

Effectiveness of Rapid Reading in Promoting Reading Skills

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

**Submitted by
Anil Kumar Prasad Sah Kanu**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2013**

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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 the research degree to any university.

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Anil Kumar Prasad Sah Kanu** has prepared this thesis entitled “**Effectiveness of Rapid Reading in Promoting Reading Skills**” under my guidance and supervision.

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DEDICATION

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TO

MY REVERED PARENTS

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ABSTRACT

This research study entitled "Effectiveness of Rapid Reading in Promoting Reading Skills" was an attempt to find out the effectiveness of rapid reading in promoting reading skills and to provide pedagogical implications. The study was conducted at **St. Xavier's Higher Secondary School, Birgunj, Parsa**. The students of class nine were purposively selected as the sample of the study. A pre-test was administered before starting teaching. The students were taught for a month using rapid reading techniques. Finally, a post-test was administered to determine the students' rapid reading proficiency. Altogether four tests were administered and their scores were compared to each other. The data were analyzed using statistical tools like average, percentage, mean and presented using para orthographical texts viz table diagram. After interpretation and analysis of data, the findings of rapid reading techniques in promoting reading skills at secondary level were enlisted.

The thesis consists of four chapters. The first chapter deals with general background, review of the related literature, objectives and significance of the study. The second chapter deals with the methodology under which sources of data, sampling procedure, research tools, process of data collection and limitations of the study have been included. Similarly, the third chapter deals with the analysis and interpretation of data. The fourth chapter consists of the findings and recommendations based on the analysis and interpretation of data. References and appendices are attached at the end.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	—	Percentage
CUP	—	Cambridge University Press
OUP	—	Oxford University Press
B.Ed.	—	Bachelor of Education
Dr.	—	Doctor
ELT	—	English Language Teaching
et al.	—	and other people
etc.	—	et cetera
F.M.	—	Full Marks
i.e.	—	that is
e. g.	—	for example
ms	—	minutes
s	—	second
U. S.	—	United States
www	—	world wide web
M.Ed.	—	Master in Education
NELTA	—	Nepal English Language Teachers' Association
NESP	—	National Educational System Planning
No.	—	Number
OALD	—	Oxford Advanced Learners' Dictionary
P.	—	Page Number
R.N.	—	Roll Number
S.N.	—	Serial Number
T.U.	—	Tribhuvan University
UK	—	United Kingdom
Vol.	—	Volume