

**EFFECTIVENESS OF VISUAL MATERIALS IN
READING COMPREHENSION**

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

**By
Harisaran Dawadi**

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

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**T.U Regd. No: 9-1-41-101-2000
Secon Year Examination
Roll No: 280313/2065**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Harisaran Dawadi has prepared this thesis entitled **'The Effectiveness of Visual Materials in Reading Comprehension'** under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

.....

Dr .Chandreshwar Mishra
Professor and Head
Department of English Education
T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Chandreshwar Mishra (Guide)

.....

Professor and Head

Chairperson

Department of English Education

T.U, Kirtipur

Dr. Jai Raj Aswasthi

.....

Professor

Member

Department of English Education

T.U, Kirtipur

Dr. Anjana Bhattarai

.....

Reader

Member

Department of English Education

T.U, Kirtipur

Date:

EVALUATION AND APPROVAL

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

Signature

Dr. Chandreshwar Mishra (Guide)

.....

Professor and Head

Chairperson

Department of English Education

T.U, Kirtipur

Dr. Jai Raj Aswasthi

.....

Professor

Member

Department of English Education

T.U, Kirtipur

Dr. Anjana Bhattarai

.....

Reader

Member

Department of English Education

T.U, Kirtipur

Date:

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: 2067/04/12

Harisaran Dawadi

DEDICATION

I sincerely dedicate to my parents and teachers whose combined efforts enabled me to be in the present position.

ACKNOWLEDGEMENTS

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Harisaran Dawadi

ABSTRACT

The main objective of this study was find out the effectiveness of visual materials in reading comprehension. Shree Gyan Jyoti Higher Secondary School, Gorkha was selected purposive for data collection. Sixty students studying in grade ix were the primary source, as the primary data for the study was obtained by administering tests to them. At the entry point, a pre-test was administered. Then, the students were divided into two groups on the basis of result of the pre-test to maintain equal level of proficiency of both the groups and were termed as 'controlled' and 'experimental' groups. Both the groups were taught the selected items for the specified time. But the controlled group was taught without using visual materials. At the end of the classroom teaching, a post-test was administered. The obtained data were compared, analyzed and interpreted to determine the effectiveness of visual materials. By this study it was found that the visual materials in English reading comprehension, since the experimental group had performed better in all the areas in pots-test.

The thesis comprises four chapters. Chapter one deals with the introduction of teaching visual materials with the short history of their use in teaching the English language in Nepal. It also includes the review of the related literature, objectives of the study and significance of the study. Chapter two deals with the sources of data, population and sampling procedure, process of data collection and limitations of the study. The third chapter is devoted to the interpretation and analysis of the data collected. To analyze the data, the average scores were tabulated and the difference between pre-test and post-test was calculated in terms of average scores and percentage. The experimental (group 'B') was taught using visual materials got its average

scores increased in seen text, unseen text, paraorthographic text and other reading text by 66%, 60.66%, 57.50% and 62.70% respectively in the post test whereas the controlled group got its average scores increased in the same areas by 14.78, 16.17, 26.92 and 21.05 percent respectively in the posttest. It shows that the progress rate of experimental group was higher in all areas. Finally, chapter four deals with the findings and recommendations of the study. The findings have been outlined on the basis of the analysis and interpretation of the data, and appropriate recommendations and pedagogical implications have been presented.

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