

**DEVELOPING READING COMPREHENSION
THROUGH GAMES**

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

**Submitted by
Tark Raj Sharma**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2015**

**DEVELOPING READING COMPREHENSION
THROUGH GAMES**

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

**Submitted by
Tark Raj Sharma**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2015**

T.U. Reg. No. : 9-2-413-208-2006

Second Year Exam

Roll No.: 280801/2068

Date of Approval of the Thesis

Proposal Approval: 30-02-2070

Date of Submission: 25-08-2015

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Tark Raj Sharma** has prepared this thesis entitled **“Developing Reading Comprehension through Games”** under my guidance and supervision.

I recommended the thesis for acceptance.

Date: 25/08/2015

.....

Dr. Ram Ekwil Singh

Reader

Department of English Education

T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Anjana Bhattarai

.....

Professor and Head

Chairperson

Department of English Education

T.U., Kirtipur.

Dr. Ram Ekwal Singh (Supervisor)

.....

Reader

Member

Department of English Education

T.U., Kirtipur.

Mrs. Hima Rawal

.....

Lecturer

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. Anjana Bhattarai
Professor and Head	Chairperson
Department of English Education	
T.U. , Kirtipur.	
Dr. Anju Giri
Professor and Chairperson	Member
English Education and Eng. and	
Other Foreign Languages Subject Committee	
T.U., Kirtipur.	
Dr. Ram Ekwel Singh (Supervisor)
Reader	Member
Department of English Education	
T.U., Kirtipur.	

Date: 28/08/2015

DECLARATION

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

Date: 24/08/2015

.....

Tark Raj Sharma

DEDICATION

Dedicated
to
my parents who always inspire me.

ACKNOWLEDGEMENTS

First of all, I would like express my sincere gratitude to my thesis supervisor **Dr. Ram Ekwel Singh**, Reader, Department of English Education, Faculty of Education T.U., for providing me consistent guidance, motivation, encouragement and support for conducting this study. Actually, I have no words to extend my sincere gratitude for his patience, kindness, invaluable suggestions, guidance and strong co-operation in completing this study.

I am really very grateful to **Dr. Anjana Bhattarai**, Professor and Head of Department of English Education and Prof. **Dr. Laxmi Maharjan** for their constructive suggestions an insightful comment to carry out this study.

Similarly , I would like to express my gratitude to **Prof. Dr. Jay Raj Awasthi**, **Prof. Dr. Anju Giri**, **Prof. Dr. Tirtha Raj Khaniya**, **Prof. Dr. Vishnu Singh Rai**, **Prof. Dr. Tara data Bhatt**, **Dr. Tapasi Bhattacharya**, Associate Professor of English Education, T.U. for their lectures, guidance and direction while conducting this study.

In the same way my sincere gratitude goes to **Mr. Raj Narayan Yadav**, **Mr. Bhesh Raj Pokhrel**, **Mrs. Hema Rawal**, **Mrs. Madhu Neupane**, **Mrs. Sarasati Dawadi**, **Mr. Ashok Sapkota**, **Mr. Khem Raj Joshi**, **Mr. Guru Prasad Poudel**, **Mr. Resham Acharya**, and all the other teachers at the Department of English Education T.U. for their constructive suggestions and guidance.

I am also equally thankful to **Mrs. Madhavi Khanal**, Librarian, Department of English Education for her kind support.

I am also thankful to **Mr. Indra Kumar Mali**, Principal of Salvinia Academy, Kirtipur, Kathmandu an others teacher and students of grade nine for their kind support and co-operation during the field work.

Finally, I would like to express my deepest gratitude and appreciation to my family members for providing me academic environment and to my very close friend **Mr. Santosh Gyawali** for his great support and remarkable patience.

Tark Raj Sharma

Date: 25/08/2015

ABSTRACT

The present study entitled “**Developing Reading Comprehension through Games**” is to find out the development of reading comprehension in grade nine students through the language games. This is an action research. The main objective of this study is to find out the development of reading comprehension through games. In order to carry out this study, I selected fifteen students of grade nine of Salvinia Academy using non-random purposive sampling procedure. For the study, I used the students of grade nine as primary sources of data. After selecting the sample, a pre-test was administered to determine the students’ initial performance in reading comprehension on the selected items. Then students were taught for a month through the language games. During that period, two progress tests were administered at the interval of a week and finally a post-test was administered. Through the analysis and interpretation of the collected data, it was found that language games helped in developing students’ reading comprehension.

This study incorporates five main chapters. The first chapter includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of key terms. The second chapter deals with the review of theoretical literature, review of empirical literature, implication of review for the study, and conceptual framework. The third chapter includes methods and procedures of the study. It subsumes design and methods of the study, population sample and sampling design, sampling procedure, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure. Similarly, the fourth chapter consists of analysis and interpretation of the result. It subsumes analysis of data and interpretation of the result and summary and discussion of the findings. After that this study carries fifth chapter that is conclusions and recommendations consisting the specific parts i.e. conclusions, recommendations, policy level, practice level and further research. This study of final part includes references and appendices as well.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of Figures</i>	<i>xiii</i>
<i>List of Abbreviations</i>	<i>xiv</i>

CHAPTER ONE: INTRODUCTION 1-4

1.1	Background of the Study	1
1.2	Statement of the Problem	2
1.3	Objectives of the Study	3
1.4	Research of the Questions	3
1.5	Significance of the Study	3
1.6	Delimitations of the Study	4
1.7	Operational Definition of the Key Terms	4

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

AND CONCEPTUAL FRAMEWORK 5-22

2.1	Review of Related Theoretical Literature	5
2.1.1	English Language Teaching	6

2.1.2	Language skills	7
2.1.3	Teaching Reading	8
2.1.4	Purpose of Reading	10
2.1.5	Importance of Reading	10
2.1.6	Reading Skills	11
2.1.7	Reading and Reading Comprehension	12
2.1.8	Stages of Teaching Reading Comprehension	14
2.1.9	Games	16
2.1.10	Use of Language Games in Teaching English	17
2.1.11	Games used in Teaching Reading Comprehension	18
2.2	Review of Empirical Literature	20
2.3	Implication of the Review for the Study	21
2.4	Conceptual Framework	22

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY

		23-26
3.1	Design and Method of the Study	23
3.2	Population, Sample and Sampling Design	25
3.3	Sampling Procedures	25
3.4	Data Collection Tools and Techniques	25
3.5	Data Collection Procedures	25
3.6	Data Analysis and Interpretation Procedure	26

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF		
THE RESULT		27-35
4.1	Analysis of Data and Interpretation of the Result	27
4.1.1	Analysis of the Test Score	27
4.1.1.1.	Pre- Test and Post-Test	27
4.1.1.2	Pre-test and First Progress test	29
4.1.1.3	First Progress Test and Second Progress Test	31
4.1.1.4	Second Progress Test and Second Progress Test	32
4.2	Summery and Discussion of the Findings	34
4.2.1	Summary	34
4.2.2	Discussion of the Findings	35
 CHAPTER FIVE: CONCLUSIONS AND		
RECOMMENDATIONS		37-39
5.1	Conclusions	37
5.2	Recommendations	37
5.3	Policy Level	38
5.4	Practice Level	38
5.5	Further Research	39
References		40-42
Appendices		

LIST OF TABLES

	Page No.
Table 1: Individual Scores on Pre-Test and Post-Test	28
Table 2: Individual Scores on Pre-Test and First Progress Test	30
Table 3: Individual Scores on First Progress Test and Second Progress Test	31
Table 4: Individual Scores on Second Progress Test and Post-Test	33

LIST OF FIGURES

	Page No.
Figure 1: Conceptual Framework	22

LIST OF ABBREVIATIONS

CDC	:	Curriculum Development Centre
CUP	:	Cambridge University Press
ELT	:	English Language Teaching
etc.	:	et cetera
ibid.	:	ibidem (Latin), in the same book or piece of writing
i.e.	:	id est (Latin), that is
L1	:	First Language
RCA	:	Reading Comprehension Ability
UT	:	Unseen Text
viz.	:	Namely
Vs.	:	Versus