on the girls especially the DAS girls.

4.2.3 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 students. Thus, the research study suggests to teach reading comprehension not only from the text prescribed in the textbooks but also from the newspapers, journals etc; to teach the various sub-skills of reading comprehension such as scanning, skimming, silent reading, intensive reading, extensive reading etc for the development of effective reading comprehension ability in the students; and to teach the differentially-able (e.g. hearing impairment) students using maximum mode of communication (i.e. total communication method).

4.2.4 Finally, the pedagogical implication of this research study may be useful for both the regular and special teachers who are directly and indirectly concerned to the teaching English language in general and teaching reading skill especially to the hearing impairment students in both integrated and segregated classroom setting. This is equally useful for the curriculum designers materials producers, textbook writers and researchers to proceed the activities in considering the especial emphasis on hearing impairment students for teaching reading

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APPENDIX - 5

Marks obtained by Able-students (AS) of Pinnacle Scholars' Academy, Kalanki Kathmandu, in Unseen Reading Text (URT): Boys

SN	Class	Name	Age	Marks Obtained in Unseen Reading Texts(URT)												Total	Difference	
				Set-A						Set-B								
				MC	FG	T/F	MI	St	Total	MC	FG	T/F	MI	St	Total			Fm
1	10	Nischhal Basnet	15	5	5	4	5	9	28	5	5	4	3	8	25	30		
2	10	Kshitiz K.C.	15	4	5	4	5	8	26	5	3	3	5	8	24	30		
3	9	Saurav Gywali	15	5	5	4	3	7	26	5	4	4	3	7	23	30		
4	10	Nitesh Shrestha	14	4	5	4	3	8	24	4	3	5	3	8	23	30		
5	9	Kiran Nepal	15	3	5	5	5	7	26	3	5	3	3	6	22	30		
6	10	Sanjog B.C	14	4	5	3	5	8	25	5	5	4	3	8	25	30		
7	10	Sanjeeb Khanal	15	5	4	5	5	8	27	3	3	5	5	7	23	30		
8	9	Ashesh Gywali	15	4	5	4	5	9	27	4	4	5	4	8	25	30		
9	10	Prajol Subedi	14	3	4	3	4	7	22	4	3	4	3	6	22	30		
10	9	Roman Khadka	15	5	4	5	3	7	26	5	4	4	5	8	26	30		
11	10	Bibek Ghimire	14	4	5	3	4	7	26	3	3	3	3	7	21	30		
12	10	Lucky Singh	15	4	5	5	5	8	27	4	3	4	5	8	24	30		
13	10	Surya Paudel	15	5	5	4	5	9	28	4	5	4	3	8	24	30		
14	10	Dilip Maharjan	15	4	5	4	5	8	26	5	4	4	3	8	24	30		
15	10	Nishan Bhattraï	15	5	3	4	5	7	26	4	3	4	3	7	22	30		
		Mean	26							23							24.5	3
		Percentage (%)	86.66%							76.66%							81.66%	10%

APPENDIX-6

Marks obtained by Able-Students (AS) of Pinnacle Scholars' Academy, Kalanki, Kathmandu in Seen Reading Texts (SRT): Boys (M)

SN	Class	Name	Age	Marks obtained in Seen Reading Texts(SRT)													Total
				Set-A						Set-B							
				MC	FG	T/F	MI	ST	Total	MC	FG	T/F	MI	ST	Total	FM	
1	10	Nischhal Basnet	15	5	5	5	5	9	29	5	4	5	5	9	28	30	
2	10	Kshitiz K.C.	15	4	5	5	5	9	28	4	5	4	5	8	26	30	
3	9	Saurav Gywali	15	5	4	5	5	9	28	5	5	5	5	9	29	30	
4	10	Nitesh Shrestha	14	5	5	4	5	8	27	5	5	4	5	9	28	30	
5	9	Kiran Nepal	15	5	5	5	5	7	27	4	5	4	5	7	25	30	
6	10	Sanjog B.C	14	4	5	4	5	9	27	5	4	5	5	8	27	30	
7	10	Sanjeeb Khanal	15	5	5	5	5	9	29	5	5	5	5	9	29	30	
8	9	Ashesh Gywali	15	5	5	5	5	9	29	5	5	5	5	8	28	30	
9	10	Prajol Subedi	14	5	5	5	5	9	29	4	5	5	5	8	27	30	
10	9	Roman Khadka	15	4	5	5	5	9	28	5	4	5	5	9	28	30	
11	10	Bibek Ghimire	14	5	5	5	5	8	28	5	5	4	5	8	27	30	
12	10	Lucky Singh	15	5	5	4	3	8	27	5	5	5	3	8	26	30	
13	10	Surya Paudel	15	5	4	4	5	8	26	4	5	5	5	8	27	30	
14	10	Dilip Maharjan	15	5	5	5	5	9	29	5	5	5	5	8	28	30	
15	10	Nishan Bhattra	15	4	5	5	5	9	28	5	5	5	3	9	26		
		Mean		27						27							27
		Percentage (%)		90%						90%							90%

APPENDIX - 7

Marks obtained by Able-Students (AS) of Pinnacle Scholars' Academy, Kalanki, Kathmandu in Unseen Reading Texts (URT): Girls (F)

SN	Class	Name	Age	Marks obtained in Unseen Reading Texts(URT)													Total	Difference
				Set-A						Set-B								
				MC	FG	T/F	MI	ST	Total	MC	FG	T/F	MI	ST	Total	FM		
1	10	Sarita Thapa	16	5	4	5	5	8	27	5	5	4	3	8	25	30		
2	10	Pooja Pande	15	4	5	4	5	9	27	4	5	3	5	7	24	30		
3	9	Abina Khadka	14	5	4	5	3	7	26	5	3	5	3	7	23	30		
4	10	Rushma K.C.	15	4	5	5	5	8	27	4	3	5	5	7	24	30		
5	10	Prakriti Silwal	15	4	5	5	5	9	28	3	5	4	5	6	23	30		
6	10	Nabina Khatri	15	5	4	4	5	9	27	4	4	4	3	8	23	30		
7	10	Monika Dangol	16	5	5	4	5	9	28	3	5	5	3	7	23	30		
8	10	Binita Magar	15	4	5	5	5	9	28	4	3	4	5	8	24	30		
9	9	Pranshansa K.C.	14	5	4	4	5	7	27	5	3	4	3	7	22	30		
10	10	Shrity Nepal	15	3	5	4	5	8	27	4	5	4	3	8	24	30		
11	9	Shandhya Shrestha	14	4	5	4	3	8	26	3	4	4	5	8	24	30		
12	10	Rojina Maharjan	15	5	4	5	5	8	27	5	4	3	5	8	25	30		
13	9	Sujata Lohani	14	4	5	4	3	8	25	4	3	4	3	7	21	30		
14	9	Rubi Rana	14	5	4	3	5	7	26	3	5	4	3	7	22	30		
15	10	Jyoti Yadav	15	5	4	4	5	9	27	5	4	5	3	8	25			
		Mean		25						23							24	2
		Percentage (%)		83.33%						76.66%							80%	6.66%

APPENDIX - 8

Marks obtained by Able-Students(AS) of Pinnacle Scholars' Academy, Kalanki Kathmandu in Seen Reading Texts (SRT): Girls (F.)

SN	Class	Name	Age	Marks obtained in Seen Reading Texts(SRT)													Total	Difference
				Set-A						Set-B								
				MC	FG	T/F	MI	ST	Total	MC	FG	T/F	MI	ST	Total	FM		
1	10	Sarita Thapa	16	5	5	5	5	9	29	4	5	5	5	9	28	30		
2	10	Pooja Pande	15	5	5	5	5	9	29	5	4	5	5	8	27	30		
3	9	Abina Khadka	14	4	5	5	5	8	28	5	5	4	5	8	27	30		
4	10	Rushma K.C.	15	5	4	4	5	9	27	4	5	5	3	9	26	30		
5	10	Prakriti Silwal	15	5	5	5	5	9	29	5	5	4	5	8	27	30		
6	10	Nabina Khatri	15	5	5	5	5	9	29	5	5	5	5	8	28	30		
7	10	Monika Dangol	16	5	4	5	5	9	28	5	5	5	3	9	27	30		
8	10	Binita Magar	15	5	5	5	5	8	28	5	4	5	5	8	27	30		
9	9	Pranshansa K.C.	14	5	4	5	5	8	27	4	5	5	3	9	26	30		
10	10	Shrity Nepal	15	5	5	5	3	9	28	5	5	5	5	9	29	30		
11	9	Shandhya Shrestha	14	5	5	5	5	9	29	5	4	4	5	8	26	30		
12	10	Rojina Maharjan	15	4	5	5	5	9	28	5	5	4	5	8	27	30		
13	9	Sujata Lohani	14	5	5	4	5	8	27	5	4	4	3	8	24	30		
14	9	Rubi Rana	14	5	4	5	5	9	28	4	5	4	5	7	25	30		
15	10	Jyoti Yadav	15	5	5	5	5	8	28	4	4	5	5	8	26	30		
		Mean	28							26							27	2
		Precentage (%)	93.33%							86.66%							90%	6.66%

APPENDIX - 9

Marks obtained by Differentially-Able-Students (DAS) of School for the Deaf, Naksal, Kathmandu in Seen Reading Texts (SRT): Boys (M.)

SN	Class	Name	Age	Marks obtained in Seen Reading Texts (SRT)													Total	Differencee
				Set-A						Set-B								
				MC	FG	T/F	MI	ST	Total	MC	FG	T/F	MI	ST	Total	FM		
1	10	Suman Aryal	20	4	5	5	5	8	27	3	5	5	3	7	25	30		
2	9	Ganesh Paudel	22	4	5	5	5	8	27	5	5	4	5	7	26	30		
3	10	Sangum Lama	20	5	5	5	5	5	25	4	5	5	5	7	26	30		
4	9	Arya Kumar Singh	17	4	5	5	5	6	25	4	5	3	5	8	25	30		
5	9	Pawan Bhatta	18	5	5	4	5	6	25	2	5	5	5	8	25	30		
6	10	Bijay Saud	20	4	5	5	4	8	22	2	5	5	5	8	25	30		
7	10	Dinesh Paneru	19	5	5	4	5	5	24	2	5	5	5	6	23	30		
8	10	Manoj Thapa	17	4	5	4	5	6	24	3	4	5	5	9	26	30		
9	10	Saligram Nepal	20	5	5	4	5	7	26	3	5	5	3	9	25	30		
10	10	Rebesh Shresstha	24	4	3	5	5	7	24	4	4	4	3	7	22	30		
11	10	Surendra Shrestha	27	5	2	5	5	8	27	5	5	5	5	7	27	30		
12	9	Anil Upreti	20	5	5	5	5	8	28	4	5	5	5	8	27	30		
13	9	Gopal Shrestha	19	4	5	5	5	9	28	4	4	5	5	8	26	30		
14	9	Shankar Lohani	18	5	5	4	4	8	26	4	5	5	3	6	25	30		
15	10	Vivek Rai	20	4	4	3	5	8	24	3	5	5	3	8	24	30		
		Mean		25.77						25.45							25.13	0.64
		Precentage (%)		85.90%						84.83%							83.76%	2.13%

APPENDIX - 10

Marks obtained by Differentially-Able-Students (DAS) of School for the Deaf, Naksal, Kathmandu in Unseen Reading Texts (URT): Boys (M.)

SN	Class	Name	Age	Marks obtained in Unseen Reading Texts(URT)													Total	
				Set-A						Set-B								
				MC	FG	T/F	MI	ST	Total	MC	FG	T/F	MI	ST	Total	FM		
1	10	Suman Aryal	20	5	4	5	5	5	24	5	4	5	3	6	23	30		
2	9	Ganesh Paudel	22	5	5	4	5	7	26	5	4	5	3	7	24	30		
3	10	Sangum Lama	20	3	3	2	5	7	21	3	3	4	3	6	20	30		
4	9	Arya Kumar Singh	17	5	2	2	5	9	23	5	3	4	4	4	20	30		
5	9	Pawan Bhatta	18	5	5	5	1	7	23	5	4	5	3	5	22	30		
6	10	Bijay Saud	20	4	4	5	5	5	23	5	4	5	3	5	22	30		
7	10	Dinesh Paneru	19	5	4	5	5	5	23	5	4	5	3	4	21	30		
8	10	Manoj Thapa	17	5	4	5	3	5	22	3	4	3	5	4	19	30		
9	10	Saligram Nepal	20	5	4	5	5	5	24	3	4	5	4	5	21	30		
10	10	Rebesh Shresstha	24	5	2	5	3	5	20	5	2	5	3	5	20	30		
11	10	Surendra Shrestha	27	5	2	5	5	8	25	5	4	3	4	7	23	30		
12	9	Anil Upreti	20	5	4	4	5	8	26	5	4	3	3	8	23	30		
13	9	Gopal Shrestha	19	5	5	5	3	8	26	4	4	5	4	4	21	30		
14	9	Shankar Lohani	18	3	2	5	5	6	21	5	4	5	2	6	22	30		
15	10	Vivek Rai	20	5	2	4	5	7	23	4	3	4	3	4	18	30		
		Mean		23.33						21.66							22.49	1.67
		Precentage (%)		77.77%						70.88							74.98%	5.56%

APPENDIX - 11

Marks obtained by Differentially-Able-Students (DAS) of School for the Deaf, Naksal, Kathmandu in Seen Reading Texts (SRT: Girls (F.))

SN	Class	Name	Age	Marks obtained in Seen Reading Texts(SRT)												Total	Difference
				Set-A					Set-B								
				MC	FG	T/F	MI	ST	Total	MC	FG	T/F	MI	ST	Total	FM	
1	10	Jamuna Dahal	18	5	3	5	5	7	25	4	5	4	5	6	24	30	
2	10	Punam Thapa	19	5	5	4	5	8	27	3	5	4	3	9	24	30	
3	9	Archana Saiju	21	4	5	5	4	5	23	4	5	2	5	6	23	30	
4	10	Sunita Patuwar	19	5	5	3	5	8	26	3	5	5	3	9	25	30	
5	9	Tsering Lama	19	4	5	3	5	7	24	4	4	4	5	8	25	30	
6	10	Karuna Phuyal	19	4	4	4	4	6	22	4	3	5	5	7	24	30	
7	9	Snjita Limbu	20	5	5	3	5	8	26	2	5	4	5	8	25	30	
8	10	Sabirti Nagarkoti	18	4	4	5	5	6	24	4	4	5	5	4	22	30	
9	9	Anita Parjapti	18	5	5	3	5	8	26	4	5	4	5	6	24	30	
10	10	Ahilya Tandukar	17	5	5	5	5	8	28	4	5	4	4	8	25	30	
11	9	Kabita Chitrakar	19	5	4	4	5	5	23	3	5	4	5	9	26	30	
12	10	Manju Ghimire	18	5	4	5	5	6	25	4	4	3	5	7	24	30	
13	10	Babita Paudel	17	5	5	4	5	5	24	3	5	4	5	8	25	30	
14	10	Rama Shrestha	20	3	5	3	5	8	24	5	5	4	5	6	25	30	
15	10	Sonam Shrestha	17	5	5	4	5	8	23	4	5	3	5	9	26	30	
		Mean		24.4					24.46							24.43	0.6
		Precentage (%)		81.33%					81.55%							81.43%	2%

APPENDIX - 12

Marks obtained by Differentially-Able-Students (DAS) of School for the Deaf, Naksal, Kathmandu in Unseen Reading Texts (URT: Girls (F.))

SN	Class	Name	Age	Marks obtained in Unseen Reading Texts(URT)													Total	Difference
				Set-A						Set-B								
				MC	FG	T/F	MI	ST	Total	MC	FG	T/F	MI	ST	Total	FM		
1	10	Jamuna Dahal	18	5	2	5	3	3	18	3	3	5	3	6	20	30		
2	10	Punam Thapa	19	4	4	3	3	9	23	4	4	5	2	7	22	30		
3	9	Archana Saiju	21	4	3	1	5	8	21	4	4	3	3	8	22	30		
4	10	Sunita Patuwar	19	4	5	3	5	7	24	4	4	4	2	7	21	30		
5	9	Tsering Lama	19	4	4	4	3		15	3	3	5	3	3	17	30		
6	10	Karuna Phuyal	19	4	3	3	5	3	18	3	2	4	3	5	17	30		
7	9	Snjita Limbu	20	4	4	3	2	6	19	4	3	3	4	4	18	30		
8	10	Sabirti Nagarkoti	18	4	4	3	3	5	19	3	2	3	3	7	18	30		
9	9	Anita Parjapti	18	4	3	4	5	8	24	5	4	4	3	8	24	30		
10	10	Ahilya Tandukar	17	5	2	3	3	8	21	3	3	4	3	7	20	30		
11	9	Kabita Chitrakar	19	5	2	3	5	7	22	4	2	2	4	6	18	30		
12	10	Manju Ghimire	18	5	1	4	5	6	21	4	3	4	3	7	21	30		
13	10	Babita Paudel	17	5	5	4	4	2	18	3	3	4	3	4	17	30		
14	10	Rama Shrestha	20	4	2	2	5	8	21	4	3	3	3	7	20	30		
15	10	Sonam Shrestha	17	5	4	2	3	8	22	4	4	4	4	7	23	30		
		Mean	20.4							19.86							20.13	0.54
		Precentage (%)	68%							66.20%							67.10%	1.8%