

**ROLE OF TASK-BASED TECHNIQUE IN TEACHING
READING COMPREHENSION**

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

**Submitted by
Kalam Bam**

**Faculty of Education
Tribhuvan University
Sudur Paschimanchal Campus
Dhangadhi, Kailali, Nepal
2010**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr.Kalam Bam** has prepared this thesis entitled **Role of Task-Based Technique in Teaching Reading Comprehension** under my guidance and supervision.

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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 research degree to any university.

Date:

Kalam Bam

DEDICATION

Dedicated
to my parents

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ABSTRACT

The present study entitled 'Role of Task-Based Technique in Teaching Reading comprehension' was carried out with the objectives to find out the effectiveness of task-based technique in teaching reading comprehension and to suggest some pedagogical implications. This was the experimental type of research. For this purpose, sixty students of Rastriya Navajagrit Higher Secondary School of Kailali district were taken as sample population. The students were divided into two equal groups – experimental and control group. The pre-test score was taken as a basis and they were grouped on the basis of their odd-even ranking process. The control group was taught using traditional method or teacher-centered method whereas the experimental group was taught using task-based technique. At the end of 24 lesson plans, a post-test was taken and the data were analyzed and interpreted. The result showed that experimental group performed better than the control group in all eight test items.

This thesis consists of four chapters. Chapter one includes introduction in which the thesis throws light on language, task-based language teaching, reading comprehension, review of related literature, objectives of the study and significance of the study. Chapter two gives an account of methodology used in the present study. It includes sources of data, sample population and sampling procedure, tools for data collection, process of data collection and limitations of the study. Chapter three is all about analysis and interpretation of obtained data. The tables have been used to interpret the data. Chapter four includes findings and pedagogical implications have been provided at the end.

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LIST OF SYMBOLS AND ABBREVIATIONS

P.	-	page
UNO	-	United Nations Organization
TBLT	-	Task Based Language Teaching
ELT	-	English Language Teaching
SLA	-	Second Language Acquisition
TEFL	-	Teaching English as Foreign Language
TBI	-	Task Based Instruction
L2	-	Second Language
PPP	-	Presentation Practice Production
TTT	-	Test-Teach-Test
SPQ	-	Sign Post Questions
LEA	-	Language Experience Approach
S.L.C.	-	School Leaving Certificate
NO.	-	Number
t_1	-	Pre-test
t_2	-	Post-test
D	-	Difference between t_1 and t_2
i.e.	-	that is
D%	-	Increment Percentage
Av.	-	Average
>	-	greater than
<	-	smaller than
ESL	-	English as Second Language
TESL	-	Teaching English as Second Language
TESOL	-	Teaching English for Speakers of Other Languages
ESP	-	English for Specific Purpose