

**EFFECTIVENESS OF THEMATIC APPROACH IN
TEACHING READING COMPREHENSION**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Khim Raj Gautam**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2068 - 04 - 04

.....

Khim Raj Gautam

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Khim Raj Gautam** has prepared the thesis entitled **“Effectiveness of Thematic Approach in Teaching Reading Comprehension”** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2068 - 04 - 06

Dr. Anju Giri (Guide)
Professor
Department of English Education
Faculty of English Education
Tribhuvan University
Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following '**Research Guidance Committee**':

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T. U., Kirtipur

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T. U., Kirtipur

Member

Dr. Anju Giri (Guide)

Professor

Department of English Education

T. U., Kirtipur

Member

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following '**Research Evaluation and Guidance Committee**':

Dr. Chandreshwar Mishra

Professor and Head
Department of English Education
T. U., Kirtipur

Chairperson

Dr. Jai Raj Awasthi

Professor
Department of English Education
Chairperson
English and Other Foreign Languages
Education Subject Committee
T. U., Kirtipur

Member

Dr. Anju Giri (Guide)

Professor
Department of English Education
T. U., Kirtipur

Member

Date: 2068 - 04 - 10

DEDICATION

**Dedicated to my parents, brothers and gurus who have devoted their life
to make what I am today.**

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Khim Raj Gautam

ABSTRACT

The present study was conducted to examine the **“Effectiveness of Thematic Approach in Teaching Reading Comprehension”**. The objectives of the study were to find out the effectiveness of Thematic Approach in teaching reading comprehension and to suggest some pedagogical implications. This study was conducted in Shree Devchuli Higher Secondary School, Nawalparasi. The students of Grade XI were taken as the sample of the study. First, the researcher took a pre- test and on the basis of the result of pre- test, real teaching was started. The researcher taught for 24 days using Thematic Approach to reading. The experimental research was conducted to find out the effectiveness of Thematic approach in reading comprehension. After the completion of teaching, a post- test was taken. The results of both tests were compared to determine the effectiveness of thematic approach using experimental research on teaching reading. It was found that thematic approach was effective in teaching reading comprehension.

This thesis work consists of four chapters. Chapter one consists of introductory of related area of the study. It includes objectives and significance of the study. Chapter two provides the details of the methodology and the procedures followed by the researcher in the collection of the primary as well secondary data. Chapter three consists of analysis and interpretation of the data. The data were analyzed and interpreted on the basis of the average score in the pre- test and post- test. The last chapter describes the findings and recommendations derived from this research.

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LIST OF SYMBOLS AND ABBREVIATIONS

Ant.	Antonyms
Av.	Average
B.S.	Bikram Sambat
D%	Difference between the scores of the pre-test and post-test in percentage
D.	Difference between the scores of the pre-test and post-test
e.g.	exempligratia
ELT	English Language Teaching
et al.	and other people
etc.	et cet-era
F.M	Full Marks (Score)
i.e.	that is
LP. No.	Lesson Plan Number
M.Ed.	Master in Education
NEC	National Education Commission
NELTA	Nepal English Language Teachers' Association
NP	Noun Phrase
Post-t	Post-test
Pre-t	Pre-test
R.N.	Roll Number
SAARC	South Asian Association for Regional Co-operation
Sc.	Score
sth	Something
syn	Synonym
T.Sc.	Total Score
T.U.	Tribhuvan University
UN	United Nations