

# CHAPTR- ONE

## INTRODUCTION

### 1.1 General Background

A language is a systematic means of communication. The use of sound or conventional symbols helps to communicate with others. It is the code which we all use for expressing ourselves and communicating to others. It is the mental faculty or power of vocal communication. What we think or feel like sharing with others, we express it mostly through language. Along with facial expressions and the movement of hands or eyes, we use words for communication. Hence, a language is the system for communicating ideas and feelings using sounds, gestures, signs or marks. The expression of ideas by voice and sounds articulated by organs of speech is a language. Besides, a language is the written and spoken mode of combining words to create meaning. A normal human being can hardly think of communication without language. We talk, argue, command, interrogate, promise, warn, insult, praise, explain, theorize and do so many things for communicating ourselves language.

The English language, which had been developed from the Anglo- Saxon and/ or Anglo - Norman period, has certainly gone through a lot of evolution. In the countries like Britain and the US and in some provinces of Australia and Canada, English is the first language. It has been accepted as the global language, and as official language in almost all international organizations including the UN. It serves as a lingua franca in many other countries of the world. Several others have been using English as their second language. What Sanders ( 2000,p.13) says about the universality of the English language and literature is worth- noting here "the decentralization of English literature has inevitably had to follow the advance of English as a world language, spoken and written by millions of men and women who have no other connection with

England". It is true that the English language has been gaining incomparable popularity and English literature is read worldwide.

The English language has been accepted as the language of international communication in Nepal. The first Rana Prime Minister, Janga Bahadur Rana established Durbar High School at Dakhachowk of Thapathali Durbar in 1910 B.S. (1854 A.D.) in which the English language was included in the core curriculum (Sharma, 2001, p. 343). At present it has been included as a compulsory subject in the curriculum from primary level to bachelor's level and as an optional subject from secondary level onwards. The curriculum of English education has been improved time to time in Nepal. Recently launched English language curriculum for the government-aided schools in Nepal (2060 B.S), however, has included English from grade One onward. Similarly, the four language skills: listening, speaking, reading and writing have been focused in the recent syllabus. Furthermore, the English language can be learnt in many private (language) institutes as well as through self- help materials like language learning journals, booklets, books and some electronic media.

There is close link between language and literature. Writers express their thoughts and feelings, emotions and ideas, joys and sorrows through their literary creations. The literary language is considered as a variety of language. Although the literary variety of language is popular, it is complex in the sense that it can be difficult to understand unless the context is clear. The readers are well communicated and they share what the writers have tried to express. Because readers find that their experiences are reflected by the writers. When the writers' views are similar to theirs, the readers are inspired to read ahead. Both sweet and bitter experiences can be reflected in poems, stories, novels, essays and other genres of literature and therefore, it is called the mirror of contemporary society.

### **1.1.1 Language Skills**

Language skills are the modes or manners in which language is used. Listening, speaking, reading and writing are generally called the four language skills. Scrivener (2005, p.29) opines

"Teachers normally think of there being four important macro language skills: listening, speaking, reading and writing. Listening and reading are called receptive skills (the reader or listener receives information but does not produce it); speaking and writing on the other hand are the productive skills. Skills are commonly used interactively and in combination rather than in isolation. Especially speaking and listening. So, teaching language means teaching its four language skills, viz. listening, speaking, reading and writing in particular".

Listening and speaking are considered as primary language skills whereas reading and writing as secondary language skills, sometimes speaking and writing are called the active/productive skills and reading and listening are called the passive/receptive skills. In the words of Harmer (1991, p.6) "Speaking and writing involves language production and therefore, often regarded as productive skills. Listening and reading, on the other hand, involves receiving messages and are therefore often referred to as receptive skills". He further argues that very often, of course, language users employ a combination of skills at the same time. speaking and listening usually happen simultaneously and people may well read and write at the same time when they make notes or write something based on what they are reading.

### **1.1.2 Reading Skill**

Reading offers language input, as listening does (Cross, 1992, p. 255). So reading is a receptive language skill. Grellet (1981.p.8) views "Reading refers to perceiving a written text in order to understand its contents. Reading is an active skill which involves inferring, guessing, predicting, checking, and asking skills etc. It is an integral part of the language skill and closely linked to oral

and written language". Similarly, Doff (2002. P. 104) states "Reading involves looking at sentences and words, recognizing them and understanding them- it is process of making sense of written language". Ur (1998) simply writes read means reading and understanding. A foreign language learner who says I can read the words but I don't know what they mean is not, therefore, reading in this sense. He or she is merely decoding and translating written symbols into corresponding sound (p.138). To Harmer (1999), "Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out". Therefore, it can be said that reading is understanding a written text that means extracting the required information from it as effectively and efficiently as possible.

Richards and Renandya (2003, p.273) opine:

In many second or foreign language teaching situations, reading receive a special focus. There is number for this: first, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and four study purposes. In fact, in most EFL situations the ability to read in a language is all that students ever want to acquire. Second, written texts serve various pedagogical purposes. Extensive exposure of language acquisition and good reading texts also provide good models for writing, and provide opportunities to introduce new topics to stimulate discussion, and to study language (e.g. vocabulary, grammar, and idioms). Reading, then, is a skill which is highly valued by students and teacher alike.

Reading skill is of primary importance to any literate person and is a complex process. In this regard Grellet (1981 p.4) says:

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

In considering the reading process, Doff (2002, pp. 66-67) opines:

Distinguishes between two quite separate activities: reading for meaning (or silent reading) and reading aloud. Reading for meaning is the activity we normally engage in when we read books, newspaper, road signs etc. reading aloud is a completely different activity: its purpose is not just to understand a text but to convey the information to someone else. Obviously, reading aloud involves looking at a text, understanding it and also saying it.

Similarly, Scrivener (2005, p.184)) puts his views that:

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

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

- I. Perceptual Learning: Perceptual learning is the ability to progress in establishing perceptual discrimination, first of gross shapes, objects, people, places, etc then of finer shapes, such as letter, and words.
- II. Associative learning: Associative learning is the learning basis letter-sound corresponding is a stimulus response process. Intelligence, past

experience, motivation, physical alertness etc. is some of the variables in the associative process of learning to read.

- III. Cognitive learning: Cognitive learning is as essential to learning to read as are perceptual and associative learning. It involves comparing, recognizing. Similarities and differences, evaluating and interpreting, learning values and truths, in keeping with reality.
- IV. Affective learning: Reading involves another important mode, the affective learning that is triggered by emotions in which reading takes place when the reader's emotions are aroused by the printed words, i.e. joy, delight, excitement. Etc. quickens and deepens the learning process.

### **1.1.3 Types of Reading**

If we are to help students develop reading skill in a foreign language. It is important to understand what is involved in the reading process itself. If we have a clear idea of how 'good readers' read, either in their own or a foreign language. This will enable us to decide whether particular reading techniques are likely to help the learners or not. Doff (1988, p.66-7) says:

In considering the reading process, it is important to distinguish between two quite separate activities: reading for meaning (or silent reading) and reading aloud. Reading for meaning is the activity we normally engage in when we read books, newspapers, and road signs etc. it is what we are doing as we read this text. It involves looking at sentences and understanding the message they convey in the words 'making sense' of a written text. Reading aloud is a completely different activity: its purpose is not just to understand a text but to convey the information to someone else. It is not an activity we engage in very often outside classroom: common examples are reading out parts of a newspapers article to a friend. or reading a notice to other people who cannot see it. Obviously, reading aloud involves looking at a text, understanding and saying it because our attention is divided between reading and speaking. It is a much more difficult activity than reading

silently: we often stumble and make mistakes when reading aloud in our own language, and reading aloud in a foreign language is even more difficult.

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

Grellet (1981, p.4) defines intensive reading as 'Reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail'. A lot of class room works (with course books, exercises, texts) involves intensive reading: i.e. reading texts closely and carefully with the intention of gaining an understanding of as much detail as possible. Scrivener (2005, p. 188) views:

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

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

According to Carrel and Carson (1997, pp, 49-50), extensive reading ... generally involves rapid reading of large quantities of materials or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read that on the language" (as cited in Renandya and Jacobs. 2003, pp.295-296).

Grellet (1981, p.4) defines, extensive reading as reading longer texts, usually for one's own pleasure. This is fluency activity, mainly involving global understanding.

Similarly, Scrivener, (2005, p.188), opines:

In everyday life we tend to do much more extensive reading, i.e. fluent. Faster reading is done for pleasure, entertainment and general understanding but without such careful attention to the details. When we don't understand words or small sections, we usually just keep going, may be only coming back when there has been a major breaking down in our understanding.

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

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

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



Skimming or skim- reading is a type of rapid reading which is used when the reader wants to get the main idea or ideas from the passage. Grellet (1998, p.19) opines that " when skimming, we go through the reading materials quickly in order to get the gist of it to know how it is organized, to get the idea of the tone or the intention of the writer. To be to the point, read quickly in order to get gist of the passage is the key to skimming".

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

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

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

Skimming is therefore, a more activity which requires an overall view of the text and implies a definite reading competence. Scanning, on the other hand is far more limited since it only means retrieving what information is relevant to our purpose. Scrivener, (2005.p.185), says:

Skimming and scanning are both top-down skills. Although scanning involved with details of the texts, the way that a reader

finds those details involves processing the whole texts, moving eyes quickly over the whole page, searching for key words or clues from the textual layout and the contents that will enable to focus in on smaller sections of texts.

From the above definitions, we can say that skimming is fast kind of reading and scanning is reading for specific information or date and name of the place. Skimming is more thorough activity which requires an overall view of the text whereas in scanning we only try to locate specific information and we do not even follow the linearity of the passage.

#### **1.1.4 Elements of Reading Skill**

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

#### **1.1.5 Word Recognition**

Regarding the word recognition during reading, Smith (2004, p.158) opines:

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

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

Readers decode print in two ways: semantically (i.e. they identify the lexical meaning of the words, but they also create a broader meaning for these words within the context of phrase, sentences and discourse), and syntactically (i.e. they recognize the meaningful structural relationships within the sentences). Fluent readers rely more on semantic than syntactic information except when meaning is not clear) (Papalia, 2000.p.70 as cited in Rivers, 2000, p.406).

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

- i. Phonics refers to the relationship between printed letters (graphemes) and the sounds (phonemes) in language. Students must learn to decode the printed language to translate print into sounds, and to learn about the alphabetic principles of the symbol-sound relationship. This process is known as 'breaking the code'.
- ii. Sight words are the words that are recognized instantly, without hesitation or further analysis. Fluent reading requires that most of the words in a selection be sight words.
- iii. Context clues help a student recognize a word through the meaning or context of a sentence or paragraph in which the word appears. Redundancies in language occur when information from one source text is repeated. These language redundancies provide hints about unknown

words form the meaning of the surrounding text, helping readers make conjecture and guess about unfamiliar words.

- iv. Structural analysis refers to the recognition of words through the analysis of meaningful word units such as prefixes, suffixes, root words compound words and syllables.

### **1.1.6 Skills in Teaching Reading**

Reading is understanding which involves extracting the required information from the text as efficiently as possible. Some skills are (Munby, 1979. p. 111 as cited in Harmer, 1991):

- ) Deducing the meaning of unfamiliar lexical items
- ) Understanding when not explicitly stated
- ) Understanding conceptual meaning
- ) Understanding the communicative value of sentences and utterances
- ) Understanding relations between the parts of a text through lexical cohesive services
- ) Interpreting text by going outside it
- ) Distinguishing the main idea from supporting details
- ) Basic reference skills knowledge
- ) Skimming
- ) Scanning to locate specifically required information from the text
- ) Transcoding information to diagrammatic display

### **1.1.7 Poetry in Language Teaching**

Poetry is a form of literature which is different from prose, literary texts novel, essay etc. It commonly appears as sequence of lines arranged in stanzas rather than a sequence of lines arranged in paragraph. It contains both surface and underlying meanings of the words, phrases, sentences or verses. Thus, poems stimulate and motivate learners to create and promote similar types of poetic art as well as compel them to brainstorm as poem demands the graded words and

phrases to create them. It consists of different vocabularies which enforce the readers to enrich their vocabulary power. The readers consult a dictionary to understand the meaning of certain words/ phrases used in a poem. A poetic text helps the students read more and makes them easier to remember new words for most poems are shorter than a prose text and they are interesting. Poems, thus, make the students studious and it encourages them for self study. So, poems can be the important material for language learning/ teaching because as it says, "Learning to read a poetry is partly a matter of learning to respond to subtle and delicate rhythmic patterns as well as to the most obvious and persistent ones." (Comely, 1991, p. 28). Indeed, the delicate rhythmic patterns draw the attention of the readers. The poet composes a poem after a high meditation and concentration with a great effect and, therefore, the poem naturally becomes interesting.

### **1.1.8 Language of Poetry**

Language of poetry has been described as deviation from so-called standard norms of language. It is true that poets often break the limitations of grammar rules in one hand and communicate with us in rhythm on the other. We hardly remember the lines of many famous prose texts, but we can remember many lines of poetry throughout our life. E.g.

if I were to see  
her shape from a mile away  
I'd know so quickly  
that it would be her. (Bear, 1998, p.11)

In these lines, we can easily notice that the poet has completely violated normal punctuation rules. We do not find the use of capital letters in the poem. Generally, first person 'I' is written in capital case because it is thin and readers may not see this in the text. According to punctuation rule, 'I' is always written in capital, but the poet has not only violated this punctuation rule, he has not used any capital letter anywhere in the poem. The use of small letters in the poem may have the sense of such comparison that the speaker finds himself

small in front of his grandmother. The small letter 'i' can be the symbol of a small boy, representing the speaker himself. Anyway, violating the grammar rule makes writing informal to some extent but the readers enjoy more in informal learning than in formal ways. They may not be enjoying while remembering the rules of grammar. They may certainly enjoy this sort of poetic text about the same thing to learn rather than the prose. For example,

Nouns the name of anything  
Instead of which the pronoun ring  
Actions deal with the verbs  
The way of actions adverbs  
To link the nouns use preposition  
To link the sentence conjunctions  
Expressing joys or sorrows use interjection  
Qualifying the nouns adjective function.

Maybe this poem is easier to remember because of musicality whereas it can be difficult to tackle with prose. If we write the first two lines in prose, it sounds like this name of anything (with some exceptions) is called noun and the word used to replace a noun is termed as pronoun in grammar. It does not sound as interesting as the poem sounds because it does not have that musicality which the poem has due to the rhyming pattern. Thus, a poetry can tell many things through a single line which other forms of literature may not be able to do the same so shortly. The language of poetry is not often straightforward; the communication is more effective and long lasting because of the short cut and rhythmic quality. E.g.

Full fathom five thy father lies;  
Of his bones are coral made;  
Those are pearls that were his eyes:  
Nothing of him that doth fade (Shakespeare, 1998, p. 37)

In these lines we can notice the end-rhymes like lies /eyes and made / fade as well as alliteration like "Full fathom five thy father lies" where /f/ sound is

repeated. Although the line does not follow the normal structural pattern, both the paraphrase and the underlying meaning can impress the readers.

In this regard, (Comely, 1991, p. 528) says “Part of the pleasure of poetry lies in its relation to music. It awakens in us a fundamental response to rhythmic repetitions of various kinds”. Indeed, a poem can be sung as a song- its melodious nature often influences its readers. For the same reason, poems are so popular among the readers since they came into existence.

The language of poetry is special which consists of rhyming words, rhythm, meter, tone, alliteration, assonance etc. These elements, along with the use of appropriate word order, make a poem sweet and melodious. It can be recited in the form of song too. The poet pours his/ her imagination into verse which generally becomes poetry. It is considered to have the depth of feelings. According to William Wordsworth, "Poetry is the spontaneous overflow of powerful feelings: it takes its origin from emotion recollected in tranquility" (as cited in George, 1967, p.11). In this definition of poetry, we can notice that Wordsworth compares poetry to any other forms of art. Indeed, both art and poetry are the medium of expressions as both reveal the heart of the creator-the joys and sorrows, the hopes and despair, expectations and wishes, and so on. Wordsworth has the opinion that literature or poetry should not only be guided by reason; rather, like all forms of art, literature is also a platform for pouring the creator's thoughts and feelings, ideas and opinions and so on. Like musicians and other artists, a poet also reveals his/ her feelings in an artistic way. Therefore, like all other forms of art, literature is always popular.

## **1.2 Review of Related Literature**

Review of literature means reviewing research studies on relevant proposition in the related area of the study so that all the past studies, their conclusions and deficiencies may be known and further research can be conducted. When I studied the list of these conducted in the Department of English Education,

I came to know that many researches have been carried out on **Proficiency**. Some of them are as follows:

Sivakotia (1996) carried out a research entitled “An analysis of the reading proficiency of the secondary level students of Jhapa district”. The objective of the study was to analyze the reading proficiency of the students of private schools to their text and the major findings of this study were that the private schools performed better than those government-aided schools' students and the students of both types of school could perform on the textual and lexical meaning. Private schools students performed better than the government-aided schools to all the items of textbook and non- textbook materials.

Subedi (2000) carried out a research entitled " Reading comprehension of the grade nine students of Kathmandu and Jhapa: A comparative study". The objective of the study was to compare the reading comprehension in newspapers and magazines of the secondary level students i.e. to compare the reading comprehension of seen and unseen passages. He used test items as the major tools of data collection. He randomly selected population from the selected district. The finding was that the students of Kathmandu district had better performance in higher reading comprehension level in magazines and in newspapers whereas the students of Jhapa were better in seen text.

Similarly, G.C. (2002) made a study on "Reading comprehension ability of PCL first year students involving the students of different institutes and faculties in Pokhara valley of Kaski district". The objectives of the study were to compare the reading comprehension ability of above mentioned students. He used both closed ended and open ended types of test items. He found that the students reading in institutes had better comprehension ability than the students of different faculties.

Paudel (2005) carried out a research on "TOEFL based reading comprehension ability of Bachelors Level students". The objectives of the study were to find out the reading comprehension ability of bachelor level students of T.U. on the



basis of TOEFL and to compare their comprehension ability in terms of faculty/institute, sex and nature of the text. He used different test items to test the reading comprehension of the students in reading. The findings of the study were the bachelor level students of TU who came from government-aided schools background have good reading comprehension ability in terms of standard of TU. Regarding genders, the boys were better than girls and the students of institutes were better than the student of different faculties.

Neupane (2006) made a study on "Reading proficiency of grade ten students of Kathmandu and Gorkha district". The objectives of the study was to find out the reading proficiency of the students studying in grade ten from the schools of Kathmandu and Gorkha districts in terms of reading sub- skills such as skimming, scanning, informing and guessing meaning and compare the achievements between the students of these district. The study found out that the reading proficiency of the students studying in grade ten was good in terms of scanning and reading proficiency of the students was not adequate in terms of guessing meanings.

K.C. (2007) carried out the research on "Testing reading comprehensions: A case of subjective and objective test". The objective of the study was to find out the case of subjective and objective tests in testing reading comprehension. He used subjective and objective test items using both close ended and open ended types of questionnaire. He analyzed the collected data qualitatively and quantitatively. The finding was that the average performance of the students in objective test in both types of reading texts viz. seen and unseen texts were better that of subjective test as a whole. Similarly, private school students had shown better performance in both tests in both kinds of the reading texts than the students of public schools.

Pokharel (2007) carried out the research entitled "Reading comprehension ability in the English language: A case of nine grade students". The objectives of the study was to find out the compare the reading comprehension ability of grade nine students in Kavre district in orthographic and Para- orthographic

reading texts from both sources: seen and unseen text. He used subjective and objective test items. He analyzed the obtained data qualitatively and quantitatively. The finding was that the reading comprehension of the students in seen text was better than reading comprehension of the students in seen text and the students had better performance in para- orthographic text than in orthographic text.

Similarly, Koirala (2008) carried out a study entitled "Reading comprehension of poetry and short story". The objective of the study was to find out the comprehension level of the students in poetry and short story and to make comparison. He used both subjective and objective types of questions. Then data was analyzed qualitatively and quantitatively. He found that the comprehension level of the students was better in poetry than in short story; boys were better in poetry than girls, the reading comprehension level of the students is better in seen texts than in unseen text. The students were better in objective types of test items than in subjective type of test items.

Paudel (2008) carried out a research on "A study on reading comprehension of grade seven students". The objective of the study was to determine and compare the level of reading comprehension of seventh graders of Kaski and Parvat district. He used both closed ended and open ended types of question. The finding was that the reading comprehension of boys was found better than that of the girls in both districts and the students were better in poems than in other reading texts.

The above mentioned books and research works are related to reading comprehension. No research work has been carried out on proficiency of students in reading poems. So, this is my new attempt to study proficiency of students in reading poems. That is why, this study is different from others study.

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

The objectives of this study were as follows:

- a) to find out the level of reading proficiency on English poetry of the students of grade twelve.
- b) to suggest pedagogical implications for teaching poetry in higher secondary level.

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

This study focused on the level of proficiency of the students in grade twelve in reading English poems with reference to the poems prescribed for compulsory English of grade twelve. Through the study, it attempted to find out whether the students in grade twelve are proficient enough to comprehend poems prescribed for them or not. The study may provide vital tools to the students, teachers, and textbook writers and even to the curriculum designers, especially in the field of poetry as poetry plays vital role in terms of language learning.

Poems can be very challenging for the Nepalese background students for they are composed in a tough language that cannot be understood by them easily. Many Nepalese students find the English language difficult. Since poems consist of figurative language, non- native speakers find them more difficult than the native speakers do.

## **CHAPTER-TWO**

### **METHODOLOGY**

This chapter deals with the methodology of the study. The following points describe the methodologies that were followed to carry out the research.

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

Both the primary and the secondary sources of data were used in this research study.

##### **2.1.1 The Primary Sources of Data**

The students of grade twelve of two different higher secondary schools in Lamjung district were selected as the primary sources of data. Their responses to the test items were considered as the main data.

##### **2.1.2 The Secondary Sources of Data**

To enrich and accomplish the research successfully, the researcher read books related to the study, journals, article etc. Some of them Grellet (1981), Lazar (1993), Lohani et al. (1998) , Bhattarai (2002), Bhattarai (2006), Neupane (2006), Pokahrel (2007) and all related references from libraries, the internet as well as from teachers' notes.

#### **2.2 The Sample Population**

All the students studying in grade twelve in different higher secondary schools of Lamjung district were the sample population for this study.

#### **2.3 Sampling Procedure**

Forty students studying in grade twelve in two higher secondary schools of Lamjung district were selected using non random purposive sampling procedure to answer the test items prepared by the researcher.

## 2.4 Tools for Data Collection

The test items were major tool for data collection. Three different items of objective questions and subjective questions were used as the major tools for the study. Thus, there were altogether 30 objective questions in each test items. There were 9 questions (3 poems x 3 Questions) as multiple choice items; 9 questions (3 poems x 3 Questions) as gap filling items and 12 questions (3 poems x 4 Questions) as yes/no question. Nine subjective test items (3x3 questions) were also included in the test items.

The table below summarizes how test items were constructed:

**Table No. 1**  
**Test Items**

S.N	Type of test items	No of test items for each poem	Marks for each item	Total questions	Total marks	Remark
1	Multiple choice	3	3	9	9	Total marks was 45
2	Gap Filing	3	3	9	9	
3	Yes/no	4	4	12	12	
4	Short Answer	3	5	15	15	

Likewise, the researcher selected the following poems from the compulsory English of grade twelve. The selected poems are listed in the table below.

**Table No. 2**  
**Poems for the Study**

<b>S.N</b>	<b>Title of the poems</b>	<b>Poet</b>	<b>Source</b>	<b>Page</b>	<b>Theme</b>	<b>Remarks</b>
1	The Lamentation of the Old Pensioner	William Butler Yeats	The Heritage of the Words	25	Love and Reminiscence	
2	Travelling Through the Dark	William Shakespeare	The Heritage of the Words	43	Ecology and Change	
3	God's Grandeur	Gerard Manly Hopkins	The Heritage of the Words	69	God and Man	

### **2.5 Procedure for Data Collection**

The researcher established rapport with the students and other related persons. The purpose of the test was explained to the students so that they could feel comfortable to respond those test items. The students were asked to read the poem carefully before they attempt to answer the questions. Then, the students of each higher secondary school were given a set of questions to respond instantly. Thus, the sets of questions from three different poems were responded separately. After collecting their answers, the researcher thanked the students and left the school.

### **2.6 Limitations of the Study**

The research had the following limitations:

- a. The sample for primary data was selected only from two higher secondary schools of Lamjung district and the population of the study was only forty students from two higher secondary schools.
- b. Only a set of test items with objective and subjective questions were included as tools for data collection.

- c. Only the poems prescribed for Compulsory English of grade XII were the focus of the study.
- d. The study was limited only to Lamjung district.
- e. Only three poems from grade twelve's compulsory English were selected.
- f. This study was only limited to the study proficiency level of grade twelve students in reading English poems.

## CHAPTER-THREE

### ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data that have been collected from the students of grade twelve of different higher secondary schools of Lamjung district. These data were collected by administering test items and questionnaires. The researcher used poetry (a general of Literature) to find out proficiency level of the selected population. The students were provided with their poetry text. The collected data are analyzed and interpreted in the following sections.

#### 3.1 Overall Proficiency Level of the Students in Poetry

The respondents were provided with three different poetry texts to find out whether they were proficient in reading English poems or not. The collected data has been presented in the following table.

**Table No. 3**

**Marks Achieved by the students of FSHSS**

S.N.	Name of the students	Total Marks
1	Sanjaya Thapa	46
2	Santosh B.K.	53
3	Amar Gurung	50
4	Sonika Basnet	47
5	Puja Mishra	47
6	Krishna Gurung	47
7	Mahendra Gurung	39
8	Pradip Gurung	41
9	Rasmila Gurung	41
10	Shanta Adhikari	45
11	Saroj Ghimire	46
12	Susma Dhungana	46
13	Nilab Gurung	51



14	Raju Gurung	42
15	Ashika Basnet	44
16	Anju Tripathi	39
17	Dil Kumari Ghale	37
18	Kabita Gurung	39
19	Subash Nepali	47
20	Nabin Shrestha	49
	<b>f(x)</b>	<b>896</b>

**Here,**

$$Mean = \frac{\sum fx}{N} = \frac{896}{20} = 44.8$$

$$Median = X_{\frac{N+1}{2} \text{ items}}$$

$$= X_{\frac{20+1}{2}}$$

$$= X_{10.5}$$

10.5<sup>th</sup> items

$$= X_{\frac{45+46}{2}}$$

$$= X_{\frac{91}{2}}$$

$$= X_{45.5}$$

Table No.3 shows the proficiency level of grade twelve students of FSHSS in poetry. Out of 75 full marks the mean score achieved by the students in poetry was 44.8 and the percentage was 59.73. From the table it was found that the mean score achieved by the students was 44.8 which were above the passing norm of HSED i.e.35 along with 59.73 percentages. Whereas 53 was the highest and 37 was the lowest score. Similarly 31 and 47 were repeated score. Out of 20 students all were above the passing norm of HSEB. The median score achieved by the students was 45.5.

**Table No. 4**

**Marks Achieved by the students of BBHSS**

<b>S.N.</b>	<b>Name of the students</b>	<b>Total Marks</b>
1	Santosh Nepali	52
2	Nirmala Adhikari	40
3	Goma Adhikari	41
4	Uttam Oliya	36
5	Sirjana Thapa	33
6	Sandip B.K.	35
7	Sunita Gurung	54
8	Hari Kumar Shrestha	24
9	Sushma Gurung	27
10	Din Mohamad Miya	31
11	Dipak Adhikari	44
12	Dipa Sunar	45
13	Suresh Adhikari	45
14	Upendra Shrestha	48
15	Rajina Majhi	37
16	Harka Gurung	28
17	Sumitra Giri	25
18	Sunita Bhujel	50
19	Kiran Nepail	55
20	Sudir Gurung	41
	<b>f(x)</b>	<b>791</b>

**Here,**

$$Mean = \frac{\sum fx}{N} = \frac{791}{20} = 39.55$$

$$Median = \frac{N+1}{2}^{th} \text{ items}$$

$$X \frac{20 \Gamma 1}{2}$$

$$X \frac{21}{2}$$

X10.5<sup>th</sup> items

$$X \frac{31 \Gamma 44}{2}$$

$$X \frac{75}{2}$$

$$X37.5$$

Table No.4 shows the proficiency level of grade twelve students of BBHSS in poetry. Out of 75 full marks the mean score achieved by the students in poetry was 39.55 and the percentage was 52.73. From the table it was found that the mean score achieved by the students was 39.55 which were above the passing norm of HSED i.e.35 along with 52.73 percentages. Whereas 55 was the highest and 24 was the lowest score. Similarly 31 and 47 were repeated score. Out of 20 students 18 were above the passing norm of HSEB. The median score achieved by the students was 37.5.

**Table No.5**  
**Overall Proficiency Level of the Students in Poetry**

Text	BBHSS				Total	
	Lowest	MS	Highest	Percentage	MS	Per
Poetry	24	39.5	55	52.73	$X \frac{39.55 \Gamma 44.8}{2}$	$X \frac{52.73 \Gamma 59.73}{2}$
		5			$X \frac{84.35}{2}$	$X \frac{112.46}{2}$
	<b>FSHSS</b>				X42.17	X56.22
	Lowest	MS	Highest	Percentage		
	37	44.8	53	59.73		

Table No. 5 shows the overall proficiency level of grade twelve students in poetry. Out of 75 full marks the mean score achieved by the students in poetry was 42.17 and the percentage was 56.22. From the table, it was found that the

mean score achieved by the students was 42.17 which were above the passing norm of HSEB i.e. 35 along with 56.22 percentages. Whereas the highest score of the students of BBHSS was 55 and the lowest score was 24. Similarly the highest score of the students of FSHSS was 53 and the lowest score was 37. From the table it was found that the score achieved by FSHSS was comparatively better than BBHSS.

### 3.2 Text wise Analysis of the Students' Score

The respondents were provided with three poetry texts. Each text belonging to different themes i.e. love and reminiscence, ecology and change and God and man were provided to them. The data belonging to different theme has been shown in the following table.

**Table No. 6**  
**Theme- wise Score**

S.N	Title of The Poem	Themes	FM	Lowest	Average	Highest	Per
1	Lamentation of the old pensioners	Love and Reminiscence	25	12	19.25	23	77
2	Travelling through the Dark	Ecology and Change	25	11	13.47	17	53.9
3	God's Grandeur	God and Man	25	4	10.15	15	40.6
	Total		75		42.87		

Table No.6 shows that the participants scored the highest average mark in the first poem. ‘The Lamentation of the Old Pensioner’ written under the theme of Love and Reminiscence. Out of 25 the average score was 19.25, i.e. 77 percentages whereas the highest score was 23 and lowest score was 12, on the contrary, the lowest mean score was 10.15 out of 25, i.e. 40.6 percentages

whereas the highest score was 15 and lowest score was 4. In the poem "God's Grandeur" written under the theme of God and Man. In the same way, participants scored 13.47 out of 25, i.e. 53.9 percentages where as the highest score was 17 and lowest score was 11. in the poem 'Travelling through Dark' written under the theme of Ecology and Change. The data shows that students were more interested in theme like ' Love and Reminiscence ' whereas they found poem written under the theme ' God and Man' less interesting. Since the theme God and Man was more philosophical the participants found the poem tougher. On the other hand the poem Travelling Through the Dark' written under the theme 'Ecology and Change expressing experiences of the poet, might be found easier to understand by the students.

### **3.3 Proficiency of Male and Female students in Reading Poem**

The researcher wanted to find out the gender based proficiency of the students in reading English poems. The data regarding the proficiency of male and female has been tabulated in the following table.

**Table No. 7**

#### **Proficiency of Male Students of BBHSS.**

<b>S.N.</b>	<b>Name of Male Students</b>	<b>Marks</b>
1	Santosh Nepali	52
2	Uttam Oliya	36
3	Sudip B.K.	35
4	Hari Kumar Shrestha	24
5	Din Mohamad Miya	31
6	Dipak Adhikari	44
7	Suresh Adhikari	45
8	Upendra Shrestha	48
9	Harka Bahadur Gurung	28
10	Kiran Nepali	55
11	Sudir Gurung	41

	<b>f(x)</b>	<b>439</b>
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**Here,**

$$\text{Mean} = \frac{\sum fx}{N} = \frac{439}{11} = 39.90$$

$$\text{Median} = \frac{N+1}{2} \text{th items}$$

$$= \frac{11+1}{2}$$

$$= \frac{12}{2}$$

$$= 6^{\text{th}} \text{ items}$$

$$= 44$$

**Proficiency of Female Students of BBHSS.**

S.N.	Name of Female Students	Marks
1	Nirmala Adhikari	40
2	Goma Adhikari	41
3	Sirjana Thapa	33
4	Sunita Gurung	54
5	Sushma Gurung	27
6	Dipa Sunar	45
7	Rajina Majhi	37
8	Sumitra Giri	25
9	Sunita Bhujel	50
	<b>f(x)</b>	<b>352</b>

**Here,**

$$\text{Mean} = \frac{\sum fx}{N} = \frac{352}{9} = 39.11$$

$$\text{Median} = \frac{N+1}{2} \text{th items}$$

$$X \frac{9\Gamma 1}{2}$$

$$X \frac{10}{2}$$

$$X 5^{th} \text{ items}$$

$$X 27$$

Table No.7 shows the proficiency level of male and female students of BBHSS in reading English poetry. The proficiency level has been presented on the basis of mean score and percentage value. In the table the mean score achieved by the male students of BBHSS was 39.90. Which were 53.2 in percentage value. Whereas the highest score was 55 and the lowest score was 24. Out of 11 male students from BBHSS 10 students were above the passing norm of HSEB. Among them 5 male students scored the first division marks. On the other hand, the mean score achieved by the female students of BBHSS was 39.11 which were 52.14 in percentage value whereas the highest score was 54 and the lowest score was 25. Out of 9 female students from BBHSS 8 students were above the passing norm of HSEB. Among them 3 students scored the first division marks

**Table No. 8**  
**Proficiency of Male Students of FSHSS.**

S.N.	Name of Male Students	Marks
1	Sanjaya Thapa	46
2	Santosh B.K.	53
3	Amar Gurung	50
4	Krishna Gurung	47
5	Mahendra Gurung	38
6	Pradip Gurung	41
7	Saroj Ghimire	46
8	Raju Gurung	42
9	Subash Nepali	47
10	Nabin Shrestha	49
	<b>f(x)</b>	<b>460</b>

Here,

$$\text{Mean} = \frac{\sum fx}{N} = \frac{460}{10} = 46$$

$$\text{Median} = \frac{N}{2} \text{th items}$$

$$= \frac{10}{2} \text{th items}$$

$$= 5 \text{th items}$$

$$= 5.5 \text{th items}$$

$$= \frac{39 + 41}{2}$$

$$= \frac{80}{2}$$

$$= 40$$

#### Proficiency of Female Students of FSHSS.

S.N.	Name of Female Students	Marks
1	Sonika Basnet	47
2	Puja Mishra	47
3	Rasmila Gurung	41
4	Shanti Adhikari	45
5	Susma Dhungana	46
6	Nilab Gurung	51
7	Ashika Basnet	44
8	Anju Tripathi	39
9	Dil Kumari Ghale	37
10	Kabita Gurung	39
	<b>f(x)</b>	<b>436</b>

Here,

$$\text{Mean} = \frac{\sum fx}{N} = \frac{436}{10} = 43.6$$



$$\text{Median } X \frac{N \Gamma 1}{2} \text{ items}$$

$$X \frac{10 \Gamma 1}{2}$$

$$X \frac{11}{2}$$

$$X 5.5^{\text{th}} \text{ items}$$

$$X \frac{46 \Gamma 51}{2}$$

$$X \frac{97}{2}$$

$$X 48.5$$

Table No.8 shows the proficiency level of male and female students of FSHSS in reading English poetry. The proficiency level has been presented on the basis of mean score and percentage value. In the table the mean score achieved by the male students of FSHSS was 46. Which were 61.33 in percentage value. Whereas the highest score was 54 and the lowest score was 39. Out of 10 male students from FSHSS all were above the passing norm of HSEB. Among them 7 male students scored the first division marks. On the other hand, the mean score achieved by the female students of FSHSS was 43.6 which were 58.13 in percentage value whereas the highest score was 51 and the lowest score was 37. Out of 10 female students from FSHSS, all were above the passing norm of HSEB. Among them 5 students scored the first division marks

**Table No.9**  
**Proficiency of Male and Female Students**

Aspect	BBHSS				Per	Total							
	Gender	Lowest	MS	Highest		MS		Per					
					Ma	Fe	Ma	Fe					
Proficiency of Male and Female	Male	24	39.90	55	53.2	42.95	41.35	55.93	55.13				
	Female	25	39.11	54	52.14								
	FSHSS				Per								
	Gender	Lowest	MS	Highest									
	Male	39	46	54	61.33								
	Female	37	43.6	51	58.13								

Table No. 9 shows the proficiency level of male and female students in reading English poetry. The proficiency level has been presented on the basis of mean score and percentage value. In the table, the mean score achieved by the male students was 42.95 which were 55.93 in percentage value whereas the highest score achieved by the male was 55 and 54 respectively in BBHSS and FSHSS. Similarly, the mean score achieved by female students was 41.35 which was 55.13 in percentage value where as the highest score achieved by the female was 54 and 51 respectively in BBHSS and FSHSS.

From the analysis of the marks achieved by the students, it was found that the proficiency level of male students was higher, i.e. 42.95 though not remarkable than male students, i.e., 41.35.

### **3.4 Item - wise Analysis of the PL of the Students**

The respondents of the study were provided with three different tests related to the three different poems. Each test included four different item i.e. tick the best answer; fill in the blanks, yes or no question and short answer questions. In each tests, full marks was twenty five, in total 75 marks. The data regarding different test items of two schools has been presented in the following table.

**Table No. 10**

**PL of the Students in each Item of the Test**

Aspect	BBHSS				Total								
		Lo	MS	Hi	PER	MS				Per			
						TB	TF	FB	SA	TB	TF	FB	SA
PL of the Students in each item of the Test	TB	3	5.7	8	63.33	5.8	8.57	5.2	24	64.44	71.45	43.33	53.21
	TF	3	8.8	11	73.33								
	FB	4	4.7	6	39.16								
	SA	10	21.8	31	48.44								
	<b>FSHSS</b>												
		Lo	MS	Hi	PER								
	TB	4	5.9	8	65.55								
	TF	5	8.35	9	69.58								
	FB	5	5.7	8	47.5								
	SA	21	26.4	31	58.66								

This table presents the item- wise marks achieved by the students in poetry. In tick the best answer, the mean score achieved was 5.7 by BSHSS and 5.9 by FSHSS out of nine full marks which was 63.33 and 65.55 in percentage value respectively. The total mean score was 5.8 which was 64.44 in percentage value.

Similarly, in True/False items, the students of BBHSS achieved 8.8 which was 73.33 in percentage value and FSHSS's achieved 8.35 which was 69.58 in percentage value. The total mean score achieved by the students was 8.57 which was 71.45 in percentage value.

In fill in the blanks, the students of BBHSS achieved 4.7 and FSHSS's students 5.7 out of nine full marks which was 39.16 and 47.5 in percentage value. The total mean score of the students was 5.2 which was 43.33 in percentage value.

The score achieved by the students in short answer questions was 21.5 by BBHSS's students and 26.4 by FSHSS's students which was 47.77 and 58.66 in percentage value respectively and the total mean score achieved by the students was 24 which was 53.21 in percentage value.

From the analysis of the above data, it was found that the student's proficiency in true false item was highest and the reading proficiency of the students in fill in the blanks was the lowest one. Likewise the students were found better in tick the best answer than in short answer questions since the mean score was 5.8 out of nine full marks and 24 out of forty five full marks respectively.

### **3.5 Reading Proficiency of Students of Two Higher Secondary Schools**

Respondents were taken from two higher secondary schools of Lamjung districts. The researcher wanted to find out what the reading proficiency level of two schools students was. The data regarding proficiency level of two selected higher secondary schools has been shown in the following table.

**Table No. 11**

**Reading Proficiency of Two Schools' Students**

<b>Aspect</b>	<b>Schools</b>	<b>Lowest</b>	<b>MS</b>	<b>Highest</b>	<b>PER</b>
Proficiency of two schools in reading poems	BBHSS	24	39.55	55	52.73
	FSHSS	37	44.8	54	59.73

Table No.11 shows the proficiency level of the students of two selected higher secondary schools which were BBHSS and FSHSS. The table reveals that the mean score achieved by the students of BBHSS was 39.55 out of 75 full marks which was 52.73 in percentage value, where as the highest score achieved by the students of BBHSS was 55 and the lowest score was 24. Similarly, the

students of FSHSS achieved 44.8 mean score which was 59.73 in percentage value, where as the highest score achieved by the students of FSHSS was 54 and the lowest score was 37.

From the analysis of above data, it is concluded that the proficiency level of FSHSS' students was higher than the students of BBHSS.

### 3.6 Proficiency of the Students in Subjective and Objective Test

The researcher provided three tests including both objective and subjective test items. The researcher wanted to see whether the students were better in subjective test items or in objectives test items. The data regarding the students proficiency in subjective and in objective test items has been presented in the following table.

**Table No. 12**  
**Proficiency of Students in Subjective and Objective Tests**

Items	BBHSS				Total			
	Lowest	MS	Highest	Per	MS		Per	
					STI	OTI	STI	OTI
STI	8	21.8	31	48.44	23.95	19.57	53.21	63.25
OTI	15	18.9	23	63				
	FSHSS							
	Lowest	MS	Highest	Per				
STI	20	26.4	31	58.66				
OTI	16	19.95	23	66.50				

Table No.12 shows that the mean score achieved by the students of BBHSS was 21.8 in subjective test item whereas lowest score was 8 and the highest score was 31. Similarly in objective test item the mean score achieved by the students of BBHSS was 18.9 whereas the lowest score was 15 and the highest score was 23 which were 48.44 and 63 in percentage value respectively.

Similarly, the mean score achieved by the students of FSHSS was 26.4 in subjective test item whereas lowest score was 20 and highest score was 3. Similarly, in objective test the mean score achieved by the students of FSHSS was 19.95 whereas the lowest score was 16 and highest score was 23 which was 66.50 in percentage value. The total mean score achieved by the students in subjective test was 23.95 out of 45 full marks which were 53.21 in percentages value whereas the total mean score achieved by the students was 19.57 in objective test item which was 65.25 in percentage value.

From the analysis of the data regarding subjective and objective test items, it was found that the students achieved higher mean score in objective test item than the subjective test item. The mean score scored by the students in objective test was 19.57 (65.25 percentage) out of 30 full marks whereas the mean score in subjective test item was 23.95 (53.21 percentage) out of 45 full marks. It means students could comprehend the text better than producing the information in full and correct sentences.

## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The main concern of this study was to find out the overall proficiency level in reading English poetry of the students of grade twelve. The researcher analyzed the collected data and the findings of the analysis have been listed below.

#### **4.1 Findings**

On the basis of analysis of the collected data regarding proficiency level of the students in reading poetry, the findings have been listed as follows:

- I) It was found that the overall proficiency of the students was 56.22 percent whereas the mean score was 42.17 which was better than S.L.C. marks in English achieved by them.
- II) It was found that the students scored highest average marks i.e. 19.25 on the poem written under the theme of 'Love and Reminiscence'. In the same way, the lowest average marks i.e. 10.25 was secured in the poem written under the theme God and Man.
- III) It was found that the proficiency of male students was little bit higher, i.e. 42.95 than female students i.e. 41.35.
- IV) The students were found to have the highest proficiency in true and false items and the lowest proficiency level in fill in the blanks.
- V) Similarly, in comparison of the students of two selected schools, the proficiency level of FSHSS's students was higher than those of the students of BBHSS.
- VI) Likewise, it was found that the students' proficiency level in objective test was higher than the in subjective test item.

#### **4.2 Recommendations**

From the findings of the research it was found that the student's proficiency level varied in terms of different test items, themes, gender etc. so the researcher has made following recommendations on the basis of findings.

- I) Due priority should be given on poetry from school level to increase the level of proficiency the students in it. There should be more exposure to the poems in English.
- II) Both male and female should be encouraged in reading English poems. The teachers should bring variety i.e. discussion, pair works, in teaching poetry in the class room.
- III) The students felt difficulty in themes like Ecology 'God and Man' and found theme like love easier. So, while designing course the theme like love and other life experiences related poems should be included. The teachers should find alternative methods in teaching the theme like 'God and Man'.
- IV) In the evaluation system of HSEB, there is no provision of objective test items. There should also be inclusion of objective test items in the evaluation system since the students were found to have better proficiency in objective tests than in subjective tests.



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## Appendix-II

### MARKS ACHIEVE BY THE STUDENTS OF BBHSS

S.N.	Name of the students	Text-1				Text-2				Text-3				Total
		A	B	C	D	A	B	C	D	A	B	C	D	
1	Santosh Nepali	2	2	4	15	2	2	4	8	2	2	3	6	52
2	Nirmala Adhikari	3	3	4	14	1	1	3	6	1	1	2	1	40
3	Goma Adhikari	2	2	4	12	2	2	3	6	2	2	2	2	41
4	Utam Oliya	3	1	4	9	2	1	2	3	1	2	2	6	36
5	Srijana Thapa	2	2	3	7	3	0	3	5	1	1	2	4	33
6	Sudip B.K.	2	1	3	7	1	2	3	4	2	2	2	6	35
7	Sunita Gurung	3	3	4	13	3	2	3	12	1	1	2	7	54
8	Hari Kumar Shrestha	2	2	3	4	2	1	2	4	1	2	1	0	24
9	Sushma Gurung	1	1	3	4	2	1	3	3	1	2	2	4	27
10	Din Mohamad Miya	3	2	4	9	0	1	2	3	1	1	2	3	31
11	Dipak Adhikari	3	0	3	12	2	1	3	9	2	1	2	6	44
12	Dipa Sunuwar	2	2	4	9	2	2	4	8	2	1	1	8	45
13	Suresh Adhikari	3	3	3	11	0	1	3	8	3	2	3	5	45
14	Upendra Shrestha	3	2	4	14	2	2	2	6	2	2	2	7	48
15	Rajina Majhi	2	3	2	11	2	2	2	6	1	1	0	5	37
16	Harka Bd.Gurung	3	1	2	6	2	2	0	3	2	2	1	4	28
17	Sumitra Giri	2	2	2	3	1	1	4	3	2	1	0	4	25
18	Sunita Bhujel	3	3	4	12	1	1	3	11	1	1	3	7	50
19	Kiran Nepali	3	3	4	13	2	2	4	7	2	1	3	11	55
20	Sudir Gurung	2	1	4	8	2	2	4	6	0	2	3	7	41
<b>Total</b>		<b>49</b>	<b>39</b>	<b>68</b>	<b>193</b>	<b>34</b>	<b>29</b>	<b>57</b>	<b>121</b>	<b>30</b>	<b>30</b>	<b>38</b>	<b>103</b>	<b>791</b>

## Appendix-II

### MARKS ACHIEVE BY THE STUDENTS OF FSHSS

S.N.	Name of the students	Text-1				Text-2				Text-3				Total
		A	B	C	D	A	B	C	D	A	B	C	D	
1	Sanjaya Thapa	3	2	3	10	3	3	3	8	2	1	3	5	46
2	Santosh B.K.	3	2	3	15	2	3	3	10	2	1	3	6	53
3	Amar Gurung	3	3	3	10	3	3	3	9	2	1	3	7	50
4	Sonika Basnet	3	2	3	11	3	3	3	6	2	1	3	7	47
5	Puja Mishra	3	3	3	10	3	1	3	7	0	3	3	8	47
6	Krishna Gurung	2	2	3	12	3	2	3	5	1	2	2	10	47
7	Mahendra Gurung	2	1	3	8	2	1	2	8	1	3	2	6	39
8	Pradeep Gurung	3	3	3	10	3	2	3	5	2	1	1	5	41
9	Rashmila Gurung	1	3	3	14	2	1	3	5	1	2	2	4	41
10	Shanti Adhikari	3	3	3	10	1	2	3	7	2	2	3	6	45
11	Saroj Ghimire	3	2	3	11	2	2	3	7	2	1	2	8	46
12	Sushma Dhungana	3	3	3	9	3	1	3	7	1	2	2	9	46
13	Nilab Gurung	2	3	3	13	2	2	3	8	2	2	3	8	51
14	Raju Gurung	2	2	3	10	2	1	3	6	1	1	3	8	42
15	Ashika Basnet	3	3	3	11	0	3	3	7	1	0	2	8	44
16	Anju Tripathi	2	2	3	9	2	2	3	6	1	0	2	7	39
17	Dil Kumari Ghale	3	3	2	10	2	2	2	5	0	1	1	6	37
18	Kabita Gurung	1	2	3	11	1	2	3	4	2	1	3	5	39
19	Subash Nepali	3	3	3	12	1	1	2	7	2	2	2	9	47
20	Nabin Shrestha	3	3	3	14	3	1	3	7	0	2	2	8	49
<b>Total</b>		<b>51</b>	<b>50</b>	<b>59</b>	<b>221</b>	<b>43</b>	<b>38</b>	<b>57</b>	<b>134</b>	<b>27</b>	<b>29</b>	<b>47</b>	<b>140</b>	<b>896</b>