

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Human beings use language as a means of communication. It is regarded as the most valuable possession of the human race. It is an important gift for human beings. It is a complex social phenomenon which helps us in establishing relations among the human beings. It is dynamic and open system that allows human to communicate their thoughts, feelings and desires, emotions, experiences and ideas. It is said to be species specific that is uniquely human. The widely known definition of language is the voluntary vocal system of human communication. All the human beings begin to acquire at least one language during their babyhood, and become linguistically matured when they are five or six years of age.

Robinson (1972) argues, "A language is a symbol system based on pure or arbitrary convention infinitely extended and modifiable according to changing needs and condition of speakers" (p.12). Hornby (2005) defines language as "the use by humans of a system of sounds and words to communicate" (p.862). Sapir (1971) states, "Language is primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" (p.8). In the Encyclopedia Britannica (Vol. 6, p. 14) language is defined as system of conventional spoken or written symbols used by people in a shared culture to communicate with each other. To Block and Trager, a language is a system of arbitrary vocal symbols by means of which a social group co-operates. Similarly, Richards et al. (1991) define language as "... the system of human communication which consists of the structural arrangement of sound (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances" (p.196).

Most of the definitions mentioned above share similar ideas supporting the argument that language is primarily a means of human communication to communicate thoughts, feelings, ideas and emotions. These definitions also indicate that the language is a complex phenomenon used for human communication.

English formally entered in Nepalese education system right since the establishment of Durbar High School in 1910 B.S. by Junga Bahadur Rana. Nepal right from the very beginning has been making tremendous attempt both in terms of money and time at producing its graduates, at different levels from school to university, as the competent English users both in writing and speaking but output is not claimed to be as satisfactory as to account for even a halfway success. Realizing the importance of English in Nepal, it has been prescribed as a compulsory course in the curriculum of schools and colleges. English is taught and learnt as a compulsory subject up to graduate level and optional subject from secondary level to post-graduate level. In addition, a number of English schools have been established at private sector where English is the medium of teaching. Thus, English occupies an important place in both governmental and non-governmental sectors in Nepal.

### **1.1.1 Importance of English Language**

Language is a very important mode of communication among humans. It is difficult to think of a society without language. It gives shape to the people's thoughts, guides and controls their entire activities. Language has enabled man to establish great civilization on the earth. It is the carrier of civilization and culture as human thoughts and philosophy are conveyed from one generation to another through the medium of language. It is the only strongest means of transmitting our culture, tradition, custom, literature and arts as well as the whole of our achievements from generation to generation. In a nutshell, language is the

marvelous means of communication; the importance of language on human life can not be exaggerated.

There are varieties of language in the world and English is the most widely used language among them. It is the most prestigious and dominant language. It is the richest language in the world in terms of the functions and vocabularies. English has gained the status of international language which is also known as a global language. It is one of the UN languages. English is a store house of knowledge. Most of the books in the world are written in English. So it is dominant in almost all areas e.g. business, many media, science and technology, diplomacy, language teaching, medicine, etc. It has been accepted as the only means to link the people in global perspectives. It is claimed that one in every seven people in the world can speak the English language. It serves as a lingua franca among many speech communities.

According to the survey of UNESCO, more than 60 countries of the world use English as an official language, about 160 million people listen to English radio programmes, over 60 million children study English at the primary level and more than 350 million people of the world speak English as their native language. It is a medium to learn history, culture, and life style of the people who belong to the English language as their mother tongue. It also helps to exchange culture and to grab golden opportunity, and it is also important for accelerating process of modernization in Nepal. That is why it can improve human status.

Therefore, the vital importance of it can not be summarized within a page.

### **1.1.2 The Nepali Language: An Introduction**

The Nepali language is also called 'khas language', 'pahadiya language' and 'parwate language' as well. It belongs to Indo-Aryan branch of the Indo European family that is spoken in all parts of Nepal and many other countries of the world. It is written in Devenagari script. It follows S-V-O sentence structure.

According to the Central Bureau of Statistics 2004 on the basis of the census 2001, the Nepali language is spoken by 48.61 percent of the Nepalese as the mother tongue and it is the largest language of Nepal in terms of its native speakers. It is the only official language of Nepal. The people of different castes of our country speak Nepali as their mother tongue. Brahmin and Chhetri, major castes of our country, speak Nepali as their mother tongue.

Different scholars have different opinions about the origin of the Nepali language. The Nepali language was derived from Sanskrit (most advanced language in the past) language. This is the most widely accepted and convincing opinion about the origin of the Nepali language. Mainly 'Khases' are the speaker of the Nepali language. They can be found in 'Kheber vale', in most of the parts of Nepal and many parts of India as well. These khases were used to live in different part of India especially in the west Himalayan area. They came to Nepal through Tibet many years ago due to the attack of Muslim in India.

'Baj Parichaya' 1000 B.S. is the first documented proof up to now about the origin of the Nepali language. In the beginning, the Nepali language used to be used by khas people only but gradually it was adopted as a royal language of Nepal. After the integration of big Nepal, it was established as the language of the nation. Nepali was also extended to many other countries by the migrated people from Nepal. Besides this many literary text, articles, books etc. were started to be published in Nepali after 1000 B.S., as a result, it became popular. Not only this, it got its more popularity and advanced development by the development of different social subjects in Nepal like astrology, medical science, policy, religion and legend etc. Nepali serves as linguafranca among different speech communities in Nepal.

### **1.1.3 The Tharu Language: An Introduction**

Tharus have been living particularly in the Terai belt region of Nepal. They are original inhabitants of the forest of the Terai and dun valley of Nepal. They speak their own mother tongue which is called the 'Tharu Language'. The Tharus speak a hybrid language which resembles Bhojpuri, Abadhi and Magohi. The Tharu language seems to have the regional effect: in the east it is influenced by Maithili, in the central by Bhojpuri and Awadhi, in the west and far western by Magohi.

Tharu is one of the varieties of language spoken in Nepal. Mainly it is spoken in the southern part of Nepal in 22 districts. They are Jhapa, Morang, Sunsari, Udaypur, Saptari, Siraha, Dhanusha, Mahottari, Sarlahi, Rautahat, Bara, Parsa, Chitwan, Nawalparasi, Rupandehi, Kapilvastu, Dang, Surkhet, Banke, Bardia, and Kailali districts. A very few Tharu speaking people live in the hills and even fewer of them live in the high mountains.

Generally, the Tharu language belongs to Indo-Aryan language family. According to the Central Bureau of statistics 2004 on the basis of the census 2001, the Tharu language is spoken by 5.86 percent of the Nepalese as a mother tongue and it is the fourth largest language of Nepal. Though it has a long history, it has not its own script; therefore, it uses Devanagari script. It follows S-V-O sentence structure.

Tharu is specifically classified as Indo-Aryan, Central Zone, Western or Eastern Hindi Branch. Some considered them as distinct languages, and classified all. The Tharu language which we generally think is not the same in the different parts of the country. It is also affected by the geographical boundaries and adjustment with other language users. So far detail and effective studies about Tharu language have not been done. A number of studies have been carried out but these are not sufficient. Many scholars have said that Tharus have no actual language of their

own. They say that Tharu speech variety has greatly been influenced by larger better known Indian languages found nearby such as Hindi, Bhojpuri, Maithili and so forth, and just be the mixture of them. Everywhere the Tharus speak more or less correctly the language of Aryan races with whom they are immediately in contact.

Many of the people also believe that they have come from the Thar Desert of Rajasthan in India, having fled at the time of Islamic invasions. Some maintain that they are the descendants of Rajput woman who settled and intermarried with their servant after the exodus from Rajasthan. The Tharus whether of the east, middle or of the west are the same origin. They originated around Kapilvastu and Taulihawa of our country.

#### **1.1.4 Language Proficiency**

Language proficiency refers to the ability and capacity obtained in all four language skills: listening, speaking, reading and writing. It is the capability or the efficiency of the learners for the broader skills of language. It means a proficient speaker (user) of language should be able to listen to and understand, speak, read and write perfectly in the same language.

Carroll (1980, p. 8) maintains the view that language proficiency should prove an adequate indication of the candidate's ability to cope with real situations. This means the language proficiency determines the abilities of the candidates in a language and by the help of language abilities they can tackle the various linguistic situations. The output of the candidates' performance is an indicator to describe to what extent they are being proficient.

Similarly, Alderson and Hughes (1981) state that "... language proficiency is what language proficiency tests measure" (p.152). To Allen and Davies (1977) "Proficiency in a language implies adequate control over language skills for an

extra linguistic purpose" (p.46). Likewise, Richards et al. (1999) define language proficiency as "the degree of skill with which a person can use a language, such as how well a person can read, write, speak or understand language" (p.204).

Regarding language proficiency, The Council of Chief State School Officers (CCSSO) defines English language proficiency as 'a fully English proficient student is able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom.

Four language skills contribute to proficiency as follows:

- ) Reading: the ability to comprehend and interpret text at the age and grade appropriate level.
- ) Listening: the ability to understand the language of the teacher, and instruction, comprehend and extract information and follow the instructional discourse through which teachers provide information.
- ) Writing: the ability to produce written text with content and format fulfilling classroom assignments at the age and grade appropriate level.
- ) Speaking: the ability to use oral language appropriately and effectively in learning activities (such as peer tutoring, collaborative learning activities, and question or answer sessions) within the classroom and in social interactions within the school' (www.ncela.gwu.edu., 1992, p. 7).

The CCSSO further adds to the definition of English language proficiency as 'having a language background other than English and his or her proficiency in English is such that the probability of the student's academic success in an English- only classroom is below that of an academically successful peer with an English background' (www.ncela.gwu.edu., 1992, p. 7).

Having gone through the above definitions, we can say that language proficiency can be measured in terms of the four language skills i.e. listening, speaking,

reading and writing. The total combination of these skills reflects the proficiency of someone else's in a particular language.

### **1.1.5 Language Testing: An Introduction**

Language testing is a process by which a student's ability, knowledge, performance or progress in language use can be measured. That means, language testing is a process to understand student's strengths and weaknesses, to gauge their progress and to determine their achievement levels. What we test and how we test are very important aspects of language testing. Testing is used as a process of examining how far learners have learnt what the teacher wishes them to learn. In this process, the teacher usually makes queries in the classroom during or after his teaching or administers an examination at the end of a lesson or a unit or chapter or a course of study. So, testing is an integral part of education.

The proper employment of testing can ensure the matching of educational programme within the state of the student's knowledge and their motivation. Appropriate testing of achievement ability and attitudes are needed to determine the amount of learning acquired by each student and to decide on the nature of later programme. Language testing includes both linguistics and psychology because it is concerned with language and learning. Language testing is a complex matter. The trend of language testing has completely changed in language education. The testing is used as a process of scrutinizing how far learners have learnt what the teacher wishes them to learn.

Testing and teaching are very closely linked together. In order to ensure that the teaching is effective, testing is used in the classroom or after the classroom teaching. In the past, when teaching began obviously testing also began. But it was only after the World War Second, the idea of language testing appeared as a distinct activity. Before that there was no clear distinction between teaching and testing.



### **1.1.6 Reading: An Introduction**

The term 'reading' can be defined in many ways. It is regarded as the amalgamation of visual and non-visual experience or behaviour. It is a process of 'understanding a text' in its simple sense. Understanding a text means comprehending of a text. Thus, reading is the total understanding of a message in a text. That means reading is decoding print or deciphering print or reading is understanding, interpreting or making sense of a given text.

Reading is the third language skill in accordance with the natural order. It involves the process of decoding, i.e. converting language into message. While reading, the reader constructs the message from the graphic symbols. Reading is more than seeing words clearly, more than pronouncing printed words correctly, more than recognizing the meanings of isolated words. It requires think, feel and imagine. Williams (1984) says, "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 letter and word" (p. 3).

Reading consists of different components. It comprises two major aspects; mental and physical. Both aspects are correlated. Reading is not only a mental process but also a physical process. It is a mental process in the sense that reading crucially involves mind and it is a physical process as it involves vision and the movement of the eyes. Reading is a process of communication. The writer communicates with the reader and the reader interacts with the writer's assumptions or intentions. Reading is one of the basic skills of language development.

Reading process includes two quite separate activities: reading for meanings (silent reading) and reading aloud. Silent reading is the activity we normally engage in when we read books, newspapers, road signs, etc. It involves looking at sentences and understanding the message they convey, in other words, reading means '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. Normally when we read our eyes take in whole phrases at a time, they do not move from word to word in a straight line but flick backward and forward over the text. In this regard, we can say that a good reader does not read one word, stop, think, check his dictionary and move on to the next word. Reading includes a variety of skills. Munby (1979) has identified the following as sub-skills of reading (as cited in Khaniya, 2005, p. 143).

- Recognizing the script of a language
- Deducing the meaning and use of unfamiliar lexical items
- Understanding explicitly stated information
- Understanding information not explicitly stated
- Understanding conceptual meaning
- Understanding the communicative value (function) of sentences and utterances
- Understanding relations within the sentence
- Understanding relations between the parts of a text through lexical cohesion devices
- Understanding cohesion between parts of a text through grammatical cohesion
- Interpreting text by going outside it
- Recognizing indicators in discourse
- Identifying the main points or important information in a piece of discourse
- Distinguishing the main idea from supporting details
- Extracting salient points to summarize (the text, an idea, etc.)
- Selective extraction of relevant points from a text
- Basic reference skills
- Skimming
- Scanning
- Scanning to locate specifically required information

- Transcoding information to diagrammatic display

To sum up, while defining 'reading', the Department of Education and Science (1975) describes three types of skills involved in reading: Primary, Intermediate, and Comprehension. 'Primary skill' is seen as the responses to the print by recognizing the stage of the separate letters, groups of letters and the whole words. 'Intermediate skill' is seen as the ability to handle the sequence of letters, words and larger units of meaning. 'Comprehension skill' is seen as the way a reader extracts meaning from the printed page: i.e. understanding the writer's intended meaning. (as cited in Khaniya, 2005, p.141)

#### **1.1.6.1 Reading Comprehension**

Reading comprehension means extracting the required information from a written text. That means reading comprehension is the process of understanding and constructing meaning from a piece of text. Comprehension in reading generally defines as getting meaning from it. The word comprehension literally means 'holding together'. Thus, reading comprehension means that the reader holds together in his mind the elements of meanings coded by a writer into print.

Reading comprehension disabilities become most apparent when the reader is unable to grasp the meaning from a text. Reading comprehension may be affected by the difficulty of the text, the words used in the text and the reader's familiarity with the subject matter, among other factors. Comprehension is one of the several skills that make up the process of reading. A good reader comprehends a writer's meanings more fully and exactly than a poor reader. The writer will suggest the reader in his writing numerous devices but he must depend upon the experience and skill of the reader to bring meanings to the words that is to comprehend.

Skilled reading comprehension involves the use of a number of cognitive skills. At the lower most cognitive level skilled readers automatically recognize letters and

words, and they automatically activate the meaning of words when they read them. One interesting aspect of the meaning activation part of reading is that we actually activate multiple meanings of words when we read them and settle on a specific meaning a brief time after a word is read. Skilled reading comprehension also involves higher level cognitive processes such as relating what you are reading to what you already know, and creating inferential bridges to span between things that are written and things that your experience tells you must be true.

There are four requisites for comprehension. They are: adequately functioning perceptive and cognitive skills; sufficient prior experience related to the coded message; knowledge of the code of writing; and motivation, purpose and interest.

### **1.1.6.2 Testing Reading Comprehension**

Reading is the skill of recognizing words or word groups and deducing meaning from the text. While reading, the reader should know the implicit and explicit meaning of the text and be able to predict what comes next. That means the reader should be able to get the intended information from the text. To test the reading skill of the learners, they are asked not only to simply read the text but also to express if he or she perceived the required information or not.

Reading skill is a combination of a set of sub-skills. 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, understanding relations between the parts of a text through lexical cohesion and grammatical cohesion devices, etc. When testing reading, it is only reading that has to be tested, and nothing else or not any other skill unless integrative skills are to be tested. Reading varies according to the purpose of reading and the type of text. For example, the way we read an advertisement is different from the way we read an academic article. That means reading comprehension depends on why we read a text. It also depends on the levels of learners.

There have been several studies on the nature of reading comprehension. However, the dispute whether reading is a unitary competence or a series of skills seems to be unresolved: some research studies find it a single factor, whereas some studies find it a composite form of several sub-skills. (Khaniya, 2005, p.140)

Is reading comprehension a combination of reading sub-skills? Harrison and Dolan (1979) discuss the studies carried out by Davis (1944 and 1946) and Threstone (1946) on the nature of reading comprehension. In these studies, data was analyzed by using factorial techniques. Davis came up with the results which show the involvement of five factors in the process of reading comprehension. But Threstone found only one factor salient when he analyzed the same data. So the argument that reading comprehension is a series of sub -skills was not beyond suspicion. (Khaniya, 2005, p.140)

Harrison and Dolan (1979) report the study based on the Edinburgh Reading Test. This test was designed by using four passages (600 words) to measure different sub-skills - word meaning, literal comprehension, inference, metaphor, selecting salient points from a text and evaluation. The data obtained from the test was analyzed by performing different statistical analyses including principal component analysis (Kaiser 1970). The researcher could not find any clear indication so that they could argue that the test measured distinct abilities. This assumption was further backed by Lunzer et al's (1979) study. They designed batteries of tests to investigate whether reading comprehension is unitary or manifold. They used factorial techniques for data analysis. Their hypothesis that reading comprehension is a set of sub-skills was unconfirmed. (Khaniya, 2005. p. 141).

So, for our purpose it is wise to adopt strategies to test reading as a combination of a set of sub-skills. The following techniques can be applied to test reading skill of a learner.

- Matching items
- Multiple choice items
- True or false items
- Short answer questions
- Rearrangements
- Cloze procedure
- Cloze test
- Completion items

To develop reading skill of the students, HSEB has introduced the course naming 'Meanings into Words' which contains some authentic reading texts. The students get practice through these reading texts which help them to comprehend them. In the final exam, there is also a provision of asking reading text to the students. In higher Secondary Level, 12.5% marks is covered by reading text in which grade eleven contains 10% and twelve contains 15% marks in final exam. Therefore, grade eleven and twelve students should have sound skill in reading and comprehending seen and unseen texts, i.e. authentic ones (e.g. magazines, newspapers, stories and so on).

Among different techniques, the five most popular techniques of testing reading comprehension are used to determine their level of reading comprehension in this research. These techniques are: short answer question, matching items, multiple choice items, true or false items and completion items. These are briefly described below:

**i. Short Answer Questions**

This technique is subjective type of test. Here students are required to give their answer from the reading text. Such question seeks for short answer which is impossible to give without comprehending passage.

**ii. Matching Items**

The technique is objective type of test. The items are given in column 'A' and column 'B' and testees are asked to match column 'A' with column 'B' which are related. For example, matching meaning.

**iii. Multiple Choice Items**

This technique is also objective type of test. Students are provided with some choices and they have to choose the correct one. A multiple choice test usually consists of an item and a number of options often called choices or distracters, only one of which is correct.

**iv. True or False Items**

This technique is also objective type of test. In such type of test, statements are given and students have to find out whether the given sentence is true or false according to the reading text that they are provided. They can easily and quickly be constructed.

**v. Completion Items**

It is also an objective type of test. In completion items of testing reading, the testee is required to supply a word or a short phrase. A completion item may consist of blanks for completion in the items following the text.

**1.1.7 Proficiency Test: An Introduction**

A proficiency test is one that measures candidate's overall ability in a language. It is not related to any specific course. Thus, it is concerned with the students' current standing in relation to his future needs. It is administered to investigate whether or not a candidate has adequate proficiency in the language in question in order to cope with the anticipated course or job. Allen and Davies (1977) state, "Proficiency tests are concerned with assessing what has been learned of a known or an unknown syllabus' (p.46). Similarly, Hughes (1989)says that proficiency

tests are designed to measure people's ability in a language regardless of any training they may have had in that language. He further says the content of a proficiency test is not based on the content or objectives of language courses which people taking the test may have followed. Likewise, Heaton (1988) says, "The proficiency test looks forward, defining a student's language proficiency with reference to a particular task which he or she will be required to perform" (p.172). To Harrison, the aim of a proficiency test is to assess the student's ability to apply in actual situations what he has learnt. Richards et al. (1999) define it as "a test which measures how much of a language someone has learned" (p.292). Following Alderson and Hughes (1981) "Proficiency tests are not based up on any particular syllabus..." (p. 123). Davies et al. (1999) define it as a measure of how much of a language someone has learned.

So proficiency test is rarely based on any syllabus but it is concerned with future performance than past experience. It is a forward looking test since it defines the ability of a student to use a language with reference to a particular task which the learner is expected to perform in the future. It is used to examine whether someone has sufficient command over a language for a particular purpose.

According to Richards et al. (1999) language proficiency may be measured through the use of a proficiency test. So, proficiency test is the only way to measure language proficiency of students. The researcher uses proficiency test to find out their level of reading comprehension in this study.

### **1.1.8 Proficiency and Error: Relation**

Proficiency indicates the overall language ability that enables the learners to use the language appropriately and accurately. In other words, a proficient user of language should be able to listen and understand, speak, read and write perfectly in the same language. But error is the inadequate use of language due to incomplete knowledge of the language which happens in competence level.



Proficiency test measures people's language ability without considering the course they have been taught and in which situation they learnt. In proficiency test, the learners commit less error if they have good proficiency in that language and if they have poor proficiency, they commit more errors in language use. So, the terms proficiency and error are interrelated.

Therefore, proficiency is determined on the basis of errors committed by the learners. There is no exact scale of measuring proficiency, so it is measured on the basis of errors committed by learners or students and leveled their proficiency.

In this study, The researcher tests the level of reading comprehension of grade twelve students and their level of reading comprehension is determined on the basis of the errors committed by them. Then, their level of reading comprehension is compared.

## **1.2 Literature Review**

Having gone through the research works carried out in the Department of English Education, different research studies have been carried out related to this area but no research has been done regarding the comparative study of reading comprehension between Tharu native speakers and Nepali native speakers in Rupandehi district studying at grade twelve. Some of the researches carried out in the Department of English Language Education related to this study are as follows:

Siwakoti (1996) studied on "An Analysis of the Reading Proficiency of the Secondary School Students of Jhapa District". He found that the students of urban schools performed better than the rural schools.

Shrestha (1998) carried out a study on "Reading Comprehension of the Students of Grade Eight in Lalitpur District". The researcher compared the reading proficiency

of eighth graders of Lalitpur district and found out that the students could comprehend the seen texts better than the unseen texts.

Suvedi (2000) carried out a research on "Reading Comprehension of the Grade Nine Students of Kathmandu and Jhapa Districts". The researcher found out that the students studying in government aided schools of Kathmandu had higher reading proficiency than the students of Jhapa district.

Gaulee (2001) carried out a research on "English Reading Speed of Nepalese Students" involving the students of secondary education from Dailekh, Surkhet and Kathmandu districts. His study found that students of Kathmandu had the fastest reading speed of all.

GC (2002) made a study on reading comprehension ability of the PCL first year students and found that the girls were slightly better than the boys. Similarly, the Indo-Aryan native speakers were found to be better than the Tibeto-Burman native speakers.

Patel (2003) did study on "Reading Comprehension Ability of the Students of Grade Ten". He found that the average proficiency of grade ten of Rautahat and Makawanpur in comprehending unseen text is 46.78% and seen text is 62.19%. So his study concluded that seen text is highly comprehended than unseen text.

Bhattarai (2004) made a study to find out the reading comprehension ability and the speed of PCL first year and grade eleven students and found out that the eleven graders have comparatively better reading comprehension ability and speed than those of PCL first year students.

Neupane (2006) carried out a research on "Reading Proficiency of Grade Ten Students of Kathmandu and Gorkha Districts". Her study found out that the proficiency level to comprehend the written text of the students of Kathmandu and Gorkha districts is 64.60% and 64.22% respectively. It shows that there is no

significant difference between the performance of the students of Kathmandu and Gorkha districts.

Adhikari (2008) made a study on “Reading Proficiency of Bilingual and Multilingual Learners”. His study found out that the bilingual learners were better in comprehension test than their multilingual counterparts. But no significant difference was found between reading proficiency of the bilingual and multilingual learners. The average mark obtained by the bilingual learners is 10.28 out of the full mark 15.

The present study is different from those previous studies mentioned above in the sense that it tries to find out the level of reading comprehension of the Nepali native speakers and Tharu native speakers studying at grade twelve in Rupandehi district. After finding out their level of reading comprehension, their level of reading comprehension is compared using some statistical tools to find out whether there lies any significant difference between them or not.

### **1.3 Objectives of the Study**

This research had the following objectives:

- i. To determine the level of reading comprehension of Nepali and Tharu native speakers studying at grade twelve.
- ii. To compare their level of reading comprehension.
- iii. To suggest some pedagogical implications of the findings of the study.

### **1.4 Significance of the Study**

This study mainly concerns with the reading comprehension of Nepali and Tharu native speakers. Therefore, it shows the level of reading comprehension of the respected speakers. That means, this study reflects the actual reading capacity of the learners. So, it is useful to the linguistic and pedagogic points of view.

This study is useful for prospective researches as well as teachers who want to undertake researches on different aspects of reading comprehension. The findings of the study will also be significant to all those who are directly or indirectly involved in teaching and /or learning English as a second and /or foreign language especially in the context of Nepal. It will be an important aid to the curriculum designers, textbook writers, subject experts, language teacher trainers, university students and so on.

### **1.5 Definition of the Specific Terms**

**Calculated value:** The value outcome through mathematical calculation

**Mean:** The average of the set of numbers

**Nepali native speaker:** Those speakers whose mother tongue is Nepali language.

**Reading Comprehension :** The process of comprehending the meaning of the reading texts.

**Standard Deviation:** Deviation of scores from the mean

**Tabulated Value:** Already set values in table

**Tharu native speakers:** Those speakers whose mother tongue is Tharu language.

**T-test:** T-test refers to a quantitative procedure for determining statistical significance of the difference between the means on the two sets of score

**T-value:** Calculation obtained from the mean and standard deviation of the given samples

## **CHAPTER TWO**

### **METHODOLOGY**

The present study is an attempt to determine and compare the level of reading comprehension of the Nepali and Tharu native speaker students and to suggest some pedagogical values as well. This section, in general, deals with the methodology adopted for achieving the objectives of the study. The methodology adopted for achieving the objectives in this study was as follows:

#### **2.1 Sources of Data**

In order to carry out this research, the researcher collected data from both primary and secondary sources. The sources of data were as follows:

##### **2.2.1 Primary Source of Data**

The primary data for the study were collected from the Tharu and Nepali native speaker students who were studying at grade twelve in Rupandehi district.

##### **2.1.2 Secondary Source of Data**

The secondary sources of data of this study were various books, journals, papers, research reports, articles etc. Some of them were: Meanings into Words: Intermediate and Upper-Intermediate, Best and Kahn (2002), Nunan (1993), Khaniya (2005), Miller and Miller (2004), Heaton (1988), and Young Voices in ELT (2004).

#### **2.2 Sample of the Study**

The sample of the study consisted of eighty Nepali and Tharu native speaker students who were studying at grade twelve of five different higher secondary schools in Rupandehi district.

### 2.3 Sampling Procedure

In this study, the sample consisted of eighty Nepali and Tharu native speaker students of Rupandehi district who were studying at grade twelve. The researcher selected five different higher secondary schools for his study. He selected sixteen students from each five schools and they were selected through purposive or judgemental non-random sampling procedure. Among eighty students, forty were Nepali native speakers and equal number of Tharu native speakers. Equal number of male and female students were selected, i.e. twenty male and twenty female students from the Nepali native speakers and the same was the case with the Tharu native speakers.

**Table No. 1**

**Total Sample Population of the Study**

| S.N. | Schools                      | Nepali Native Speaker |        | Tharu Native Speaker |        | Total |
|------|------------------------------|-----------------------|--------|----------------------|--------|-------|
|      |                              | Male                  | Female | Male                 | Female |       |
| 1    | Pharsatikar Higher Secondary | 4                     | 4      | 4                    | 4      | 16    |
| 2    | Navaratna Higher Secondary   | 4                     | 4      | 4                    | 4      | 16    |
| 3    | Parroha Higher Secondary     | 4                     | 4      | 4                    | 4      | 16    |
| 4    | Ramapur Higher Secondary     | 4                     | 4      | 4                    | 4      | 16    |
| 5    | Pashupati Higher Secondary   | 4                     | 4      | 4                    | 4      | 16    |
|      | Grand Total                  |                       |        |                      |        | 80    |

### 2.4 Tools for Data Collection

The tools for the study were test items which contained two types of questions, i.e. subjective and objective along with reading comprehension passages. Two seen and two unseen texts were extracted to test readings comprehension of the students. For testing their reading comprehension, subjective test items contained 50% marks

and objective test also contained 50% marks. There were twenty subjective questions and forty objective questions altogether. Subjective questions contained short answer questions and objective questions contained completion item, matching item, true or false item and multiple choice item. Short answer question contained 2 marks for each question and objective questions contained 1 mark for each question. (See appendix no. 1).

## **2.5 Pilot Test**

Test items are the tools to measure and evaluate the students' performance. While constructing a test to be administered to the students, it should be borne in the mind that the test items being constructed must meet the objectives specified. The test items must be suitable for the students who are going to be tested. Students' performance can be resulted in according to the nature and the difficulty level of test items. So, in order to find out the appropriateness of the test items, a pilot test was carried out. The test items were constructed and administered to ten students studying at grade twelve in Suryapura Higher Secondary School, Rupandehi. After the test, answer sheets were checked and marks were provided. The mean score of the students was 50.5 marks out of 80.00 marks, i.e. 63.15%. So, the test items constructed for the present study were appropriate. The researcher realized that the test items constructed need not to be changed. So, all the test items were taken as the final form.

## **2.6 Process of Data Collection**

The researcher visited the different five higher secondary schools of Rupandehi district for his study where Tharu native speakers and Nepali native speakers were studying at grade twelve. He collected the sample in equal number of male and female Nepali native speakers and Tharu native speakers according to his ease from the school since it followed purposive or judgemental non-random sampling

procedure. He sampled the population through the same process until and unless he got required sample size.

After sampling the population, the researcher made them clear about the study. Then, he distributed the test papers to the sampled population and though the instruction was apparently given on the test papers, he briefly told them what they were supposed to do and he administered the test with the time limit of 2 hours 30 minutes. After the test was over, he collected the test papers and thanked the students for their active participation. At last, he thanked the school administration for providing chance to collect data for the study.

## **2.7 Limitations of the Study**

The study had the following limitations:

- i. The study was confined to only eighty students of Rupandehi district who were studying at grade twelve.
- ii. Only forty Nepali native speakers and forty Tharu native speakers were the population of this study.
- iii. The findings were based on the test items administered to them.
- iv. Only reading comprehension (not other skills such as listening, speaking and writing) was taken into account.
- v. The area of the study was only five higher secondary schools of Rupandehi district.
- vi. Students' level of reading comprehension was calculated on the basis of right answers provided by them.
- vii. The primary data was collected only from written test.



## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This is the main part of the research report which contains the tabulation of data, their analysis and interpretation.

The main purpose of the study was to determine and compare the level of reading comprehension of the Nepali and Tharu native speaker students who were studying at grade twelve in Rupandehi district. To achieve the objectives of the study, a set of test items were prepared to collect data which contained two types of question, i.e. subjective and objective along with two seen and two unseen reading comprehension passages. Subjective test items covered 50% marks which contained short answer questions and objective test items also covered 50% marks which contained completion item, matching item, true or false item and multiple choice item. Different students were requested to write the answers to the given questions.

The researcher carefully collected the answer sheets of all the students, checked all of them and the scores were tabulated. From the study it was found that the students studying at the same level also had different reading proficiency. Some of them were average; some of them were above average and some of them were below average. Generally, mean was taken to show the level of reading comprehension of the targeted groups.

The mean was calculated using the following formula:

$$\bar{X} = \frac{\sum fm}{N}$$

The students' level of reading comprehension was determined and compared on the basis of the marks obtained by the students. At the end, a t-test was applied to find out whether or not the difference in reading comprehension between the

Nepali and Tharu native speaker students who were studying at grade twelve in Rupandehi district was significant.

Thus, t-calculating formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

The data were analyzed and interpreted in the following way:

### 3.1 Reading Comprehension of Nepali and Tharu Native Speakers

This section deals with reading comprehension of the Nepali and Tharu native speaker students. Table No. 2 shows their reading comprehension.

#### 3.1.1 Comparison of Reading Comprehension of Nepali and Tharu Native Speakers

The table given below shows the reading comprehension of the Nepali and Tharu native speakers.

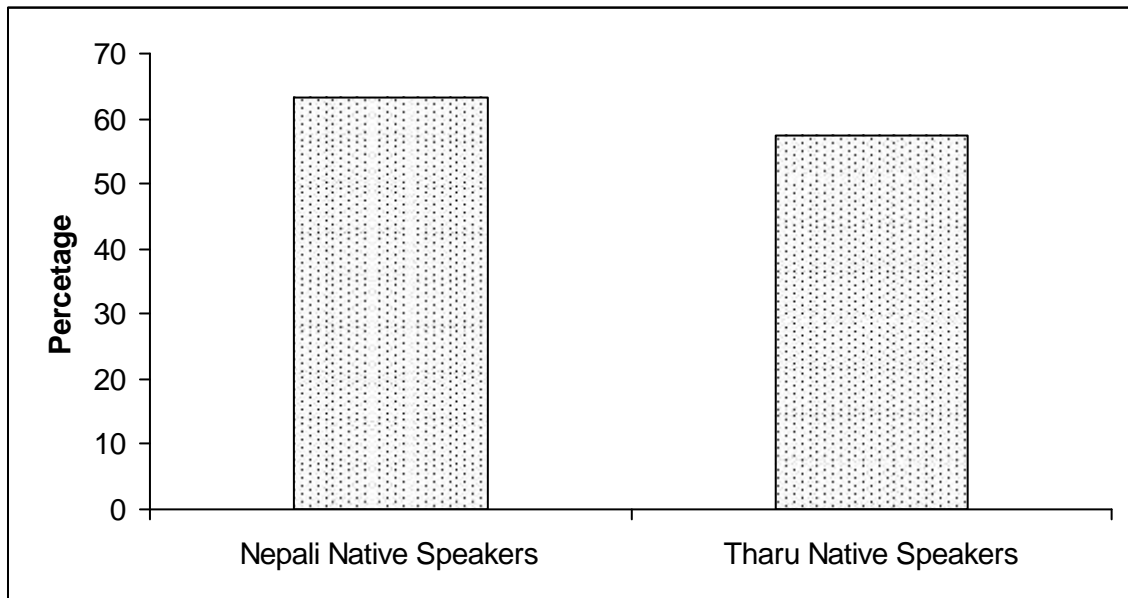
**Table No. 2**  
**Reading Comprehension of Nepali and Tharu Native Speakers**

|                               | Nepali Native Speakers | Tharu Native Speakers |
|-------------------------------|------------------------|-----------------------|
| Number of Samples             | 40                     | 40                    |
| Mean                          | 50.50                  | 46.00                 |
| Standard Deviation            | 7.05                   | 8.00                  |
| Degree of Freedom             | 78                     |                       |
| Calculated t-value            | 2.66                   |                       |
| Tabulated t-value             | 1.98                   |                       |
| Level of Significance at 0.05 | 2.66 > 1.98            |                       |
| Remarks                       | Significant            |                       |

The above table presents the level of reading comprehension of Nepali and Tharu native speaker students. It shows that the level of reading comprehension of Nepali native speaker students was 63.13% whereas the level of reading comprehension of Tharu native speaker students was 57.5%. The average score obtained by the Nepali and Tharu native speaker students was 50.50 and 46.00 respectively out of 80 marks. The average mark of the students in reading text was 48.25, i.e. 60.31%.

The level of reading comprehension of Nepali and Tharu native speaker students can also be shown in figure which is presented below:

**Figure No. 1**  
**Reading Comprehension of Nepali and Tharu Native Speakers**



A t-test was applied on the data to determine whether or not the difference between the two groups was statistically significant. It was found that the difference was significant at 0.05 level of significance. The implication was that the Nepali native speaker students were found better than the Tharu native speaker students studying at grade twelve in reading comprehension.

### **3.2 Reading Comprehension of Nepali and Tharu Native Speaker Students in Terms of Seen and Unseen Texts**

This section deals with the reading comprehension of Nepali and Tharu native speaker students in seen and unseen texts. Table No. 3 and 4 show their reading comprehension.

#### **3.2.1 Comparison of Reading Comprehension of Nepali and Tharu Native Speaker Students in Terms of Seen Texts**

The table given below shows the level of reading comprehension of Nepali and Tharu native speaker students studying at grade twelve in seen texts.

**Table No. 3**  
**Reading Comprehension of Nepali and Tharu Native Speaker Students in Seen Texts**

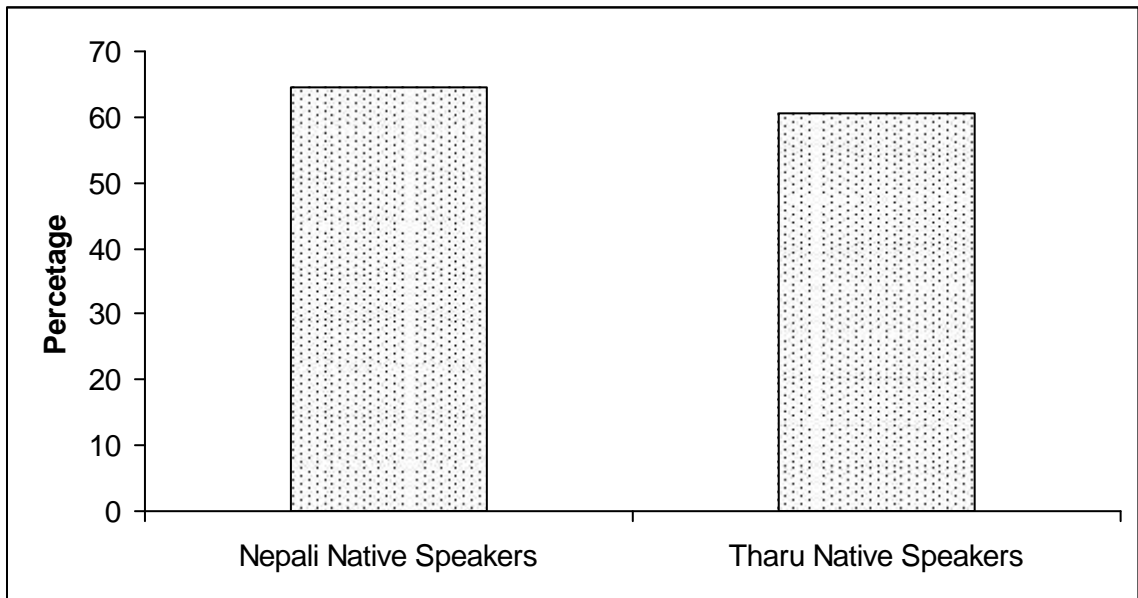
|                               | Nepali Native Speakers | Tharu Native Speakers |
|-------------------------------|------------------------|-----------------------|
| Number of Samples             | 40                     | 40                    |
| Mean                          | 25.75                  | 24.25                 |
| Standard Deviation            | 4.12                   | 3.46                  |
| Degree of Freedom             | 78                     |                       |
| Calculated t-value            | 1.76                   |                       |
| Tabulated t-value             | 1.98                   |                       |
| Level of Significance at 0.05 | 1.76 > 1.98            |                       |
| Remarks                       | Not Significant        |                       |

The above table presents the level of reading comprehension of Nepali and Tharu native speaker students in seen texts. It shows that the level of reading comprehension of Nepali native speaker students was 64.38 % whereas the level of reading comprehension of Tharu native speaker students was 60.63% in seen text. The average score obtained by Nepali and Tharu native speaker students in

seen text was 25.75 and 24.25 respectively out of 40.00 marks. The average mark of the students in seen text was 25.00, i.e. 62.5%.

The level of reading comprehension of the Nepali and Tharu native speaker students in seen texts can also be shown in figure which is presented below.

**Figure No. 2**  
**Reading Comprehension of Nepali and Tharu Native Speaker**  
**Students in Seen Texts**



A t-test was applied on the data to determine whether or not the difference between the two groups was statistically significant. It was found that the difference was not significant at 0.05 level of significance. The implication was that the Nepali and Tharu native speaker students studying at grade twelve were found the same in comprehending seen texts.

### **3.2.2 Comparison of Reading Comprehension of Nepali and Tharu Native Speaker Students in Terms of Unseen Texts**

The table given below shows the level of reading comprehension of the Nepali and Tharu native speaker students studying at grade twelve in unseen texts.

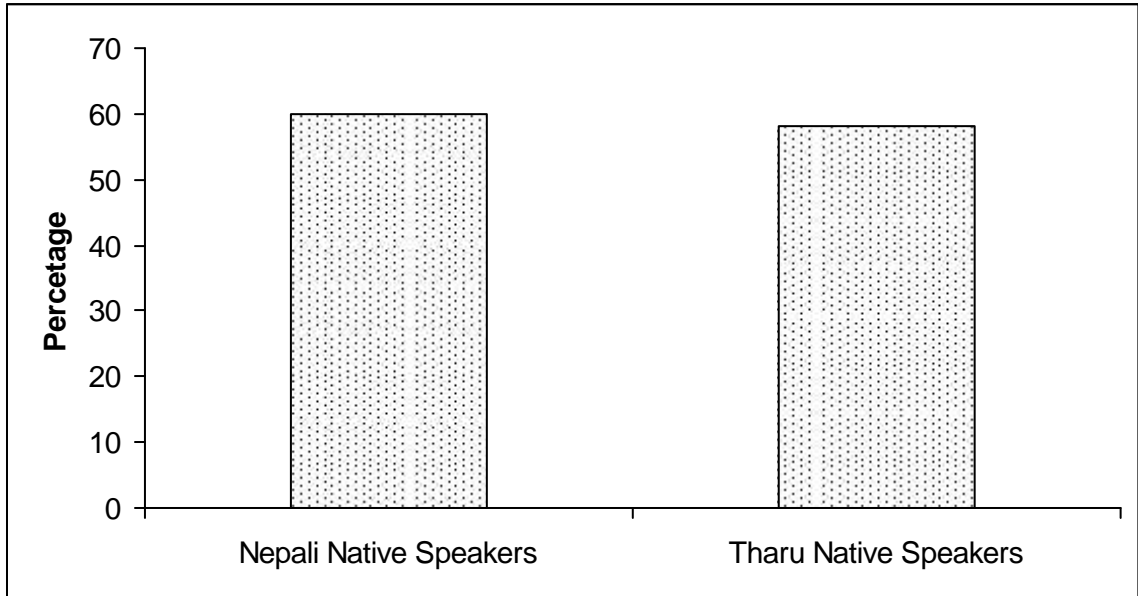
**Table No. 4**  
**Reading Comprehension of Nepali and Tharu Native Speaker**  
**Students in Unseen Texts**

|                               | Nepali Native Speakers | Tharu Native Speakers |
|-------------------------------|------------------------|-----------------------|
| Number of Samples             | 40                     | 40                    |
| Mean                          | 24.00                  | 23.25                 |
| Standard Deviation            | 4.90                   | 4.41                  |
| Degree of Freedom             | 78                     |                       |
| Calculated t-value            | 0.72                   |                       |
| Tabulated t-value             | 1.98                   |                       |
| Level of Significance at 0.05 | $0.72 > 1.98$          |                       |
| Remarks                       | Not Significant        |                       |

The above table presents the level of reading comprehension of Nepali and Tharu native speaker students in unseen texts. It shows that the level of reading comprehension of Nepali native speaker students was 60% whereas the level of reading comprehension of Tharu native speaker students was 58.13% in unseen text. The average score obtained by Nepali and Tharu native speaker students in unseen text was 24.00 and 23.25 respectively out of 40.00 marks. The average mark of the students in reading unseen text was 23.63, i.e. 59.08%.

The level of reading comprehension of Nepali and Tharu native speaker students in unseen texts can also be shown in figure which is presented below.

**Figure No. 3**  
**Reading Comprehension of Nepali and Tharu Native Speaker**  
**Students in Unseen Texts**



A t-test was applied on the data to determine whether or not the difference between the two groups was statistically significant. It was found that the difference was not significant at 0.05 level of significance. The implication was that the Nepali and Tharu native speaker students studying at grade twelve were found the same in comprehending unseen texts.

### **3.3 Reading Comprehension of Nepali and Tharu Native Speaker Students in Terms of Gender**

This section deals with the level of reading comprehension of the Nepali and Tharu native speaker boys and girls. Table No. 5 and 6 show their level of reading comprehension.

### 3.3.1 Comparison of Reading Comprehension of Nepali Native Speaker Boys and Girls

The table below shows the level of reading comprehension of the Nepali native speaker boys and girls.

**Table No. 5**  
**Reading Comprehension of Nepali Native Speaker Students**

|                               | Boys            | Girls |
|-------------------------------|-----------------|-------|
| Number of Samples             | 20              | 20    |
| Mean                          | 50.00           | 51.00 |
| Standard Deviation            | 8.94            | 4.36  |
| Degree of Freedom             | 38              |       |
| Calculated t-value            | 0.45            |       |
| Tabulated t-value             | 2.02            |       |
| Level of Significance at 0.05 | 0.45 > 2.02     |       |
| Remarks                       | Not Significant |       |

The above table presents the level of reading comprehension of the Nepali native speaker boys and girls. It shows that the level of reading comprehension of the Nepali native speaker boys was 62.5% whereas the level of reading comprehension of the Nepali native speaker girls was 63.75%. The average score obtained by the Nepali native speaker boys and girls was 50.00 and 51.00 respectively out of 80.00 marks. The average mark of the Nepali native speaker boys and girls was 50.50, i.e. 63.13%.

The level of reading comprehension of the Nepali native speaker boys and girls can also be shown in figure which is presented below:



**Figure No. 4**  
**Reading Comprehension of Nepali Native Speaker Students**



A 't' - test was applied on the data to determine whether or not the difference between the two groups was statistically significant. It was found that the difference was not significant at 0.05 level of significance. The implication was that the Nepali native speaker boys and girls studying at grade twelve were found the same in reading comprehension.

### **3.3.2 Comparison of Reading Comprehension of the Tharu Native Speaker Boys and Girls**

The table below shows the level of reading comprehension of Tharu native speaker boys and girls.

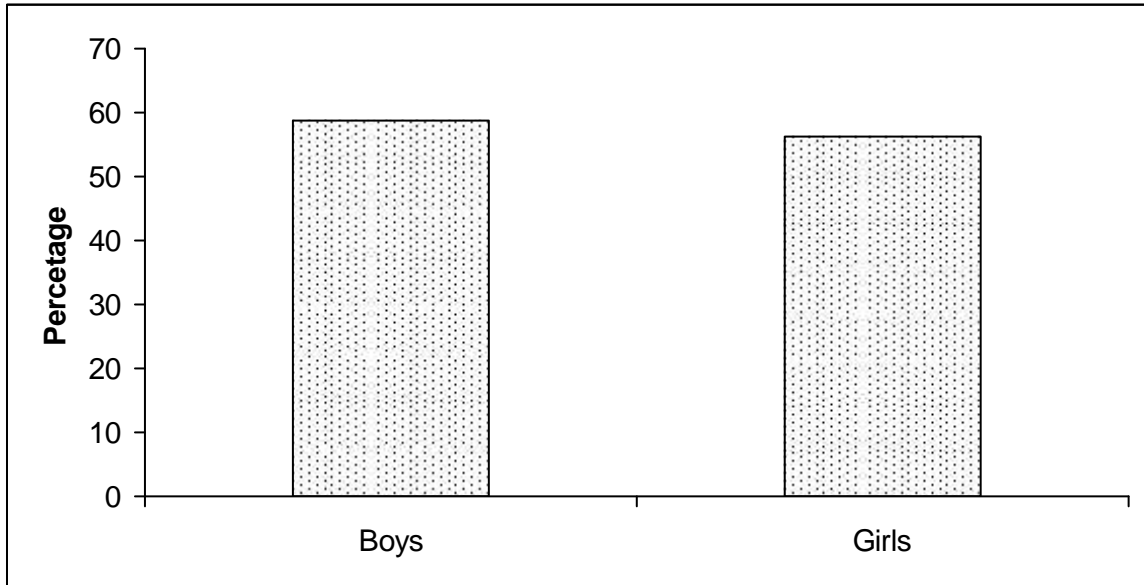
**Table No. 6**  
**Reading Comprehension of Tharu Native Speaker Students**

|                               | Boys            | Girls |
|-------------------------------|-----------------|-------|
| Number of Samples             | 20              | 20    |
| Mean                          | 47.00           | 45.00 |
| Standard Deviation            | 7.14            | 8.66  |
| Degree of Freedom             | 38              |       |
| Calculated t-value            | 0.80            |       |
| Tabulated t-value             | 2.02            |       |
| Level of Significance at 0.05 | $0.80 > 2.02$   |       |
| Remarks                       | Not Significant |       |

The above table presents the level of reading comprehension of Tharu native speaker boys and girls. It shows that the level of reading comprehension of Tharu native speaker boys was 58.75% whereas the level of reading comprehension of Tharu native speaker girls was 56.25%. The average score obtained by Tharu native speaker boys and girls was 47.00 and 45.00 respectively out of 80.00 marks. The average mark of Tharu native speaker boys and girls was 46.00, i.e. 57.5%.

The level of reading comprehension of Tharu native speaker boys and girls can also be shown in figure which is presented below:

**Figure No. 5**  
**Reading Comprehension of Tharu Native Speaker Students**



A 't' - test was applied on the data to determine whether or not the difference between the two groups was statistically significant. It was found that the difference was not significant at 0.05 level of significance. The implication was that the Tharu native speaker boys and girls studying at grade twelve were found the same in reading comprehension.

### **3.4 Reading Comprehension of Nepali and Tharu Native Speaker Students in the Same Gender**

This section deals with the level of reading comprehension of both Nepali and Tharu native speaker boys and both Nepali and Tharu native speaker girls. Table No. 7 and 8 show their reading comprehension.

### 3.4.1 Comparison of Reading Comprehension of Both Nepali and Tharu Native Speaker Boys

The table given below shows the level of reading comprehension of both Nepali and Tharu native speaker boys studying at grade twelve.

**Table No. 7**

#### **Reading Comprehension of Both Nepali and Tharu Native Speaker Boys**

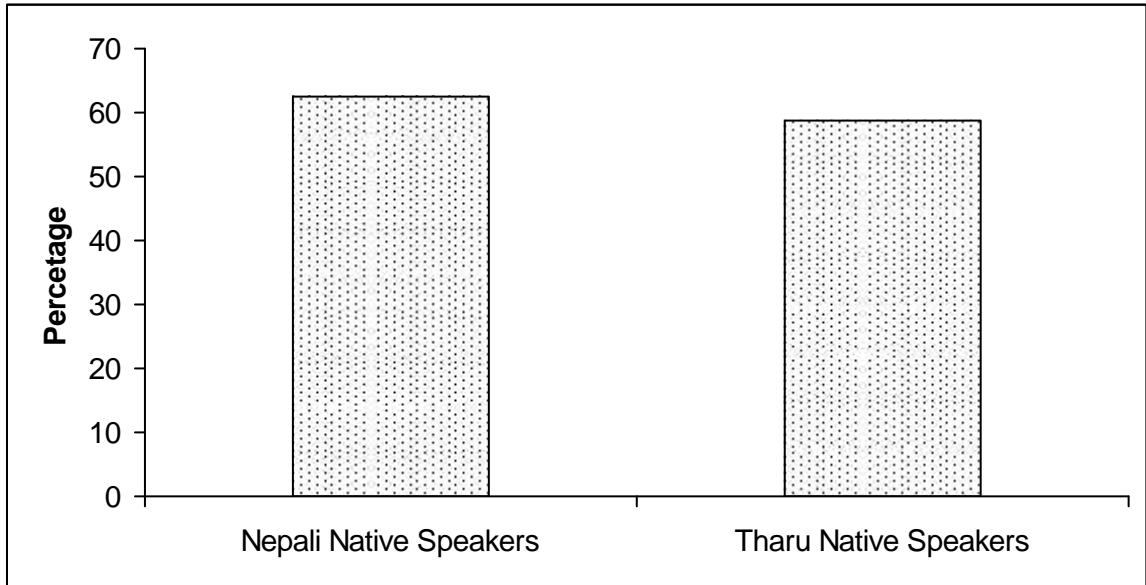
|                               | Nepali Native Speaker Boys | Tharu Native Speaker Boys |
|-------------------------------|----------------------------|---------------------------|
| Number of Samples             | 20                         | 20                        |
| Mean                          | 50.00                      | 47.00                     |
| Standard Deviation            | 8.94                       | 7.14                      |
| Degree of Freedom             | 38                         |                           |
| Calculated t-value            | 1.17                       |                           |
| Tabulated t-value             | 2.02                       |                           |
| Level of Significance at 0.05 | 1.17 > 2.02                |                           |
| Remarks                       | Not Significant            |                           |

The above table presents the level of reading comprehension of both Nepali and Tharu native speaker boys. It shows that the level of reading comprehension of Nepali native speaker boys was 62.5% whereas the level of reading comprehension of Tharu native speaker boys was 58.75%. The average score obtained by both Nepali and Tharu native speaker boys was 50.00 and 47.00 respectively out of 80.00 marks. The average mark of both Nepali and Tharu native speaker boys was 48.50, i.e. 60.63%.

The level of reading comprehension of both the Nepali and Tharu native speaker boys can also be shown in figure which is presented below:

**Figure No. 6**

**Reading Comprehension of Both Nepali and Tharu Native Speaker Boys**



A 't' test was applied on the data to determine whether or not the difference between the two groups was statistically significant. It was found that the difference was not significant at 0.05 level of significance. The implication was that both Nepali and Tharu native speaker boys studying at grade twelve were found the same in reading comprehension.

**3.5.2 Comparison of Reading Comprehension of Both Nepali and Tharu Native Speaker Girls**

The table given below shows the level of reading comprehension of both Nepali and Tharu native speaker girls studying at grade twelve.

**Table No. 8**

**Reading Comprehension of Both Nepali and Tharu Native Speaker Girls**

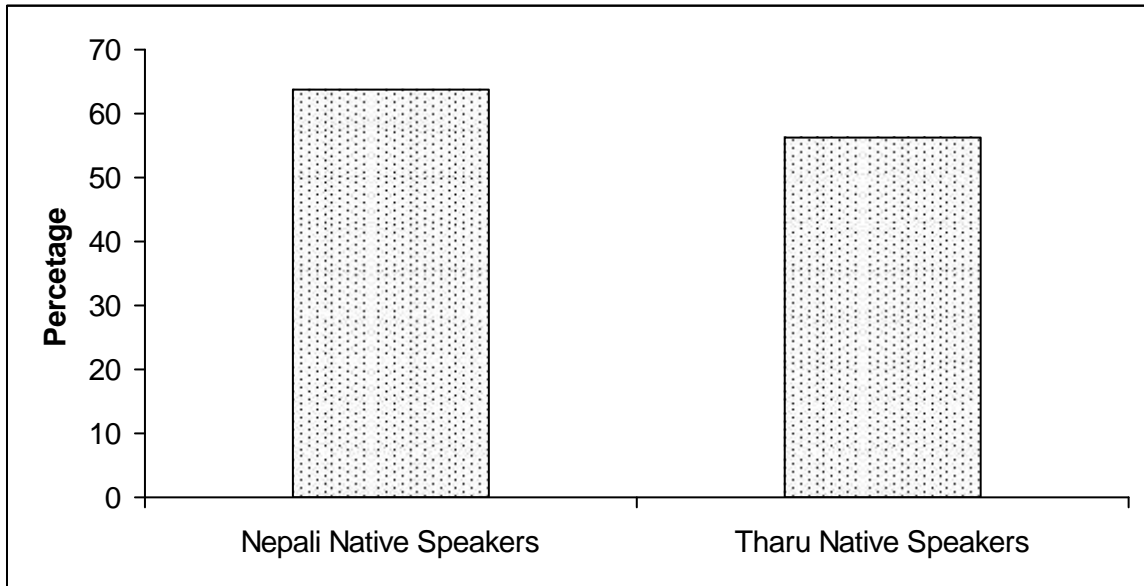
|                               | Nepali Native<br>Speaker Girls | Tharu Native<br>Speaker Girls |
|-------------------------------|--------------------------------|-------------------------------|
| Number of Samples             | 20                             | 20                            |
| Mean                          | 51.00                          | 45.00                         |
| Standard Deviation            | 4.36                           | 8.66                          |
| Degree of Freedom             | 38                             |                               |
| Calculated t-value            | 2.76                           |                               |
| Tabulated t-value             | 2.02                           |                               |
| Level of Significance at 0.05 | 2.76 > 2.02                    |                               |
| Remarks                       | Significant                    |                               |

The above table presents the level of reading comprehension of both Nepali and Tharu native speaker girls. It shows that the level of reading comprehension of Nepali native speaker girls was 63.75% whereas the level of reading comprehension of Tharu native speaker girls was 56.25%. The average score obtained by both Nepali and Tharu native speaker girls was 51.00 and 45.00 respectively out of 80.00 marks. The average mark of both Nepali and Tharu native speaker girls was 48.00, i.e. 60%.

The level of reading comprehension of both the Nepali and Tharu native speaker girls can also be shown in figure which is presented below:

**Figure No. 7**

**Reading Comprehension of Both Nepali and Tharu Native Speaker Girls**



A 't'- test was applied on the data to determine whether or not the difference between the two groups was statistically significant. It was found that the difference was significant at 0.05 level of significance. The implication was that the Nepali native speaker girls were found better than the Tharu native speaker girls studying at grade twelve in reading comprehension.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

The main purpose of this research work was to determine and compare the level of reading comprehension of Tharu and Nepali native speakers studying at grade twelve. To determine and compare their level of reading comprehension, test items were used which contained two types of questions, i.e. subjective and objective along with two seen and two unseen comprehension passages. On the basis of the analysis and interpretation of their scores, the findings of the study are summarized as follows:

- a. The level of reading comprehension of Nepali native speaker students was 63.13% whereas the level of reading comprehension of Tharu native speaker students was 57.5%. It shows that Nepali native speaker students were found to have higher level of reading comprehension than the Tharu native speaker students.
- b. The difference between the level of reading comprehension of Nepali and Tharu native speaker students was statistically significant. The implication was that the Nepali native speaker students were found better than the Tharu native speaker students in reading comprehension.
- c. In seen text, the level of reading comprehension of the Nepali native speaker students was 64.38% whereas the level of reading comprehension of Tharu native speaker students was 60.63%. It shows that Nepali and Tharu native speaker students were found to have the same level of reading comprehension in seen text.
- d. The difference between the level of reading comprehension of Nepali and Tharu native speaker students in seen text was statistically not significant. The implication was that the Nepali and Tharu native speaker students were found the same in comprehending seen texts.



- e. In unseen text, the level of reading comprehension of the Nepali and Tharu native speaker students was 60% and 58.13 % respectively. It shows that the Nepali and Tharu native speaker students were found to have the same level of reading comprehension in unseen text.
- f. The difference between the level of reading comprehension of the Nepali and Tharu native speaker students in unseen text was not statistically significant. The implication was that the Nepali and Tharu native speaker students were found the same in comprehending unseen texts.
- g. The level of reading comprehension of the Nepali native speaker boys was 62.5% whereas the level of reading comprehension of the Nepali native speaker girls was 63.75%. It shows that the Nepali native speaker boys and girls were found to have the same level of reading comprehension.
- h. The difference between the level of reading comprehension of the Nepali native speaker boys and girls was not statistically significant. The implication was that the Nepali native speaker boys and girls were found the same in reading comprehension.
- i. The level of reading comprehension of the Tharu native speaker boys and girls was 58.75% and 56.25% respectively. It shows that the Tharu native speaker boys and girls were found to have the same level of reading comprehension.
- j. The difference between the level of reading comprehension of the Tharu native speaker boys and girls was statistically not significant. The implication was that the Tharu native speaker boys and girls were found the same in reading comprehension.
- k. The level of reading comprehension of the Nepali native speaker boys was 62.5% whereas the level of reading comprehension of the Tharu native speaker boys was 58.75%. It shows that both the Nepali and Tharu native speaker boys were found to have the same level of reading comprehension.
- l. The difference between the level of reading comprehension of both the Nepali and Tharu native speaker boys was not statistically significant. The

implication was that both the Nepali and Tharu native speaker boys were found the same in reading comprehension.

- m. The level of reading comprehension of both the Nepali and Tharu native speaker girls was 63.75% and 56.25% respectively. It shows that the level of reading comprehension of the Nepali native speaker girls was found to have higher than the level of reading comprehension of the Tharu native speaker girls.
- n. The difference between the level of reading comprehension of both the Nepali and Tharu native speaker girls was statistically significant. The implication was that the Nepali native speaker girls were found better than the Tharu native speaker girls in reading comprehension.

#### **4.2 Recommendations**

On the basis of the findings of this study, the following recommendations have been made for pedagogical purposes. They are as follows:

- a. The Nepali native speaker students were found to have higher level of reading comprehension than the Tharu native speaker students because the Tharu native speaker students are socially deprived and neglected in the school. To improve their level of reading comprehension, the Tharu native speaker students should be behaved properly and better opportunity and suitable environment should be provided to them to practise reading text in schools. Similarly, the attitude of the parents of the Tharu native speaker students should be changed. They have negative attitude towards education and they do not send their children in school regularly.
- b. Learning by doing method should be followed while teaching reading texts in order to gain positive results. Likewise, the teacher should involve the students in various group works, pair works and individual works and encourage them to read and understand the text on their own.
- c. The students should develop the habit of reading English newspapers, magazines and authentic materials to develop their level of reading comprehension. And the students should be asked to read as many books as

they can which are of their interest and reading should always be followed by comprehension questions.

- d. The Tharu native speaker girls should get equal opportunity in schooling as the Tharu native speaker boys.
- e. Well managed libraries having plenty of simplified and interesting books should be provided in schools.
- f. The examination board should pay attention while constructing the test items. The test items should be constructed in such a way that it will improve students reading comprehension ability.
- g. The old and traditional teachers are not equipped, experienced and habituated with the methods and techniques of reading skill. So, they should be trained, well equipped and habituated with the reading skill by the help of training and teaching learning materials.
- h. The teachers should adopt the communicative method and learner concentrated techniques and they should give equal emphasis to all reading sub-skills.
- i. In higher secondary level curriculum, at least 20 percent marks should be covered by comprehension of the reading text in final examination.

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## Appendix-II

### a. Marks obtained by the Students of Nepali Native Speakers

Full Marks = 80.00

| S.N. | Name of the Students | Gender | Marks Obtained |
|------|----------------------|--------|----------------|
| 1    | Sudhan Dhungana      | Male   | 45.50          |
| 2    | Ram Prasad Acharya   | Male   | 53.00          |
| 3    | Hari Poudel          | Male   | 51.00          |
| 4    | Yam Nath Sharma      | Male   | 46.50          |
| 5    | Yam Prasad Sapkota   | Male   | 60.00          |
| 6    | Santosh Lamichhane   | Male   | 49.50          |
| 7    | Prakash Chalise      | Male   | 57.00          |
| 8    | Chandra Sapkota      | Male   | 53.50          |
| 9    | Paras G.C.           | Male   | 61.00          |
| 10   | Ashok Gahatraj       | Male   | 43.50          |
| 11   | Madhu Subedi         | Male   | 53.50          |
| 12   | Umesh Kafle          | Male   | 48.00          |
| 13   | Prakash Bhusal       | Male   | 37.50          |
| 14   | Yaggya Dhungana      | Male   | 43.50          |
| 15   | Kaushal Acharya      | Male   | 55.50          |
| 16   | Madhav Sapkota       | Male   | 46.50          |
| 17   | Kishor Ghimire       | Male   | 38.50          |
| 18   | Sagar Pandit         | Male   | 51.50          |
| 19   | Pradip Gautam        | Male   | 47.00          |
| 20   | Rajendra Giri        | Male   | 57.00          |
| 21   | Sushma Khanal        | Female | 40.00          |
| 22   | Parbati G.C.         | Female | 47.50          |
| 23   | Man Maya Pudasaini   | Female | 60.50          |

|     |                   |        |       |
|-----|-------------------|--------|-------|
| 24  | Sebika Pandey     | Female | 45.00 |
| 25  | Sujata K.C.       | Female | 43.50 |
| 26  | Dipika Poudel     | Female | 57.50 |
| 27  | Sabitri Nepal     | Female | 49.50 |
| 28  | Sita Lamichhane   | Female | 53.50 |
| 29  | Dibya Kharel      | Female | 51.50 |
| 30  | Rupa Poudel       | Female | 49.00 |
| 31  | Khima Devi Kandel | Female | 56.00 |
| 32  | Mina Sapkota      | Female | 45.50 |
| 33  | Bina Pandey       | Female | 47.00 |
| 34  | Laxmi Khanal      | Female | 40.50 |
| 35. | Poonam K.C.       | Female | 52.00 |
| 36  | Anuradha Poudyal  | Female | 41.50 |
| 37  | Sharada Bhandari  | Female | 40.50 |
| 38  | Krishna Bhattarai | Female | 45.00 |
| 39  | Rubi Kharel       | Female | 52.50 |
| 40  | Shila Timilsina   | Female | 49.00 |



**b. Marks Obtained by the Students of Tharu Native Speakers**

Full Marks : 80.00

| S.N. | Name of the Students      | Gender | Marks Obtained |
|------|---------------------------|--------|----------------|
| 1    | Tul Prasad Chaudhary      | Male   | 56.50          |
| 2    | Saroj Chaudhary           | Male   | 40.50          |
| 3    | Ramesh Chaudhary          | Male   | 42.50          |
| 4    | Dil Bahadur Chaudhary     | Male   | 46.50          |
| 5    | Prabhat Chaudhary         | Male   | 47.00          |
| 6    | Gaya Prasad Chaudhary     | Male   | 53.50          |
| 7    | Krishna Chaudhary         | Male   | 49.50          |
| 8    | Hem Raj Chaudhary         | Male   | 51.00          |
| 9    | Sujan Chaudhary           | Male   | 51.50          |
| 10   | Rudra Bahadur Chaudhary   | Male   | 46.50          |
| 11   | Ram Narayan Chaudhary     | Male   | 55.00          |
| 12   | Ramji Chaudhary           | Male   | 47.00          |
| 13   | Bhesh Raj Chaudhary       | Male   | 46.50          |
| 14   | Mangal Chaudhary          | Male   | 39.50          |
| 15   | Chandra Bahadur Chaudhary | Male   | 51.00          |
| 16   | Thakur Chaudhary          | Male   | 37.00          |
| 17   | Gunja Bahadur Chaudhary   | Male   | 38.50          |
| 18   | Sukra Chaudhary           | Male   | 47.50          |
| 19   | Chakra Bahadur Chaudhary  | Male   | 44.00          |
| 20   | Birbal Chaudhary          | Male   | 50.00          |
| 21   | Maya Chaudhary            | Female | 55.50          |
| 22   | Mina Chaudhary            | Female | 39.50          |
| 23   | Nirmali Chaudhary         | Female | 45.50          |
| 24   | Sridevi Chaudhary         | Female | 38.50          |

|     |                          |        |       |
|-----|--------------------------|--------|-------|
| 25  | Devi Kumari Chaudhary    | Female | 50.50 |
| 26  | Krishna Kumari Chaudhary | Female | 57.50 |
| 27  | Menuka Chaudhary         | Female | 46.50 |
| 28  | Radhika Chaudhary        | Female | 54.00 |
| 29  | Kamala Chaudhary         | Female | 48.50 |
| 30  | Goma Chaudhary           | Female | 58.50 |
| 31  | Shanti Chaudhary         | Female | 38.50 |
| 32  | Anu Chaudhary            | Female | 50.00 |
| 33  | Manisha Chaudhary        | Female | 39.50 |
| 34  | Sarita Chaudhary         | Female | 43.00 |
| 35. | Mohiba Chaudhary         | Female | 47.00 |
| 36  | Niruta Chaudhary         | Female | 49.50 |
| 37  | Barsha Chaudhary         | Female | 53.00 |
| 38  | Kripa Chaudhary          | Female | 47.50 |
| 39  | Basanti Chaudhary        | Female | 37.00 |
| 40  | Sumitra Chaudhary        | Female | 49.50 |

### Appendix III

**a. Marks Obtained by the Students of Nepali Native Speakers in Seen Vs. Unseen Texts and Subjective Vs. Objective Questions.**

Full Marks = 40.00 each

| S.N. | Name of Students   | Marks Obtained |        |            |           |
|------|--------------------|----------------|--------|------------|-----------|
|      |                    | Text           |        | Question   |           |
|      |                    | Seen           | Unseen | Subjective | Objective |
| 1    | Sudhan Dhungana    | 24.00          | 21.50  | 19.00      | 26.50     |
| 2    | Ram Prasad Acharya | 30.00          | 23.00  | 25.00      | 28.00     |
| 3    | Hari Poudel        | 25.00          | 26.00  | 25.00      | 26.00     |
| 4    | Yam Nath Sharma    | 24.00          | 22.50  | 21.00      | 25.50     |
| 5    | Yam Prasad Sapkota | 30.00          | 30.00  | 28.00      | 32.00     |
| 6    | Santosh Lamichhane | 27.00          | 22.50  | 23.00      | 26.50     |
| 7    | Prakash Chalise    | 28.00          | 29.00  | 28.50      | 28.50     |
| 8    | Chandra Sapkota    | 27.50          | 26.00  | 25.00      | 28.50     |
| 9    | Paras G.C.         | 32.00          | 29.00  | 31.00      | 30.00     |
| 10   | Ashok Gahatraj     | 21.50          | 22.00  | 18.00      | 25.50     |
| 11   | Madhu Subedi       | 28.00          | 25.50  | 24.50      | 29.00     |
| 12   | Umesh Kafle        | 24.00          | 24.00  | 22.00      | 26.00     |
| 13   | Prakash Bhusal     | 21.50          | 16.00  | 18.50      | 19.00     |
| 14   | Yaggya Dhungana    | 20.50          | 23.00  | 21.00      | 22.50     |
| 15   | Kaushal Acharya    | 30.56          | 25.00  | 24.50      | 31.00     |
| 16   | Madhav Sapkota     | 24.00          | 22.50  | 20.50      | 26.00     |
| 17   | Kishor Ghimire     | 19.00          | 19.50  | 17.50      | 21.00     |
| 18   | Sagar Pandit       | 27.00          | 24.50  | 22.50      | 29.50     |
| 19   | Pradip Gautam      | 24.00          | 23.00  | 24.00      | 23.00     |
| 20   | Rajendra Giri      | 27.00          | 30.00  | 24.50      | 32.50     |

|     |                    |       |       |       |       |
|-----|--------------------|-------|-------|-------|-------|
| 21  | Sushma Khanal      | 23.00 | 17.00 | 17.00 | 23.00 |
| 22  | Parbati G.C.       | 23.00 | 24.50 | 23.50 | 24.00 |
| 23  | Man Maya Pudasaini | 32.00 | 28.50 | 28.50 | 32.00 |
| 24  | Sebika Pandey      | 27.00 | 18.00 | 21.50 | 23.50 |
| 25  | Sujata K.C.        | 24.00 | 19.50 | 20.00 | 23.50 |
| 26  | Dipika Poudel      | 29.00 | 28.50 | 26.50 | 31.00 |
| 27  | Sabitri Nepal      | 26.00 | 23.50 | 22.50 | 27.00 |
| 28  | Sita Lamichhane    | 28.50 | 25.00 | 26.00 | 27.50 |
| 29  | Dibya Kharel       | 25.50 | 26.00 | 23.50 | 28.00 |
| 30  | Rupa Poudel        | 26.00 | 23.00 | 21.50 | 27.50 |
| 31  | Khima Devi Kandel  | 26.00 | 30.00 | 25.00 | 31.00 |
| 32  | Mina Sapkota       | 24.50 | 21.00 | 24.50 | 21.00 |
| 33  | Bina Pandey        | 23.00 | 24.00 | 22.00 | 25.00 |
| 34  | Laxmi Khanal       | 23.00 | 17.50 | 19.00 | 21.50 |
| 35. | Poonam K.C.        | 25.00 | 27.00 | 27.00 | 25.00 |
| 36  | Anuradha Poudyal   | 22.50 | 19.00 | 20.00 | 21.50 |
| 37  | Sharada Bhandari   | 19.50 | 21.00 | 18.50 | 22.00 |
| 38  | Krishna Bhattarai  | 25.00 | 20.00 | 23.00 | 22.00 |
| 39  | Rubi Kharel        | 26.00 | 26.50 | 22.50 | 30.00 |
| 40  | Shila Timilsina    | 25.50 | 23.50 | 24.00 | 25.00 |

**b. Marks Obtained by the Students of Tharu Native Speakers in Seen Vs. Unseen Texts and Subjective Vs. Objective Questions.**

Full Marks = 40.00 each

| S.N. | Name of Students             | Marks Obtained |        |            |           |
|------|------------------------------|----------------|--------|------------|-----------|
|      |                              | Text           |        | Question   |           |
|      |                              | Seen           | Unseen | Subjective | Objective |
| 1    | Tul Prasad Chaudhary         | 28.00          | 28.50  | 26.50      | 30.00     |
| 2    | Saroj Chaudhary              | 21.00          | 19.50  | 17.00      | 23.50     |
| 3    | Ramesh Chaudhary             | 21.50          | 21.00  | 20.50      | 22.00     |
| 4    | Dil Bahadur Chaudhary        | 24.50          | 22.00  | 22.50      | 24.00     |
| 5    | Prabhat Chaudhary            | 27.50          | 19.50  | 17.00      | 30.00     |
| 6    | Gaya Prasad Chaudhary        | 27.00          | 26.50  | 23.00      | 30.50     |
| 7    | Krishna Chaudhary            | 25.50          | 24.00  | 21.50      | 28.00     |
| 8    | Hem Raj Chaudhary            | 28.00          | 23.00  | 26.00      | 25.00     |
| 9    | Sujan Chaudhary              | 30.00          | 21.50  | 24.50      | 27.00     |
| 10   | Rudra Bahadur<br>Chaudhary   | 24.00          | 22.50  | 22.50      | 24.00     |
| 11   | Ram Narayan Chaudhary        | 27.00          | 28.00  | 29.00      | 26.00     |
| 12   | Ramji Chaudhary              | 25.00          | 22.00  | 21.00      | 26.00     |
| 13   | Bhesh Raj Chaudhary          | 25.00          | 21.50  | 22.00      | 24.50     |
| 14   | Mangal Chaudhary             | 19.50          | 20.00  | 17.00      | 22.50     |
| 15   | Chandra Bahadur<br>Chaudhary | 26.00          | 25.00  | 23.00      | 28.00     |
| 16   | Thakur Chaudhary             | 19.00          | 18.00  | 18.00      | 19.00     |
| 17   | Gunja Bahadur<br>Chaudhary   | 18.50          | 20.00  | 18.00      | 20.50     |
| 18   | Sukra Chaudhary              | 27.00          | 20.50  | 22.00      | 25.50     |

|     |                             |       |       |       |       |
|-----|-----------------------------|-------|-------|-------|-------|
| 19  | Chakra Bahadur<br>Chaudhary | 24.00 | 20.00 | 20.50 | 23.50 |
| 20  | Birbal Chaudhary            | 27.00 | 23.00 | 23.50 | 26.50 |
| 21  | Maya Chaudhary              | 29.00 | 26.50 | 27.50 | 28.00 |
| 22  | Mina Chaudhary              | 22.00 | 17.50 | 19.00 | 20.50 |
| 23  | Nirmali Chaudhary           | 23.50 | 22.00 | 23.00 | 22.50 |
| 24  | Sridevi Chaudhary           | 20.50 | 18.00 | 19.00 | 19.50 |
| 25  | Devi Kumari Chaudhary       | 25.00 | 25.50 | 24.00 | 26.50 |
| 26  | Krishna Kumari<br>Chaudhary | 29.50 | 28.00 | 27.50 | 30.00 |
| 27  | Menuka Chaudhary            | 24.50 | 22.00 | 22.00 | 24.50 |
| 28  | Radhika Chaudhary           | 27.50 | 26.50 | 26.00 | 28.00 |
| 29  | Kamala Chaudhary            | 24.50 | 24.00 | 23.00 | 25.50 |
| 30  | Goma Chaudhary              | 28.50 | 30.00 | 28.00 | 30.50 |
| 31  | Shanti Chaudhary            | 22.00 | 16.00 | 17.00 | 21.00 |
| 32  | Anu Chaudhary               | 27.00 | 23.00 | 25.00 | 25.00 |
| 33  | Manisha Chaudhary           | 21.00 | 18.50 | 17.50 | 22.00 |
| 34  | Sarita Chaudhary            | 22.00 | 21.00 | 19.00 | 24.00 |
| 35. | Mohiba Chaudhary            | 25.50 | 21.50 | 23.00 | 24.00 |
| 36  | Niruta Chaudhary            | 23.00 | 26.50 | 22.00 | 27.50 |
| 37  | Barsha Chaudhary            | 28.00 | 25.00 | 22.50 | 30.50 |
| 38  | Kripa Chaudhary             | 23.50 | 24.00 | 21.00 | 26.50 |
| 39  | Basanti Chaudhary           | 17.50 | 19.50 | 17.00 | 20.00 |
| 40  | Sumitra Chaudhary           | 27.50 | 22.00 | 24.50 | 25.00 |

