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THE EFFECTIVENESS OF TASK- BASED APPROACH IN TEACHING READING

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A Thesis submitted to the Department of English Education in Partial Fulfillment for the Master of Education in English

Submitted by

Ganga Joshi

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

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DEDICATION

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

DECLARATION

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

.....

Date: 2067-02-02 **Ganga Joshi**

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Date: 2067-02-09 **Ganga Joshi**

ABSTRACT

The present study was conducted to examine the **"Effectiveness of Task-Based Approach on Reading"**. The objectives of the study were to find out the effectiveness of task based language teaching in teaching reading and to suggest some pedagogical implications. This study was conducted in Learning Realm International School, Kalanki Kathmandu, Nepal. The students of class 9 were taken as the sample of the study. First, the researcher took a pre- test and on the basis of the result of pre- test, real teaching was started. The researcher taught for 25 days using Task- Based Approach. The action research was conducted to find out the effectiveness of task- based approach on reading. After the completion of teaching, a post- test was taken. The results of both the tests were compared to determine the effectiveness of task- based approach using action research on teaching reading. It was found that task- based approach was found to be effective.

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

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LIST OF ABBREVIATIONS

Av.	:	Average
Sc.	:	Score
TBLT	:	Task- Based Language Teaching
D:		Difference between Post- Test and Pre- test. If it is positive, it indicates increase in the average score of the pre- test and if it is negative, it shows the decrease in the average score of the pre- test.
LRI	:	Learning Realm International
OSS	:	Oral Structural and Situational
P	:	Percentage
P1	:	Pre- test
P2	:	Post- test
S.N.	:	Serial Number
I %	:	Increment Percent
P.T	:	Progressive Test
ELT	:	English Language Teaching
CLT	:	Communicative Language Teaching