

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

There are various means of communication. Among them language is the most widely used species-specific means of communication. It consists of the structured arrangement of sounds into larger units. Human being uses it in most of the cases. Other species use other modes of communication. Linguistic symbols are used in language but in other modes of communication non-linguistic signs/symbols such as gestures, acts, road signs, traffic lights, etc. are used. These symbols are less flexible and less usable in comparison to linguistic symbols.

Under linguistics, we study about language as a system of human communication. There are innumerable language communities in the world and each language community has its own language. Among them, English is an important and one of the most dominant languages.

Language is defined variously by various linguists. Wardhaugh (1986, p. 3) says "Language is a system of arbitrary vocal symbols used for human communication". To quote Sapir (1921, p. 28) – "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols". Richards et al. (1999, p. 196) state "Language is a system of human communication by means of a structured arrangement of sounds (or their written representation) to form larger units, e.g. morphemes, words, sentences."

There is no rigid and universal definition of language due to its complexities. But distinctive characteristics reflect what language is. Some of the characteristics are vocal, systematic, creative, symbolic, etc.

To be a language, it is not necessary to have all the characteristics. In stead of the fact some languages may have more characteristics and others may have less.

In the context of Nepal, formal English language teaching programme started with the establishment of Durbar High School in 1910 B.S. Because of its increasing popularity and use in science, technology, medicine, business, airport, diplomacy, sports, advertising, international conferences, etc. almost every countries including Nepal started its teaching and learning. It has gained the status of international language. It is used as a lingua franca to have smooth communication between two different language speakers. It is an inevitable means to link with outer world too. So, the government of Nepal has designed its curriculum to teach English as a compulsory subject from grade one to Bachelor's level.

### **1.1.1 Language and Literature**

Language is a means of communication. It has different varieties called register. One of the varieties of language is the literary language i.e. literature. It is the mirror of the society which reflects all its social properties. It is an art by means of which people express their thoughts, feelings, imagination and emotion. But the mode of expression is different in different forms of literature. Hence, there seems similarity in the functions of language and literature. Both of them are used to express human desires. So literature is a full- fledged discipline of language. Literature has mainly four genres to be completed in itself. They are poetry, prose, fiction and drama. Each discipline has its own essential quality. The essential qualities of poetry, prose, fiction and drama are meditation, persuasion, narration and interaction respectively.

Literature increases the interest of students towards abstract and tangible aspects of life. It stretches students' imagination; widens their insights, deepens their experiences and heightens their awareness. A language learner cannot be a competent learner unless s/he knows the culture and literature of its native speakers. To learn a language competitively, one should be familiar with the culture and literature of the target language. The relationship between language and literature is apparent from the following statements:

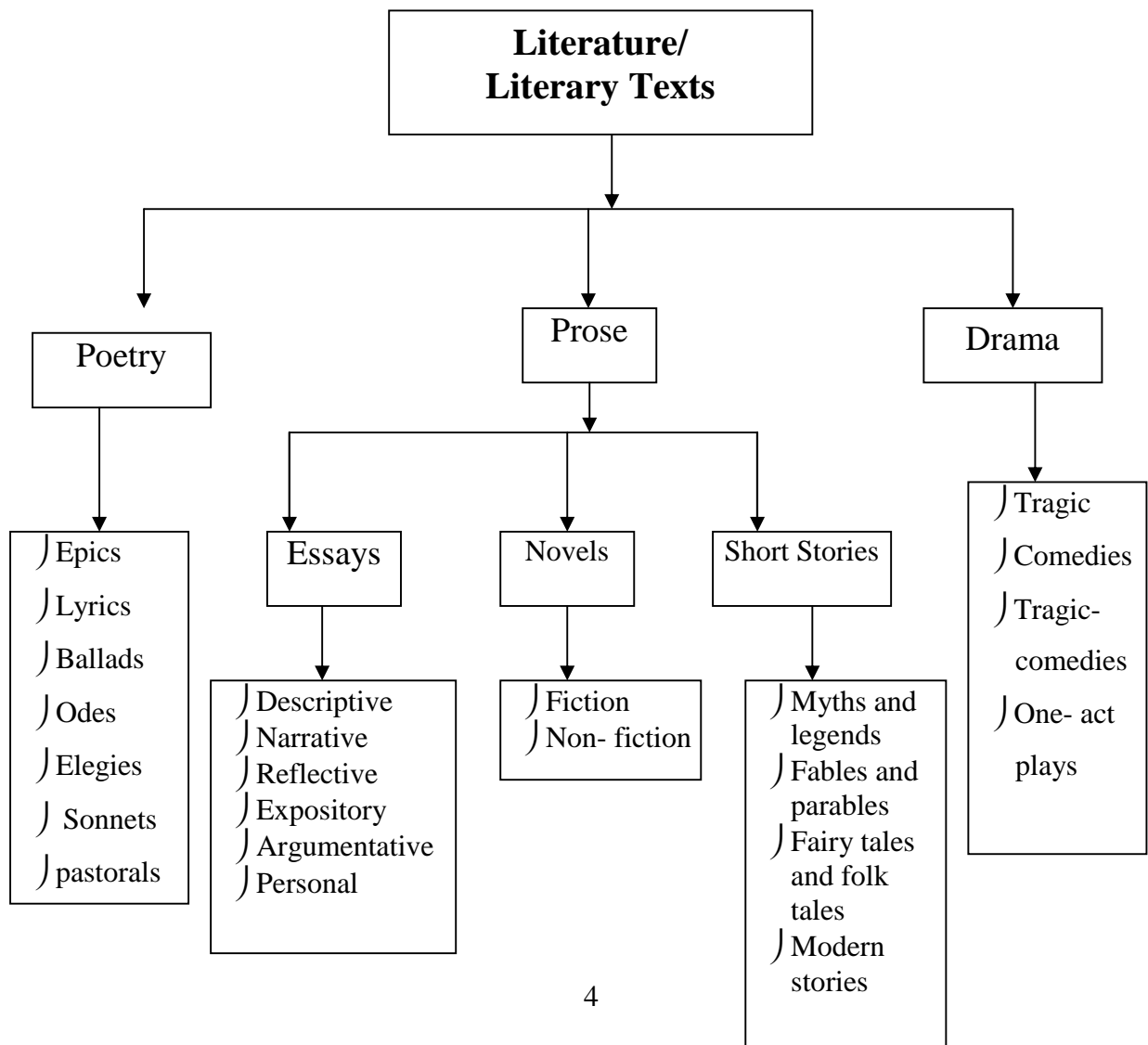
- Literature makes language teaching lively and interesting.
- It provides varieties of inputs to language learners.
- It helps to develop dynamic personality.
- It promotes language awareness.
- It develops proficiency in language skills.
- It provides authentic materials to language learners.
- It encourages learners to think about the norms of language use.
- It illuminates learners' self-awareness.

### 1.1.2 Classification of Literary Texts

We can not find exact classification of literary texts. Some literary figures have divided literary texts into three categories and some other have divided them into four categories. It is already mentioned that there are four genres/ forms of literature i.e. poetry, prose, fiction and drama. In this classification essays are included under prose, and stories and novels are included under fiction.

Another classification is poetry, prose and drama. In this classification, all essays, short stories and novels are included under prose. It has been shown in the figure as follows:

**Table No. 1 Classification of Literary Texts**



The figure shows that literature or literary texts are mainly divided into three categories i. e. poetry, prose and drama. Further, prose is divided into essays, novels and short stories. All these forms have further classification, too. They are divided into sub-categories according to the theme, content and style of writing.

### **1.1.3 Definition of Poetry and Prose**

Poetry and prose are two terms under literary classification. Structurally poetry is different from prose. Despite the matter of debate among linguists about the inclusion of literary texts into language courses, they are prescribed for the students.

Poetry is defined variously by various literary figures. According to Wordsworth (1825) poetry is the spontaneous overflow of powerful feelings. It takes its origin from emotion recollected in tranquillity (as cited in Saud, 2058,p.9). It is the art of producing pleasure by the expression of imaginative thoughts and feelings in metrical language. It is a rich source of enjoyment. So poetry is the most delightful and perfect form of utterance that human word can reach.

Apart from its aesthetic values, poetry has proved to be a valuable asset for language pedagogy. Poetry may differ linguistically from more usual or standard form of language. But pedagogically, it is useful to provide deviant and dialectic form of a language. In the past, poetry was composed in verse but now it is composed in verse as well as in non-verse forms. Some features of poetry are as follows:

- Deviation of linguistic form.

- Rhyming scheme.
- Rhythm
- Diction
- Music and tune
- Assonance and alliteration
- Use of unusual language
- Use of simile and metaphor

According to the nature, style and theme, we have different forms of poetry. They are epic, lyric, ballad, ode, elegy, sonnet, pastoral, etc. These forms are related to different states of mind or situation a person or nation is in.

In another classification of literary texts prose refers to essays only. But in broad sense, all forms of ordinary writings lacking rhythmic patterns are called prose. It is an inclusive term for all discourse which is not patterned into the lines of rhymes either in metrical verse or in free verse. It is the written or spoken language that is not in verse form. It is the language of not only essays, short stories and novels, but also of autobiography, travel account, instruction and daily communication. It generally uses words to present ideas persuasively. Any essays, short stories, letters, novels, etc, are also considered as prose during the study.

For the purpose of this study, all the texts that are written in non-metric and non-verse forms are included as prose: they are studied as a whole except drama.

### **1.1.4 Language Skills**

The purpose of language is communication and language learning is to make the learners to communicate in that language. During communication the participants need different skills viz listening, speaking, reading and writing. These are the skills of language. During the communication, the above skills are used. Generally, these skills are classified as receptive skills and productive skills. Those skills which are used to receive some ideas, information, etc. are classified as receptive skills. They are listening and reading. After listening or reading, we get some information, ideas, etc. But those skills are productive as well in some circumstances. Another category is productive. Those skills which are used to produce some effect, message, information, etc. are called productive skills. They are speaking and writing. And at time these skills can be receptive as well.

### **1.1.5 Reading Comprehension**

Reading is the mixture of visual and non- visual experience or behaviour rather than barking at the printed letter. It is the deciphering of print making sense of a given text. Reading is the total understanding of a message or a message in a text. So reading comprehension indicates how well a person reads using his skills and ability to understand the message.

Proficiency refers to the skills or ability to operate something. In the context of language learning, it indicates the students'/ learners' ability or skill to use and understand written scripts properly. To be more specific, reading comprehension refers to the ability and skills to understand the given text. It is helpful to find the possibility of further improvement in the field. Before reading, the reader must assume that:

- he and the writer are using the same code.
- the writer has a message
- the writer wants the readers to understand the message.

Bringing meaning from and to the printed pages need reciprocal process between the printing symbols and the mind of the reader. Mental process is necessary for actual reading. Otherwise, it would be barking at the printed symbols only. But it depends on the purpose of reading. It is a crucial factor that affects reading. There are two main purposes of reading: (i) reading for pleasure and (ii) reading for information. The purpose of reading affects the learner's skills and ability to comprehend the texts. Another affecting factor is the level of the reader and difficulty level of the texts. These are the important factors that determine the type of reading also. There are different types of reading. They are silent reading, reading aloud, intensive reading, extensive reading, rapid or fast reading, skimming, scanning, etc. Different types of reading require different levels of reading proficiency too. It is not necessary to read deeply, slowly and silently in all contexts. Whatever the types, reading involves a variety of sub- skills. It is a combination of a set of sub- skills. According to Munby (1978), those sub – skills are:

- recognize the script of language.
- deduce the meaning and use of unfamiliar lexical items.
- understand explicitly stated information.
- understand information when it is not explicitly stated.
- understanding conceptual meaning.



- understanding the communicative value (function) of sentences and utterances.
- understanding relations within the sentences.
- understanding relation between parts of a text through grammatical cohesion devices.
- interpreting text by going outside it.
- recognizing indicators in discourse.
- identifying the main point 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.
- selecting extraction of relevant points from a text.
- basic reference skills.
- skimming
- scanning to locate specifically required information.
- transcoding information to diagrammatic display (cited in Sharma and Phyak. 2006, p. 232-33) .

It makes us clear that reading is a combination of a set of sub- skills.

Testing of reading starts right from recognizing the script of a language to complex reading skills like understanding conceptual meaning, understanding the communicative value of sentences or utterances, etc.

### **1.1.6 Types of Reading**

Without any purpose, readers do not go through a text. According to the purpose and level of the readers, we have identified different types of reading. They are:

#### **i. Reading aloud**

It is known as oral reading. Reading aloud is useful to develop the habit of correct pronunciation, articulation, intonation and rhythm in the students and to check these strategies. It does not mean the negligence of the meaning or message. This is relevant at primary level where reading is taken as an art or skill to be developed.

#### **ii. Silent reading**

It needs higher degree of mental ability. It is taken as the best way of reading because the mind is actively involved in it. Richards et al. (1999) say- "reading means perceiving a written text in order to understand its contents (p. 306)". It is mostly used in advanced level rather than in lower classes. One of the most important objectives of silent reading is to develop the way to enjoy and recreate themselves by cultivating interest in many kinds of reading. So that, the readers get pleasure and profit in silent reading.

#### **iii. Rapid reading**

The main aim of faster reading is to read fast and gain maximum information. It is also known as fast or speed reading. Rapid reading is generally done silently because reading aloud always checks the speed of reading. It develops readers' reading speed accumulating a lot of

information. It is mainly done to identify the perspective of the text, evaluating the text and reviewing the text.

#### **iv. Intensive reading**

The main purposes of intensive reading are to get at the central idea, to locate the meaning of the passage as a whole, to get the meaning of individual sentences and to understand the sequence interpreting information and so on. It is a thorough /detail reading in which readers are expected to be able to know all the vocabularies in the text and to be able to answer the comprehension questions. It requires higher degree of understanding. It is generally slow in speed.

#### **v. Extensive reading**

This type of reading is done for pleasure. It helps to develop fluency in the readers/ learners with comprehension but while doing this, learners/ readers must be concentrated on the text. It also helps to gain a general understanding, to develop good reading habits, to build up confidence in language, to build up knowledge of vocabulary and structures and to encourage for reading. Individual words, phrases and sometimes sentences are considered as a part of the whole text and they are not given more attention. It is generally practised silently and quickly.

#### **vi. Skimming**

It is a type of speed reading in which the reader makes a rapid survey of the text to grasp the general theme or central idea. Skimming is one of the specific reading techniques to get the gist, to know the organization and intention of the writer of the reading material (Grellet, 1981, p. 19). It requires overall view of the text. Apart from this, it involves mastering the skills of predicting, previewing and anticipation.

### **viii. Scanning**

Retrieving what information is relevant to our purpose or necessity and rejecting all other information is scanning. It is the fast and eye wandering technique of reading to find or locate specific information without reading line to line. It is far more limited in contrast to skimming. Checking dates, finding results, finding certain words, etc. are the examples of scanning.

#### **1.1.7 Testing reading**

In teaching and learning, the term testing is always associated because it is a tool to measure the learners' ability in learning. The term testing in teaching and learning refers to testing of various skills of language viz. listening, speaking, reading and writing, whereas reading means a process of retrieving and comprehending some kinds of information and ideas. Teaching and testing are so closely interrelated that it is virtually impossible to work in either field without being concerned with the other. Testing is a device to reinforce, motivate and assess the students and their performance. It gives the teacher a measure of progress and helps to supplement necessary feedback if it is applied properly.

According to the type of the reading materials, the purpose of reading and the level of the learners, various test items such as true/false items, multiple choice, close procedures, C-tests, short answer questions, completion items, rearrangements, etc. can be constructed to assess the reading proficiency of the students. One of the purposes of testing reading proficiency is to assess the students' understanding capacity. Among them the famous and most widely used techniques are:

- multiple choice questions
- short answer questions
- true or false items
- the cloze test

### **i. Multiple choice questions**

In this type of test, a question is given with 3 or 4 options.

Students/learners have to select one that is absolutely true answer of the question.

### **ii. Short answer questions**

Based on the text, short comprehensive questions are prepared to check the reading proficiency of the students. These questions help the teacher to evaluate his students and to measure how much the learners have known of whatever was taught.

### **iii. True false items**

It is one of the most widely used tests to check reading comprehension. These tests items are easy to construct than multiple choice. In true / false items, statements are given relating to the message of the text. Students have to write 'true' or 'false' comparing the statements with the text.

### **iv. The cloze test**

In recent years, the cloze test has become popular among ESL/ EFL teachers. In this test, some words are deleted at a regular interval. Generally a fifth or seventh word from the text is deleted and students

have to fill the blanks using their ability or capacity. They have to fill exact word or appropriate word without destroying the meaning.

## **1.2 Review of the Related Literature**

The knowledge of the previous research study is used to provide foundation to the present study. Different universities, research centres, educational institutions, governmental and non- governmental organisations are carrying out researches on situation, strategies, relevance, effect of different aspects of language and literature in language teaching.

Dhakal (1998) carried out a study on "Teaching English Language Through Literature at Proficiency certificate level". He found that language learning without literature is incomplete because it is an essential part of language learning. He also found that students become familiar with varieties of language, develop language skills, creativity, interpretive and analytical capacities through literature.

Jha (1999) conducted a research on "Teaching of English Through Literature". He found out that literature is an indispensable part of language teaching. It is necessary to learn literature for language learning. It develops competence and performance in the students in language learning by providing varieties of inputs.

Bhatta (2004) also carried out a study on "Grade Ten Students' Ability to Understand Literary Text". He found better performance of the students in prose and stories than in poems. He found that female students have less overall understanding in comparison to male students. He also concluded that it is easy to understand language and meaning in prose and

discourse rather than in poems for secondary level students. He recommended to investigate the causes behind this fact.

Gyawali (2004) carried out a research on "Teaching Poetry at Secondary Level". The researcher found that different strategies are used to teach poetry by different teachers. The teachers are facing many problems while teaching poetry. He suggested not including the symbolic poems that need more explanation. He focused on teacher training too. He also recommended to emphasize the reading skill.

Poudel (2005) in "TOEFL Based Reading Comprehension Ability of Bachelor Level Students" found better reading comprehension ability of Bachelor level students who came from governmental schools in terms of T.U. standard but their ability is not adequate in terms of TOEFL standard. He also found that those students who have better reading comprehension ability in one text also have better in other texts. One of the causes is due to less practice in TOEFL format test in T.U. He recommended to the concerned authorities to be conscious of the academic standards at the international level.

Neupane (2006) conducted another research on "Reading proficiency of Grade Ten students of Kathmandu and Gorkha District". She found that reading proficiency of the students of Kathmandu is better than the proficiency of the students of Gorkha district. She suggested that the concerned authorities should pay attention on motivation and interest of the learners for better understanding of the reading materials.

Pandey (2007) conducted a study on "The proficiency of Bachelor level's students in using Idioms and phrasal verbs". He found the proficiency level of the students satisfactory only. But B.A. 1<sup>st</sup> year students were found better than B. Ed. 1<sup>st</sup> year students in using idioms and phrasal

verbs. The proficiency of the students majoring in English was found better than the proficiency of the students not majoring in English.

Adhikari (2008) also conducted a research on "Reading proficiency of Bilingual and Multilingual learners" and concluded that multilingual learners are found less proficient in reading comprehension than the bilingual ones.

Many researches have been carried out on different aspects of language and literature. But no research work has been carried out regarding the comprehension ability of poetry and prose by B.Ed. 1<sup>st</sup> year students and concerning with the causes of difficulty. Thus, it is the first research work to study comparatively the comprehension ability of the students of B.Ed. 1<sup>st</sup> year with the causes of difficulty in the Department of English Education, Faculty of Education, Kirtipur, Kathmandu.

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

The objectives of the study are as follows:

- a. to compare the reading proficiency in English poetry and prose.
- b. to identify the main causes of difficulty to understand poetry and prose.
- c. to list some pedagogical implications.

### **1.4 Significance of the study**

The study is concerned with the comprehension level of B.Ed. 1<sup>st</sup> year students in poetry and prose texts along with the factors that hamper in understanding the texts. It is a new study in the Department of English Education. It will be valuable to the teachers who teach English at



campus and other levels. The students interested in English literature will also be benefited. The study will especially be significant for curriculum and syllabus designers, subject experts, administrators and further researchers of language. Furthermore, they will have the following benefits:

- a. Curriculum and syllabus designers can recognize the existing condition of the students in literary language/ texts.
- b. Subject experts will be aware about the inclusion of the literary texts especially poetry in the courses.
- c. Administrators can create proper learning environment by facilitating the teachers and students to promote the understanding of the students.

## **CHAPTER TWO**

### **METHODOLOGY**

The study was essentially a field research. The researcher visited the selected campuses of Kailali district to collect the data.

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

The researcher used both primary and secondary sources of data.

##### **2.1.1 Primary Source**

The primary sources of data were 100 students from 5 campuses of Kailali district and 10 English lecturers of Bachelor's level of the campuses.

##### **2.1.2 Secondary Source**

The secondary sources of data were related books, text books, journals, articles, curriculums, unpublished theses, reference materials such as Collie and Slatter (2000), Brumfit and Carter (1986), etc.

#### **2.2 Population of the Study**

The researcher selected 5 sample campuses of Kailali district using simple random sampling procedure. Then, he selected 20 sample population of B.Ed. 1<sup>st</sup> year from each five campuses using simple random sampling procedure. Two lecturers/ teachers of English from each campus were also selected by using judgemental non-random sampling procedure. Altogether there were 100 students and 10 English teachers of Bachelor's level.

### **2.3 Data Gathering Tools**

The researcher used test items and questionnaire as the tool to collect the data. Four sets of objective questions with reading passages were selected for the students. Among them, two were unseen poems and two were unseen prose texts. They were selected according to the level of students. The same sets of question were used for all the students. Two separate sets of questionnaires were also developed. The one for the English teachers and the other for the students to find the causes of difficulty.

### **2.4 Process of Data Collection**

The researcher visited the selected campuses, introduced himself with campus administration, asked for permission to administer the test and questionnaires and selected the sample population from B. Ed. first year. Then, he described them the purpose of doing so and its importance too. He persuaded them to respond to the questions patiently. Then he distributed the questionnaires of poetry with the texts. After collecting the answer- sheets, he distributed another set of questionnaires of prose with the texts. The time limit was also determined. At the same time, the researcher requested the English teachers to answer the questions of the study. At last, the researcher distributed another set of questionnaires to the students to find the causes of difficulty. Then, the researcher checked the answer sheets and kept the record with their names. The same procedures were applied to all the selected campuses, students and English teachers.

## **2.5 Limitations of the Study**

The limitations of the study were as follows:

- a. The research study was limited to the selected 5 campuses of Kailali district.
- b. Only the students of B. Ed. 1<sup>st</sup> year were taken as the sample population.
- c. 100 students and 10 English teachers of B. Ed. were used in the study.
- d. Responses of the teachers and the students were the basis for the causes of difficulty.
- e. The analysis is done on the basis of the achievement of the sample population in both poetry and prose.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of the data that have been collected from the teachers of Bachelors level and the students of B. Ed. first year of different campuses of Kailali district.

These data were collected by administering test items and questionnaires. The researcher had used two genres of literature i.e. poetry and prose to assess their reading comprehension level. The students were assessed through four texts; two unseen poems and two unseen prose texts. And the causes of difficulty to understand poetry and prose texts were analyzed on the basis of their responses.

#### 3.1 Overall Reading Comprehension Level of the Students in Poetry and Prose

Table No. – 2

	F.M.	TSN	TC	MS	Per
Poetry	50	100	3009	30.09	60.18%
Prose	50	100	3205	32.05	64.10%
Total	50	100	3107	30.07	62.14%

Table 1 shows the overall reading comprehension level of B. Ed. students in poetry and prose. The table contains total comprehension ability in poetry and prose, the mean score achieved by the students. It

also shows the percentage value of the score. From this table, it is found that the ORCL of the B.Ed. students is higher in prose than in poetry since the average marks achieved in prose is 32.05 and average marks in poetry is 30.09 out of 50 full marks of each. They are 64.10% and 60.18% respectively.

### 3.1.1 ORCL of the Students of Five Campuses

**Table No. – 3**

Campuses	Poetry		Prose		Total	
	MS	Per.	Ms	Per	Ms	Per
LMC	31.7	63.4	32.45	64.9	32.07	64.15
GMC	29.5	59.0	33.4	66.8	31.45	62.9
BVMC	27.75	55.5	29.6	59.2	28.67	57.35
RAMC	27.0	54.0	28.9	57.8	27.95	55.9
TMC	34.5	69	36.9	73.8	35.7	71.4

Table 2 Shows the ORCL of the students of the selected five campuses. From the table, it is found that the overall reading comprehension level of the students of five campuses is slightly different. The mean score obtained by the students of TMC in poetry is the highest. And in prose texts, students of TMC are in the highest position. Likewise, marks obtained by the students of RAMC and BVMC in poetry are the lowest. They achieved 54% and 55.5% respectively. But in prose, BVMC is slightly higher than RAMC.

The students of TMC have higher level of comprehension in both poetry and prose. Their mean scores are 34.5 and 36.9 in poetry and prose respectively. In the same way, the students of RAMC have lower level of reading comprehension both in poetry and prose texts. Their mean scores are 27.0 and 28.9 in poetry and prose respectively.

Only the students of TMC and LMC are found above the overall mean scores (30.09) in poetry and (32.05) in prose texts. They achieved 34.5 and 31.7 in poetry and 36.9 and 32.45 in prose. In reading comprehension of prose texts, GMC is also above the overall mean score (32.05). BVMMC and RAMC are below the overall mean score both in poetry and prose.

In prose TMC, GMC and LMC are above the overall mean score (32.05) but BVMMC and RAMC are below the point. But in poetry, only TMC and LMC are above the point (30.09) and other three campuses are below the point.

### 3.1.2. Item wise Analysis of the RCL of the Students

**Table No. -4**

Genres		Poetry (both the texts 50 FM)				Prose (both the texts 50 FM)			
Item		MC	M	T/F	SCQ	MC	M	T/F	SCQ
FM		10	10	10	20	10	10	10	20
TMC	MS	6.25	7.90	7.80	12.55	7.85	7.05	8.20	13.8
	Per	62.5	79.0	78.0	62.75	78.5	70.50	82.00	69.0
LMC	MS	6.25	6.60	7.30	11.55	7.05	6.800	7.00	58.0
	Per	62.5	66.0	73.0	57.75	70.5	68.00	70.0	11.65
GMC	MS	5.30	7.60	7.30	9.30	7.35	6.95	7.45	58.25
	Per	53.0	76.0	73.0	46.5	73.5	69.50	74.50	9.55
BVMC	MS	5.35	6.95	6.30	9.15	6.30	5.75	8.00	47.75
	Per	53.50	69.5	63.0	45.75	63.0	57.5	80.00	8.85
RAMC	MS	5.60	6.40	6.45	8.55	6.15	6.40	7.50	44.25
	Per	56.0	64.0	64.5	42.75	61.5	64.00	75.00	55.45
Total	MS	28.75	35.45	35.15	51.10	34.7	32.95	38.15	55.44
	Per	57.50	70.90	70.30	51.10	69.40	65.9	76.30	55.44

Table 3 presents the item wise marks achieved by the students which were administered to find their RCL. In each tests, both poetry and prose were of 50/50 full marks. Under that, multiple choice items were of 10 marks, matching items were of 10, true/false items were of 10 and short comprehensive questions were of 20 full marks. The same marking scheme was applied in both poetry and prose. The researcher has presented the mean score and percentage achieved by them in respective items.



In the test, the students achieved highest marks in matching items in poetry. The grand total mean score in matching items is 35.45 of the total students of five campuses in poetry. It is 70.90%. Likewise, the students achieved the highest marks in true/false items in prose texts. The grand total scores in true/false items is 38.15. It is 76.30%.

Similarly, the lowest mean scores were found in short answer questions in both poetry and prose. The mean scores are 51.10 and 55.45 in poetry and prose respectively. It is 51.10 and 55.44 percentage respectively.

The mean score in true/false items in poetry was found in the second position. The mean score in this item was found in the second position. The mean score in this item is 35.15 which is 87.87%. And the mean score in multiple choice items in poetry was found 28.75 which is 57.5%.

In the case of prose, the mean score in matching and multiple choice items were 32.95 and 34.70 respectively which are 65.9 % and 69.4%.

From the above analysis of the data obtained, it is found that in poetry the performance of the students in true/false items is better than in other items. It is slightly lesser than in matching items (35.45 in matching items and 35.15 in true/false items). The performance in poetry can be ordered as matching items (35.45), true/false (35.15), multiple choice (28.75), and short answer questions (25.55) from the highest to the lowest mean score. But in prose, it is: true/false (38.15), multiple choice (34.7) matching items (32.95) and short answer questions (27.72) in the above order.

### 3.1.3. RCL of the Students of TMC

Table No –5

Items	MC	M	T/F	SCQ	Total
FM	5	5	5	10	25
Poetry-1	3.05	3.9	3.95	6.3	17.20
Poetry-2	3.2	4.0	3.85	6.25	17.32
Total	6.25	7.9	7.8	12.55	
MS	3.12	3.95	3.9	6.27	17.24
Per	62.5	79.0	78.0	62.75	70.56
Prose-1	4.3	3.1	4.35	7.3	19.04
Prose-2	3.55	3.95	3.85	6.5	17.85
Total	7.85	7.05	8.20	13.8	
MS	3.92	3.52	4.10	6.9	18.44
Per	78.5	70.5	82.0	69.0	75.0

Table 4 shows the RCL of the students of TMC in the poetry and prose texts. They achieved 17.2 and 17.3 marks in poetry 1 and poetry 2 respectively. The mean score is 17.25 in poetry i.e.70.56 percentage. The students achieved 19.05 and 17.85 marks in prose texts 1 and 2 respectively. The mean score is 18.44 i.e. 75.0 % in the prose texts.

From the analysis of the data obtained, it is found that the students of TMC possess better RCL in both poetry and prose. Their performance in prose texts is better than the poetry texts.

### 3.1.4. RCL of the Students of LMC

**Table No.-6**

Items	MC	M	T/F	SCQ	Total
FM	5	5	5	10	25
Poetry-1	2.85	3.3	3.65	6.05	15.85
Poetry-2	3.4	3.3	3.65	5.5	15.85
Total	6.25	6.6	7.3	11.55	
MS	3.12	3.3	3.65	5.77	15.85
Per	62.5	66.0	73.0	57.75	64.81
Prose-1	3.5	2.75	3.75	6.2	16.2
Prose-2	3.55	4.05	3.25	5.4	16.25
Total	7.05	6.80	7.0	11.6	
MS	3.52	3.40	3.5	5.8	16.22
Per	70.5	68.0	70.0	58.0	66.62

Table 5 shows the RCL of the students of LMC in poetry and prose texts. They achieved 15.85 and 15.85 marks in poetry 1 and poetry 2 respectively. The students of LMC achieved 16.2 and 16.25 marks in prose text 1 and 2 respectively. The mean scores are 15.85 and 16.22 in poetry and prose respectively. And the percentages in both poetry and prose texts are 64.81 and 66.62 respectively.

### 3.1.5. RCL of the Students of GMC

Table No. – 7

Items	MC	M	T/F	SCQ	Total
FM	5	5	5	10	25
Poetry -1	2.4	3.65	3.95	5.2	15.2
Poetry – 2	2.9	3.95	3.35	4.1	14.3
Total	5.3	7.6	7.3	9.3	
MS	2.65	3.8	3.65	4.65	14.75
Per	53.0	76.0	73.0	46.5	61.87
Prose – 1	3.5	2.7	4.0	6.2	16.4
Prose -2	3.85	4.25	3.45	5.45	17.0
Total	7.35	6.95	7.45	11.65	
MS	3.67	3.47	3.72	5.82	16.7
Per	73.5	69.5	74.5	58.25	68.93

Table 6 presents the RCL of the students of GMC in poetry and prose texts. They achieved 15.2 and 14.3 marks in poetry 1 and poetry 2 respectively. The mean score is 14.7 i.e. 61.87 % in poetry. They achieved 16.4 and 17.0 marks in prose text 1 and 2 respectively. The mean score and percentage of the students of GMC in prose is 16.7 and 68.9 respectively.

### 3.1.6. RCL of the students of BVMMC

**Table No.-8**

Items	MC	M	T/F	SCQ	Total
FM	5	5	5	10	25
Poetry -1	2.55	3.25	3.15	4.45	13.4
Poetry – 2	2.8	3.7	3.15	4.7	14.35
Total	5.35	6.95	6.3	9.15	
MS	2.67	3.47	3.15	4.57	13.87
Per	53.5	69.5	63.0	45.7	57.92
Prose – 1	3.15	2.35	4.10	4.85	14.45
Prose -2	3.15	3.4	3.90	4.7	15.15
Total	6.3	5.75	8.0	9.55	
MS	3.15	2.87	4.0	4.77	14.8
Per	63.0	57.5	80.0	47.7	62.05

Table 7 presents the RCL of the students of BVMMC and it is in the fourth position. The students of BVMMC achieved 13.4 and 14.35 marks in poetry 1 and 2 respectively out. The mean score and percentage in poetry is found to be 13.87 and 57.92 respectively. It is about 4 marks less than TMC and about 2 marks less than LMC. In the prose text 1 and 2, they achieved 14.45 and 15.15 marks respectively. The mean score is 14.8 i.e. 62.05 % in prose texts.

### 3.1.7. RCL of the students of RAMC

Table No. – 9

Items	MC	M	T/F	SCQ	Total
FM	5	5	5	10	25
Poetry -1	2.75	3.1	3.2	4.65	13.7
Poetry – 2	2.85	3.3	3.25	3.9	13.30
Total	5.6	6.4	6.45	8.55	-
MS	2.8	3.2	3.22	4.27	13.5
Per	56.0	64.0	64.5	42.7	56.80
Prose – 1	3.25	2.6	3.7	4.5	14.05
Prose -2	2.9	3.8	3.8	4.35	14.85
Total	6.15	6.4	7.5	8.82	-
MS	3.07	3.2	3.75	4.42	14.45
Per	61.5	64.0	75.0	44.2	61.17

This table presents the RCL of the students of RAMC in poetry and prose texts. They achieved 13.7 and 13.3 marks in poetry 1 and 2 respectively. The mean scores and percentage in poetry is 13.5 and 56.8 respectively. They achieved 14.05 and 14.85 marks in prose text 1 and 2 respectively. The mean scores and percentage in the prose texts are 14.45 and 61.17 respectively. It proves that the students of RAMC have poor RCL in comparison to other four campuses.

### 3.2 Analysis of the causes of difficulty

To find out the difficulty in understanding poetry and prose, two sets of questionnaires were developed for the students and the teachers. Both teachers and students were requested to complete them carefully

carefully. Necessary discussion with the students and teachers about the factors of difficulty in poetry and prose texts was also conducted.

### 3.2.1 Views on difficulty level

**Table No. – 10**

	Difficult		Easy	
	No.	Per	No.	per
Poetry	62	62	38	38
Prose	38	38	62	62

The table shows that most of the students felt poetry more difficult than the prose texts. Only 38% of the students felt poetry as an easy and interesting subject matter. Likewise 62% of the students felt prose texts easy to understand and 38% felt it difficult.

### 3.2.2 Factors of difficulty in poetry

**Table No.-11**

Option	A	B	c	Total
	No.	No.	No.	No.
1	37	31	32	100
2	32	29	39	100
3	31	40	29	100
Total	100	100	100	

From this table, it is found that most of the students (40) considered option 'b' i.e. sentence structure as the most difficult factor in poetry. Likewise, option 'c' i.e. cultural value and context of the poem is found as the second difficult factor in poetry by 39 students. Option 'a' i.e. vocabulary is considered as the less difficult factor by 37 students.

To sum up, 34.48% of the students felt sentence structures as the most difficult factors in poetry Likewise, 33.62% and 31.9% students considered cultural value and context, and vocabulary as the other difficult factors in poetry respectively.

### 3.2.3 Factors of difficulty in prose

**Table No.-12**

Option	a	B	c	Total
	No.	No.	No.	No.
1	25	40	35	100
2	27	29	44	100
3	48	31	21	100
Total	100	100	100	

This table shows the factor of difficulty in prose texts in the order. It shows that 48 students assigned number 3 to the option 'a' i.e. vocabulary as the most difficult factor in prose texts. Likewise, 44 students assigned number 2 to the option 'c' i.e. cultural value and context. Number 1 was assigned to the option 'b' i.e. sentences structure by 40 students. It shows that, in prose texts, cultural value and contexts is the second most difficult factors and sentence structure as the least difficult factor in prose texts.

To sum up, vocabularies were considered 36.37% difficult factor in prose texts. Likewise, cultural value and context, and sentence structures were considered 33.33% and 30.30% difficult factor in prose texts respectively.



### 3.2.4 Condition in which the students understand poetry and prose better

**Table No.-13**

Option	a		B		c		d	
	No.	Per	No.	per	No.	per	No.	per
Poetry	36	36	34	34	16	16	14	14
Prose	37	37	15	15	28	28	20	20

This table presents the conditions in which the students understand the poems and prose texts better. The students had to tick on any one of the options. As they ticked, 36% of the students understand the poems better when their teacher describes the lines of poem in simple English (option 'a'). Likewise, 34% of the students need translation in Nepali to understand poetry (option 'b'). Similarly 16% and 14% of the students understand poetry better when their teacher gives the summary of the poems (option 'c') and gives the general background with the contexts (option 'd') respectively.

Similarly, 37% of the students understand the prose texts better when their teacher describes the lines of the prose texts in simple English (option 'a'). Likewise 28%, 20% and 15% of the students understand prose texts better when their teacher gives the summary of the prose (option 'c'), gives the general background with context of the prose (option 'd'), and translates the prose texts in Nepal (option 'b') respectively.

### 3.2.5 Teachers' perception on poetry and prose texts

**Table No. –14**

	easy	Per	difficult	per
Poetry	4	40	6	60
Prose	6	60	4	40

The table presents that most of the teachers felt poetry as a difficult genre to teach. Only 4 teachers, out of 10, liked teaching poetry. It is the 40% of the total number. But majority of the teachers i.e. 60% felt it difficult to teach.

According to their experience, their students also felt poetry as a difficult matter for understanding. Some teachers i.e. 40% also felt prose texts a difficult genre of literature. They enjoy to teach poetry. The prose texts were considered as an easy genre by 60% teachers during the study.

In such difficulties, it was found that the teachers helped their students by simplifying the tasks, locating the main ideas, picking up the rhetorical devices, selecting key vocabularies, consulting dictionaries, paraphrasing, etc.

According to the responses of the teachers, factors of difficulty in both poetry and prose texts are as follows:

Thirty-seven percentage of the teacher viewed sentence structure as the most difficult factor in both poetry and prose texts. They opined that long sentence (structure) make the students to be confused. Likewise, 34% of the teachers considered vocabulary as the second difficult factor in both

poetry and prose texts. Only 29% of the teachers considered general background of the texts as the least difficult factor in both poetry and prose texts.

To sum up, the teachers considered sentence structure, vocabulary and general background of the texts as the factors of difficulty in both poetry and prose texts in the order.

They added cultural gap, social and economic background of the learners, school environment, etc. as the other factors of difficulty in both poetry and prose texts.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATION

#### 4.1 Findings

The main concern of this study was to identify the overall reading comprehension level in poetry and prose texts by the students of B. Ed. first year at different campuses of Kailali district. To achieve the objectives, the researcher administered the test, both in poetry and prose texts and two other sets of questionnaires for the students and English teachers. The data were collected and tabulated with various headings based on different variables which could fulfil the objectives of the study. Those data were analysed using simple statistical tools like mean and percentage. On the basis of the analysis, the following findings have been drawn:

1. The students are found to have better comprehension ability in prose texts than in poetry.
  - i. The overall reading comprehension level of the students studying at B. Ed. first years is 64.1% in prose and 60.18% in poetry.
  - ii. Regarding the ORCL of five campuses, the students of TMC are found to have better comprehension ability in both poetry and prose texts than other campuses. Their ORP levels are 69.4% and 71.4% in poetry and prose respectively. LMC, GMC, BVMMC and RAMC are in the second, third, fourth and fifth positions in prose texts. Their ORC levels in prose are 64.15%, 62.9%, 57.35% and

55.9% respectively. But in poetry, LMC has exceeded GMC and is in the second position.

- iii. Performance in true/ false items is found better in prose texts. Over seventy-six percent of the students have done the exercises correctly. But in poetry, students are found better in matching and true false items. In poetry, 70.90% of the students have done matching items correctly and 70.30% of them have done true/false items correctly.
- iv. The students are found to have better performance in multiple choice items, matching items and true/ false items than in short answer questions. In poetry 70.90% and 70.30% comprehension of the students is found in matching and true/ false items respectively. But in prose texts, 76.30% and 69.4% comprehension is found in true/false items and matching items respectively. Only 51.10% and 55.44% proficiency is found in short answer questions in poetry and prose texts respectively.

2. Poetry is found as more difficult genre. Sentences structure and vocabularies are the prime factors of difficulty both in poetry and prose.

- i. Regarding the factors of difficulty in poetry, it is found that 62% of the students felt poetry as a difficult genre because of the difficult sentence structures whereas 38% of the students found it easy and interesting than prose texts.
- ii. It is found that, in poetry, most of the students (34.48%) have considered sentence structures as the most difficult

factor. Similarly, cultural value and contexts have been considered second difficult factor by 33.62% students. Over thirty-one percent of the students have considered vocabularies as the next difficult factors in poetry.

- iii. Most of the students (36.37%) considered vocabularies as the most difficult factor in prose texts. Similarly, cultural value and contexts have been considered as the second difficult factor by 33.33% of the students and only 30.30% of the students considered sentence structures as the next difficult factor in prose texts. Sentence structures were considered less difficult in prose texts than in poetry.
- iv. It is also found that 36% of the students understand poetry better when their teacher describes the poem in simple English. And only 37% of the students understand prose texts in this condition. Thirty-four percent of the students enjoy and understand poetry when their teacher translates it in Nepali but in prose 15% enjoy and understand it in this condition. Likewise 16% and 14% of the students understand poetry better when their teacher gives the summary, and general background and context respectively. In this condition, 28% and 20% of the students understand prose texts better.
- v. In 37% teachers' opinions and experiences, sentence structures were found the most difficult factors in understanding both poetry and prose texts. Thirty-four percent teachers said that vocabularies are the second difficult factor that hampers in understanding poetry and

prose texts both by themselves and their students.

Similarly, general background of the texts was considered 29% difficult factor in both poetry and prose texts.

3. Sixty-two percent of the students are found interested in prose and 38% of the students are found interested in poetry. The situation seems satisfactory.
4. It is found that 40% of the teachers are interested in teaching poetry and 60% of them are interested in teaching prose.

#### **4.2 Recommendations**

On the basis of the above findings, the researcher has made the following recommendations:

- i. Due priority should be given on poetry from high school level because of the weak performance of the students in it.
- ii. Some literary texts especially poetry should be included in B. Ed. Level with varieties of exercises. It will be fruitful in education faculty.
- iii. Short answer questions should be given in poetry and prose texts widely in upper levels too. It will develop reading as well as writing skills.
- iv. Students as well as teachers should be encouraged and facilitated to publish literary and other journals regularly to increase the interest in poetry and prose text and to make them familiar with different kinds of sentence structures, vocabularies ,etc.

- v. Concerned authorities should develop and distribute related books, posters and figures to each campus to avoid cultural gap. If possible, related documentary should be shown regularly.
- vi. Maximum exposure should be given in simple English to the students in poetry and prose texts along with exercises as home assignment to avoid the translation in the Nepali language.
- vii. Teaching/ learning environment as well as weak administrative aspect should be improved for better learning and understanding. Both, environment and administration have crucial effect on teaching learning and understanding the texts.
- viii. Various extra curricular activities such as quiz contest, vocabulary games, etc. should be conducted regularly from elementary to higher level to increase vocabulary power.
- ix. The students of rural area are deprived of using rich library and supplementary materials and conversely have less achievement. So the government and concerned authorities should pay attention to the facts to uplift the existing scenario in the field.
- x. Relatively group discussion about the text before reading will be profitable for the students of the campuses.
- xi. Course should be updated along with international level and teachers should be given regular trainings about it.



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## Appendix –

### *Texts for the Students*

#### ***Poetry Text 1***

#### **I Wandered Lonely as a Cloud**

–William Wordsworth

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.  
Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance ,  
Tossing their heads in sprightly dance.

**Students Name:**

**Level:**

**Year:**

**Campus :**

**District:**

**1. Fill in the blanks with appropriate words from the poem. 1×5 =5**

- i. The poet is wandering .....  
a. with his friends      b. with cloud      c. alone.
- ii. He compares himself as ..... in the 1<sup>st</sup> stanza.  
a. hills      b. daffodils      c. cloud
- iii. The flowers are .....  
a. near the lake      b. over the hills      c. in the breeze
- iv. "They stretched in never- ending line". In this line, "they" refers to....  
a. poet and his friends      b. daffodils      c. trees
- v. The poet sees ten thousand ..... at a glance .  
a. daffodil flowers      b. heads      c. stars

**2. Match the following words with their meaning. 1×5= 5**

- i. a low ground between hills – never ending
- ii. a kind of flower – breeze
- iii. a group – daffodils
- iv. endless – a host
- v. gentle air – vale

**3. Write 'T' for true and 'F' for false statements 1×5=5**

- i. The poet is walking with a cloud. ....
- ii. The daffodils are under the tree beside the lake. ....
- iii. The poet saw ten thousand heads . ....
- iv. The poem is about the nature. ....
- v. In the poem, " heads" refers to the poets' head. ....

**4. Give short answer: 2×5= 10**

- i. Who wandered alone as a cloud ?  
Ans: .....
- ii. What did the poet see?  
Ans: .....
- iii. where are the daffodil flowers dancing ?  
Ans: .....
- iv. How many flowers did the poet see at a look ?  
Ans: .....
- v. How did the daffodils stretch ?  
Ans: .....

## *Prose Text 1*

### **Intoxicants are very Harmful**

Many people get into many harmful habits such as use of alcohol, cigarettes, and other intoxicants like opium, cocaine etc. They are also considered social evils.

People generally consume tobacco in the form of bidi, cigarette or hookah. Some people chew it raw. Tobacco contains a powerful poison called nicotine. When we smoke, some amount of nicotine, carried along with the smoke, is absorbed by our blood. This nicotine excites our nose and throat. It increases heart-beat and causes hearth ailments. It also affects the body temperature and blood circulation. Scientific research has shown that smoking causes lung cancer and shortens life too. Moreover, indigestion, peptic ulcer and cancer of the mouth are also among its other effects. Nicotine is habit- forming material. After sometime the body starts feeling the need of it.

Use of alcohol is also very harmful to our health. With its consumption all the physical processes get slowed down. As soon as it enters our body and mixes with the blood, it immediately starts affecting some areas of the brain. As a result the individual starts getting intoxicated and the person finally becomes senseless. Prolonged drinking causes dangerous diseases of the liver.

Some people take many types of pills to relieve themselves of pains and mental tensions. These are also very dangerous for health. Excessive use of these weakens the memory. Once you develop the habit of taking intoxicants, it becomes very difficult to get rid of them. We should, therefore, always avoid their use.

**Students Name:**

**Level:**

**Year:**

**Campus :**

**District:**

**1. Fill in the blanks with appropriate words from the text. 1×5 =5**

- i. People use tobacco in the form of .....  
a. alcohol                      b. cigarette                      c. cocaine
- ii. Tobacco contains .....  
a. hookah                      b. opium                      c. nicotine
- iii. We should always avoid the use of .....  
a. intoxicants                      b. alcohol                      c. tobacco
- iv. Maximum use of ..... weakens the memory.  
a. pills                      b. alcohol                      c. tobacco
- v. Mainly ..... types of intoxicants are described in the text.  
a. five                      b. four                      c. three

**2. Match the following words with their meanings : 1×5 = 5**

- |                |  |
|----------------|--|
| i. consume     | – an illness                               |
| ii. intoxicant | – use                                      |
| iii. excessive | – substance that makes one becomes excited |
| iv. ailment    | – morally bad                              |
| v. evils       | – maximum                                  |

**3. Write 'T' for the and 'F' for false statement: 1×5 =5**

- i. Tobacco contains opium
- ii. People use tobacco in the form of cigarettes or hookah.
- iii. we should not avoid the use of intoxicants.
- iv. Maximum use of pills weakens the memory.
- v. It is easy to get rid of intoxicants once you developed the habit of taking them.

**Give short answer: 2×5=10**



i. List down the three intoxicants described in the text.

Ans: a) ..... b) ..... c) .....

ii. What does tobacco contain ?

Ans: .....

iii. What is nicotine ?

Ans: .....

iv. Why do people take many types of pills ?

Ans: .....

v. Is it easy to get rid of the habit of taking intoxicants?

Ans: .....

*Poetry Text 2*

**As I walked out one Evening**

–Wystan Hugh Auden

As I walked out one evening ,

Walking down Bristol street,

The crowds upon the pavement

Were fields of harvest wheat.

And down by the brimming river

I heard a lover sing

Under an arc of the railway:

'Love has no ending.

'T ll love you, dear, I'll love you

Till China and Africa meet,

And the river jumps over the mountain

And a salmon sing in the street.

**1. Fill in the blanks choosing appropriate words from the options: 1×5=5**

i. The river is ....

- a. full                      b. dry                      c. half- full

ii. In this poem 'I' refers to the .....

- a. the crowd              b. the poet      c. his lover

iii. The crowds of the people were on the .....

- a. fields              b. side of the rive              c. Bristol Street

iv. The poet heard a song under the ..... of the railway

- a. arc              b. ground              c. field.

v. The beloved of the poet will love him till .....

- a. China and Nepal meet              b. mountain meet with river  
c. The fish sing in the street.

**2. Match the word with their correct meaning 1×5=5**

- a. pavement ..... groups of people.  
b. salmon ..... curved line .  
c. arc ..... side way of the road.  
d. harvest ..... a large fish with pink flesh .  
e. crowds ..... cut and gathered

**3. Write 'T' for true and 'F' for false statements: 1×5= 5**

- a. The poet saw groups of people on the sideway of the road
- b. The crowd of people work in the railway.
- c. The beloved of the poet love him very much..
- d. The river can jump over the mountain.
- e. Someone is singing a song under the railway arc.

**4. Write short answer : 2×5=10**

a. Who was walking down the Bristol Street ?

Ans: .....

b. Where were the crowds ?

Ans: .....

c. Where did the poet hear a song ?

Ans: .....

d. What is the title/ beginning of the song ?

Ans: .....

e. Are the comparisons in the poem possible?

Ans: .....

## *Prose Text 2*

### **Honeybees**

Honeybees are the bees that make honey. They live in a colony led by a Queen bee. The Queen lays eggs which will hatch into worker bees ( underdeveloped females) , queens and males ( or drones) whose job it is to fertilize the queens. Later these queens will form their own colonies. Honeybees make honey with nectar (liquid sugar) and the pollen from flowers. During the summer each worker bee uses its tongue called a glossa to suck nectar and pollen from the flowers both of which it keeps in its stomach. When its stomach is full all the bees return to the hive. Here other worker bees are waiting to collect the liquid and mix it with secretions from their mouths which they then deposit in the cells of the honeycomb. After three days this substance is transformed into honey. The cells are then sealed with plugs of wax so that the honey is kept safely ready for the winter.

**1. Fill in the blanks choosing the correct word: 1×5= 5**

- i. .... make honey .  
a. Honey    b. Queen bees    c. Honey bees
- ii. The queen hatches ....types of bees.  
a. two        b. three        c. four
- iii. Glossa is used to suck..... from the flowers  
a. nectar and pollen        b. flower    c. stomach
- iv. Bees live in .....
- a. flower b. wax c. hive
- v. .... are male bees.  
a. Drones b. Worker bees c. Queen bees

**2. Match the following words with their meaning 1×5= 5**

- a. Honeybees ..... groups of bees
- b. Queen bee ..... make honey.
- c. colonies ..... closed
- d. transformed ..... lays eggs.
- e. sealed ..... .. changed

**3. Write 'T' for true and 'F' for false statements : 1×5= 5**

- a. Bee colony is led by a Queen bee.
- b. The male bee hatches eggs.
- c. A glossa is the tongue of a bee.
- d. All the worker bees go to collect nectar and pollen.
- e. Honey (in the hive) is kept safely with sealed plugs of wax.

**4. Give short answers: 2×5= 10**

- 1. Which bee lays eggs?  
Ans: .....
- 2. What do male bees do?  
Ans: .....
- 3. Do many queen bees live together?  
Ans: .....
- 4. Where do the bees deposit honey?  
Ans: .....
- 5. How do they keep the honey safely?  
Ans: .....

## **Appendix**

### ***Questionnaire for the Students***

**Students Name:**

**Level:**

**Year:**

**Campus:**

**District:**

**Students are requested to give answer according to their experience.**

1. Which one do you feel easier?

a. Poetry

b. Prose

2. What do you feel more difficult in poetry? (Rank them in order assigning 3, 2, 1 from most difficult to less difficult)

a. vocabulary/ word meaning.

b. sentence structure/ style of writing.

c. cultural value and context.

3. What do you feel more difficult in prose? (Rank them in order assigning 3, 2, 1 from most difficult to less difficult)

a. vocabulary/ word meaning.

b. sentence structure/ style of writing.

c. cultural value and context.

4. When do you understand poems better?

- a. When your teacher describes the lines of the poem in simple English.
- b. When your teacher translates the poem in Nepali.
- c. when your teacher gives the summary of the poem.
- d. when your teacher gives the general background and context of poem.

5. When do you understand prose better?

- a. When your teacher describes the lines of the prose in simple English
- b. When your teacher translates the prose in Nepali.
- c. when your teacher gives the summary of the prose.
- d. when your teacher gives the general background and context of prose text .

***Have you Attempted all the Questions? Check Please***

***Thanks for your kind co-operation.***



## Appendix

### *Questionnaire for the English Teacher*

Qualification: Teachers Name:

Experience: Campus:

District:

Please read the following questions and give your view:

1. What do you feel difficult to teach?
  - a) Poetry
  - b) Prose
2. What makes you feel it difficult? Rank them assigning 3,2,1)
  - a. Vocabulary. b. Sentence structure
  - c. General background of the text
3. What make them feel it difficult? According to your experience.

Ans: .....

4. How do you solve your students ' difficulty?

Ans: .....

5. Which skill/s of language is better learnt by poetry?

Ans: .....

6. Which skill/ s of language is better learnt by prose texts?.

Ans: .....

7. Have you thought any other causes of difficulty that are not mentioned in the questionnaire but you and your students' have to face in:

i. Poetry -----

ii. Prose-----

*Thanks for your kind co-operation.*

**A Research Proposal**

**ON**

**READING PROFICIENCY OF B.ED. STUDENTS IN  
ENGLISH POETRY AND PROSE : A COMPARATIVE  
STUDY**

**Submitted to**

**The Department of English Education**

**in Partial Fulfilment for Master's Degree in Education**

**(Specialization in English Education)**

**Faculty of Education, Tribhuvan University**

**Kirtipur, Kathmandu, Nepal**

**By**

**Prem Prasad Bhandari**

**T.U. Regd. No.: 9-2-57-97-2000**

**Second Year Examination Roll No.:280331**

**Date of Submission: 2065/**

**APPROVAL FOR THE RESEARCH**

This proposal has been approved by the following Research Guidance Committee.

Signature

**Dr. Chandreshwar Mishra (Guide)** \_\_\_\_\_

Reader and Head Chairperson

Department of English Education

..... \_\_\_\_\_

..... Member

Department of English Education

..... \_\_\_\_\_

..... Member

Department of English Education

Date:



## Appendix I

### Tikapur Multiple Campus Tikapur

S.N.	Name of the students	Poetry										Prose									
		Text-1				Total	Text-2				Total	Text-1				Total	Text-2				Total
		M/C	M	T/F	S.C.Q	25	M/C	M	T/F	S.C.Q	25	M/C	M	T/F	S.C.Q	25	M/C	M	T/F	S.C.Q	25
1	Nabin Kumar KC.	2	3	3	5	13	4	3	5	8	20	5	3	5	9	22	3	3	3	8	17
2	Bhuwan chaudhary	3	3	4	8	18	3	1	2	2	8	5	1	4	6	16	3	1	3	2	9
3	Puspa Raj Bandari	4	5	4	8	21	5	5	5	8	23	5	2	5	7	19	4	5	4	7	20
4	Tika Ram Kathayat	4	5	4	6	19	5	3	3	4	15	5	2	5	8	20	2	3	4	8	17
5	Nirajan Rawal	3	3	4	3	13	3	2	4	2	11	4	1	1	3	9	4	3	5	4	16
6	Gyan Raj Dahit	4	5	4	7	20	4	5	3	9	21	4	3	4	10	21	5	5	4	7	21
7	Man Bdr. Chaudhary	1	3	5	10	19	2	3	3	6	14	4	3	4	8	19	2	3	5	4	14
8	Dil Bdr. Dhami	4	5	4	6	19	3	5	4	4	16	4	5	5	8	22	4	5	5	8	22
9	Ganesh chaudhary	5	5	5	10	25	4	5	4	8	21	5	5	5	8	23	4	5	4	10	23
10	Purna Bdr. Thakulla	2	3	3	4	12	3	5	5	10	23	4	5	5	9	23	3	2	4	7	16
11	Purna Bdr. B.K.	4	5	4	6	19	3	5	3	9	20	5	1	5	7	18	3	5	4	6	18
12	Janak Chaudhary	2	3	4	2	11	2	5	5	6	18	4	3	4	8	19	2	5	4	6	17
13	Ram Bdr. Chaudary	1	3	4	4	12	2	5	5	4	16	4	3	4	8	19	2	5	4	6	17
14	Laxmi Ram Chaudhary	4	1	4	2	11	1	0	4	4	9	2	2	3	2	9	3	3	2	0	8
15	Tika Singh Bam	2	5	2	6	15	3	5	2	8	18	4	3	5	6	18	4	5	3	6	18
16	C.P. Upahdyaya	4	5	4	8	21	4	5	5	8	22	5	5	5	10	25	5	5	5	9	24
17	Parshu Ram chaudhary	2	5	5	8	20	4	5	5	8	22	4	5	5	8	22	5	4	3	8	20
18	Hikmat Bdr. Shahi	2	2	4	6	14	2	3	4	7	16	5	5	5	6	21	4	5	3	9	21
19	Bal Kumari kuwar	3	4	4	8	19	3	5	3	4	15	3	3	4	5	15	4	2	4	8	18
20	Parbati devkota	5	5	4	9	23	4	5	3	6	18	5	2	4	10	21	5	5	4	7	21

Total		61	78	79	126	344	64	80	77	125	346	86	62	87	146	381	71	79	77	130	357
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## Appendix II

### Lamki Multiple Campus, Lamki

S.N.	Name of the students	Poetry 50										Prose 50									
		Text-1				Total	Text-2				Total	Text-1				Total	Text-2				Total
		M/C	M	T/F	S.C.Q		25	M/C	M	T/F		S.C.Q	25	M/C	M		T/F	S.C.Q	25	M/C	
1	Devendra kunwar	3	5	5	5	18	3	5	3	8	19	1	3	3	7	14	4	5	3	6	18
2	Dhirendra Thapa	5	5	4	10	24	5	5	5	9	24	5	5	5	10	25	4	5	4	10	23
3	Mahajit Budha	3	5	4	9	21	5	5	4	8	22	5	3	4	7	19	3	3	3	4	13
4	Ram Prasad Khanal	4	2	3	5	14	3	2	2	5	12	4	1	2	8	15	3	3	2	4	12
5	Daya Ram Joshi	2	2	3	6	13	4	2	4	2	12	4	3	4	6	17	2	3	3	4	12
6	Dhani Ram Sharma	4	5	4	10	23	3	3	4	5	15	4	5	5	5	19	4	5	4	7	20
7	Khagendra Regmi	3	2	5	8	18	4	3	5	6	18	4	3	5	6	18	4	3	5	8	20
8	Santosh Chaudhary	4	5	5	8	22	5	5	4	10	24	5	5	5	10	25	4	5	3	6	18
9	Dharma Kumari Dangi	3	5	2	6	16	2	3	3	2	10	4	1	3	5	13	5	1	4	7	17
10	Jeevan Psd. Neupane	2	2	3	2	9	2	1	4	3	10	1	2	3	4	10	3	3	2	4	12
11	Tika Ram Jaishi	1	2	3	5	11	3	2	5	5	15	3	2	4	4	13	4	3	3	4	14
12	Apsara Shahi	3	2	3	4	12	3	1	3	6	13	4	2	3	6	15	2	5	2	4	13
13	Asha Rawal	2	1	4	6	13	3	5	3	4	15	5	3	5	8	21	4	5	5	7	21
14	Bhakta Bdr. Chaudary	4	5	4	4	17	2	3	3	7	15	1	3	3	6	13	5	5	4	7	21
15	Padam Raj Jishi	2	5	3	2	12	5	2	3	4	14	3	1	4	6	14	3	2	4	6	15
16	Sudha Devi kafle	2	3	4	4	13	3	2	4	5	14	2	1	2	4	9	4	5	3	2	14
17	Min Bdr. Bohara	3	5	4	8	20	5	5	5	8	23	5	5	5	8	23	4	5	4	10	23
18	Bhagirathi kumari pun	2	1	2	7	12	2	4	3	4	13	4	1	3	4	12	2	5	2	2	11
19	Hari Psd. Neupane	2	1	4	5	12	2	5	2	3	12	2	5	2	2	11	2	5	1	1	9
20	Bhagawati pandey	3	3	4	7	17	4	3	4	6	17	4	1	5	8	18	5	5	4	5	19
Total		57	66	73	121	317	68	66	73	110	317	70	55	75	124	324	71	81	65	108	325





## Appendix III

### Ghodaghodi Multiple Campus, Sukhad

S.N.	Name of the students	Poetry 50										Prose 50									
		Text-1				Total 25	Text-2				Total 25	Text-1				Total 25	Text-2				Total 25
		M/C	M	T/F	S.C.Q		M/C	M	T/ F	S.C.Q		M/C	M	T/F	S.C.Q		M/C	M	T/F	S.C.Q	
1	Bishna Chaudhary	2	3	4	2	11	2	3	3	2	10	4	1	3	4	12	4	5	3	4	16
2	Yogendra Psd. Regim	3	2	5	6	16	4	5	3	6	18	3	2	4	8	17	3	3	3	7	16
3	Ganesh Bista	4	5	4	7	20	3	3	4	4	14	4	2	5	8	19	4	5	5	9	23
4	Tula Ram Pant	4	5	5	6	20	5	5	5	6	21	5	3	5	9	22	4	5	5	8	22
5	Ghan Psd. Jaishi	2	2	3	6	13	3	3	4	4	14	3	3	4	4	14	4	4	2	5	15
6	Gagat singh	4	5	4	8	21	4	5	5	6	20	5	5	5	10	25	5	5	5	9	24
7	Bhisnu Psd. Chalise	3	5	4	8	20	3	3	2	4	12	5	3	4	8	20	4	5	3	6	18
8	Tulsa Bhatta	2	3	4	5	14	4	5	4	7	20	5	3	4	7	19	5	5	3	6	19
9	Surendra Bista	3	3	2	4	12	3	5	3	1	12	2	3	2	5	12	2	3	3	4	12
10	Jaya Ram Bhandara	3	2	5	6	16	4	5	4	2	15	2	2	2	4	10	3	3	3	4	13
11	Ramesh Raj Giri	1	5	3	2	11	2	3	2	2	9	3	2	3	5	13	4	3	4	4	15
12	Krishna Bdr Bist	1	5	4	5	15	2	2	3	4	11	4	2	4	5	15	3	5	3	5	16
13	Kumar Bdr. K.C.	1	3	4	3	11	2	5	4	4	15	3	3	5	9	20	4	5	3	6	18
14	Nishant subedi	3	2	5	8	18	3	5	3	6	17	2	1	4	6	13	3	3	3	4	13
15	Lal Bdr. Chaudhary	1	5	3	6	15	2	3	3	6	14	3	5	5	4	17	5	5	5	6	21
16	Kul Raj Chaudhary	2	3	4	6	15	3	5	3	3	14	4	3	4	4	15	4	5	4	6	19
17	Indra Kandel	2	5	4	5	16	3	5	1	3	12	3	2	4	6	15	5	5	3	4	17
18	Tek Bdr. Bista	2	5	4	2	13	2	5	5	4	16	2	3	5	7	17	5	5	3	4	17
19	Tara Ram Acharya	3	2	5	7	17	2	2	5	4	13	4	4	4	7	19	4	5	4	6	19

20	Bishnu kumari Giri	2	3	3	2	10	2	2	1	4	9	4	2	4	4	14	2	1	2	2	7
Total		48	73	79	104	304	58	79	67	82	286	70	54	80	124	328	77	85	69	109	340

## Appendix IV

### Birendra Vidhya Mandir Multiple Campus, Tikapur

S.N.	Name of the students	Poetry 50										Prose 50									
		Text-1				Total	Text-2				Total	Text-1				Total	Text-2				Total
		M/C	M	T/F	S.C.Q		M/C	M	T/F	S.C.Q		M/C	M	T/F	S.C.Q		M/C	M	T/F	S.C.Q	
1	Amrit Bhandari	2	5	2	3	12	2	5	2	3	12	5	3	4	9	21	3	5	3	2	13
2	Sonu Chaudhari	2	5	5	6	18	4	5	4	10	23	3	5	5	5	18	4	5	4	8	21
3	Rajendra Pandey	3	3	2	4	12	3	5	2	5	15	5	2	5	7	19	4	5	5	8	22
4	Pradeshi Chaudhary	3	5	3	6	17	3	3	3	6	15	3	5	3	6	17	2	4	4	4	14
5	Krishna Psd. Jaishi	3	5	3	4	15	1	3	3	2	9	4	2	3	2	11	4	2	5	3	14
6	Nirmal Shah	1	1	2	2	6	2	2	3	0	7	2	1	4	0	7	1	1	3	2	7
7	Dipa Kushmi	2	2	4	4	12	2	3	2	4	11	2	1	4	5	12	2	1	3	2	8
8	Dipendra sharma	4	3	3	7	17	4	5	4	6	19	4	5	5	8	22	5	5	4	10	24
9	Khem Raj Devkota	2	3	4	6	15	2	2	4	7	15	3	1	4	2	10	3	3	5	4	15
10	Padam Sapkota	2	5	3	5	15	3	5	5	7	20	3	0	3	8	14	3	3	5	4	15
11	Nirmala Rawal	3	1	3	2	9	4	3	4	2	13	2	1	5	4	12	1	4	3	4	12
12	Lahanu Chaudhary	2	5	3	4	14	2	3	3	4	12	4	3	3	0	10	3	3	4	0	10
13	Keshar Bdr. Tamatta	2	5	3	8	18	2	5	4	10	21	4	2	5	8	19	4	3	4	9	20
14	Jamuna K. Bista	3	2	4	4	13	3	2	2	4	11	3	2	3	4	12	4	3	3	5	15
15	Bhuwaneshawari Bhattarai	5	1	2	4	12	3	2	4	4	13	2	1	5	8	16	4	3	3	5	15
16	Nisha Bhat	3	3	2	0	8	3	3	3	0	9	2	3	4	4	13	1	1	3	2	7
17	Dipak Raj Neupane	1	3	3	4	11	3	5	2	2	12	2	3	3	0	8	5	5	4	3	17
18	Pushpa Dash Chaudhary	2	3	4	5	14	2	3	3	2	10	4	1	4	0	9	4	5	4	7	20
19	Dev. Bdr. Magar	5	2	4	7	18	4	5	3	9	21	4	3	5	9	21	4	5	5	8	22
20	Dharma Ps. Bajgain	1	3	4	4	12	4	5	3	7	19	2	3	5	8	18	2	2	4	4	12
Total		51	65	63	89	268	56	74	63	94	287	63	47	82	97	289	63	68	78	94	303

## Appendix V

### Raghunath Adarsha Multiple Campus, Bauniya

S.N.	Name of the students	Poetry 50										Prose 50									
		Text-1				Total	Text-2				Total	Text-1				Total	Text-2				Total
		M/C	M	T/F	S.C.Q		M/C	M	T/F	S.C.Q		M/C	M	T/F	S.C.Q		M/C	M	T/F	S.C.Q	
1	Kalpna shahi	2	2	4	5	13	3	3	3	2	11	4	3	4	6	17	4	5	4	6	19
2	Saradhu Ram Chaudhary	2	1	3	5	11	4	3	3	4	14	4	3	5	9	21	3	1	2	6	12
3	Rita chaudhary	3	2	5	6	16	3	5	3	2	13	3	3	4	6	16	3	5	4	4	16
4	Shobha K. Shahi	3	3	5	3	14	3	2	5	4	14	3	5	4	6	18	3	5	4	2	14
5	Dipa Neupane	2	2	3	2	9	2	2	3	2	9	3	2	5	4	14	3	2	5	2	12
6	Dipa Basnet	2	2	3	5	11	2	2	2	3	9	4	1	3	3	11	2	2	5	6	15
7	Laxmi Rokay	3	5	4	4	16	3	5	3	6	17	3	5	3	4	15	3	3	4	2	12
8	Deepak Chudhary	3	2	3	4	12	2	5	4	2	13	2	3	3	0	8	3	3	5	2	13
9	Meena Chaudhary	3	2	3	4	12	2	2	3	6	13	2	2	3	3	10	2	5	5	7	19
10	Raj K. Chaudhary	2	5	3	6	16	3	3	3	2	11	2	1	2	3	8	3	3	3	4	13
11	Chandra Rokay	3	3	2	4	12	3	2	3	8	16	5	0	5	6	16	3	5	5	2	15
12	Dhirja Devkota	4	4	3	6	17	3	2	4	5	14	4	1	4	4	13	1	5	3	3	12
13	Kamala Devkota	2	3	2	4	11	4	3	3	4	14	2	2	3	0	7	3	3	2	3	11
14	Rup Raj Timilsena	4	2	3	4	13	2	3	3	2	10	4	0	2	1	7	1	1	1	0	3
15	Janak Timilsena	3	3	3	2	11	3	1	3	3	10	1	2	5	5	13	1	3	3	2	9
16	Binod Chaudhary	2	2	2	5	11	2	3	3	0	8	5	5	3	6	19	4	5	3	4	16
17	Dhan Bir Chaudhary	3	5	3	4	15	3	5	3	5	16	4	2	4	4	14	3	5	5	6	19
18	Raja Ram Chaudhary	3	5	4	9	21	4	5	5	8	22	4	5	5	8	22	4	5	4	10	23
19	Narendra B. Shahi	2	5	2	4	13	3	5	3	4	15	3	2	2	4	11	5	5	5	6	21

20	Ram B. Chaudhary	4	5	4	7	20	3	5	3	6	17	3	5	5	8	21	4	5	4	10	23
Total		55	62	64	93	274	57	66	65	78	266	65	52	74	90	281	58	76	76	87	297

