

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language, the sole property of all and only human beings, is a means of human communication through which human beings exchange their ideas, feelings, thoughts, desires, emotions and so on. It consists of the vocal noises made by human beings, vocal sounds such as sneezing, coughing, snoring etc. can communicate some meanings but can not be considered as language because these sounds are not deliberately used for the purpose of communication. These are involuntary sounds. Thus, language can be defined as voluntary vocal system of human communication. So, the term language refers only to the voluntary vocal sound which a speaker uses deliberately for the purpose of communication. It is a means which helps us to think, interpret, perceive and express about the real world.

Richards et al. (1985) define language as "The system of human communication which consists of the structured arrangement of sounds for their written representation into larger units e.g. morphemes, words, sentences etc." (p. 196). In the process of communication one perceives the clear pictures of the whole world through the language. Similarly, Crystal (1992) defines language as "an abstract system of underlying the collective totality of the speech/writing behaviour of a community or knowledge of this system by an individual" (p. 225).

As we know that language is species specific to mankind i.e. only human beings can have the capacity to speak language and their mind is genetically equipped with it. No other animal can acquire language because of its complex structures and their physical inadequacies. Human mind is especially equipped with a special type of capacity to acquire language that Chomsky calls Language Acquisition

Device (LAD) Hockett (2006) explains "Man is the only living species who can reasonably be presumed to have had the power at some earlier time and to have lost it. The appearance of language in this universe at least in our planet is thus exactly as recent as the appearance of man itself ."

Language has two basic purposes: general and specific. Language as a general purpose is defined for communication of everyday activities. On the other hand, specific purpose of language is defined to a definite purpose e.g. instrumental, connective, argumentative etc. The prime concern of this study goes to the English language which is used in Nepal as a foreign language.

Various linguists and scholars have tried their best to define language from their own perspective, however language can not be defined absolutely in linguistic theory. No firm boundary can necessarily be drawn between one language and another and one language may contain vast differences in pronunciation, grammar and vocabulary from other. However they come to the same conclusion that language is a human phenomenon especially meant for communicating purpose which has its own system and produced voluntarily through vocal apparatus.

1.1.1 Language Skills

The choice of language may depend upon the channel of communication.

Language is a system of sounds and words used by human to communicate their thoughts and feelings. Learning a language is not a single activity but a combination of different activities. The different activities are called language skills. To get mastery over language well, one needs to develop all the four skills of it. The four skills of language are:

- i. Listening
- ii. Speaking
- iii. Reading
- iv. Writing

The above mentioned skills are in a natural order of development of language skills and this order of presenting language skills is natural and psychological.

These four skills can be classified into two types. They are:

- i. Receptive skills
- ii. Productive skills

Among the four language skills, listening and reading are often known as receptive skills. These skills are involved in receiving message where as speaking and writing are involved in the production of language for conveying message, therefore, they are often referred to as productive skills. These skills are related to one another. In language acquisition receptive skills precede productive ones. These four skills are integrated not only while teaching and learning but also in real life situation while using languages for various purposes.

1.1.2 The Reading Skill

Reading is one of the receptive skills in language learning which opens the gate of knowledge. It can be defined in many ways. Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent 'higher' form of culture and students learn to read a language by studying its vocabulary, grammar and sentence structures not by actually reading it.

Reading, obviously is an active receptive skill that can be defined as the amalgamation of visual and non visual experience and behaviour. It is decoding print or understanding, interpreting and making sense of a given text. In reading process the reader receives information encoded in the graphic features by the writer. It is the total understanding of a message or a message in a text. The more we read, the more we gain it. People can enjoy reading any text (of book or a magazine or newspaper). They read for getting pleasure and information. The

more interesting text the learners read, the more information they can get. So the creation of interest depends upon the nature of the reading text.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. Reading is decoding print or understanding and making sense of a given text. It refers to gathering information and increasing one's professional knowledge from the graphic symbols.

Reading is basically and entirely necessary for increasing one's own professional knowledge and keeping oneself update with the things happen around him/her. 'Reading' may mean many things and it takes one different meaning in different contexts. Simply a reader reads in order to obtain information which is presented in written form, but the nature of the information so obtained requires a more explicit definition. Information means the content which is cognitive (intellectual) or referential (factual) or affective or emotional. Reading is carried out for a purpose other than reading the language itself. Just as we read the message in order to be able to do something else, so the students who are learning a foreign language should be less concerned with the language than with the message it is used to communicate. So the materials that we use depend on the purpose of our reading and we would learn that 'how we read' depends on 'why' and 'what' we read.

In reading, a variety of skills are involved which can and should be developed through continuous and systematic reading practice. The true meaning of reading skill resembles the recognition of the script of a language, the deduction of meaning and use of information, lexical items, understanding conceptual meaning, understanding relations between parts of a text through lexical cohesive devices.

1.1.3 Reading Comprehension

Every reader reads to grasp information from the graphic representation of language. The term 'reading' and 'reading comprehension' are sometimes, treated to refer to the same thing or process but they are different. Reading comprehension is one of the most complex forms of cognition which means complete understanding of a text. It is the result of information from visual, auditory, semantic, conceptual and linguistic sources combining instantly to provide a condition of each sentence or fragment. Reading comprehension also involves understanding the value of the text. Similarly, Grellet (1981) expresses that reading comprehension is interpreted as extracting the required information from the written text as efficiently as possible.

Reading comprehension is entirely needed for the students of the higher and advanced level and general intelligence, interest in particular subject, previous knowledge of the subject help a lot in reading comprehension. In fact, reading comprehension is the process of extracting three levels of meaning. They are lexical meaning, grammatical/structural meaning and socio-cultural meaning.

Reading comprehension is one of the complex processes of reading because so many factors need to be considered. Some of which are given below:

a. Background Knowledge

For Barntiz (1986), "The reader's knowledge of cultural schemata, routines and conventions and the knowledge of discovered structures used in that cultural tradition significantly predict the level of reading attained." (as cited in Grellet, 1981, p.22).

b. Syntactic Knowledge

Reading comprehension requires some level of grammatical analysis of the written text. Typically syntactic information is processed automatically and not even noticed by the reader when reading in a first language. These syntactic processes may need to become more visible for reading in a second language. Especially two aspects of syntax will be important in determining the extent to which a reader will be successful in comprehending a second language; the degree to which the reader has mastered the syntax of the second language and the similarity between syntactic functions in two languages.

c. Vocabulary

The possibility of a universal device can not explain the word identification skills that readers need to establish in order to read in a second language. Simple knowledge of vocabulary and semantics is needed to interpret the text.

d. The Role of Orthography

The issue of whether the first language reading skill transfers to the foreign language barely arises if the two languages are written in different scripts. Different kinds of scripts are read most efficiently with different reading strategies and comprehension is the direct result of efficiently and skilfully the reading is carried out. Henderson (1984) lists three types of scripts, each with different implications for reading: logographic, syllabographic and alphabetic.

e. Implications for Instruction

The variations in emphasis on either top down or bottom - up processing that characterizes second language reading has direct implication for instruction. To facilitate top down processing, a foreign language reader would need to become

familiar with the content that was being read and with cultural conventions of the text. Conversely to facilitate bottom up processing, the reader would need to establish elaborate grapheme, lexical and syntactic resources for the new language since reading comprehension was built out of these.

It seems clear that complete comprehension of the text can not be attained without some measure of information from both these directions of processing.

Reading comprehension is an adaptive and dynamic process where the readers apply different cognitive strategies according to both their aims and given situational context; cognitive strategies are of mental programme which influence the selection and seducing of different mental operations. They are applied by the reader in order to facilitate or improve comprehension, acquisition, vocal and application of knowledge.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. The purpose for reading guides the reader's selection of texts and also determines the appropriate approach to reading comprehension. Research shows that good readers read extensively and integrate information in the text with existing knowledge. They have the flexible reading style, depending on what they are reading. The specific skills involved in reading can be defined as "The ability to understand relation between parts of a text through both lexical devices and grammatical cohesive devices, especially anaphoric and cataphoric reference and connectives." (Heaton, 1975, p.105). He concludes that comprehension depends on the ability of the reader as to how s/he generalizes and draws conclusion while doing reading. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understands how to apply them to accomplish the reading purpose.

Hughes (1989, p. 116) identifies two such skills of reading. They are (a). Macro skills (b). Micro skills

- a. Underlying sub-skills under macro skills
 - scanning text to locate specific information.
 - skimming text to obtain the gist.
 - identifying stages of an argument.
 - identifying examples presented in support of an argument.

- b. Underlying sub-skills under micro skills.
 - identifying referents of pronouns.
 - using context to guess the meaning of unfamiliar words.
 - understanding relations between parts of text by recognizing indicators in discourse especially for the introduction development, transition and conclusion of ideas.

Munby (1979) notes the following variety of skills in reading.

- Recognizing the script of language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding information when it is not explicitly stated.
- Understanding conceptual meaning.
- Understanding communicative value (function) of sentences and utterances.
- Understanding relations within the sentences.
- Understanding relations between the parts of a text through lexical cohesion devices.
- Understanding cohesion between parts of text through grammatical cohesion devices.
- Interpretation text by going outside it.
- Recognizing indicators in discourse

- Identifying the main point or important information in a piece of discourse.
- Distinguishing the main idea from supporting details.
- Extracting salient points to summarize (the text, an idea etc.)
- Selecting extraction of relevant points from a text.
- Basic reference skills.
- Skimming
- Scanning to locate specifically required information.
- Transcoding information to diagrammatic display.

On the whole, reading involves the recognition of important elements of meaning in their essential relation, including accuracy and thoroughness in comprehension. It involves the association of the written word with spoken sound and of spoken sound with meaning. Reading is the most important skill to gain more knowledge. The more one reads, the more s/he gains. That is why we can say that the most pleasant and efficient way to learn language is reading.

1.1.4 Types of Reading

We do not go through the text unless we have some purpose in mind. We may have different purposes like reading for pleasure, reading for information etc. Based on the purpose of reading and the level of the readers involved, there are different types of reading which are as follows:

a. Silent Reading

Silent reading refers to the understanding the message from graphic symbols by eyes. Silent reading is "Perceiving a written text in order to understand its content" (Richards et al., 1985). Good silent reader does not allow moving the lips. S/he perceives the ideas from their mental process. Silent reading not only enhances speed, it also fosters better comprehension. It is useful for self study reading, library reading, sometime even for classroom reading.

b. Loud Reading

Loud reading is also called oral reading which involves both mental and physical process. This is the process of vocalization of printed matters into an audible speech sound. It is carried out to enable the students to read with correct pronunciation, articulation, intonation and rhythm. This type of reading is useful to test pupil's knowledge of English words and phrase and whether s/he knows how to pronounce them.

c. Intensive Reading

Intensive reading is a detailed study. It means students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension questions. It is generally at a slower speed and requires a higher degree of understanding. It is also called study reading which is done under the guidance of the teacher. Intensive reading aims at assimilation of language skills including the study of words, phrases, sentence patterns and other related aspects. It encourages the students to comprehend the text, its sense and meaning. Students do not get only the literal meaning of the text but also extract the contextual meaning.

d. Extensive Reading

Extensive reading is also known as independent reading. It is primarily carried out to train the students to read directly and fluently in the foreign language for their own enjoyment, without the aid of the teacher. It is done for pleasure. In this type of reading students feel free and comfortable from the text. The aim of this reading is to get the learners reading for enjoyment. This type of reading is associated with supplementary reading that includes reading short stories, novels, magazines newspapers and articles. Students emphasize in their understanding of message and getting pleasure rather than learning of words and structures. Extensive

reading can provide comprehensible input and helps to build confidence with extended texts.

e. Skimming

Skimming is making a rapid survey of text, passage, articles and books to find out what they mainly consist of. It is a rapid type of reading. The reader's eye in skimming runs quickly over the texts to find out what it is about, to locate facts or comment on a particular subject or to obtain the main idea/gist expressed in the text (Grellet, 1981, p. 19). Skimming is done at a speed three to four times faster than normal reading. A reader often skims when s/he has lots of materials to read in a limited amount of time. This technique is useful when a reader is seeking specific information rather than for comprehension. It works well to find dates, names and places.

f. Scanning

Scanning is a type of speed-reading which is used when the reader wants to locate a particular piece of information, key words or ideas without necessarily understanding the rest of the text or page. It involves moving the eyes quickly down the page seeking specific words and phrases. It is also used when the reader first finds a resource to determine whether it will answer her/his questions. Scanning is also useful in locating statements, definitions, formulas etc. which the reader must remember completely and precisely.

g. Slow Reading

The slow reading refers to the slow speed of reading. Generally, slow reading occurs in the first stage of reading. If the reader is reading a difficult passage and to understand the texts in depth and learning about the language system, the slow reading occurs automatically.

h. Fast Reading/Rapid Reading

It is a special habit of reading with comprehension within a reasonable time span. Such type of reading, generally occurs while reading by experts, native speakers, reading simple text, reading silently and so on. Faster/rapid reading is always silent because reading aloud checks or interrupts speed of it.

1.1.5 Importance of Reading

Reading is very important in learning a foreign language. Even those people who do not have many chances to meet native speakers, they can learn language through reading books. For the learners of English as a foreign language reading is the only means of exposure. That is why; we can say that where there is little reading, there is little language learning too. If one develops reading habit, he can expand his horizon of knowledge. Only by practising reading he can acquire the reading skills and reading comprehension required for practical as well as general purposes.

By developing a good reading habit one may prepare herself/himself for further education especially for higher education. Higher education largely depends upon the quality and quantity of reading. In this regard, Shrum and Glisan (2000) are of the opinion that "Reading must be considered an essential component of a college-preparatory English programme" (as cited in Gardner, 1978, p. 71). So, reading can be said a key to learning. Furthermore, Content (1964) says that "Reading is the keystone of the arch of education". Similarly, Gardner (1978) is of the opinion that "Reading provides experience through which the individual may expand his horizons, identify, extend and intensify his interests; and again deepens understanding of himself of often human beings, and of the world" (p. 72).

1.1.6 Approaches to Teaching Reading

There are the following approaches to teaching reading comprehension:

- i. Thematic approach
- ii. Language experience approach
- iii. Signpost approach

1.1.6.1 'Thematic Approach'

In 'Thematic Approach' to reading, the first concentration remains on the theme. The whole text is analyzed thematically. In a text, there are two types of information to the reader. One is the known (also called theme) old information and the other is new (also called rheme) information. The analysis of a sentence in terms of theme and rheme is called thematic analysis which analyses sentences in terms of subject and predicate. The main aim of the 'Thematic Approach' to reading is to help the students recognize how the arrangement of information in the passage can determine the order of the words in those sentences. The main skill involved in this task is the understanding of relations between parts of the text. The reason behind this is that one unconsciously rewrites so that known information will come first and new information will be taken at the end (Grellet, 1981, p.89) notes:

Learners should be encouraged not only to concentrate on what is conveyed but also to how the message in the reading text is organized. It means the organization of a passage is not always determined by its contents and by the nature of the information to be conveyed. The thematic pattern used is often a choice on the part of the writer and this choice, in its turn, utters the message.

Thematic instruction is the organization of a curriculum around macro 'themes'. Thematic instruction integrates basic disciplines like reading English and Science with the exploration of a broad subject such as communities, tense and aspect system, ecology and so on.

Grellet (1981, p.91) gives six different thematic patterns in which a text can be organized:

- i. main idea and supporting details
- ii. chronological sequence
- iii. descriptions
- iv. analogy and contrast
- v. classification
- vi argumentative and logical organization

Thematic approach analyzes sentences in terms of subject and predicate. It is different from traditional grammatical analysis. For example,

Sentence	Grammatical analysis	Thematic analysis
Sunil went in the hall.	subject + predicate	theme + rheme
In the hall went Sunil.	predicate+ subject	theme+ rheme

Here, in the second sentence, the order of elements is altered to change the meaning of the sentence. The information is common but the thematic arrangement is different. Such change of order of words to change the meaning is called thematization. Here, 'in the hall' is thematized by bringing and putting it in the very beginning of the sentence. That is to say, if the learners know the way the text is organized, they can apply their reading to the text and predicate what is likely to follow. To grasp the meaning of a text, the reader analyzes the thematic pattern used. There are many different ways in which the information may be arranged or organized. Making contrast is one of the common idea to organize the text. Analogy and contrast is a thematic pattern in which a text can be organized.

Some writers persuade the reader by using some kind of logical reasoning of the superiority of the things.

It is obvious that the organization of a passage or text is not always determined by its contents and by the nature of the information to be conveyed. The thematic pattern used is often a choice on the part of the writer and this choice, in its turn, alters the message. So, the reader should grasp the thematic structure to understand the message well. Learners should be encouraged to concentrate on how the message is organized in a text. For instance, if we recognize the text as an argumentative one, we will look for arguments and counter arguments, then for some kind of conclusions drawn from these arguments. 'Thematic Approach' to teaching reading attempts to train the students to recognize the organization of a text (Slavin, 1990). For this, different types of exercises can be used. Some of them are:

- a. rejecting irrelevant information.
- b. finding the topic sentences and their relation with the rest of the text.
- c. discriminating between generalizations and specific sentences.
- d. completing selection out line of the structure of the text.
- e. finding the distribution of information in sentences in terms of theme and rheme.
- f. deciding the most acceptable sentence in a given context.

For example:

1. You do not agree with your wife about the date when your sister Sunita came to see you.
 - i. Sunita came to stay with use during the Dashain festival.
 - ii. It was Sunita who came to stay with us during the Dashain festival.
 - iii. It was during the Dashain festival Sunita came to stay with us.

While writing any sentence unconsciously we write the theme (i.e. known

information) first and a new information is written in the last. It is important to be aware of the distribution of the information to be an efficient reader as it will help find out new information quickly. The writers always have particular theme in mind and emphasize particular element in a sentence. For example:

- a. On 21st Falgun I am going to visit America, and I am going to visit America on 21st Falgun.

Both the sentences have the common message but thematic arrangement is different. So, we should train the students so that they can grasp the content and theme of the text after reading it.

Advantages of Thematic Instruction

Students and teachers alike enjoy reading and learning about topic and ideas that are interesting and challenging. Along with enjoyment, cross-curricular thematic instruction offers a number of other advantages (Willis, 1995 as cited in Nuttall, 1996, p. 79) thematic teaching enables students to:

- acquire, communicate, and investigate worthwhile knowledge in-depth. With thematic instruction, it is not necessary to divide the day into separate learning periods. Instead, the day may be spent exploring an interesting topic in a variety of ways over a longer period. Students come to view school subjects as connected and interrelated, rather than isolated and divided, because subject areas such as math, science, social studies, art, and music may be studied within the context of a given theme. This exploration may include reading and writing about the topic, role-playing, art projects, music, and research.
- integrate and enrich the language processes of reading, writing, listening, speaking and thinking. Active exploration of a topic promotes discussion and the use of all the language arts. Through these experiences, students learn strategies and skills in meaningful situations.

- practise reading, different kinds of materials for varied purposes and narrative and expository literature serves as the focus of thematic instruction, but there are also multiple opportunities for reading other types of text, including poetry, student written pieces, and 'real world' texts such as magazines, articles that contain challenging facts.
- use prior knowledge of the world and past experiences with language and text to create relationships among various sources of information. Students build upon their current knowledge base and connect what they know with what they are learning. As new ideas are gleaned from a variety of reading experiences, they become integrated with previously learned information.
- make choices, interact, collaborate, and co-operate. Students explore topics individually, in small heterogeneous groups, and together as a whole class. Reading and writing tasks are authentic, interesting, relevant, and contextualized. Students make choices based on their interests, abilities, and need.
- apply what they learn in meaningful and 'real world' contexts. As students explore topics in a variety of ways and through various sources, they learn to relate what they are learning to their own lives. Activities for home exploration help students bridge school learning and their lives at home, with the intent of helping students develop problem-solving and decision-making skills.
- informally assess their understanding and application of what they are learning. Students and teacher alike share the responsibility for periodic progress checks as well as ongoing evaluation. Students learn to set learning goals and monitor their progress in attaining them.
- participate and learn, regardless of ability, level of language development, or background. One of the most important advantages of cross-curricular thematic instruction is that it is both flexible and adaptable. Because a variety of reading resources are utilized, all students have opportunity to

- read materials of interest to them and at the appropriate difficulty level. Lessons are flexibly planned, based on students' needs and interests. For example, while some students may need extra practice with a strategy or skill, others may need additional time for writing or independent reading. This flexibility is central to thematic teaching.
- learn effectively in self-contained, multi-age, or departmental classrooms. Again, the flexibility of cross-curricular thematic teaching makes it an effective tool in any organizational pattern. For students, it allows for a variety of approaches to instruction that meets their needs. For teachers, it promotes team planning and co-operation with colleagues.

1.1.6.2 Planning for Thematic Instruction

a. Select a Theme

When planning, it is important to select themes that are not only interesting to students, but are meaningful and substantive. A theme such as 'Challenges' enables students to learn about people who have struggled and won. A theme on the environment helps students understand the importance of preserving and protecting the Earth. Themes like these offer the opportunity to explore important ideas that challenge students to seek information beyond what they already know (Byrne, 1980, p. 27). For example, students may understand the necessity of recycling aluminum cans and styrofoam cups in their own communities, but they may not know anything about the destruction of the Amazon rain forests. Relating and connecting these two ecological concerns through appropriate reading and writing asks enables students to move beyond their own lives into the larger world.

b. Choose a Key Concept to Guide Instructing

Once themes are determined, the goal is to select the tasks that encourage students to investigate, speculate, and problem-solving, asking questions that enable them to explore other topics more fully. Key concepts for a theme should provide a

clear focus for all instruction and learning. For instance, the key concept for a theme on the environment might be: "We should respect and preserve the natural world because our lives are linked to it." This key concept guides all activities and lessons, and the reading selections emerge naturally from it. It is expected, by the end of the theme, that all students will begin to internalize, build upon, and transfer this key concept to their own lives.

c. Identify Skills and Strategies to be Taught

Within cross-curricular instructing, skills and strategies become the means for developing reading and writing abilities, rather than the end result of the thematic study. Specific skills, such as comparing and contrasting, can be taught through structured and carefully planned mindlessness, or through more interactive lessons for these students requiring in depth teaching.

For example, during the reading of 'Like Jake and Me' fifth graders might complete a Venn diagram in which they compare themselves to members of their own families. This activity relates to the story in that the main character, Alex, ponders whether his soon-to-arrive twin siblings will be more like him or like his stepfather, Jake. Most important is that the skill is being taught and practised within the context of the story and theme, not in isolation. Also, if it is necessary for students to have further practice comparing and contrasting, they may at a later point in the story complete another Venn diagram, this time analyzing similarities and differences between Alex and Jake.

d. Identify a Range of Appropriate Resources

To facilitate planning, it may be helpful to web a teaching plan for the thematic unit. During webbing, cross-curricular connections are determined and a variety of reading materials and contextually embedded activities are identified. In addition to quality narrative and expository literature, 'real world' texts and poetry are added in order to give students diverse reading experiences. Calling upon district

or school specialists, as well as public library resources, for assistance with some content areas, such as art and music, can help to relieve the pressure on the teacher to become an 'expert' on every thematic topic.

Reading materials may come from a variety of resources, including literature anthologies, trade books, and 'real life' resources, such as magazines, brochures, and maps. Narrative and expository core literature anchor the theme, both for student reading and teacher read-aloud. Students may be involved in sharing other reading materials, such as thematically related books from their personal libraries, articles, family memoirs, computer software, newspapers, videos, or other relevant resources. In all, the reading materials for the theme are varied in terms of interest, genre, origin, and level of difficulty.

e. Developing a Schedule

It is essential to prepare a schedule to perform smooth instruction in the classroom. This provides the teacher with the platform to make the thematic teaching flexible and adoptable. The given points should be taken into consideration while developing a schedule for thematic instruction.

f. Select a Time Frame

Planning a schedule and time line for instruction is also important. Some teachers prefer 'theme immersion', in which the entire day, week, or month and all subjects of the curriculum revolve around the theme (Manning and Long, 1994). Others choose to plan themes for several weeks around core subjects, such as language arts and social science. Still others choose to integrate primarily the language arts, and incorporate several subject areas, if appropriate, for a small portion of the day.

Whatever the choice, it is important to keep in mind students' interests and attention spans, the availability of resources and reading materials, and curriculum guidelines. When teaching a theme for the first time, it helps to monitor student's

interest and involvement and to be ready to modify the time line, if necessary. If it appears that students are ready to change to a new theme before all planned activities are completed, it is better to move on and begin something new. Because thematic teaching is flexible and adaptable and changes can be made in the schedule with little or no disruption.

g. Consider the Teacher's Role

When planning the schedule, the teacher's role should also be considered. At times the role is to facilitate, at others to provide explicit instruction, and sometimes simply to serve as a resource. Activities may be directed by the teacher or, occasionally, by the students themselves. Whether an activity is more effective with whole-class, small-group, or individual instructing depends upon the difficulty of the reading selection, the nature of the activity, and of course, the abilities and interests of the students.

One of the advantages of thematic instructing is that it adapts to a variety of grouping configurations. Students may work together in heterogeneous co-operative learning groups, for example, having the opportunity to take leadership roles, develop understanding, and improve social skills (Slobin, 1971). At other times, however, students may read and study with partners of 'learning buddies', or in triads. Grouping decisions may be made jointly by the teachers and students based upon which configuration might be the best for any particular activity.

Opportunities are also provided for students to work individually. Students are given theme each day for self-selected reading and writing. In addition, whole-class instructing for some activities is efficient and appropriate. The type and difficulty of reading material, the nature and scope of the daily activities, the learning goals, and students' strengths and needs all affect scheduling.

h. Implementing the Theme

When introducing a new theme, the teacher generates excitement and enthusiasm while assessing, activating, and building background knowledge about the theme's key concept. Opening activities should stimulate thinking and speculation.

Students participate in brainstorming ideas they wish to explore or notions they find intriguing. They also may determine their own learning goals, along with ideas for accomplishing them. Learning teams are formed around areas of interest, partners are selected, and the theme's learning goals are shared. Students are encouraged to involve their families by bringing materials, pictures, books, and expertise from home. Connecting with the home at the beginning of the theme builds enthusiasm for what is to come.

Once the theme is launched, students begin to engage in reading and writing, in discussing and researching, in creating and generating. The teacher monitors the schedule, teaches lessons, facilitates, and assesses, journals are kept; stories, articles, and poems are discussed; projects are created; and minds are challenged.

(Retrieved on Nov, 2010 from www.unl.edu/csi/pdfs/readingv.pdf.)

i. Nine Key Reasons to Use Thematic Units

There are the following nine reasons to use thematic units:

1. Increases effective use of computers and technology
2. Compacts the curriculum
3. Demonstrates the Interdisciplinary Nature of Learning
4. Increases students' interest in learning and time engaged
5. Expands your assessment strategies
6. Utilizes collaborative and cooperative learning
7. Focuses the learner on the mastery of objectives
8. Integrates word processing skills into creative activities
9. Models for students the resources used in research

(Retrieved on Nov, 2010 from <http://www.understanding.com>)

j. Component Parts of the Thematic Unit

The component parts of the thematic units are given below:

1. Theme

Teachers should select an appropriate theme reflecting text topics of student's interests, experiences, issues or problems.

2. Grade Level Appropriateness

The theme should be selected keeping in mind at the level of the students.

3. Focus

Teachers should have a one-sentence focus statement that can summarize the direction and intent of the units.

4. Objectives

The teacher should identify three or four specific objectives that he wishes students to master by the completion of the units.

5. Materials and Resources

It is advantageous to determine all the necessary materials and resources after the unit has been written.

6. General Activities

Teacher should develop the activities that he wishes to use throughout the unit.

7. Discussion Questions

A variety of open-ended questions should be included that help students to think about the topic in a varied and divergent ways.

8. Literature Selection

The teacher should select books related to the topic of each thematic unit.

9. Culminating Activity

The culminating activity is a project or activity that engages students in meaningful summarization of their discoveries and leads to new ideas,

understanding and connections.

10. Evaluation

The teachers should devise appropriate means of evaluating student go progress throughout the unit .

(Retrieved on Nov., 2010 from <http://www.understanding.com>)

1.2 Review of Related Literature

Many researches have been carried out on 'Reading Comprehension'. But there is no research carried out on 'Effectiveness of 'Thematic Approach' in Teaching Reading Comprehension' in the department. So, this research has been designed to find out the effectiveness of 'Thematic Approach' in comparison to other approaches. Some related literature review goes like this:

Pant (2004), carried out a research on “The Effectiveness of Discovery Technique in Teaching Subject –Verb - Agreement”. The objective of the research was to find out the effectiveness of the discovery technique in teaching Subject –Verb - Agreement in English in the context of Nepal. The primary sources of data for this study were the students of grade nine studying in Shree Shivapur Secondary School, Rupendehi. Thirty students were selected randomly as population of the study. The main tool for the collection of data was a test consisting of sixty items of sixty mark. The study showed that the 'Discovery Technique' was relatively more effective and successful than explanation and group work technique for teaching subject – Verb - Agreement.

Regmi (2004), carried out a research to find out "The Effectiveness of Group Work Technique in English Tenses". Sixty students were selected randomly as population of the study and were taught for 24 days. Test-items were used as a tool for data collection. The study showed that the Group Work Technique was more effective in Teaching English Tense.

Poudel (2005), carried out a new research on "TOEFL Based Reading Comprehension Ability of Bachelor 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. Four different institutes and three different faculties were selected after a surgery of availability of information. The random sampling procedure was used for the section of population. The population of study was 180 students. The researcher included these students and worked out with average and percentage calculation. The main tool of data collection was TOEFL preparation course model test which contains four passages. He found out that the students of T.U. were very poor in reading comprehension ability in term of TOFEL standard. He also found out that the students of Institute of Medicine were in the highest rank and the students of Faculty of Management were in the lowest rank in reading comprehension of English Texts.

Humagain (2006), conducted a research on "The Effectiveness of Language Game in Teaching Reading Comprehension". The primary sources for this study were the students grade of nine studying in Siddhartha Secondary School, Hetauda, Makawanapur. Forty students were purposively selected. They were divided into two groups using simple random sampling procedure. The main tool for collection of data was a set of test-items. The study showed that teaching students using games was relatively more effective than teaching reading comprehension without it in general.

Sapkota (2009), carried out a research on "The Effectiveness of Jigsaw Reading in Developing Reading Comprehension". The students in grade eight of Shree Ganesh Himil Secondary School of Kathmandu district were the primary source of this study. The population of study was thirty two students. The school as well as the class was selected by using non-random, judgmental sampling procedure.

The researcher divided the students into two groups using systematic random sampling procedure. A test paper was used as a tool for data collection. The study showed that Jigsaw technique was relatively better and more effective than non-Jigsaw (conventional) teaching technique.

Joshi (2010), also carried out a research on "The Effectiveness of Task Based Approach in Teaching Reading". The objectives of the study were to find out the effectiveness of task based language teaching in teaching reading. The primary source of data for this study was the students of grade nine studying in Learning Realm International School, Kathmandu. Twenty two students were selected as the population of the study. Purposive sampling procedure was used for the study. Progress and Post- test were the major tools of the study. The study showed that teaching reading through Task Based Approach was found to be better since the progress was seen in every progressive test. So, this research suggested that it is effective to teach through Task Based Language teaching.

This research is different than any other researches carried out in the department in the sense that no research has shed light on the effectiveness of 'Thematic Approach' in teaching comprehension. However, some researches have been carried out on reading comprehension, they have not been centralized on thematic approach.

1.3 Objectives of the Study

The objectives of the study were as follow:

- i. To find out the effectiveness of 'Thematic Approach' in teaching reading comprehension.
- ii. To suggest some pedagogical implications.

1.4 Significance of the Study

The effectiveness of 'Thematic Approach' in teaching reading comprehension will

be significant in the sense that this study will provide wider information about organizing and conducting 'Thematic Approach' in teaching reading comprehension in a classroom situation. It will be useful for those who are involved in the field of language teaching, especially in ELT. It will be duly helpful for the students, teachers, textbook writers, syllabus designers and methodologists . Other interested persons like guardians and supervisors will also be benefited from this study. This study will have remarkable contribution in the area of teaching reading skill.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology to fulfil the objectives of the study.

2.1 Sources of Data

The researcher made use of both the primary and secondary sources for data collection. The sources were as follows:

2.1.1 Primary Sources

This study was based mostly on the primary sources of data. The primary sources of data for this study were the students of grade XI of Shree Devchuli Higher Secondary School Rajahar of Nawalparasi District.

2.1.2 Secondary Sources

The secondary sources of data consisted of different books like Grellet (1981), Nuttall (1996), Ur (1996), journals, articles and thesis like Humagain (2006), Joshi (2010), Pant (2004), Regmi (2004) as well as some related websites.

2.2 Population of the Study

The students of grade XI of Shree Devchuli Higher Secondary School, Rajahar of Nawalparasi District were the population of the study.

2.3 Sampling Procedure

First of all, the researcher selected Shree Devchuli Higher Secondary School Rajahar of Nawalparasi District by using non-random, judgmental sampling procedure. Forty students of grade XI were taken for the study. These students were divided into two groups: experimental and control groups using systematic

random sampling procedure. The researcher maintained equal reading proficiency level of both groups.

2.4 Tools for Data Collection

The main tool for the collection of data was a test (pre-test and post-test). The test items were designed to assess the reading comprehension of the students. Both pre-test and post-test were administered as tools to collect the data.

Two different unseen passages (texts) and one poem for reading comprehension were selected for each test paper. Each test item included multiple choice, fill in the blanks, matching items, word arrangement, synonyms and antonyms, short answer questions and long answer questions carrying 50 marks.

The same test paper was used for both the pre-test and post-test. Lesson plans and teaching materials were the other supporting tools.

2.5 Process of Data Collection

At first, the researcher prepared research tools. A set of test was prepared to measure the proficiency of the students in reading comprehension and the same set of test items was used before and after teaching. Then, the researcher went to the field (i.e. Shree Devchuli Higher Secondary School Rajahar of Nawalparasi District). The researcher talked to the authority and established rapport with him. The researcher explained the purpose and process of the study. He asked the subject teacher for his permission to carry out experiment on grade XI for 24 days. In a collaboration with the subject teacher and the principal, he fixed the period for carrying out the experimental teaching. He consulted the record keeping desk to receive the name list of the students. After fixing the time period, he met the XI graders of the Higher Secondary School to inform them as to how and for what purpose he would teach them English. A pre-test was administered to identify the level of proficiency in reading comprehension prior to the experiment. Then, the

responses were marked. The students were divided into two groups i.e. experimental and control. The students were ranked from the first to the last position on the basis of the result of the pre-test. The total students were divided into two groups 'A' and 'B' on the basis of odd and even number. The ranking procedure and group divisions were as follows:

Pre-test Rank	Group 'A'	Group 'B'
1-10	Odd	Even
11-20	Odd	Even
21-30	Odd	Even
31-40	Odd	Even

Here, group 'A' was referred to the experimental group and group 'B' was referred to the controlled group.

The students divided into two groups were taught the same text using different teaching materials. The students of group 'A' were taught using 'Thematic Approach' and group 'B', the controlled group, was taught using conventional teaching procedure. The medium of teaching was English. Each group was taught six days in a week, one period in a day and each period lasted 45 minutes. Each group was taught for about three weeks i.e. 24 classes. Lesson plans were designed to teach for 24 days for both the groups. At the end of the classroom teaching a written post-test was administered. The same set of questions used for the pre-test was used for the post-test also. Then, the results of the two tests were compared to determine the relative effectiveness of two approaches for teaching reading comprehension.

2.6 Limitations of the Study

This study had the following limitations:

- i. This research was limited to 40 students of grade XI, studying in only one school (i.e. Shree Devchuli Higher Secondary School Rajahar of Nawalparasi District).
- ii. It was concerned only with the Higher Secondary School Students.
- iii. Only the students of grade XI were taken and were taught for about four weeks duration.
- v. The primary data for this study were collected from the written test.
- vi. The research work was experimental in nature.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. As this is the facet of the research analysis, interpretation and comparison of data have been carried out in this section. Data were obtained from the due effort of the experimental study since it is an experimental research. It requires a lot of information from the practical field. The main aim of this research was to explore the effectiveness of 'Thematic Approach' in teaching reading skill.

The data are presented comparatively in holistic, group - wise and item - wise forms.

3.1 Holistic Comparison

In this comparison the result of group 'A' and group 'B' is shown in the following table.

Table No. 1

The Result of Pre-test and Post-test of Group 'A' and Group 'B' as a Whole

	Group 'A'	Group 'B'	Average	
			Group 'A'	Group 'B'
Pre-test score	392	398	19.6	19.9
Post-test score	736	577	36.8	28.85
D	344	179	17.2	8.95
D%	688	358	34.4	17.9

The above mentioned table no. 1 shows that the score obtained by each of the students of Group 'A' and Group 'B' in pre-test and post-test. Group 'A' has got 19.6 average score in pre-test and 36.8 in post-test and this group has increased by 17.2 average score and by 34.4 average percentage in post-test. Similarly, Group

'B' has got 19.9 and 28.85 average score in pre-test and post-test respectively. This group has increased by 8.95 average score and by 17.9 average percentages in post-test.

It reveals the fact that group 'A' has learnt more effectively than that of group 'B'. The difference of average score of group 'A' is 17.9 and 'B' is 8.95 between the two tests. So, as a whole, group 'A' has progressed by 8.25 difference average score than group 'B'.

The result of group 'A' and group 'B' regarding the seven test items is shown in a single table. This comparative table shows the average percentage of group 'A' and 'B'.

Table No. 2

Overall Performance of Groups in the Pre-Test and Post-Test

S.N.	Test Items	Difference % of Group A	Difference % of Group B	Difference % between A and B
1.	Multiple Choice	29.5	16	13.5
2.	Fill in the blanks	27	21	6
3.	Matching	40	20	20
4.	Word Arrangement	41.5	21.5	20
5.	Synonyms and Antonyms	34.5	22	12.5
6.	Short Answer Questions	35	13	22
7.	Long Answer Questions	31	6	25
	Total Score	238.5	119.5	119
	Average Score	34.07	17.07	17

The above holistic table shows that the average score percentage of group 'A' is 34.07 in different categories of test items whereas group 'B' has 17.07. It is less than the group 'A'. The average percentage between group 'A' and 'B' is 17. So, it

indicates that group 'A' has got better achievement than group 'B' on the whole.

3.2 Group Wise Comparison

Table No. 3

Performance of Groups in the Pre-Test and Post-Test

Group	T.S. in Pre-Test	Av.Sc in Pre-Test	T.Sc in Post-Test	Av. Sc. in Post -Test	D (AV. Sc. in Pre -Post Test)	D%
A	392	19.6	736	36.8	17.2	34.4
B	398	19.9	577	28.85	8.95	17.9

The above table shows that the average score of group 'A' is 19.95 in Pre-test and 37.15 in Post-test. This group has improved by 17.2 average score or 34.4 average percentage. But, the group 'B' has got 20.25 average score in Pre-test and 29.2 in Post-test. The group 'B' has improved by 8.95 average score or by 17.9 average percentages.

It shows that group 'A' has improved by 16.5 than group 'B'. So we can say that group 'A' has got better achievement than group 'B'. This shows that teaching reading through 'Thematic Approach' has been more effective than traditional way.

3.3 Item Wise Comparison

In this section, seven types of different test items are compared.

3.3.1 Average Proficiency in Multiple Choice Test

Table No. 4

Score Obtained in Multiple Choice Test

Group	T.Sc. in Pre-Test	Av. Sc in Pre-Test	Av.P. in Pre-Test	T.Sc. in Post-Test	Av.Sc. in Post-Test	Av.P. in Post-Test	D. in Av.Sc.	D. in Av. P%
A	71	3.55	35.5	130	6.5	65	2.95	29.5
B	70	3.5	35	102	5.1	51	1.6	16

We came to know from the above table that group 'A' has obtained 3.55 and 6.5 average scores in pre-test and post-test respectively. Thus, while comparing between the two tests, it has increased 2.95 average score and 29.5 average percentage.

On the other hand, average score of group 'B' in pre-test is 3.5 and 5.1 in post-test respectively. It has got 1.6 more average score and 16 more average percentage in post-test than in pre-test. From the data, we can draw the conclusion that group 'A' has excelled group 'B' in post-test because the former has got 29.5 average percentage but the latter only 16 average percentage in post-test. So, group 'A' has progressed 13.5 more average percentage than group 'B'.

Note: Group 'A' refers to experimental group and group 'B' refers to controlled group.

3.3.2 Average Proficiency in Fill in the Blanks Test

Table No. 5
Score Obtained in Fill in the Blanks Test

Group	T.Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T.Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post--Test	D in Av. Sc.	D. in Av. P%
A	49	2.45	24.5	76	3.8	38	1.35	27
B	44	2.2	22	65	3.25	32.5	1.05	21

The above table displays the achievement of the students in pre-test and post-test. It shows that group A has obtained 2.45 average score in pre-test and 3.8 in post-test with the increment of 27 difference in average percentage. On the contrary, group 'B' has obtained 2.2 average score in pre-test and 3.25 in post-test with the increment of 21 difference average percentage. It reveals the fact that group 'A' has achieved more progress in this area of vocabulary than group 'B' because group A has got 27 average percentage in post-test but group 'B' has got only 21 average percentage in post-test.

3.3.3 Average Proficiency in Matching Test

Table No. 6

Score Obtained in Matching Test

Group	T.Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T.Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post--Test	D in Av. Sc.	D. in Av. P%
A	42	2.1	21	82	4.1	41	2	40
B	46	2.3	23	66	3.3	33	1	20

The above table shows that group 'A' has got 2.1 average score in pre-test but has increased by 2 marks in post-test. And the group 'A' has increased the marks by 40 average percentages in post-test.

On the contrary, group 'B' has obtained 2.3 and 3.3 average score in pre-test and post-test respectively. It has increased 1 percentage mark and 20 average percentages in post-test. This data displays that group 'A' has got better achievement than group 'B' in this test item. This shows that learning through 'Thematic Approach' has been more effective than traditional way.

3.3.4 Average Proficiency in Word Arrangement Test

Table No. 7

Score Obtained in Word Arrangement Test

Group	T.Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T.Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post--Test	D in Av. Sc.	D. in Av. P%
A	67	3.35	33.5	150	7.5	75	4.15	41.5
B	63	3.15	31.5	106	5.3	53	2.15	21.5

The above table shows that group 'A' has got 3.35 average score in pre-test and 'B' has got 3.15 average score.

Group 'A' has got 7.5 average score in post test but group 'B' has got 5.3 average score in post-test. Thus, learning through 'Thematic Approach' has been more effective in terms of this test item because the difference in average percentage of group 'A' is 41.5 but of group 'B' only 21.5 which means group 'A' has excelled group 'B' by 20 more average percentage.

3.3.5 Average Proficiency in Synonyms and Antonyms Test

Table No.8
Score Obtained in Synonyms and Antonyms Test

Group	T.Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T.Sc. in Post-Test	Av. Sc in Post-Test	Av. P. in Post--Test	D in Av. Sc.	D. in Av. P%
A	84	4.2	42	153	7.65	76.5	3.45	34.5
B	77	3.85	38.5	121	6.05	60.5	2.2	22

The above table shows that group 'A' has got 4.2 average score in pre-test and 7.65 in post-test. It has increased 3.45 marks in post-test and this group has increased by 34.5 average percentages in post-test.

On the contrary, group 'B' has obtained 3.85 and 6.05 average score in pre and post-test respectively. It has increased only 2.2 average marks and 22 average percentage in post-test. This data display that group 'A' has got better achievement than group 'B' in this test item.

3.3.6 Average Proficiency in Short Answer Questions

Table No. 9
Score Obtained in Short Answer Questions Test

Group	T.Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T.Sc. in Post-Test	Av. Sc in Post-Test	Av. P. in Post--Test	D in Av. Sc.	D. in Av. P%
A	37	1.85	37	68	3.4	68	1.55	31
B	42	2.1	42	48	2.4	48	0.3	6

The above table interprets that group 'A' has got 1.85 average score in pre-test and 1.55 average score in post-test and has 31 average percentage. But group 'B' has got 2.1 average score in pre-test and 2.4 average in post test and has 6 average percentage.

So, group 'A' has got 25 average percentages than group 'B'. Thus, learning through 'Thematic Approach' has been more effective in terms of this test item.

3.3.7 Average Proficiency in s Long Answer Questions Test

Table No. 10

Score Obtained in Long Answer Questions Test

Group	T.Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T.Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post--Test	D in Av. Sc.	D. in Av. P%
A	42	2.1	42	77	3.85	77	1.75	35
B	56	2.8	56	69	3.45	56	0.65	13

The above table indicates that in this test category, experimental group 'A' has obtained 2.1 average score in pre-test and 3.85 in post-test. So, group 'A' has progressed by 35 more average percentage.

But group 'B' does not seem to have progressed much because the difference of average percentage between pre and post-test is only 13. Thus, in this test item, group 'A' has excelled group 'B' in difference of average percentage by 22. This shows that learning through 'Thematic Approach' have been more effective than traditional ways.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of research. It also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the data.

4.1 Findings

After completion of the analysis and interpretation of the data, the major findings of the study are as follows:

- i) As a whole, the effectiveness of 'Thematic Approach' has been effective. The score of students taught through 'Thematic Approach' excelled by 17 percent compared to the conventional approach. It is significant in the sense that the average score percentage of experimental group is 34.07 and the average score percentage of controlled group is 17.07. So, it is relatively better and more effective than the conventional technique.
- ii) The score of the students taught through 'Thematic Approach' seemed significant by 16.5 percent in group wise comparison also. The average score percentage of experimental group is 34.4 whereas the average score percentage of controlled group is 17.9.
- iii) The result of the multiple choice test shows that the 'Thematic Approach' has been effective in teaching reading comprehension in comparison to the conventional approach (Group 'B') because group 'A' has progressed by 13.5 average percentage than group 'B'.
- iv) The difference of the score is significant in fill in the blank test. The difference of average percentage between pre and post-test of group 'A' is 27 whereas group 'B' is 21.

- v) Fill in the blank test also proved that the score of 'Thematic Approach' is more effective in teaching reading comprehension. The result of the synonyms and antonyms test shows that the experimental group has increased by 34.5 average percentage in post test whereas controlled group has increased only by 22 average percentage in the same test.
- vi) The result of word arrangement test shows that 'Thematic Approach' is more effective because the difference in average percentage of group 'A' is 41.5 but of group 'B' is only 21.5 which means group 'A' has excelled group 'B' by 20 percent.
- vii) Thematic Approach has been proved to be more effective in matching test than conventional approach. Group 'A' has got 40 average percentage whereas group 'B' has got 20 average percentage. So, group 'A' has progressed by 20 average percentage than group 'B'.
- viii) The difference of the score is significant in short answer questions test. In this test, group 'A' has got 31 average percentage whereas group 'B' has got only 6 average percentage. So, group 'A' has progressed by 25 average percentage than group 'B'.
- ix) The score of long answer questions test is significant also. So, 'Thematic Approach' is effective in comparison to conventional approach since group 'A' has the difference of 35 average percentage in pre and post-tests and group 'B' has the difference of 13 average percentage in pre and post-tests. So, group 'A' has excelled group 'B' by 22 average percentage.
- x) These findings show that using 'Thematic Approach' in teaching reading comprehension have relatively better impact on the whole. The above result shows that teaching reading through 'Thematic Approach' (Group 'A') is more effective than teaching with conventional approach (Group 'B').

4.2 Recommendations

The recommendations and suggestions have been made on the basis of those findings:

- a. This research shows that group 'A' performed relatively better in all aspects of tests than group 'B'. Thus, 'Thematic Approach' should be used to teach reading comprehension in all the schools. This implies that this approach should be used for teaching reading.
- b. To implement this technique at school level effectively, the teacher should be trained and provided with sufficient teaching materials.
- c. The syllabus designer and methodologists should encourage the use of 'Thematic Approach' in teaching of reading comprehension.
- d. As the research was limited only to 40 students of a Private Higher Secondary School only, it can not be, however, claimed that the findings of this study are applicable for all schools of Nepal or they are complete in themselves. In order to test the validity of these research findings, it is desirable to carry out further research in this area involving more and more number of schools and students.
- e. While teaching reading comprehension through Thematic Approach, teachers may face various problems. If the themes are not chosen according to the level of students, they may lose their interest. So, the themes should be chosen according to the level of the students.
- f. 'Thematic Approach' is a time consuming task so, it is suggested that much time should be allocated while using this approach.
- g. Teachers should be trained in teaching through thematic approach.

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APPENDIX- I

TEST ITEMS

Set-A

Name:

Full Marks:

Roll No.

Time:

Class:

Date:

Subject:

Read the passage below, which is the beginning of a novel, and answer the questions:

18

Julia Stretton was late. The Tartan Army had planted a bomb at Heathrow, and Julia, who had gone the long way round past the airport to avoid the usual congestion on the approach roads to the M3, had been delayed for two hours by police and army checkpoints. When she finally joined the motorway further down, she put thoughts of Paul Mason out of her mind, and concentrated on the driving. She drove quickly for an hour, breaking the speed limit at the way, and not particularly concerned about being spotted by on the police helicopters. She left the motorway near Basingstoke, and drove steadily down the main road towards Salisbury. The pain was grey and misty. It had been a cool, wet summer in Britain, and, although it was still only July, there had been reports of snow along the Yorkshire Boast, and flooding in parts of Cornwall. A few miles beyond Salisbury, in the road to Blandford Forum, Julia stopped at a roadside cafe for a cup of coffee, and as she sat at the plastic-topped table ash had time at last for reflection. It had been the surprise of seeing Paul Mason that had probably upset her more than anything else; that, and the way it had happened, and the place.

A. *Decide which sentence is most acceptable in the given context.* 4

- i. Julia stopped at a roadside cafe for a cup of coffee yesterday.
 - a. It was yesterday Julia stopped at a roadside cafe for a cup of coffee.
 - b. It was Julia who stopped at a road side cafe for a cup of coffee yesterday.
 - c. It was at a road side cafe where Julia stopped for a cup of coffee yesterday.

- ii. Julia left the motorway near Basingstoke, and drove steadily down the main road towards Salisbury.
 - a. Down the main road she steadily drove.
 - b. She steadily drove down the main road.
 - c. She down the main road steadily drove.

- iii. Julia lost her way to Basingstoke, Paul Mason
 - a. Near swimming pool is Basingstoke.
 - b. Basingstoke is near swimming pool.

- iv. Julia was late because of
 - a. safety check post
 - b. weather
 - c. strike

B. *Complete these sentences:* 3

- i. Julia was late because.....
- ii. According to the weather reports
- iii. She was preoccupied because.....

C. *Match the words, in column 'A' with their meaning in column 'B'* 3

- i. Trouble a. worry
- ii. Checkpoints b. horror or surprise
- iii. Aghast c. a place where documents can be checked

D. *Read the passage again and find out the words as indicated in the brackets.*

5

a. perhaps (Synonym)

b. short (Antonym)

c. obey (Synonym)

d. accumulation (Synonym)

e. portion (Synonym)

E. *Answer the following questions:*

3

a. Why did Julia steadily drive down the main road?

Ans:

b. Who was Paul Mason?

Ans:

c. Why did Julia become late?

Ans:

Set -B

Read the poem and answer the following questions.

11

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,
But doth suffer a sea change
Into something rich and strange
Sea nymphs hourly ring his knell;
Ding-dong.
Hurk! Now I hear them - Ding-dong, bell.

1. *From the poem, find the words which mean.* 2

- | | |
|-----------|----------|
| a. fathom | b. coral |
| c. pearls | d. doth |

2. *Match the words, in column 'A' with their meaning in column 'B'* 2

- | | |
|----------|--|
| 'A' | 'B' |
| i. coral | a. lose colour |
| ii. fade | b. hard substance built up by marine polyps. |

3 *Answer the following questions.* 2

- a. Is death meaningful in this poem?

Ans:

- b. Comment on the significance of 'Ding-dong' in line 8.

Ans:

4. Write the summary of this poem. 5

Ans:

Set - C

Read the following passage and answer the given questions:

16

Here is the description of a man whom the police wish to interview in connection with this morning's £ 12,000 bank robbery in Leicester. The man is in his early thirties, is slightly built, and is about five feet and eight inches tall. He has blue eyes and pale complexion and has shoulder-length dark hair. He is well-dressed, wears a gold ring and speaks with a London accent. Police believe he is still carrying the gun used in the robbery, and members of the public are warned not to approach him but instead to notify the police immediately.

1. *Read the passage and find out the words as indicated in the brackets:5*

- a. Lately (Synonym)
- b. Very bad (Synonym)
- c. Separate (Antonym)
- d. Have a part (Synonym)
- e. Late (Antonym)

2. *Tick (✓) the best answer:*

6

i. The passage is about:

- a. Police description
- b. Robbery
- c. Supermarket

ii. How much money is lost?

- a. £ 11,000
- b. £ 12,000
- c. 12,000

iii. The police want to interview with a

- a. Nepali accents
- b. London accents
- c. Hindi accents

iv. Public are warned to:

- a. approach him
- b. save him
- c. notify the police if they find him

v. Police believe he is still:

- a. living inside the bank

- b. carrying the gun used in the robbery
- c. planning to loot another bank
- vi. How old is the person?
 - a. Early thirties b. Late thirties c. Early thirteen
- 3. *Arrange the following words in proper order.* 5
 - a. the / robber / police / to /wants / arrest / a
 - b. pen / Nirmala /are / Prakash / and / friends
 - c. late/ did / become /? / why / Julia
 - d. is / in / his / forties / the man /early
 - e. inform / him / if / know / police / the / you / please

Set - C

Read the following passage and answer the given questions:

16

Here is the description of a man whom the police wish to interview in connection with this morning's £ 12,000 bank robbery in Leicester. The man is in his early thirties, is slightly built, and is about five feet and eight inches tall. He has blue eyes and pale complexion and has shoulder-length dark hair. He is well-dressed, wears a gold ring and speaks with a London accent. Police believe he is still carrying the gun used in the robbery, and members of the public are warned not to approach him but instead to notify the police immediately.

1. Read the passage and find out the words as indicated in the brackets:5

- a. Lately (Synonym)
- b. Very bad (Synonym)
- c. Separate (Antonym)
- d. Have a part (Synonym)
- e. Late (Antonym)

2. Tick (✓) the best answer: 6

- i. The passage is about:
 - a. Police description b. Robbery c. Supermarket
- ii. How much money is lost?
 - a. £ 11,000 b. £ 12,000 c. 12,000
- iii. The police want to interview with a
 - a. Nepali accents b. London accents c. Hindi accents
- iv. Public are warned to:
 - a. approach him
 - b. save him
 - c. notify the police if they find him

- v. Police believe he is still:
 - a. living inside the bank
 - b. carrying the gun used in the robbery
 - c. planning to loot another bank
- vi. How old is the person?
 - a. Early thirties b. Late thirties c. Early thirteen

3. *Arrange the following words in proper order.* 5

- a. the / robber / police / to /wants / arrest / a
.....
- b. pen / Nirmala /are / Prakash / and / friends
.....
- c. late/ did / become /? / why / Julia
.....
- d. is / in / his / forties / the man /early
.....
- e. inform / him / if / know / police / the / you / please
.....

APPENDIX-II
Lesson Plan No. 1

(Experimental Group)

Name: Shree Devchuli H. S. School.

Full Marks:

Roll No.

Time:45 min

Class: XI

Date:2067/11/22

Subject: English

No. of students:20

Teaching item: Computers: Good or Bad (reading comprehension)

1. Specific Objectives

On the completion of the lesson, the students will be able to:

- a. read the passage with correct pronunciation at normal speed.
- b. answer the questions based on the passage.
- c. make reasonable sentences using words like businessman, computer lover from the passage.

2. Teaching Materials

Flash cards, pictures, etc.

3. Teaching Learning Activities

- a. Pre-reading stage

The teacher will start the lesson by asking the students about the organization of the text which they are going to be taught. The students will also be asked to locate main ideas and supporting ideas through the discussion of the pictures shown to them.

b. While-reading stage

The reading is performed at normal speed. Then, he will explain the passage pinpointing out the order of the theme presented in the text. He will make use of flash cards to clear the meaning of the difficult words in the text.

c. Post-reading stage

The students will be asked to discuss the theme of the text in the order given. If students fail to do that, the teacher will himself present the theme in order to give a clear picture of the text. The teacher will also ask the students to read the text with correct pronunciation.

4. Practice

The teacher will ask individual students to make sentences using the words given on the flash cards. Then, the teacher will ask the students to put the sentences in a particular order of organization and compare with the order in the text.

5. Evaluation

The teacher will ask the following questions:

- a. Why do computer lovers suggest to use computer in commercial field ?
- b. How do the computer haters view the computer?

(Controlled Group)

Name: Shree Devchuli H. S. School.

Full Marks:

Roll No.

Time:45 min

Class: XI

Date:2067/11/22

Subject: English

No. of students:20

Teaching item: Computers: Good or Bad (reading comprehension)

1. Specific Objectives

On the completion of the lesson, the students will be able to:

- a. read the passage with correct pronunciation at normal speed.
- b. answer the questions based on the passage.
- c. make reasonable sentences using words like businessman, computer lover from the passage.

2. Teaching Materials

Flash cards, pictures, etc.

3. Teaching Learning Activities

a. Pre-reading stage

The teacher will ask some questions from the previous lesson to motivate the students. Then, the teacher will show the flash cards and will make the students copy the difficult words with their meaning from the flash cards.

b. While-reading stage

The teacher will read the passage with correct pronunciation and describe them in his/her own language. In the meantime, the teacher guides some of the students to read the passage with correct pronunciation. After this, the students will follow the textual analysis of a section of the text. Sometimes, the teacher will also ask the students to make sentences by using the words mentioned.

c. Post-reading stage

The students will be provided with some general questions to debate. Then, the students will be asked to write a theme of the passage. The teacher will help them by giving some clues where necessary.

4. Practice

The teacher will ask some students to discuss over the probable questions in the passage. He himself will ask some questions to make the passage more clear.

5. Evaluation

The teacher will ask the following questions:

- a. Why do computer lovers suggest to use computer in commercial field ?
- b. How do the computer haters view the computer?

APPENDIX-III
Lesson Plan No. 2

(Experimental Group)

Name: Shree Devchuli H. S. School.

Full Marks:

Roll No.

Time:45 min

Class: XI

Date:2067/11/25

Subject: English

No. of students:20

Teaching item: Unchopping Tree (reading comprehension)

Specific Objectives

On the completion of the lesson, the students will be able to:

- a. read the passage with correct pronunciation at normal speed.
- b. answer the questions based on the passage.
- c. make reasonable sentences using words like counter-culture, bondage from the passage.

Teaching Materials

Flash cards, pictures, etc.

Teaching Learning Activities

Pre-reading activities

The teacher will motivate the students by providing a reason for reading the text. Then, he will show the flash cards and make the students copy it.

While-reading activities

The teacher will read the text with normal speed by paying attention on the correct pronunciation. Then, he will write some sentences on the board and explain how the

order of words break the entire meaning of a sentence. For this purpose, he will analyze the sentences thematically. Then, he will explain the text by using thematic approach. He will also summarize the story of the text thematically.

Post-reading activities

The teacher will write the following sentences on the board and then he will ask the students to analyze them thematically.

- a) The parrot is in the cave.
- b) In the cave, the parrot is.
- c) He speaks English all the time.
- d) All the time, he speaks English.

(Controlled Group)

Name: Shree Devchuli H. S. School.

Roll No.

Class: XI

Subject: English

Full Marks:

Time:45 min

Date:2067/11/25

No. of students:20

Teaching item: Unchopping Tree (reading comprehension)

Specific Objectives

On the completion of the lesson, the students will be able to:

- a. read the passage with correct pronunciation at normal speed.
- b. answer the questions based on the passage.
- c. make reasonable sentences using words like counter-culture, bondage from the passage.

Teaching Materials

Flash cards, pictures, etc.

Teaching Learning Activities

Pre-reading activities

The teacher will ask some signpost questions to motivate the students. Then, he will introduce the text in the class.

While-reading activities

The teacher will read the text using correct pronunciation. Then, he will write the meaning of some difficult words on the board. After that, he will explain the story based on lecture method. The teacher will use grammar translation method also where necessary . The teacher will make them to write the summary of the text.

Post-reading activities

The teacher will ask the students to do the language exercises based on the text.

APPENDIX- IV

Group Wise Tables of Pre and Post Test Result

1. The result of pre and post- tests of group A

Full Score:50

R.N.	Name of the Students	Pre-test	Post-test	D	D%
1.	Rakesh Gartaula	28	46	18	36
3.	Richa Gautam	26	45	19	38
5.	Prakash Shrestha	25	41	16	32
7.	Shankar Shrestha	23	43	20	40
9.	Akriti Jhosi	22	42	20	40
12.	Prasant Lohani	22	40	18	36
14.	Suraksha Thapa	21	40	19	38
16.	Gorakh Bahadur Thapa	21	41	20	40
18.	Dipesh Sakya	20	39	19	38
20.	Anil Dhungel	20	38	18	36
21.	Anish Thapa	19	37	18	36
23.	Manika Thapa	19	36	17	34
25.	Shyam Karki	18	36	18	36
27.	Biraj Poudel	18	33	15	30
29.	Rajesh Nepali	17	34	17	34
32.	Anup Lamichhane	17	31	14	28
34.	Bishal Khadka	15	31	16	32
36.	Kusum Sarma	15	29	14	28
38.	Om Bista	14	29	15	30
40.	Mahesh Pathak	12	25	13	26
	Total Score	392	736	344	688
	Average Score	19.6	36.8	17.2	34.4

2. The result of pre and post - tests of group B

Full Score : 50

R.N.	Name of the Students	Pre-test	Post-test	D	D%
2.	Sonam Bista	27	36	9	18
4.	Rina Tamang	26	33	7	14
6.	Sunil Giri	25	31	6	12
8.	Raushan Raut	25	33	8	16
10.	Sagar KC	24	30	6	12
11.	Amit Garu	22	32	10	20
13.	Anugya Maharjan	21	30	9	18
15.	Kritika Sharma	21	30	9	18
17.	Anupam Upreti	20	28	8	16
19.	Nishar Thapa	20	29	9	18
22.	Top Bahadur Gurung	19	28	9	18
24.	Sanjip Maharjan	19	27	8	16
26.	Rishi Gautam	18	27	9	18
28.	Namrata Panta	18	28	10	20
30.	Nikesh Lamsal	18	29	11	22
31.	Basanta KC	17	27	10	20
33.	Prajol Sharma	16	27	11	22
35.	Kamal Neupane	15	24	9	18
37.	Kopila Tamang	14	25	11	22
39.	Prakash dangol	13	23	10	20
	Total Score	398	577	179	358
	Average Score	19.9	28.85	8.95	17.9

APPENDIX- V

Group A

1. The test item result in multiple choice

Full Score: 10

R.N	Pre-test	Post-test	D	D%
1.	5	9	4	40
3.	5	9	4	40
5.	5	8	3	30
7.	4	9	5	50
9.	4	8	4	40
12.	4	7	3	30
14	4	7	3	30
16.	4	7	3	30
18	4	7	3	30
20.	4	6	2	20
21.	3	6	3	30
23.	3	6	3	30
25.	3	6	3	30
27.	3	6	3	30
29.	3	6	3	30
32.	3	5	2	20
34.	3	5	2	20
36.	3	5	2	20
38.	2	4	2	20
40.	2	4	2	20
Total Score	71	130	59	590
Average Score	3.55	6.5	2.95	29.5

Group B

2. The test item result in multiple choice

Full Score: 10

R.N	Pre-test	Post-test	D	D%
2.	6	7	1	10
4.	6	7	1	10
6.	4	5	1	10
8.	5	6	1	10
10	4	5	1	10
11.	4	6	2	20
13.	4	6	2	20
15.	4	6	2	20
17.	4	5	1	10
19.	4	5	1	20
22.	3	5	2	10
24.	3	5	2	20
26.	3	5	2	20
28.	3	5	2	20
30.	3	5	2	20
31.	3	5	2	20
33.	3	4	1	10
35.	2	4	2	20
37.	2	4	2	20
39.	0	2	2	20
Total Score	70	102	32	320
Average Score	3.5	5.1	1.6	16

Group A

3. The test result in fill in the blanks

Full Score : 5

R.N	Pre-test	Post-test	D	D%
1.	3	5	2	40
3.	3	4.5	1.5	30
5.	3	4.5	1.5	30
7.	3	4.5	1.5	30
9.	3	4.5	1.5	30
12.	3	4.5	1.5	30
14	2.2	4.5	2	40
16.	2.5	5	2.5	50
18	2.5	4	1.5	30
20.	2.5	4	1.5	30
21.	2.5	4	1.5	30
23.	2.5	3	0.5	10
25.	2	3.5	1.5	30
27.	2	3.5	1.5	30
29.	2	3.5	1.5	30
32.	3	3	0	0
34.	2.5	3.5	1	20
36.	2	3	1	20
38.	2.5	3	0.5	10
40.	0	1	1	20
Total Score	49	76	27	540
Average Score	2.45	3.8	1.35	27

Group B**4. The test result in fill in the blanks**

Full Score: 5

R.N	Pre-test	Post-test	D	D%
2.	3	4	1	20
4.	3	3.5	0.5	10
6.	2.2	3.5	1	20
8.	2.5	3.5	1	20
10	2.5	3.5	1	20
11.	2	3.5	1.5	30
13.	2.5	3.5	1	20
15.	2	3	1	20
17.	2	3	1	20
19.	2	3.5	1.5	30
22.	2	3.5	0.5	30
24.	2.5	3	1.5	10
26.	2.5	3	0.5	10
28.	2	3	1	20
30.	2.5	3.5	1	20
31.	2	3	1	20
33.	2.5	3.5	1	20
35.	2.5	3	0.5	10
37.	0	2	2	40
39.	1.5	3	1.5	30
Total Score	44	65	21	420
Average Score	2.2	3.25	1.05	21

Group A

5. The test result in synonyms and antonyms

Full Score: 10

R.N	Pre-test	Post-test	D	D%
1.	6	9	3	30
3.	6	8.5	2.5	25
5.	6	8.5	2.5	25
7.	5.5	8.5	3	30
9.	5	8.5	3.5	35
12.	5	8.5	3.5	35
14	5	8.5	3.5	35
16.	5	8.5	3.5	35
18	4	8	4	40
20.	4.5	8	3.5	35
21.	4.5	8	3.5	35
23.	4.5	8	3.5	35
25.	4	7.5	3.5	35
27.	4	7.5	3.5	35
29.	3.5	7.5	4	40
32.	2.5	7	4.5	45
34.	2.5	7	4.5	45
36.	3	6	3	30
38.	2.5	6	3.5	35
40.	1	4	3	30
Total Score	84	153	69	690
Average Score	4.2	7.65	3.45	34.5

Group : B

6. The test result in antonyms and synonyms

Full Score: 10

R.N	Pre-test	Post-test	D	D%
2.	5	7	2	20
4.	5	6.5	1.5	15
6.	5.5	6.5	1	10
8.	4.5	6.5	2	20
10	4.5	6	1.5	15
11.	4	6.5	2.5	25
13.	4	6.5	2.5	25
15.	4	6	2	20
17.	4	6	2	20
19.	4	6.5	2.5	25
22.	4	6.5	2.5	25
24.	3.5	6	2.5	25
26.	3.5	6.5	3	30
28.	3	6.5	3.5	35
30.	3.5	6.5	3	30
31.	3	6	3	30
33.	3	6.5	3.5	35
35.	3.5	4.5	1	10
37.	2	4	2	20
39.	3.5	4	0.5	5
Total Score	77	121	44	440
Average Score	3.85	6.05	2.2	22

Group A

7. The test result of long answer questions

Full Score: 5

R.N	Pre-test	Post-test	D	D%
-----	----------	-----------	---	----

1.	3	5	2	40
3.	2	5	3	60
5.	2	4	2	40
7.	2	4	2	40
9.	2	4	2	40
12.	2	4	2	40
14.	2	4	2	40
16.	2	4	2	40
18.	2	4	2	40
20.	2	4	2	40
21.	2	4	2	40
23.	2	4	2	40
25.	2	4	2	40
27.	2	4	2	40
29.	2	4	2	40
32.	2	3	1	20
34.	2.5	3	0.5	10
36.	2.5	3	0.5	10
38.	2	3	1	20
40.	2	3	1	20
Total Score	42	77	35	700
Average Score	2.1	3.85	1.75	35

Group B**8. The test result in long answer questions**

Full Score : 5

R.N	Pre-test	Post-test	D	D%
2.	3	4	1	20
4.	3	4	1	20
6.	3	4	1	20
8.	3.5	3.5	0	0
10	3.5	4	0.5	10
11.	3	3.5	0.5	10
13.	3.5	3.5	0	0
15.	3	3.5	0.5	10
17.	3	3.5	0.5	10
19.	3	3.5	0.5	10
22.	3	3	0	0
24.	3	3	0	0
26.	3	3	0	0
28.	3	3.5	0.5	10
30.	2	3.5	1.5	30
31.	2	3	1	20
33.	2.5	3.5	1	20
35.	2	3.5	1.5	30
37.	2	3	1	20
39.	2	3	1	20
Total Score	56	69	13	260
Average Score	2.8	3.45	0.65	13

Group A

9. The test result in word arrangement

Full Score: 10

R.N	Pre-test	Post-test	D	D%
1.	5	9	4	40
3.	5	9	4	40
5.	5	8	3	30
7.	4.5	9	4.5	45
9.	4	9	5	50
12.	4	8	4	40
14	3.5	8	4.5	45
16.	3.5	8.5	5	50
18	3.5	8	4.5	45
20.	3	8	5	50
21.	3	8	5	50
23.	3	8	5	50
25.	3	8	5	50
27.	3	7	4	40
29.	2.5	6	3.5	35
32.	2.5	6	3.5	35
34.	2.5	6.5	4	40
36.	2.5	6	3.5	35
38.	2	5	3	30
40.	2	5	3	30
Total Score	67	150	83	830
Average Score	3.55	7.5	4.15	41.5

Group B**10. The test result in word arrangement**

Full Score: 10

R.N	Pre-test	Post-test	D	D%
2.	4	6	2	20
4.	4	5	1	10
6.	4	5	1	10
8.	3.5	6.5	3	30
10	3.5	4.5	1	10
11.	3	5.5	2.5	25
13.	3	5.5	2.5	25
15.	3	5.5	2.5	25
17.	3	5.5	2.5	25
19.	3	5.5	2.5	25
22.	3	5	2	20
24.	3	5	2	20
26.	3	5.5	2.5	25
28.	3	5	2	20
30.	3	5.5	2.5	25
31.	3	5	2	20
33.	3	5.5	2.5	25
35.	3	5	2	20
37.	3	5	2	20
39.	2	5	3	30
Total Score	63	106	43	430
Average Score	3.15	5.3	2.15	21.5

Group A

11. The test result in short answer questions

Full Score: 5

R.N	Pre-test	Post-test	D	D%
1.	3	4	1	20
3.	2	4	2	40
5.	2	4	2	40
7.	2	4	2	40
9.	2	4	2	40
12.	2	4	2	40
14	2	4	2	40
16.	2	4	2	40
18	2	4	2	40
20.	2	4	2	40
21.	2	3	1	20
23.	2	3	1	20
25.	2	3	1	20
27.	2	2	0	0
29.	2	3	1	20
32.	2	3	1	20
34.	1	3	2	40
36.	1	3	2	40
38.	1	3	2	40
40.	1	2	1	20
Total Score	37	68	31	620
Average Score	1.85	3.4	1.55	31

Group B

12. The test result in short answer questions

Full Score: 5

R.N	Pre-test	Post-test	D	D%
2.	3	4	1	20
4.	3	4	1	20
6.	3	3	0	0
8.	3	3	0	0
10	3	3	0	0
11.	3	3	0	0
13.	2	2	0	0
15.	2	2	0	0
17.	2	2	0	0
19.	2	2	0	0
22.	2	2	0	0
24.	2	2	0	0
26.	2	2	0	0
28.	2	2	0	0
30.	2	2	0	0
31.	2	2	0	0
33.	1	2	1	20
35.	1	2	1	20
37.	1	2	1	20
39.	1	2	1	20
Total Score	42	48	6	120
Average Score	2.1	2.4	0.3	6

Group A

13. The test result in matching items

Full Score: 5

R.N	Pre-test	Post-test	D	D%
1.	3	5	2	40
3.	3	5	2	40
5.	3	5	2	40
7.	3	5	2	40
9.	3	5	2	40
12.	2	4	2	40
14	2	4	2	40
16.	2	4	2	40
18	2	4	2	40
20.	2	4	2	40
21.	2	4	2	40
23.	2	4	2	40
25.	2	4	2	40
27.	2	3	1	20
29.	2	4	2	40
32.	2	4	2	40
34.	2	4	2	40
36.	1	3	2	40
38.	1	3	3	60
40.	1	4	2	40
Total Score	42	82	40	800
Average Score	2.1	4.1	2	40

Group B

14. The test result in matching items

Full Score: 5

R.N	Pre-test	Post-test	D	D%
2.	3	4	1	20
4.	3	4	1	20
6.	3	4	1	20
8.	3	4	1	20
10.	3	4	1	20
11.	3	4	1	20
13.	3	4	1	20
15.	3	4	1	20
17.	2	3	1	20
19	2	3	1	20
22.	2	3	1	20
24.	2	3	1	20
26.	2	3	1	20
28.	2	3	1	20
30.	2	3	1	20
31.	2	3	1	20
33.	2	3	1	20
35.	2	3	1	20
37.	1	2	1	20
39	1	2	1	20
Total Score	46	66	20	400
Average Score	2.3	3.3	1	20