

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is indispensable vehicle of all human knowledge. It is the transmitter of thought. It is the most valuable single possession of the human beings without which no civilization is possible.

There are innumerable language communities in the world and every language community has its own language of it. English is the language that has enjoyed by far the fastest growth with recent times. After Chinese English has the world's largest speaking population (Pei, Merio, 1957). One Person out of every ten in the world speaks English. English at present the most widely studied language in countries where it is not native, being a compulsory part of higher educational curriculum. It has become the language of trade and business transactions in many parts of the world .Three fourth (3/4) of world's mail is written in English. Over half of newspapers are printed in English. It has a literature as flourishing as any, and has recently become one of the reading tongues of scholarship and scientific research .Therefore it is taught as a compulsory subject in Nepal from Grade one to the Bachelor level. This fact shows the need and significance of English language.

Language learning comprises learning four different but interrelated skills, viz listening, speaking, reading, and writing. These four language skills are integrated both in learning a foreign language and in day-to-day life. Among four skills of language, listening and reading are receptive skills and speaking and writing are productive skills .Therefore it is necessary to develop receptive skills first in order to

develop productive skills in the learners. This fact reveals that reading skill works as a foundation in developing other skills of the language.

Reading as defined in Encyclopaedia Britannica (vol.19:9), is the mental process of securing and reading to an author's message represented by written or printed symbols. To read one must recognize the words, know the meaning of the words and understand the ideas expressed by the authors, sense and to be of mood selection, evaluated the accuracy of the ideas and use or apply them.

Reading can be defined in many ways. Reading is one of the receptive skills of language. In reading process, the reader receives information encoded in the graphic features by the writer. It is a psycholinguistic process because it starts with linguistic surface representation and end with meaning, which the reader reconstructs. There is an interaction between language and thought the reader constructs a meaning with some level of agreement with the original meaning and always using the strategies to reduce uncertainty. Efficient readers minimize dependence on visual details.

It is the amalgamation of visual and non-visual experience or behaviour, or reading is decoding print or reading is understanding, interpreting and making sense of a given text. It is understanding writers intended meaning.

Brain is the major organ to process information as reading takes place. Goodman ,Kenneth (1998) has identified the following five processes.

a. Recognition/Initiation

The brain must recognize a graphic display in the visual field as written language and initiate reading.

b. Prediction

The brain is always anticipating and predicting as it seeks order and significance in sensory inputs.

c. Conformation

If the brain predicts, it must seek to verify its predictions. So it monitors to confirm or disconfirm with subsequent input to what is expected.

d. Correction

The brain reprocesses when it finds inconsistencies or its predictions are disconfirmed.

e. Termination

The brain terminates the reading when the reading task is completed, but termination may occur for other reasons. The task is unproductive, little meaning is being constructed or the meaning is already known or the reader finds it inappropriate for the particular purpose.

To sum up, reading is:

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

Different curricula and syllabi have set various objectives of learning reading from lower to higher secondary levels. Firstly they emphasize on developing students' readership with comprehension. Secondly, they stress on developing interest in reading. Thirdly they intend to expose students to standard variety of English as well as deviated forms of this language and to the vast knowledge written in English. Whatever terms the syllabus designers formulate, the objective of reading from students' side are just two: to acquire skills to use English for communication and to enable himself / herself to face the language questions in the examination. The teacher's responsibility here is two: to attain the objectives laid down by the syllabus/ curriculum designers and those set by the students.

The new curriculum introduced in lower secondary has also focused on developing reading skills in the students by the use of variety of reading texts. The curriculum has allocated 30% of the total marks to reading skill.

This shows the importance of reading comprehension in lower secondary levels.

1.2 Importance of Reading

Among the four language skills reading is the third in order. It is regarded as the most important skill for gaining knowledge. Modern world without reading materials can not be imagined. It is the only way to get the knowledge of any kind. By developing the habit of reading, one can understand the culture of the native speaker. There are three ways of getting information or gaining knowledge. If we want information say about American culture then,

- a. We need to visit the American people,

- b. We can talk with someone who knows the American culture and
- c. We can read about it in books.

Among these ways the third way is possible and the cheapest of all. Reading is, therefore, the cheapest and the best way of getting information, increasing one's professional knowledge and it keeps us update with the things around us. Reading, actually, broadens the horizons of knowledge and builds background to read any literary texts.

Strange (1978) is of the opinion that reading provides experience through which the individual may expand his horizons, identify, extend and intensify his interests and gain deepens understanding of himself, of often human beings, and of the world."

According to chacko" Learning to read is like learning to walk. It does not start with the child's first recognition of a printed word any more than learning to talk beings with the first spoken word."1971

1.3 What is Reading Comprehension?

It is very difficult to define reading comprehension .Reduced to its simplest elements we might say that comprehension is a part of communication process of getting the thoughts that were in author's mind.

According to Cambridge International Dictionary of English; Comprehension is the ability to understanding completely and be aware of a situation, facts etc. A comprehension (test) is an exercise which tests a student's understanding of written or spoken language by asking them a set of questions about a piece of text they have read or which has been read to them.

Comprehension of any text depends upon;

1.3.1 What do the second language learners of English or the native speakers read?

- novels, short stories, tales; other literary text and passages
- plays
- poem
- letters, post cards, telegram notes
- newspapers, textbooks, guidebook
- diagrams, timetables, maps

1.3.2 Why do the second language learners of English or the native speakers read?

We read any text mainly for two reasons i.e. reading for pleasure and reading for information .So reading comprehension depends upon the purpose of reading a text.

Wallace makes a list of the following reasons for reading. We read;

- to get general idea of what a particular subject is all about, expressed in language that is not too technical .
- to pass the time .
- to keep up to date what is happening in the world.
- to find some information that might be useful for an essay.
- to get some information about a country one intends to visit.
- because the book is on the course book list.
- to keep up with other students.

1.3.3 Components of Reading Skills

Reading involves a variety of sub-skills. John Munby (1979) has identified the following sub-skills of reading.

-) Recognizing the script of a language

-) Deducing the meaning and use of unfamiliar lexical items
-) Understanding explicitly stated information
-) Understanding information when 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 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.)
-) Selective extraction of relevant points from a text
-) Basic reference skills
-) Skimming
-) Scanning to locate specifically required information
-) Transcoding information to diagrammatic display

Reading is a kind of interaction. Text provides meaning only after interaction. A good reader is one who use all the strategies while reading. A good reader has to be mastery over reading sub-skills. So reading is an activity involving sub-skills.

1.4 Testing Reading Comprehension

Reading is the ability to comprehend the thoughts and feelings of others through the medium of written text. Reading tests are efficient means of systematically eliciting valid information concerning the readers.

Zhong (1997) points out common testing points in reading comprehension as follows

-) The meaning of a particular word.
-) The main idea of a passage.
-) Understanding an inference.
-) Understanding the author's point of view.

Testing depends on the purpose and context in which it takes place. It also depends on the level of the learners. The strategies to test reading as a combination of a set of sub-skills is considered the good test. It is also important to note that testing reading starts right from recognizing the script of a language to complex reading like understanding conceptual meaning, understanding the communicative value of sentences or utterances, understanding relations within the sentences, understanding relations between the parts of a text through lexical cohesion and grammatical cohesion devices, etc.

Therefore, for testing reading skill, different techniques can be used. The learners will be required to read a text or diagram or a picture. It is important that considerable attention is given to the selection of the text to be included in the test. The quality of the test depends also on the text selected. Techniques of testing can have different forms. For example, true-false items, multiple choice questions, cloze procedures, C-test, short-answer questions, completion items, rearrangements, etc.

It is important to note that when testing reading, it is only reading that has to be tested and nothing else or not any other skill unless integrative skills are to be tested.

While testing reading comprehension we need to test sub-skills of reading. The test items are to be like that the testee does not need to write in complete sense / sentences and paragraph.

Texts that candidates are expected to be able to deal with can be specified along a number of parameters; type, form, graphic features, topic, style, intended readership, readability or difficulty, range of vocabulary and grammatical structure.

Reading test varies according to the level. In primary stage we can set the questions like; word matching, sentence matching, picture matching. Likewise, in intermediate level we can set the questions like; true/false, multiple choice item, completion, rearrangement, short answer, long answer, cloze.

In the process of marking, in a reading test, error of grammar, spelling or punctuation should not be penalized, provided that it is clear that the candidate has successfully performed the reading task which the item set the function of a reading test is to test reading ability.

1.5 Review of Related Literature

Some Nepalese researchers have carried out their studies on language skills including reading which are related to this study can be observed as follows:

Siwakoti (1996) in his M.Ed. thesis entitled “An analysis of the Reading Proficiency of the Secondary School Students of Jhapa District” found that the students of the private schools performed better than the

HMG aided schools in all test items. He compared the reading skill between the students of private school and public schools.

Khanal (1997) carried out a study on "The Effectiveness of The Cloze Test Over Conventional Objective Test in Testing Reading Comprehension in English". He found that the private schools Performed better than the public schools and the cloze tests were not less effective than the conventional objective test in testing reading comprehension in English.

Shrestha, Lily (1998) in her M.Ed. thesis entitled "A Study of Reading Comprehension in the English Language of the Students of Grade VIII graders of Lalitpur district. To make a comparative study of the students' reading comprehension two sets of questions were administered. One set of questions was text based i.e. from the prescribed textbook for that grade. The next set was from unseen texts. She found that the students could comprehend the seen text better than the unseen ones.

Subedi (2000) administered two sets of questions in order to compare reading comprehension of IX graders of Kathmandu and Jhapa district. One set of questions was selected from the newspaper. He used both subjective and objective types of test items. His study shows that students of Kathmandu had better reading skill than those of Jhapa district.

Pandey (2002) in his M.Ed. thesis entitled "Reading Comprehension Through Cloze Test and British Council Reading Comprehension test: A Comparative Study" compared the reading comprehension of the students of B.Ed. first year through cloze test and British Council Reading Comprehension test. He found that the students'

reading comprehension through cloze test is not satisfactory. It is also found that the students made more mistakes on lexical items than on grammatical items. This study shows that cloze test is not as effective as the British Council test.

Pattel (2003) compared the reading proficiency of the students of Rautahat and Makawanpur districts in comprehending written texts. The major findings of the study were summarized as: The average proficiency of grade X of Rautahat and Makawanpur in comprehending written text is 56.78 % students' proficiency in comprehending written text in seen texts (62.19%) is higher than in unseen texts (51.36%).

Thus the research history of reading comprehension shows that many research works have been carried out concerning the reading comprehension of the students. The proposed study will be different from the previous studies in the sense that it is an attempt to compare the reading comprehension of the students of Kathmandu and Chitwan districts in terms of the different text items and variables.

1.6 Objectives of the Study

The objectives of the study are as follows:

- i. To find out the reading comprehension of the eighth graders
- ii. To compare the performance of the students on the basis of the following variables.

Boys Vs Girls

Public Vs Private

- iii. To make text item-wise comparison of the reading comprehension
- iv. To suggest some pedagogical implications of this study.

1.7 Significance of the Study

It is expected that the proposed study will, in general be significant to all those who are interested in language teaching and learning and more particularly to the students, teachers, syllabus designers, textbook writers ,researcher and producers of materials.

1.8 Definition of the Specific Terms

Reading comprehension

Ability to read and understand the meaning of a written text.

Text A: This term refers to the dialogue extracted from dialogue book which is unseen and included in the test.

Text B: This term refers to the descriptive text extracted from the English book and included in the test.

Text C: This term refers to the passage extracted from the newspapers. 'Himalayan Times' and included in the test.

Text D: This term refers to the poem extracted from the English text book of grade nine and included in the test.

Cloze-procedure: A technique for measuring reading comprehension. In the cloze text words are removed from a reading passage at regular intervals, for example every fifth word may be removed. The reader must then read the passage and try to guess the missing words.

CHAPTER TWO

METHODOLOGY

In this study, the researcher was interested in identifying the ability of the students in reading comprehension. The researcher adopted the following methodology

This chapter deals with the methodology adopted during the study. The researcher, in this present study, has adopted following methodology.

2.1 Sources of Data

The study was entirely field based. Mainly two types of sources were utilized.

2.1.1 Primary Sources of Data

The primary sources of data were the students of grade eight from Kathmandu and Chitwan districts.

2.1.2 Secondary sources of Data

Different books related to reading comprehension, theses, journals, articles and other documents were consulted as secondary sources.

2.2 Population of the Study

The population of this study comprises 100 students of eighth graders of Kathmandu and Chitwan districts. Altogether six public schools and four private schools were selected randomly of aforementioned districts.

2.3 Sampling procedures:

Altogether four private schools and six public schools were selected after a survey of availability of the informants. The random sampling procedure was used for the selection of population, ten students were taken from each school, so the total population of the study was

100. The researcher included these students and worked out with average and percentage calculation.

2.4 Tools for data Collection

Two types of questions were used as the tools for data collection. They were subjective and objective questions. The questions were based on different reading texts: Text A, Text B, Text C and Text D. All the texts were unseen passage. There were four sets of objective questions. Matching questions, true false, Fill in the blanks, multiple choice, Short answer questions were also included in the test item. The detail of the test item is shown in the following table

S.N.	Types of Text	Types of questions	No of questions	Marks
1	A	a.Match the words	4	4
		b.True false	4	4
		c.Fill in the blanks	4	4
		d.Short Question answers	2	3
		Total	14	15
2	B	a.Choose the best answer	4	4
		b.Match the words	4	4
		c.Fill in the blanks	4	4
		d.Short Question answers	2	3
		Total	14	15
3	C	a.Tick the best answers	4	4
		b.Synonym m	4	4
		c.True false	4	4
		d.Short Question answers	2	3
		Total	14	15
4	D	a.Antonyms	4	4
		b.Tick the best answers	4	4
		c.Fill in the blanks	4	4
		d.Short Question answers	2	3
		Total	14	15
		Total	56	60

2.5 Pilot Study

The researcher carried out a pilot study to test the appropriateness and effectiveness of the test items. For the pilot study, the researcher conducted a test on 20 students of Mahendragram Secondary School and High View School. Their answer-sheets were collected, checked and the average of their marks was calculated. High View School obtained 88% out of 60 and Shree Mahendragram Madhyamic Vidhyalaya obtained 67.92%.

2.6 Process of Data collection

The researcher herself was involved in the process of data collection. Firstly, the researcher randomly selected altogether six public schools and four private schools from Kathmandu and Chitwan districts. Then she visited each of the selected schools personally and talked with the principal and English teacher of the respective schools. The researcher explained the objectives of the study to all of them. According to their suggestions, the date and time of the test were fixed.

Secondly, the researcher randomly selected ten students from grade eight of the concerned schools. She took help of class teacher to arrange the students in seats.

In order to prevent them copy from others only two students were allowed to have seat in one bench. After the classroom set up the objective of the test was told and appropriate instruction was given. The researcher herself with the help of English teachers of the schools played the role of the invigilator during the test.

After the test was over, the researcher collected the test papers. All the staffs were also thanked for their kind co-operation.

2.7 Limitations of the study

The study has following limitations.

1. The research was limited to one hundred students from six public and four private schools of Kathmandu and Chitwan districts.
2. The research was limited to test reading comprehension of grade eight students on unseen texts.
3. The research was limited to four written texts; a dialogue, a descriptive passage, a newspaper extract and a poem.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

Statistical as well as descriptive tools of measures were used to analyse and interpret the data. Mean (the average marks) and percentages were used among the means of measurement of a test. The Performance of the students was analysed on the basis of marks they obtained in different texts; a dialogue, a descriptive passage, a newspaper extract and a poem.

While analyzing the data, responses were assigned marks, after arranging the marks; they were tabulated under various heading. Tabulation was done according to the objectives and the variables. The tabulation was done sector wise (Private/public) and then their ability was compared in terms of sex, sector, types of texts. The data were analyzed by using simple statistical tools like average and percentage.

3.1 Reading Comprehension of the students of Kathmandu and Chitwan Districts as a whole

Table No.1

S.N.	Districts	Total Students	F.M. Type of Score	Type of Text				All the Texts
				A	B	C	D	
				15	15	15	15	60
1	Kathmandu	50	Av.	12.44	13.73	11.99	10.40	48.56
			Per.	82.93	91.53	79.93	69.33	80.93
2	Chitwan	50	Av.	11.82	13.75	12.29	10.38	48.24
			Per.	78.80	91.67	81.93	69.20	80.40

Table No.1 shows an overall comparison of the performance of the students of Kathmandu and Chitwan districts. The students of Kathmandu obtained 80.93 % and the students of Chitwan obtained

80.40% as a whole. This shows that there is no significant difference between the performance of the students of Kathmandu and Chitwan districts. In other words they have the same ability in comprehending reading texts.

Text wise, the students of Kathmandu performed better in Text A and the students of Chitwan performed better in Text C, their scores being 82.93%, 78.80% and 79.93%,81.93% respectively. They have the same comprehension skill in Text B and Text D.

3.2 Reading Comprehension of the Students on the Basis of Sex Variable

The performance of the students in reading comprehension was not found uniform in all schools and districts. The performance of girls is varied from the performance of the boys. The performance of the boys and the girls is given below separately.

3.2.1 Reading Comprehension of the Boys of Kathmandu

Table No: 2

Types of Schools	Total Students	F.M. Type of Score	Type of Text				All the Texts
			A	B	C	D	
			15	15	15	15	
Private	13	Av.	14.35	14.62	13.85	11.96	54.77
		Per.	95.67	97.47	92.33	79.73	91.28
Public	14	Av.	11.11	13.39	10.46	9.21	44.18
		Per.	74.07	89.27	69.73	61.40	73.63
As a whole of both public and private		Av.	12.67	13.98	12.09	10.54	49.28
		Per.	84.47	93.20	80.60	70.27	82.13

This table shows the comparison of the reading comprehension of the boys of public and private schools. The boys of private school performed 54.77 (91.28%) out of 60 marks and the boys of public

schools obtained 44.18 (73.63%). As a whole the boys of Kathmandu performed 49.28 (82.13%).

This shows that the reading comprehension of private schools is higher than the reading comprehension of public schools. When inquired about the reason of the performance, the boys of the public schools have not enough exposure. They have no any good English environment to improve their reading skills.

3.2.2 Reading Comprehension of the Girls of Kathmandu

Table No: 3

Types of Schools	Total Students	F.M. Type of Score	Type of Text				All the Texts
			A	B	C	D	
			15	15	15	15	
Private	7	Av.	14.36	14.36	13.71	12.14	54.57
		Per.	95.73	95.73	91.40	80.93	90.95
Public	16	Av.	11.22	13.00	11.00	9.53	44.75
		Per.	74.80	86.67	73.33	63.53	74.58
As a whole of both public and private		Av.	12.17	13.41	11.83	10.33	47.74
		Per.	81.13	89.40	78.87	68.87	79.57

This table shows the comparison of the reading comprehension of the girls of public and private schools. The girls of private schools performed 54.57 (90.95%) out of 60 marks and the girls of public schools obtained 44.75 (74.58%). As a whole the girls of Kathmandu performed 47.74 (79.57%).

This shows that the reading comprehension of the girls of private schools is higher than the reading comprehension of the girls of public schools. The reading comprehension of the girls of private schools is far better than the girls of public schools. As a whole the performance of the girls in reading comprehension is good.

3.2.3 Reading Comprehension of the Boys of Chitwan

Table No: 4

Types of Schools	Total Students	F.M. Type of Score	Type of Texts				All the Texts
			A	B	C	D	
			15	15	15	15	
Private	11	Av.	13.45	14.50	13.55	12.55	54.05
		Per.	89.70	96.67	90.30	83.67	90.08
Public	14	Av.	11.89	13.29	12.29	9.64	47.11
		Per.	79.27	88.60	81.93	64.27	78.52
As a whole of both public and private		Av.	12.58	13.82	12.84	10.92	50.16
		Per.	83.87	92.13	85.60	72.80	83.60

This table shows the comparative analysis of the performance of the boys of private and public schools of Chitwan. The boys of the private schools obtained 54.05(80.08%) out of 60 marks and the boys of public schools obtained 47.11(78.52%).The performance of the boys of private schools is better than that of public schools.

As a whole, the average performance of the boys of private and public schools of Chitwan was 50.16(83.60%). This shows that the performance of the boys in reading passages is very good.

3.2.4 Reading Comprehension of the Girls of Chitwan

Table No: 5

Types of Schools	Total Students	F.M. Type of Score	Type of Text				All the Texts
			A	B	C	D	
			15	15	15	15	
Private	9	Av.	13.33	14.78	13.44	11.78	53.33
		Per.	88.89	98.52	89.63	78.52	88.88
Public	16	Av.	9.78	13.06	10.78	8.75	42.38
		Per.	65.21	87.08	71.88	58.33	70.63
As a whole of both public and private		Av.	11.06	13.68	11.74	9.84	46.32
		Per.	73.73	91.20	78.27	65.60	77.20

This table shows the performance of the girls of both private and public schools of Chitwan. The girls of private schools obtained 53.33 (88.88%) out of 60 marks and girls of public schools obtained 42.38 (70.63%).As a whole, the average marks obtained by the girls of both private and public school was 46.32 (77.20%).

In conclusion, the girls of private schools have better performance than that of public schools.

3.2.5 Sexwise Comparison of reading comprehension of the students of Kathmandu and Chitwan as a whole

Table No: 6

S. N.	Districts	Variables	F.M. Type of Score	Type of Text				All the Texts 60
				A	B	C	D	
				15	15	15	15	
1	Kathmandu	Boys	Av.	12.67	13.98	12.09	10.54	49.28
			Per.	84.47	93.20	80.60	70.27	82.13
		Girls	Av.	12.17	13.41	11.83	10.33	47.74
			Per.	81.13	89.40	78.87	68.87	79.57
3	Chitwan	Boys	Av.	12.58	13.82	12.84	10.92	50.16
			Per.	83.87	92.13	85.60	72.80	83.60
		Girls	Av.	11.06	13.68	11.74	9.84	46.32
			Per.	73.73	91.20	78.27	65.60	77.20

This table shows the comparative analysis of two districts with respect to boys and girls. The marks obtained by the boys of Kathmandu was 49.28(82.13%) out of the 60 marks whereas the marks obtained by the boys of Chitwan was 50.16 (83.60%). The performance of the boys of Chitwan is 1.47 percent higher than that of Kathmandu.

The marks obtained by the girls of Kathmandu was 47.74 (79.57 %) out of 60 marks and the marks obtained by the girls of Chitwan was 46.32(77.20%) which is less than of Kathmandu.The performance of girls of Kathmandu is better than Chitwan.

3.3 Reading Comprehension of the Students of Kathmandu and Chitwan Districts On the Basis of Sector

3.3.1 Reading Comprehension of the Students of Private Schools of Kathmandu as a Whole

Table No:7

S.N.	Schools	Total Students	F.M. Type of Score	Type of Text				All the Texts
				A	B	C	D	
				15	15	15	15	
1	MEBS	10	Av.	14.35	14.55	13.40	10.75	53.05
			Per.	95.67	97.00	89.33	71.67	88.42
2	PSS	10	Av.	14.25	14.50	14.40	13.05	56.20
			Per.	95.00	96.67	96.00	87.00	93.67
3	As a whole of private	20	Av.	14.30	14.53	13.90	11.90	54.63
			Per.	95.33	96.87	92.67	79.33	91.05

Table No.7. shows that the students of Magus English Boarding School, secured 53.05 out of 60.00 i.e.88.42 % of the marks whereas the students of Panga Secondary School obtained 56.20 (93..67 %). Panga Secondary School performed better than Magus English Boarding School. On average the private schools of Kathmandu obtained 54.63 (91.05%) marks in total. This shows that the students of private schools of Kathmandu have good reading skill.

3.3.2 Reading Comprehension of the Students of Public Schools of Kathmandu as a Whole

Table No: 8

S. N.	Schools	Total Students	F. M Type of Score	Type of Text				All the Texts
				A	B	C	D	
				15	15	15	15	
1	KSMV	10	Av.	9.60	12.25	8.40	7.50	37.75
			Per.	64.00	81.67	56.00	50.00	62.92
2	JMV	10	Av.	11.10	13.75	11.40	10.60	46.85
			Per.	74.00	91.67	76.00	70.67	78.08
3	SMV	10	Av.	12.80	13.55	12.45	10.05	48.85
			Per.	85.33	90.33	83.00	67.00	81.42
4	As a whole of public	30	Av.	11.17	13.18	10.75	9.38	44.48
			Per.	74.47	87.87	71.67	62.53	74.13

Table No: 8 shows that the students of Koteswor Saraswati Madyamic Vidhyalaya secured 37.75 (62.92%) out of 60. The Janasewa Madhyamic Vidhyalaya obtained 46.85(78.08%) and Sanskrit Madhyamic Vidhyalaya obtained 48.85(81.42%).Among these schools Sanskrit Madhyamic Vidhyalaya performed the best. On average, the students of public schools of Kathmandu obtained 44.48(74.13%) in total texts. The students of public school have good reading comprehension skill as a whole.

3.3.3 Reading Comprehension of the Students of Private Schools of Chitwan as a Whole

Table No: 9

S.N.	Schools	Total Students	F. M. Type of Score	Type of Text				All the Texts 60
				A	B	C	D	
1	PEBS	10	Av.	13.85	14.55	12.70	12.00	53.10
			Per.	92.33	97.00	84.67	80.00	88.50
2	AEEBS	10	Av.	12.95	14.70	14.30	12.40	54.35
			Per.	86.33	98.00	95.33	82.67	90.58
4	As a whole of private	30	Av.	13.40	14.63	13.50	12.20	53.73
			Per.	89.33	97.53	90.00	81.33	89.55

Table No 9 Shows that the students of Parijat English Boarding School secured 53.10(88.50%) out of 60 and the students of Amber Everest English Boarding School obtained 54.35(90.58%). Amber Everest English Boarding School secured higher marks than Parijat English Boarding School. On average they obtained 53.73(89.55%). This shows that the students of private schools of Chitwan have good comprehension skill as a whole, as they obtained distinction marks.

3.3.4 Reading Comprehension of the Students of Public Schools of Chitwan as a Whole

Table No: 10

S.N.	Schools	Total Students	F.M.	Type of Text				All the Texts
			Type of Score	A	B	C	D	
				15	15	15	15	
1	NBMHSS	10	Av.	11.15	13.65	12.05	9.00	45.85
			Per.	74.33	91.00	80.33	60.00	76.42
2	PMV	10	Av.	10.65	11.80	10.55	9.05	42.05
			Per.	71.00	78.67	70.33	60.33	70.08
3	BMV	10	Av.	10.50	14.05	11.85	9.45	45.85
			Per.	70.00	93.67	79.00	63.00	76.42
4	As a whole of public	30	Av.	10.77	13.17	11.48	9.17	44.58
			Per.	71.80	87.80	76.53	61.13	74.30

Table No.10 shows that the students of Narayani Bidhya Mandir Higher Secondary School secured 45.85 out of 60, i.e. 76.42 % of the marks in total and the students of Paras Madhyamic Vidhyalaya obtained 42.05(70.08%) out of 60. Bharatpur Madhyamic Vidhyalaya secured 45.85 (76.42%) out of 60. This indicates that Paras Madhyamic Vidhyalaya has lowest marks among these schools. Narayani Bidhya Mandir Higher Secondary School and Bharatpur Madhyamic Vidhyalaya has equal marks. On average the students of public schools obtained 44.58 (74.30%) as a whole. The students of public schools have good comprehension as a whole.

3.3.5 Sector-wise Comparison of the Reading Comprehension of Kathmandu and Chitwan districts as a whole

Table No: 11

S.N	Districts	Schools	F.M. Type of Score	Type of Text				All the Texts 60
				A	B	C	D	
				15	15	15	15	
1	Kathmandu	Private	Av.	14.30	14.53	13.90	11.90	54.63
			Per.	95.33	96.87	92.67	79.33	91.05
		Public	Av.	11.17	13.18	10.75	9.38	44.48
			Per.	74.47	87.87	71.67	62.53	74.13
3	Chitwan	Private	Av.	13.40	14.63	13.50	12.20	53.73
			Per.	89.33	97.53	90.00	81.33	89.55
		Public	Av.	10.77	13.17	11.48	9.17	44.58
			Per.	71.78	87.78	76.56	61.11	74.31

Table No.11 shows the comparison of reading comprehension of Kathmandu and Chitwan districts in terms of sectors. The table shows the students studying in the private schools of Kathmandu performed better than the students studying in the public schools of the Kathmandu. The students of private schools obtained 54.63(91.05%) out of 60 marks and the students of public schools obtained 44.48 (74.13%). Their performance shows that the reading comprehension of the students of private schools is far better than the public schools' students.

The table also shows that the students studying in the private schools of Chitwan performed better than students studying in the public schools of Chitwan. The students of private schools obtained 53.73(89.55%) out of 60 marks and the students of public schools obtained 44.58 (74.31%). Their performance shows that the reading

comprehension of the students of the private school is far better than the students of public schools.

We compare private school and public schools of both the districts. The Private schools of Kathmandu obtained better marks than the private schools of Chitwan. This shows that the students of the public schools of Kathmandu and Chitwan have same reading comprehension skill.

3.4 Reading Comprehension on the Basis of Text

3.4.1 Comparison of Reading Comprehension of the Students of Kathmandu and Chitwan

Table No: 12

S.N.	F.M.	Districts Text items	Kathmandu		Chitwan	
			Av.	Per.	Av.	Per.
1	15	A	12.44	82.93	11.82	78.80
2	15	B	13.73	91.53	13.75	91.67
3	15	C	11.99	79.93	12.29	81.93
4	15	D	10.40	69.33	10.38	69.20

This table shows the text wise analysis of two districts. In dialogue (Text A), marks obtained by the students of Kathmandu was 12.44 (82.93%) whereas in the same text, marks obtained by the students of Chitwan was 11.82 (78.80%). This shows that the ability of the students of Kathmandu is better in reading dialogue than that of Chitwan.

In descriptive passage (Text B), marks obtained by the students of Kathmandu was 13.73 (91.53%) and in the same text, marks obtained by the students of Chitwan was 13.75 (91.67%). Hence the students of Kathmandu and Chitwan have same comprehension skill in descriptive passage.

In the newspaper extract (Text C), marks obtained by students of Kathmandu were 11.99 (79.93%) and students of Chitwan obtained 12.29 (81.93%) marks in the same text. It shows that students of Chitwan have better comprehension skill in newspaper extract.

In the poem (Text D), marks obtained by the students of Kathmandu was 10.40 (69.33%) and the marks obtained by the students of Chitwan was 10.38 (69.20%) in the same text. They have same reading comprehension in poem.

3.4.2 Comparison of Reading Comprehension of the Boys as a Whole

Table No:13

S.N	F.M.	Districts Text items	Kathmandu		Chitwan	
			Av.	Per.	Av.	Per.
1	15	A	12.67	84.47	12.58	83.87
2	15	B	13.98	93.20	13.82	92.13
3	15	C	12.09	80.60	12.84	85.60
4	15	D	10.54	70.27	10.92	72.80

This table shows the text wise analysis of the boys of two districts., The average marks obtained by the boys of Kathmandu in dialogue (Text A) was 12.67 (84.47%) whereas in the same text, marks obtained by the boys of Chitwan was 12.58 (83.87%).This shows that the ability of the boys of Kathmandu is better in reading dialogues than that of Chitwan.

The average marks obtained by the boys of Kathmandu, in descriptive passage (Text B), was 13.98 (93.20%) and in the same text, marks obtained by the boys of Chitwan was 13.82 (92.13%).Hence the students of Kathmandu have slightly better comprehension skill in descriptive passage.

The average marks obtained by boys of Kathmandu in the newspaper extract (Text C), was 12.09 (80.60%) and boys of Chitwan obtained 12.84 (85.60%) marks in the same text. It shows that boys of Chitwan have better comprehension skill in newspaper extract.

In the poem (Text D), marks obtained by the boys of Kathmandu was 10.54 (70.27%) and the marks obtained by the boys of Chitwan was 10.92 (72.80%) in the same text. It shows that the boys of Chitwan have better reading comprehension skill in the poem.

3.4.3 Comparison of Reading Comprehension of the Girls as Whole

Table No:14

S.N	F.M.	Districts Text items	Kathmandu		Chitwan	
			Av.	Per.	Av.	Per.
1	15	A	12.17	81.13	11.06	73.73
2	15	B	13.41	89.40	13.68	91.20
3	15	C	11.83	78.87	11.74	78.27
4	15	D	10.33	68.87	9.84	65.60

This table deals with the comparative analysis of reading comprehension of girls of Kathmandu and Chitwan districts as a whole. The average marks obtained by the girls of Kathmandu in Text A was 12.17(81.13%) whereas the average marks obtained by the girls of Chitwan in the same was 11.06 (73.73%).The performance of girls of Kathmandu was far better than that of Chitwan.

The average marks obtained by the girls of Kathmandu in Text B was 13.41(89.40%) and the average marks obtained by the girls of Chitwan was 13.68(91.20%) in the same text. The performance of the

girls of Chitwan is better than that of Kathmandu in descriptive comprehensive passage.

The average marks obtained by the girls of Kathmandu in Text C was 11.83 (78.87%) and the average marks obtained by the girls of Chitwan in the same text was 11.74 (78.27%).The performance of the girls of Kathmandu and Chitwan have same in Text C.

The average mark obtained by the girls of Kathmandu in the Text D was 10.33 (68.87%) and the obtained mark of the girls of Chitwan in the same text was 9.84 (65.60%). The performance of the girls of Chitwan is less than that of Kathmandu in the poem.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The main purpose of this study was to compare the reading comprehension in different types of texts; dialogue, descriptive passage, newspaper extract and poem of the eighth graders studying in Kathmandu and Chitwan districts. The major focus of selecting these districts was to represent different areas of Kathmandu and Chitwan districts respectively. To compare the reading comprehension of the students, their performance was tabulated under various headings and analysed accordingly. On the basis of analysis and interpretation of the data, the following findings can be pointed out.

Major Findings

- a. The students studying in grade eight from the schools of Kathmandu and Chitwan have same reading skill as a whole, their scores being 80.93% and 80.43% respectively.
- b. The boys of Kathmandu have less reading comprehension skill than that of the boys of Chitwan, their scores being 82.13% and 83.60% respectively.
- c. The girls of Kathmandu have better reading comprehension skill than that of Chitwan, their scores being 79.57% and 77.20% respectively.
- d. The students of private schools of Kathmandu have higher reading comprehension skill than that of the students of private schools of Chitwan, their scores being 91.05% and 89.55% respectively.

Findings on the basis of sex variable

- a. The performance of the boys of Chitwan is higher than the boys of Kathmandu, their scores being 82.13% and 83.60% respectively.
- b. The performance of the girls of Kathmandu is higher than the girls of Chitwan, their scores being 79.57% and 77.20% respectively.
- c. The performance of the boys of Kathmandu is better than the girls of Chitwan, their scores being 82.13% and 77.20% respectively.
- d. The performance of the boys of both the districts is higher than the performance of the girls.

Findings on the basis of Sector

- a. The students of private schools of Kathmandu have higher level comprehension skill than the students of private schools of Chitwan, their scores being 91.05% and 89.55% respectively.
- b. The students of public schools of Kathmandu and Chitwan have same ability in comprehending reading texts, their scores being 74.13% and 74.31% respectively.
- c. The students of private schools of both districts performed better than the public schools of those districts.

Findings on the basis of text

- a. The students of Kathmandu and Chitwan have same ability in comprehending descriptive passage and poem, their scores being 91.53%, 69.33% and 91.67%, 69.20% respectively.
- b. The average reading comprehension of the students of Kathmandu in Text A (dialogue) is greater than the students of Chitwan district in the same text, their scores being 82.93% and 78.80% respectively.
- c. The average reading comprehension of the students of Chitwan in Text C (newspaper extract) is greater than the students of Kathmandu, their scores being 82.93% and 78.80% respectively.

- d. The performance of the boys of Kathmandu in different text is not found uniform. The boys of Kathmandu obtained higher marks in Text A(dialogue) and Text B(descriptive passage) and the boys of Chitwan obtained higher marks in Text C(newspaper extract) and Text D(poem).
- e. The performance of the girls of Kathmandu and Chitwan in different texts is not found uniform. The girls of Kathmandu performed higher marks in Text A(dialogue) and Text D(poem) and the girls of Chitwan performed higher marks in Text B(descriptive passage). The girls of Kathmandu and Chitwan have same ability in Text C (newspaper extract).

4.2 Recommendations

On the basis of findings, the researcher makes some recommendations.

- a. To increase the level of performance of the students in reading texts, the students are to be provided with supplementary materials like; story books, newspapers, magazines, leaflets, brochures etc.
- b. The girls should give more time for their study.
- c. The public schools should provide English environment to their students just like private schools. Extra activities like debate, speech, essay writing, story writing competition should be held in English medium.
- d. The students should be exposed to varieties of texts.
- e. To improve the reading skills of the students, they are to be given different types of class works; such as pair works, group works.
- f. The literary text should be included in the textbook to a great extend which help them to understand literary meaning of the text.
- g. Further researches are to be carried out in this field. That will contribute to the improvement of the present situation in reading comprehension ability of the students.

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APPENDIX -I
Test Items

Name of the Student:

Name of the School:

Class:
hours

Time: 2

F.M: 60

Text A

Read the following dialogue and answer the questions asked

Villager: Well, my lad, are you making a long stay in our village?

Town Boy: No, I wish I were. I shall have to go back to town in a few days- worse luck.

Villager: “Worse luck,” you say? Why don’t you like the town?

Town Boy: No, I hate it. I should love to work on a farm in the country.

Villager: You don’t say so now! Now if I could get a job in town, I should not care, if I never saw the country again.

Town Boy: That’s funny! The town is noisy, dirty and smoky; but here in the country the sun shines, the sky is blue, the birds sing, and the fields are full of flowers. I think the villagers must be very happy and healthy.

Villager: Yes, no doubt it’s very nice for you as a change for a few days; but if you had to live here always you would not like it. Country life is dull and slow, and the people are stupid; and there are no amusement, and no chance of making money and getting on. I like a bit more life than you can get in a village.

Town Boy: Well, I am in an office, and its dull work. How would you like to sit in a stuffy room all day on a stool doing accounts and filing papers and writing letters? I think farm work must be very jolly.

Villager: You would not think so if you had to do it. It's all right in nice weather like this; but it's no joke getting up before dawn on a cold winter morning to milk the cows, or ploughing all day in the rain, wet through and covered with mud, or working in the fields in the blazing Sun. Farming is no play, but hard and tiring work. I'd love to be in the bustle of a big town and walk along the crowded streets, and see the fine shop. It must be grand!

Town Boy: Well, I wish we could change places.

Villager: So do I, but I dare say that, if we could, we should both of us soon be tired of it. You would want to get back to your town in six months, and may be, I would be longing for my village again.

A. Match the words in column 'A' with a suitable meaning in column 'B'. 4.0

Column A	Column B
a. amusement	a. happy and cheerful
b. stuffy	b. Sunrise
c. jolly	c. an activity, that provides entertainment and pleasure
d. dawn	d. warm in an unpleasant way and without fresh air

B. Write 'T' for true and 'F' for false statements. 4.0

- a. The village is very noisy, dirty and smoky.
- b. It is good to sit in a stuffy room all day.
- c. It is easy getting up before dawn on a cold winter morning to milk the cows, or ploughing all day in the rain.
- d. The villager likes to walk along the crowded streets and see the fine shops.

C. Fill in the blanks with suitable words 4.0

- a. The town is noisy, dirty and
- b. The town boy hates the.....
- c. The villagers must be very happy and.....
- d. Farming is no play, but hard and tiring.....

D. Answer the following short questions. 3.0

- a. Why doesn't the town boy like the town?

- b. What does the villager like to see in the town?

Text-B

Read the following passage and answer the questions that follow.

Princess Diana was born in 1961 and died in a car crash in Paris, in 1997. She was famous for always being kind to every one. She was the “Princess of Wales”. Diana was born and grew up in Norfolk, England. She went to school in Riddle Worth Hall in Norfolk, England and West Heath School in Kent, England. From 1979 to 1981 Diana was a Kindergarten teacher in London. On February 24, 1981 she got married to Prince Charles. The whole world watched the wedding on television. They had two sons, William and Henry. She supported a lot of charities, homeless people, and people with AIDS. Diana was admired by people all over the world. When Lady Diana died she was buried on her state In England. At her funeral, Elton John sang a song he re-wrote for her, **like a candle in the wind**. There were so many flowers that it took days to remove them.

A. Choose the best answer from the alternatives.

4.0

- a.** Princess Diana was born.
 - i. in 1961
 - ii. in 1997
 - iii. in 1951
- b.** Diana was famous for
 - i. being rude to everyone
 - ii. being kind to everyone
 - iii. being selfish
- c.** Diana was born and grew up
 - i. in Norfolk, England
 - ii.** In West Heath, England
 - iii. in Paris
- d.** Diana died in
 - i. a car crash
 - ii.** a plane crash
 - iii. a train crash

B. Match the words in column 'A' with their meaning in column 'B'
4.0

Column A	Column B
a. Crash	a. to place a dead body in grave
b. Wedding	b. to respect somebody for what they are
c. Bury	c. an accident in which a vehicle hit something
d. Admire	d. marriage

C. Complete the sentences with suitable words. **4.0**

- a. Princess Diana was famous for always being.....to everyone.
- b. She got married to Prince.....
- c. Diana was..... by people all over the world.
- d. At her funeral...sang a song.

D. Answer the following questions. **3.0**

- a. When did Princess Diana die?
- b. How many sons did Diana have?

Text C

Kathmandu, February 12, 2006

A police team from Bouddha Ward Police Office today rescued 15 years old Chhiring Sonam Sherpa, who was kidnapped by some unidentified men from Bouddha on Friday, from a lodge in Thamel.

A police also arrested five persons in connection with the abduction from the Planet Guest House during a raid in wee hours of Sunday. Som Bahadur Lama of Pyutar-7 Lalitpur, Rajan Khatri, Harka Bahadur Sunwar, Lokpriya Sunwar and Chola Raj Dahal of Okhaldhunga were arrested by the police team under Inspector Pratap Gurung of the Ward Police Office.

The abductors had telephoned the boy's mother and demanded a ransom of RS 1 million for the safe return of Sonam, a class eight student of Rosy Garden School at Kumarigal, Bouddha. Sonam's father resides in the United States.

Gurung said that investigators were able to trace the kidnappers when they managed to locate the PCO the kidnappers had used.

The five arrested persons have been sent to the Kathmandu District Police Office, Hanumandhika, for further investigation.

A. Tick the best answers

4.0

- a. The police arrested five persons in connection with the abduction from the Planet Guest House during
 - i. Monday
 - ii. Sunday
 - iii. Friday
 - iv. Saturday

- b. The five people were arrested by the police team under
 - i. Inspector Pratap Gurung
 - ii. Hari Prasad Dahal
 - iii. Som Bahadur Lama
 - iv. Chhiring Sonam Sherpa
- c. The kidnappers had demanded a ransom of
 - i. RS 50,000
 - ii. RS 2 million
 - iii. RS 10 million
 - iv. RS 1 million
- d. A police team rescued Chhiring
 - i. from Kapan
 - ii. from a lodge in Thamel
 - iii. from a temple
 - iv. from Hanumandhoka

B. Find the words from the passages that are similar in meaning to the following words 4.0

- a. not known
- b. Kidnapper
- c. to find
- d. to save somebody from a dangerous situation

C. Write 'T' for true and 'F' for false statements. 4.0

- a. Chhiring Sonam Sherpa was kidnapped by some unidentified men from Bouddha.
- b. Five persons were involved in abduction.
- c. The abductors demanded a ransom of RS 2 million.
- d. The five arrested persons have been sent to the Kathmandu District Police Office, Hanumandhoka.

D. Answer the following questions. 3.0

- a. How many people were involved in abduction?
- b. Was Sonam Chhiring Sherpa rescued?

Text- D

Read the following poem and answer the questions asked below.

It worked for a woman,
She wasn't mean.
But she had a twelve room.
House to clean.
Had to get breakfast
Dinner and supper, too
Then take care of her children
When I got through
Wash, Iron and scrub
Walk the dog around
It was too much
Nearly broke me down

A. Find the words from the given poem that are opposite in meaning to the following. **4.0**

- a. against
- b. neglect
- c. woman
- d. supper

B. Tick the best answers. **4.0**

- a. The woman had to
 - i. Clean the house
 - ii. Work in the office
 - iii. Dig the field
- b. The woman had
 - i. a ten room house
 - ii. a five room house
 - iii. a twelve room house

- c. She was
 - i. mean
 - ii. generous
 - iii. lazy
- d. The heavy work causes
 - i. happiness
 - ii. tiredness and frustration
 - iii. interest to do more works.

C. Complete the following sentences. 4.0

- a. The woman was not.....
- b. She had to do a lot of.....
- c. She has a twelve room....
- d. She prepares.....

D. Answer the following questions 3.0

- a. Write any four works that she had to do.
- b. Did she care the children?

Appendix- II

Marks obtained by the students in Pilot Testing

a.HVS, Kathmandu

S. N.	Name of students	Text A	Text B	Text C	Text D	All the text
1	Abinash Sunuwar	11.50	12.50	13.00	11.00	48.00
2	Rejeena Budhathoki	14.00	15.00	15.00	13.00	57.00
3	Saraswati Khadka	11.50	14.50	12.00	11.50	49.50
4	Alina Lama	13.00	14.50	13.00	12.00	52.50
5	Sushila Rokka	8.00	14.50	12.00	12.00	46.50
6	Dipesh Silwal	13.50	14.50	14.00	9.50	51.50
7	Sangeet Khatri	14.50	14.50	15.00	13.00	57.00
8	Ujjwal K.C.	14.50	14.00	14.00	14.00	56.50
9	Sweety Karki	14.50	15.00	15.00	13.00	57.50
10	Pramila Khatri	13.50	14.50	12.00	12.00	52.00
Total		128.50	143.50	135.00	121.00	528.00
Av. marks		12.85	14.35	13.50	12.10	52.80
Per.		85.67	95.67	90.00	80.67	88.00

b. SMMV, Kathmandu

S.N.	Name of students	Text A	Text B	Text C	Text D	All the text
1	Bijay Maharjan	8.50	12.00	11.50	7.50	39.50
2	Pradip K.C.	8.00	14.50	12.50	10.00	45.00
3	Banu Wagle	9.00	15.00	12.00	11.00	47.00
4	Shibu Ranamagar	7.50	15.00	11.00	9.50	43.00
5	Shanti Ramtel	7.00	11.50	8.50	9.50	36.50
6	Deepa Mangrati	7.50	13.00	11.00	9.00	40.50
7	Sunil K.C.	11.00	11.00	11.50	6.00	39.50
8	Suresh Mangrati	10.00	13.00	11.50	6.00	40.50
9	Sanjay Mangrati	7.50	12.00	11.50	5.00	36.00
10	Ravindra Maharjan	7.00	12.50	11.00	9.50	40.00
Total marks		83.00	129.50	112.00	83.00	407.50
Av. marks		8.30	12.95	11.20	8.30	40.75
Per.		55.33	86.33	74.67	55.33	67.92

Appendix -III

Marks obtained by the students of PSBS, Kathmadnu

S.N.	Name of students	Text A	Text B	Text C	Text D	All the text
1	Bibek Budhathoki	14.50	15.00	14.00	10.00	53.50
2	Rebika Thapa	15.00	14.50	13.00	13.00	55.50
3	Mahendra Maharjan	14.50	15.00	15.00	11.50	56.00
4	Shrabya Ghimire	15.00	15.00	15.00	14.00	59.00
5	Biggyan Maharjan	15.00	15.00	15.00	14.00	59.00
6	Ghanashyam K.C.	13.00	15.00	12.50	14.00	54.50
7	Ramsharan Rokka	13.00	13.00	15.00	13.00	54.00
8	Ken Maharjan	15.00	14.50	14.50	15.00	59.00
9	Sweta Maharjan	15.00	13.50	15.00	13.00	56.50
10	Dinesh K,C.	12.50	14.50	15.00	13.00	55.00
Total		142.50	145.00	144.00	130.50	562.00
Av. marks		14.25	14.50	14.40	13.05	56.20
Per.		95.00	96.67	96.00	87.00	93.67

Appendix -IV

Marks obtained by the students of MEBS,Kathmandu

S.N.	Name of students	Text A	Text B	Text C	Text D	All the text
1	Siliva Maharjan	13.50	14.50	15.00	11.00	54.00
2	Durgendra Maharjan	14.50	14.50	14.00	9.50	52.50
3	Sandhya Maharjan	13.00	14.00	14.00	13.00	54.00
4	Shova Khadgi	14.00	14.50	12.00	12.00	52.50
5	Chandra Tandukar	15.00	15.00	14.00	11.00	55.00
6	Bishnu Maharajn	14.50	14.50	10.50	10.00	49.50
7	Sanjay Disty	15.00	14.50	13.50	9.50	52.50
8	Prajwal Maharjan	15.00	15.00	13.00	9.00	52.00
9	Mansu Maharjan	14.00	14.50	15.00	10.50	54.00
10	Laxmi Maharjan	15.00	14.50	13.00	12.00	54.50
Total Marks		143.50	145.50	134.00	107.50	530.50
Av. marks		14.35	14.55	13.40	10.75	53.05
Per.		95.67	97.00	89.33	71.67	88.42

Appendix -V

Marks obtained by the students of JMV, Kathmandu

S.N.	Name of students	Text A	Text B	Text C	Text D	All the text
1	Jeni Maharjan	10.50	14.50	12.00	11.50	48.50
2	Mina Maharjan	8.50	13.00	11.00	9.00	41.50
3	Nishchal Kayastha	12.50	14.50	12.00	11.00	50.00
4	Sami Maharjan	10.50	12.00	9.50	11.00	43.00
5	Prabina Karki	13.50	14.50	13.00	12.00	53.00
6	Sachi Maharjan	11.50	14.50	13.00	12.00	51.00
7	Suna Lama	10.50	15.00	12.00	10.50	48.00
8	SanuMaiya Dangol	10.50	14.50	9.50	9.00	43.50
9	Sunita Maharjan	10.50	10.50	10.00	8.00	39.00
10	Buddha Lama	12.50	14.50	12.00	12.00	51.00
Total marks		111.00	137.50	114.00	106.00	468.50
Av. marks		11.10	13.75	11.40	10.60	46.85
Per.		74.00	91.67	76.00	70.67	78.08

Appendix -VI

Marks obtained by the students of SMV, Kathmandu

S.N.	Name of students	Text A	Text B	Text C	Text D	All the text
1	Sostani Neupane	8.00	8.50	7.00	5.00	28.50
2	Sujata Shrestha	15.00	13.50	15.00	11.00	54.50
3	Prabin Tiwari	11.50	14.50	11.00	8.50	45.50
4	Anjana Upadhaya	14.00	15.00	15.00	11.50	55.50
5	Ramesh Sapkota	13.50	15.00	15.00	12.00	55.50
6	Sabita Thapa	15.00	14.00	13.00	10.00	52.00
7	Ranamaya Chaudhary	8.50	12.00	8.50	7.50	36.50
8	Saroj Adhikari	13.50	15.00	14.00	14.00	56.50
9	Purshottam Dhungana	15.00	13.50	12.00	12.00	52.50
10	Rajesh Sapkota	14.00	14.50	14.00	9.00	51.50
Total		128.00	135.50	124.50	100.50	488.5
Av. marks Obtained		12.8	13.55	12.45	10.05	48.85
Per.		85.33	90.33	83.00	67.00	81.42

Appendix -VII

Marks obtained by the students of KSMV, Kathamandu

S.N.	Name of students	Text A	Text B	Text C	Text D	All the text
1	Anil Kandel	3.00	8.50	7.00	3.00	21.50
2	Shree Prasad Chaudhary	6.00	13.00	9.00	5.00	33.00
3	Biraj Magar	10.00	11.00	6.50	9.00	36.50
4	Pinky Chimariya	10.00	10.50	10.50	10.00	41.00
5	Manju K.C.	12.00	12.50	11.00	10.00	45.50
6	Nanku Chaudhary	11.00	13.50	6.00	4.50	35.00
7	Parshu Ram Chaudhary	9.00	13.50	5.50	10.50	38.50
8	Pawan Sapkota	6.00	11.00	7.50	2.00	26.50
9	Upendra Ghimire	14.00	14.00	9.00	10.50	47.50
10	Rakesh Tamang	15.00	15.00	12.00	10.50	52.50
Total		96.00	122.50	84.00	75.00	377.5
Av.marks Obtained		96.00	12.25	8.40	7.50	37.75
Per.		64.00	81.67	56.00	50.00	62.92

Appendix -VIII

Marks obtained by the students of AESBE, Chitwan

S.N.	Name of students	Text A	Text B	Text C	Text D	All the text
1	Nika Gurung	12.00	15.00	13.00	12.00	52.00
2	Rajan Shrestha	15.00	15.00	14.00	13.00	57.00
3	Anju Gurung	13.00	15.00	14.00	13.00	55.00
4	Shristi Gurung	12.00	15.00	15.00	13.00	55.00
5	Bikash Bhujel	12.00	15.00	15.00	13.00	55.00
6	Janak Nepal	11.00	13.50	13.00	10.50	48.00
7	Kiran B.K.	12.50	14.00	14.00	11.50	52.00
8	Shrijana Subedi	14.50	14.50	15.00	12.00	56.00
9	Gaurab Bikram Khati	13.00	15.00	15.00	13.00	56.00
10	Samragi Basel	14.50	15.00	15.00	13.00	57.50
Total		129.50	147.00	143.00	124.00	543.50
Av.marks Obtained		12.95	14.70	14.30	12.40	54.35
Per.		86.33	98.00	95.33	82.67	90.58

Appendix -IX

Marks obtained by the students of PEBS, Chitawan

S.N.	Name of students	Text A	Text B	Text C	Text D	All the text
1	Alok Pratap Rana	14.50	15.00	15.00	14.00	58.50
2	Rose Gurung	13.50	14.50	10.50	12.00	50.50
3	Sudip Rimal	14.50	13.50	13.00	12.50	53.50
4	Kabita Bogati	12.50	14.50	9.00	12.00	48.00
5	Samiksha Paudel	14.00	14.50	13.00	10.00	51.50
6	Sagar Sitaula	13.50	15.00	10.50	13.00	52.00
7	Yuba Raj Adhikari	15.00	15.00	15.00	13.00	58.00
8	Sushan Gurung	14.00	14.50	12.00	10.00	50.50
9	Nabaraj Raut	13.50	14.00	14.00	12.50	54.00
10	Anisha Koirala	13.50	15.00	15.00	11.00	54.50
Total		138.50	145.50	127.00	120.00	510.00
Av.marks Obtained		13.85	14.55	12.70	12.00	53.10
Per.		92.33	97.00	84.67	80.00	88.50

Appendix- X

Marks obtained by the students of BMV,Chitwan

S.N.	Name of students	Text A	Text B	Text C	Text D	All the text
1	Madhu Gyawali	7.00	12.50	7.00	4.00	30.50
2	Pabita Ruwali	7.00	14.00	12.50	8.50	42.00
3	Alina Thapa	8.00	15.00	11.50	7.50	42.00
4	Surendra Kumal	15.00	15.00	14.00	13.00	57.00
5	Bimala Rasailee	12.00	14.50	13.00	9.50	49.00
6	Sumitra Paudel	7.00	13.50	12.50	8.00	41.00
7	Suchana Adhikari	14.50	13.50	12.00	11.50	51.50
8	Dipesh Dhungel	7.00	14.50	11.00	9.50	42.00
9	Sabu Kharel	13.00	13.50	12.00	11.50	50.00
10	Sumi Raisailee	14.50	14.50	13.00	11.50	53.50
Av. marks Obtained		10.50	14.05	11.85	9.45	45.85
Per.		70.00	93.67	79.00	63.00	76.42

Appendix-XI

Marks obtained by the students of NBMHSS,Chitwan

S.N.	Name of students	Text A	Text B	Text C	Text D	All the text
1	Susmita Kafle	7.50	13.00	10.00	10.50	41.00
2	Mahesh Chapagain	11.00	11.50	12.00	6.50	41.00
3	Arjun Kunwar	14.00	15.00	15.00	12.00	56.00
4	Puspa B.K.	13.50	15.00	14.00	11.50	54.00
5	Sunil Gautam	13.50	15.00	13.50	12.00	54.00
6	Aman Thapa	13.00	12.00	10.50	7.00	42.50
7	Roshan Gurung	13.50	13.50	14.00	9.00	50.00
8	Mamata Basnet	4.50	12.00	8.50	6.00	31.00
9	Sangita Tiwari	10.50	15.00	14.00	8.50	48.00
10	Govinda Gurung	10.50	14.50	9.00	7.00	41.00
Av.marks Obtained		11.15	13.65	12.05	9.00	45.85
Per.		74.33	91.00	80.33	60.00	76.42

Appendix -XII

Marks obtained by the students of PMV, Chitwan

S.N	Name of students	Text A	Text B	Text C	Text D	All the text
1	Hemanta Dhakal	13.00	12.50	14.00	12.00	51.50
2	Jyoti Dhakal	9.50	10.00	6.50	9.50	35.50
3	Bharat Raj Poudel	8.50	8.00	9.00	7.50	33.00
4	Sanjaya Tiwari	7.50	13.00	10.00	7.50	38.00
5	Sabita Timilsina	3.00	11.00	5.00	4.50	23.50
6	Pawan Khand	11.50	14.50	10.00	8.00	44.00
7	Agnita Bhandari	10.50	7.00	6.00	6.50	30.00
8	Sarina Dahal	14.50	15.00	15.00	11.00	55.50
9	Prakash Dhakal	13.50	12.50	15.00	12.00	53.00
10	Chandra Pd.Paudel	15.00	14.50	15.00	12.00	56.50
Av.marks Obtained		10.65	11.80	10.55	9.05	42.05
Per.		71.00	78.67	70.33	60.33	70.08

Appendix-XIII

Class VIII Students Selected from Kathmandu and Chitwan

a. Kathmandu

S.N.	Name of Schools	Sector	No.of Boys	No.of Girls	Total
1	MEBS	Private	5	5	10
2	PSS	Private	8	2	10
3	JMV	Public	2	8	10
4	KSMV	Public	7	3	10
5	SMV	Public	5	5	10

b. Chitwan

S.N.	Name of Schools	Sector	No.of Boys	No.of Girls	Total
1	AEEBS	Private	5	5	10
2	PEBS	Private	6	4	10
3	BMV	Public	2	8	10
4	PMV	Public	5	4	10
5	NBMHSS	Public	6	4	10

Appendix -XIV

Name of the Teacher:

Name of the school:

Questionnaire to the Teachers

- i. How can a teacher create a good environment in the class to increase the level of reading comprehension of the students?
- ii. How can you motivate the students to read more books so that they can increase their vocabularies?
- iii. What are the techniques that you use while teaching reading?
- iv. Are your students able to use dictionary?
- v. How is the reading comprehension of the student tested?
- vi. What kinds of reading materials do you provide the students to practice reading?
- vii. What measures should be taken by the school and the English teachers to increase the level of reading comprehension of the students?
- viii. Are the reading materials sufficient in the text for the student?

Appendix -III
Answer-sheets of the students