

**EFFECTIVENESS OF PRE-QUESTIONS IN TEACHING
READING TEXTS: A CASE OF GRADE VIII STUDENTS**

**A Thesis Submitted to the Department of Language
Education Mahendra Ratna Multiple Campus, Ilam
in Partial Fulfillment for the Master of Education in English**

Submitted By

Deu Prakash Rai

Faculty of Education

Mahendra Ratna Multiple Campus

Ilam, Nepal

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Second year examination

Roll No. 10002/2066

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Deu Prakash Rai** has prepared this thesis entitled **The Effectiveness of Pre-questions in Teaching Reading Texts (A case of Grade VIII Students)** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2069/02/14

Mr. Kamal Kumar Poudel

Lecturer

Department of Language Education

Mahendra Ratna Multiple Campus, Ilam

RECOMMENDATION FOR EVALUATION

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

Signature

Mr. Ram Chandra Parajuli

Reader and Chairman

Chairperson

Department of Language Education

M.R.M. Campus, Ilam

Mr. Kamal Kumar Poudel (Guide)

Lecturer

Member

Department of Language Education

M.R.M. Campus, Ilam

Mr. Punya Prasad Bhattarai

Teacher

Member

Department of Language Education

M.R.M. Campus, Ilam

Date: 2069/06/07

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee.**

Signature

Mr. Khagendra Prasad Chapagain

Lecturer and Head

Department of Language Education

M.R.M. Campus, Ilam

Chairperson

Dr. Laxmi Bahadur Maharjan

Reader

Department of English Education

Tribhuvan University, Kritipur

Expert

Mr. Kamal Kumar Poudel (Guide)

Lecturer

Department of Language Education

M.R.M. Campus, Ilam

Member

Date: 2069/06/12

DECLARATION

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

Date: Jestha 14, 2069

Deu Prakash Rai

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ABSTRACT

This thesis entitled **Effectiveness of Pre-questions in Teaching Reading**

Texts: A Case of Grade Eight Students was an attempt to find out the effectiveness of pre questions in teaching reading texts in grade eight and to provide pedagogical suggestions in teaching reading texts. To fulfill these objectives, I used both primary and secondary sources of data. I conducted an orientation class for two days (i.e., two periods) and collected the required data from B.B. memorial English Secondary School Class Eight as the primary source of data. I selected 30 students by administering a proficiency pre test. After that the students were ranked from the first position to the 30th position on the basis of the result of the proficiency pre test. Then the students with odd-numbered positions were grouped under Treatment Group and those with even-numbered positions were grouped under Controlled Group. Thus, the two groups, each comprising 15 students, were formed attempting best to maintain homogeneity in proficiency.

I taught each group 20 periods and every period I gave a class test to both groups Comprehension was assumed to be reflected on the four 'components of comprehension', namely, objective question answers, short answers, description writing and summary writing-all text-based. The pre and post questions were designed with this assumption in mind. I used the pre-questions for Treatment Group but I did not use them for Controlled Group. I collected all answer papers and scored them out. As the secondary sources I used different books and journals which were already collected and prepared by other writers, resources, organizations. They mainly include books in the field of ELT by nationally and internationally recognized authors, Lower Secondary English Curriculum, English Language Teaching training manual etc. The collected raw data were minutely analyzed using the simple statistical tools sketches, percentage, mean etc. I found that the use of pre-questions was effective in teaching reading texts for comprehension.

This study consists of four chapters: introduction, methodology, analysis and interpretation and findings and recommendations. The first chapter (introduction) deals with the general background, review of the related literature, objectives of the study and significance of the study. The second chapter introduces methodology, which consists of sources of data, population of the study, sampling procedure, tools of data collection, process of data collection, and limitations of the study. The third chapter (analysis and interpretation) includes the raw data and its analysis using tables, charts, diagrams etc. The fourth chapter deals with findings and recommendations of the study.

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List of Symbols and Abbreviations

Dr.	Doctor
Prof.	Professor
M.Ed.	Master in Education
ELT.	English Language Teaching
TU	Tribhuvan University
etc.	etcetera
i.e.	that is
No	Number
Mr	Mister
CUP	Cambridge University Press
OUP	Oxford University Press
%	Percentage
P.	Page
eg.	For example
B.S.	Bikram Sambat (Bikram Era)
S.N.	Serial Number
&	Ampersand (and)
→	Has a gradual flow towards