

STUDENTS' ABILITY TO ESTABLISH COHESION IN READING

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

By

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Pitambar Paudel** has worked and completed this thesis entitled "**Students' Ability to Establish Cohesion in Reading**" under my guidance and supervision.

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DEDICATION

To my Father

and

My Late Mother

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ABSTRACT

The research entitled "Students Ability to Establish Cohesion in Reading" is an attempt to find out the ability of 10th graders of government aided schools to establish cohesion in reading. In order to do so, the researcher collected data from 10th graders of Kathmandu, Lalitpur and Bhaktapur districts. The sample population consisted of 180 students who were selected by using stratified random sampling procedure. Two versions of cloze tests viz. cohesive ties format and fixed ratio format 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 which they showed their ability to establish cohesion in reading comprehension and at comparing the students on the basis of different variables. On the basis of the 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 words to the key than to supply synonymous/acceptable words. On the whole, their overall ability to establish cohesion in reading seems to be very poor.

The study consists of four chapters, which are given below.

Chapter one deals with the introduction. It consists of 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, fixed ratio format, school wise comparison and cohesive devices. 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. On the basis of the analysis and interpretation, some significant findings are enlisted. On the basis of these findings and on the experience of the researcher while conducting the research some recommendations for pedagogical implications and some recommendations for further researches are made. This chapter is followed by references and appendices.

ABBREVIATIONS

AW	: Acceptable Words
e.g.	: Exempli gratia / for example
EKW	: Exact Key Words
etc	: Etcetera
fm	: Full Mark
GSS	: Ganesh Secondary School
i.e.	: That is to say
KSS	: Kanya Secondary School
LC	: Lexical Cohesion
M	: Mean
NMHSS	: Namuna Machhindra Higher Secondary School
OM	: Obtained Marks
P	: Percentage
PHSS	: Patan Higher Secondary School
RC	: Referential Cohesion
T	: Total
VSS	: Vaishnavi Secondary School
viz.	: Namely

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