

**STUDENTS' ABILITY TO ESTABLISH  
COHESION IN READING**

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

**Submitted by  
Laxmi Raj Bartaula**

**Faculty of Education  
Tribhuvan University, Kiritipur  
Kathmandu, Nepal  
2010**

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**Laxmi Raj Bartaula**

Faculty of Education

Tribhuvan University, Kiritipur

Kathmandu, Nepal

2010

**TU Reg. No.: 9-1-240-1012-2000**

**Second Year Examination**

**Roll No.: 280378**

**Date of Approval of the**

**Thesis Proposal: 2067-04-13**

**Date of Submission: 2067-10-27**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Laxmi Raj Bartaula** has worked and completed his thesis entitled "**Students' Ability to Establish Cohesion in Reading**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date : \_\_\_\_\_

\_\_\_\_\_ **Saraswati Duwadi (Guide)**

Teaching Assistant

Department of English Education

Faculty of English Education

T. U., Kirtipur, Kathmandu, Nepal

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following Research Guidance Committee.

**Dr. Chandreshwar Mishra**

Professor

Department of English Education

T. U., Kirtipur

---

Chairperson

**Dr. Anjana Bhattarai**

Reader

Department of English Education

T. U., Kirtipur

---

Member

**Saraswati Duwadi (Guide)**

Lecturer

Department of English Education

T. U., Kirtipur

---

Member

Date: \_\_\_\_\_

## EVALUATION AND APPROVAL

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

**Dr. Chandreshwar Mishra**

Professor

Department of English Education

T. U., Kirtipur

---

Chairperson

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

T. U., Kirtipur

Chairperson

English and Other Foreign Language

Education Subject Committee.

---

Member

**Saraswati Duwadi (Guide)**

Lecturer

Department of English Education

T. U., Kirtipur,

---

Member

Date : \_\_\_\_\_

# **DEDICATION**

**Dedicated  
to my Late Father**

## ACKNOWLEDGEMENTS

I am pleased to express my gratitude to my thesis guide **Mrs. Saraswati Dawadi**, Teaching Assistant, Department of English Education, T.U. for her guidance, support and suggestions to prepare this thesis in this form.

I am deeply indebted to **Dr. Chandreshwar Mishra**, Reader and Head of the Department of English Education for his encouragement and cooperation during my study.

I would like to express my humble gratitude to **Dr. Jai Raj Awasthi**, Professor, Department of English Language Education. T.U. for providing enlightening ideas, inspiration and cooperation which are indispensable to prepare this thesis in this form.

I would like to express my acknowledgements to **Dr. Anjana Bhattarai**, Reader, Department of English Education for her continual academic help and encouragement.

I am grateful to **Prof. Trith Raj Khaniya**, **Prof. Dr. Govinda Raj Bhattarai**, **Dr. Bal Mukunda Bhandari** and all the other faculty members for their kind support.

I am very deeply indebted to all the lecturers and the students of different campus of Chitwan and Nawalparasi districts who cooperated and helped me while collecting the data for the study.

I am very much grateful to Mr. Om Prakash Paudel, Mr. Krishna Subedi, Mr. Hem Kumar Chaudhary and Mr. Ujjal Sitaula for their kind favour during the course of this research work.

Finally, yet importantly, my thanks go to **Mrs. Madhavi Khanal**, Librarian, Department of English Education for her kind help and cooperation for the study. I am thankful to **Mr. Hari Prasad Sharma** who helped me throughout

the typing of this thesis. I would like to offer my thanks to all the friends and well -wishers who encouraged and helped me during my study.

**Laxmi Raj Bartaula**

Mangsir 28, 2067



## ABSTRACT

The research entitled **Students' Ability to Establish Cohesion in Reading** is an attempt to find out the ability of the bachelor's level students to establish cohesion in reading. In order to do so, the researcher collected data from students of eight different campuses of Chitwan and Nawalparasi districts by using judgmental sampling procedure. The sample population consisted of 80 students of the bachelor's level first year who were selected by using simple random sampling procedure. Three different tests were developed and were provided to the students in order to assess their ability to establish cohesion in reading. The data were analyzed and interpreted aiming to find out the extent to establish cohesion in reading comprehension and to compare their ability based on different variables. On the basis of collected data, the students' ability to establish cohesive devices was determined by using simple statistical tools such as mean and percentage. The research findings show that students are more proficient to establish cohesion in reading on cohesive ties format than on the fixed ratio format. They are more proficient to supply exact key words to the key than to supply acceptable words. Overall, their ability to establish cohesion in reading seems to be very poor.

Chapter one deals with the introduction. It consists of the general background of the study, review of the related literature, objectives of the study, significance of the study and definitions of the specific terms. Chapter two introduces the methodology adopted for the study. It encompasses sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and the limitations of the study. Chapter three consists of analysis and interpretation of the data which has been done in terms of cohesive ties format, cloze test, stream-wise comparison, ethnicity-wise and campus-wise comparison. The statistical tools such as mean, percentage along with different tables and figures were used while analyzing and interpreting the data. Chapter four incorporates findings and recommendations. Based on the

analysis and interpretation, some significant findings are listed. On the basis of these findings, some recommendations for further researches are made. This chapter is followed by references and appendices.

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## LIST OF SYMBOLS AND BBREVIATIONS

Ave	:	Average
AW	:	Acceptable Words
BKC	:	Bal Kumari College
BMC	:	Birendra Multiple Campus
BSMC	:	Bhuwani Shankar Multiple Campus
E	:	Ellipsis
Ed.	:	Education
e.g.	:	for example
etc	:	etcetera
EW	:	Exact Word
FM	:	Full Mark
Hum	:	Humanities
i.e.	:	That is to say
JAMC	:	Jana Adarsh Multiple Campus
LC	:	Lexical Cohesion
M	:	Mean
OM	:	Obtained Marks
P	:	Percentage
R	:	Reference/Referential Cohesion
S	:	Substitution
SA	:	Shanti Academy
SBMC	:	Surya Bhakta Memorial College
SMC	:	Saptagandaki Multiple Campus
SSMC	:	Shaheed Smriti Multiple Campus
T	:	Total
viz.	:	Namely