

**THE EFFECTIVENESS OF LANGUAGE EXPERIENCE
APPROACH IN TEACHING READING COMPREHENSION**

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

**Submitted by
Kamlesh Kumar Raut**

**Faculty of Education
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Kirtipur, Kathmandu
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1197

- Kamlesh Kumar Raut, 2011

RECOMMENDATION FRO ACCEPTANCE

This is to certify the **Mr. Kamlesh Kumar Raut** has prepared this thesis entitled "**The Effectiveness of Language Experience Approach in Teaching Reading Comprehensive**" under my guidance and supervision.

I recommend the thesis for acceptance.

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DECLARATION

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

Date: 2068-02-22

Kamalesh Kumar Raut

DEDICATION

Dedicated to

My parents who gave me the greatest gifts of life, love and care

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Kamlesh Kumar Raut

ABSTRACT

The thesis entitled "The Effectiveness of Language Experience Approach in Teaching Reading Comprehension" is an attempt of the researcher to find out the effectiveness of 'Language Experience Approach' in teaching reading comprehension. For this purpose, the researcher selected the students of grade nine of Shree Janata Secondary School, Aurahi of Sarlahi district. He collected the data from the sampled population of fifty students of the same School. The students were given pre-test and post-test using the test-items (objective and subjective) already designed. The post-test was administered after twenty one days' teaching by using 'Language Experience Approach' to group 'A' and conventional teaching approach (i.e. teacher centered approach) for group 'B'. Here, conventional teaching approach means teaching the students without paying attention towards their previous experiences and background knowledge about the subject matter. Their scores were tabulated analyzed in terms of the average difference and its percentage. Two tests results (pre-test and post-test) of both groups (experimental and control group) were compared to find out the effectiveness of 'Language Experience Approach' in teaching reading comprehension. This study found out that the Language Experience Approach has significant effect in teaching reading comprehension as a whole. The study showed that the experimental group i.e. 'A' got 25.95 average score percentage and the control group i.e. 'B' got 15.3 average score percentage. It indicates that group 'A' has increased greater average percentage than group 'B'. So, teaching through 'Language Experience Approach' has relatively better result than conventional teaching approach (i.e. teacher centered approach).

This study consists of four chapters. The first chapter consists of general background, review of related literature, objectives of the study and significance of the study. Chapter two consists of the methodology. It encompasses the sources of data, population of the study, sampling procedure, tools for data collection, procedure of data collection and limitations of the study. Similarly, chapter three consists of the analysis and interpretation of the collected data. The data were tabulated and analyzed on the basis of the test items. Likewise, chapter four incorporates the major findings and recommendations of the study.

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SYMBOLS AND ABBREVIATIONS

%	:	Percentage
&	:	and
A.v.	:	Average
AM	:	Average Marks
CUP	:	Cambridge University Press
D	:	Difference
D%	:	Difference percentage
ELT	:	English Language Teaching
etc.	:	Etcetra
i.e.	:	That is to say
LEA	:	Language Experience Approach
M.Ed.	:	Master of Education
NELTA	:	Nepal English Language Teachers' Association
No.	:	Number
OUP	:	Oxford University Press
P.	:	Page
Post-t	:	Post-test
Pre-t	:	Pre-test
Sc.	:	Score
T.U.	:	Tribhuvan University
TM	:	Total Marks
TOEFL	:	Test of English as a Foreign Language
VDC	:	Village Development Committee

