

CHAPTER - ONE

INTRODUCTION

This is an introductory part of the research work which subsumes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. This provides an insight into the area of present secondary level English curriculum and reading comprehension.

1.1 Background of the Study

Many different languages are in vogue in the present world. English is one of the richest languages in terms of the written literature, stock of vocabulary and its uses. Since it is the most widely used official language of the United Nations and a dominant language in all the areas of academic studies e.g. mass media, international diplomacy, science and technology, education, arts and commerce. It is spreading all the hooks and corners of the world day by day.

In the context of Nepal, the present secondary level English curriculum is based on the communicative approach to language teaching. It aims at developing communicative competence in the students. Therefore, the textbook of this level has focused on those activities that foster the communicative skill in the students. Developing communicative competences in the students means developing four language skills in the students including other aspects of communication. Among other several skills, reading is one of the basic skills to be learned by the students. In order to have a competence in handling the language, the knowledge of reading skill is a must. In this sense, we as teacher should focus on teaching reading skills and activities. Students merely get mastery over the language provided that they are also to handle the reading texts efficiently.

Every reader should perceive a written text in order to understand its contents by reading a given text silently. This type of understanding that results from reading is called reading comprehension. Reading comprehension is a highly interactive process that takes place between a reader and a text. This included language skills, cognitive resources, and world knowledge. Any act of reading occurs within a particular socio-cultural and emotional context. This consists of elements such as the children home culture, this previous experience of reading, this expectation that reading should carry meaning, their motivation, the view of themselves as a reader, the purpose of reading the text, the cultural value placed on reading and reading environment is to concentrate on looking closely at the development of comprehension skills, this border context and its influences should be borne in mind. Reading comprehension is one of the main important elements in English language learning for all students because it provides the basis for a substantial amount of learning in education. To make reading activity meaningful, it should be done purposefully. There may be different purposes of reading. The main purposes of reading can be reading for information, reading for pleasure, reading for particular reason, reading for knowledge, reading for curiosity, reading to satisfy a need and reading for language learning.

So, reading comprehension is the process of extracting information. In this context, this study has attempted to find out the reading comprehension ability of the class nine students in reading texts.

1.2 Statement of the Problem

Reading is one of the basic skills of language. It is the most important language skill, for we cannot get knowledge without reading skill. We can get different sorts of knowledge by reading. Therefore, reading skill should be properly developed in the students. In the context of the Nepal, reading is primarily taught at the secondary level schools. According to the English curriculum of secondary level, this skill covers 40% in the examination

properly. Therefore, it is important to know reading comprehension of the students. Generally, the students face lots of difficulties due to lack of proper knowledge and their ideas. Therefore, an attempt has been made to gauge the reading comprehension level of the students to bring change in their existing level.

1.3 Objectives of the Study

The present study had the following objectives:

- a) To find out the development of reading comprehension through games.
- b) To suggest some pedagogical implications based on the finding of the study.

1.4 Research Questions

This study was oriented to find out the answer to the following research questions.

- a) What is the reading comprehension of grade nine students?
- b) Who has better reading comprehension capacity?

1.5 Significance of the Study

The present study was the research on English language teaching in the classroom. The study mainly focuses on the development of reading comprehension through games. Hence, this study will be beneficial for the students, teachers, textbook writers, trainers and all those who are interested in language teaching and learning. It will equally be beneficial to the teachers or the students who are directly and indirectly involved in teaching/ learning language for comprehension purpose.

As this study has been carried out to find out the use of games for developing reading comprehension, it will be significant to different sectors and people

who are mostly engaged in reading. Games are those tools which motivate students in their reading aspects. This study may be a milestone in the field of language teaching in general and reading comprehension in particular. Finally, it will provide a ground to the new comers who are adopting English Language Teaching (ELT) as a profession and most importantly to those who want to conduct further research in this area.

1.6 Delimitations of the Study

The study had the following limitations:

- a) The study was limited to Kathmandu district.
- b) The study was limited to the students of grade nine only.
- c) The study was focused on reading comprehension.
- d) The study was limited to only 15 students of a private boarding school.

1.7 Operational Definition of the Key Terms

The definition of some related terms have been mentioned below.

Comprehension: Ability to comprehend and decipher the reading texts.

Communicative Competence: Ability to the language appropriately in an appropriate situation.

Attitude: One`s thinking or feeling about some-thing.

Game: An activity carried out by cooperating or competing decision maker, seeking to achieve within a set of rules, their objectives.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of theoretical framework, empirical framework and conceptual framework of the study. Similarly, the details of the reviewed and implications for the study have been included in this chapter as well.

2.1 Review of Related Theoretical Literature

The word 'language' has highly divergent meanings in different contexts and disciplines. In informal usage, a language is understood as a culturally specific communication system. It is one of the most widely used means of communication. Language is defined as a voluntary vocal system of human communication. Communication is a process of transmitting and interchanging ideas, thoughts; information etc. from one person to another or from one place to another place. Communication is the art of translating information, ideas and attitudes from one person to another. According to Richard et al. (n.d) "Communication is the exchange of ideas, information etc. between two or more persons". In an act of communication, there is usually at least one speaker or sender, a message which is transmitted and person for whom this message is intended. The study of communication is centred to sociolinguistics, psycholinguistics and information theory.

A person's mother tongue or the language acquired first is called first language. A child feels comfortable and easy to use it. It is also known as L₁ or native language or, mother tongue. A child acquires first language by speech context, revision and maximum number of teachers enough time and equipment correction, variety and interest and association of with object. It is natural and child learns it unconsciously.

Language is the most widely used means of communication among the human beings. Regarding the definition of language, Crystal (2003, p. 255) states:

The everyday use of this term involves several different mass noun and count-noun senses (as 'language in general' v. 'a language in particular'), which LINGUISTICS is careful to distinguish. At its most specific level, it may refer to the concrete act of speaking, writing or signing in a given situation – the notion of PAROLE, or PERFORMANCE.

Language which we speak after our native language is called second language. We Nepalese people are not native speakers of English. Learning, it is not as natural to us as it is a difficult task, however, young pupils can learn foreign language better than the older ones. This is because adults who have already an excellent command of their first language cannot easily adopt themselves its phonology, motivation, practice, feedback, good environment and the amount of time exposure to learn a foreign language effectively.

2.1.1 English Language Teaching

The English language teaching industry in the past several years has become a major cross-cultural, trans-cultural and worldwide enterprise. With the death of distance, the disappearance of many national boundaries, and the prioritization of regional and transnational economics, prospects for widespread lingua francas, English being one of the most prominent, have tremendously increased. Having spread under varying circumstances to diverse regions of the world predominantly through "the joint outcomes of Britain's colonial expansion and the more recent activity of the US" (Graddol, 1997, p. 9), English today enjoys international recognition and vitality. On this account, Crystal (1997, p. 139) observes that "there has never been a language so widely spread or spoken by so many people as English. There are therefore no precedents to help us see what happens to a language when it achieves genuine world status". Thus, English language is emerging discipline in the present scenario.

English language teaching and learning theories and practice are also in the vein of the constant change. With the changing pace of time, approaches have also been changed. In the past, English Language Teaching (ELT) was centered on the accuracy than in the fluency. However, the modern approach to the teaching of language emphasizes fluency with the accuracy which demands communicative language teaching. Regarding this, Richards and Rodgers (1986, p.3) say:

Speaking the foreign language was not the goal and oral practice was limited to the students reading aloud the sentences they had translated. These sentences were constructed to illustrate the grammatical stem of language of real communication...oral work was reduced to an absolute minimum ...

Undoubtedly, ELT has changed its course to the communicative approach of teaching and learning. But reading part cannot be avoided to produce the language literates because better reading can only manipulate better understanding.

2.1.2 Language Skills

As the linguists have found out from different researches, a child starts acquiring the language from of his/her early childhood in his/her natural environment and becomes adult in the field of language when he/she becomes five or six years of age. This learning is said to be the mother tongue i.e. first language (L₁) of the child. At this period, he spends much time in hearing and speaking around his environment indifferent situations. He follows natural order of language skills i.e. listening-speaking-reading and writing. Listening and reading are receptive skills and speaking and writing are productive skills.

These four skills listening-speaking-reading and writing are specified skills by the specialists to learn the language systematically and properly. Teaching

English as a foreign language, all the skills should be taught in an integrative way.

These four basic skills are categorized under receptive and productive skills based on the way participants engage in communication. It can be made in the following chart:

Categorization of Skills Based on the Way of Participants Engaged in Communication

Participants	Productive Skills	Receptive Skills	Participants
Speaker	Speaking	Listening	Listener
Writer	Writing	Reading	Reader

Traditionally, listening and reading skills are taken as passive skills. Speaking and writing are known as active skills. It is because the participants in productive skills are physically and mentally active, whereas in listening and reading the participants only process information, cognitively. But now the concept has been changed. It does not mean that it has been reversed. Reading and listening can also be the productive skills as well as receptive ones. It is because while reading the reader not only reads but also gets engaged actively in decoding the information from the written scripts. And while listening, the listener a response actively in many ways to what one listens, e.g. obeying the order, answer to the questions, etc.

2.1.3 Teaching Reading

Reading means "perceiving a written text in order to understand its contents" (Richards et al., 1985, p. 122). Reading is an active and a receptive skill. We receive information when we read. We read in order to obtain information which is presented in a written form. In the traditional classification, it had the

third position in the order of presentation. To make comprehensive reading, the reader must have both mental and physical processes which account for active participation.

By reading, the students acquire language in a natural way and they learn to write accurate English by reading it. The aim of a reading lesson is to help students develop good reading strategies. We have taken the view that reading is a silent and fast activity. In some cases, the students will read for full understanding at other times for key details. The purpose of reading depends on the need of the reader. Reading is purposeful and the teacher has to arouse interest and provide the purpose.

Teaching reading is an important aspect of teaching/learning a foreign language. It opens the gateway to knowledge. It generally means understanding or making sense of a given text. It is total understanding of a message in text or is decoding the message. Regarding this, Grellet (1995, p. 3) opines:

Understanding a written text means extracting the required information from it as efficiently as possible. For example, we apply different reading strategies when looking at a notice board to see if there is an advertisement for a particular type of flat and when carefully reading an article of special interest in a scientific journal. Yet location of the relevant advertisement on the board and understanding the new information contained in the article demonstrates that the reading purpose in each case has been successfully fulfilled. In the first case, a competent reader will quickly reject the irrelevant information and find what he is looking for. In the second case, it is not enough to understand the gist of the text; more detailed comprehension is necessary.

To sum up, reading is an active and receptive skill. Reading is decoding print or reading is a process of understanding, interpreting or making sense of a given text. Reading without understanding is barking at prints but not reading. It is a main source of information and a means of consolidating and extending one's knowledge.

2.1.4 Purpose of Reading

To make reading activity meaningful, it should be done purposefully. There may be different purposes of reading. The main purposes of reading can be reading for information, reading for pleasure, reading for particular reason, reading for knowledge, reading for curiosity, reading to satisfy a need and reading for language learning.

2.1.5 Importance of Reading

Reading is the process of communicating or interacting with the written/printed materials. A reader interacts with the writer's assumptions or intentions. It is decoding the prints, understanding, interpreting and giving sense of the given text. Though the great emphasis is given on communicative language teaching that emphasizes on listening and speaking skills more, it is not focusing on reading skill properly. In this regard, Rivers (1968, p. 213) rightly says:

Recent intensive discussion of ways of developing the listening and speaking skills from the beginning stages of foreign-language study has sometimes the erroneous impression that advocates of active oral methods neglect the reading skill. As a result, foreign-language teachers are sometimes accused of wishing to produce 'language illiterates'.

Reading is the proficiency based on golden approach to knowledge, it is essential to the success in all academic subjects. It is the key to learning and personal enjoyment. Regarding this, Strang et al. (1967, p.4) state:

Reading involves the whole personality, promising countless personal and social values. Reading is an entrance into almost all vocation. Even routine mechanical work in a factory demands the reading of some material, such as basic rules, safety sign and changes in regulation. Since, many industrial accidents have been traced to employees' failure to read and comprehend signs and directions relating to safety, some firms now require that their personnel have at least of fourth-grade level of reading ability. The skilled trades required considerably more reading for the best quality of work and the integration of new practices.

Thus, reading is a path to new experiences using his/her own first hand experiences as a point of departure, the reader reaches out to those of an authors and transcends the limitation of time and space.

2.1.6 Reading Skills

Reading means understanding that involves extracting the required information from the text as efficiently as possible. Reading involves variety of skills. Munby (1978, pp. 123-131) lists the reading skills as a receptive and productive skill in the following sub skills:

- a. Recognizing the script of a language.
- b. Deducing meaning form context.
- c. Understanding explicitly stated information.
- d. Understanding meaning when not explicitly stated.
- e. Understanding conceptual meaning.
- f. Understanding pragmatic/communicative value of sentences.
- g. Understanding the relationship between sentences.
- h. Understanding relations between parts of a text through lexical cohesion devices.

- i. Understanding cohesion between parts of a text through grammatical cohesion devices.
- j. Interpreting texts critically.
- k. Recognizing indicators in discourse.
- l. Identifying the main points or important information in particular piece of discourse.
- m. Distinguishing the main ideas from supporting details.
- n. Extracting salient points to summarize the text, an idea, etc.
- o. Selective extraction of relevant points from a text.
- p. Basic reference skills.
- q. Intensive
- r. Extensive
- s. Skimming.
- t. Scanning.

Reading is for developing abovementioned skills. They can be from recognizing the script of particular language to the clarifying the contexts of the passage. According to the nature of the topics and games, different types of reading skills are focused. For example, while using the game 'Touch the Right-Answer', selective extraction of relevant points from a text skill is more highlighted though others are also not neglected. In intensive reading students are expected to understand everything they read and be able to answer in detail. This type of reading encourages faster reading which in turn develops students' reading habits.

2.1.7 Reading and Reading Comprehension

Every reader should perceive a written text in order to understand its contents by reading a given text silently. This type of understanding that results from reading is called reading comprehension. But saying a written text with or without any understanding of the contents is called reading. This is often oral. Understanding a written text means extracting the required information from it as efficiently as possible. Understanding a written text is called comprehension

which involves understanding the value of each utterance that composes it. We can make a general distinction between reading and reading comprehension. Reading is usually aloud whereas reading comprehension is usually silent; likewise, reading is physical whereas reading comprehension is mental. Reading is for elementary level but reading comprehension is for intermediate or advanced level. Reading is for improving pronunciation whereas reading comprehension is for information and understanding.

Reading comprehension is a highly interactive process that takes place between a reader and a text. This includes language skills, cognitive resources, and world knowledge. Any act of reading occurs within a particular socio-cultural and emotional context. This consists of elements such as the children's home culture, their previous experience of reading, their expectation that reading should carry meaning, their motivation, their view of themselves as a reader, the purpose for reading the text, the cultural value placed on reading and the reading environment is to concentrate on looking closely at the development of comprehension skills, this border context and its influences should be borne in mind."Reading comprehension is one of the main important elements in English language learning for all students because it provides the basis for a substantial amount of learning in education".(Alverman and Earle(2003), Krisch, de Jong, Lafontaine, Mc Queen, Mendelovits, and Monseur, (2002),as cited in Gilani, 2012). So, reading comprehension is the process of extracting information from the written symbols and their combination.

Grellet (1992, p.8) states that reading comprehension should not be separated from the other skills. There are few cases in real life situation when we do not talk and write about what we have read or when we do not relate what we have read to something we might have heard. It is therefore important, to line the different skills through the reading activities chosen.

- a. Reading and writing, e.g. summarizing, mentioning what you have read in a letter, note making etc.

- b. Reading and listening, e.g. comparing an article and a news bulletin using recorded information to solve a written problem, matching options, and texts, etc.
- c. Reading and speaking, e.g. discussions, appreciation, etc.

To sum up, reading comprehension is the process of extraction information from the text.

Richards et al. (1992, pp. 306-307) mention the following types of reading comprehension.

a. Literal comprehension

Reading in order to understand, remember or recall the information explicitly contained in a passage.

b. Inferential comprehension

Reading in order to find information which is not explicitly stated in a passage using the reader's experience and intuition and by inferring.

c. Critical and evaluation comprehension

Reading; in order to compare information in a passage with the reader's own knowledge and values.

d. Appreciative comprehension

Reading; in order to gain an emotional or other kind of valued response from a passage.

In my research study, all the above mentioned types of reading comprehensions are taken into consideration because all of them are relevant and to each other.

2.1.8 Stages of Teaching Reading Comprehension

Teaching of a reading text generally follows three successive stages. Pre-reading, while reading and post-reading (Doff, 1988; Nuttall, 1996).

I. Pre- reading stage

Pre- reading stage takes place before the students go through the actual reading materials. There are various things we can do before reading a text which will make it easier for students to understand the text and help them focus attention on it as they read. Those tasks which we give our students before they read texts are called pre-reading activities. The purpose of the activities in pre-reading stage is to arouse interest in the students, motive them, and prepare them for the text they are going to read, pre –reading activities may include:

- a. Guessing the topic and content through headlines, illustrations etc.
- b. Presenting some new words which will appear in the text.
- c. Giving a brief introduction to the text.
- d. Brainstorming about the context, plot or characters to the text.
- e. Telling the purpose of the reading text.

II. While-reading stage

At this stage, the actual reading takes place-students read the text to find the answers to some specific questions or to get the gist of it, etc. while-reading activities may include one or more of the following tasks:

- a. Scanning the passage to locate some specific information.
- b. Skimming for general idea.
- c. Completing the incomplete sentence.
- d. Completing the table chart, map etc.
- e. Labeling the pictures.
- f. Matching halves.
- g. Choosing the appropriate answer among the alternatives.
- h. Asking questions to each other.

III. Post- reading stage

This is the evaluation stage, and the teacher asks the students to check their response. In addition, s/he may introduce some additional tasks related to the

text but not necessarily related to reading skills. In other words, s/he asks students to do some other language activities related to the topic. Post-reading activities may take one or more of the following forms:

- a. Discussing the new and interesting event in the text.
- b. Discussing and debating about the controversial topic in the text.
- c. Doing the language exercises based on the text.
- d. Summarizing the text, orally or in written form.
- e. Role- playing or improving the senses of the text.
- f. Students carrying out a project work based on the text.

Thus, while accomplishing my task, I have followed all the above mentioned stages.

2.1.10 Games

A game is an activity that is in the form of playing. It provides pleasure to the readers when they are in the actual reading. We can use different language games in the classroom to make our teaching/learning point clear, comprehensible, long-term and motivate the learners (readers) towards learning (reading). There are various definitions of the word 'game' given by different scholars. The majority of them look similar; however, just a few of them define a game as a useful "tool" or "resource" for teaching. Regarding this, Gibbs (1978) opines, "A game is an activity carried out by cooperating or competing decision maker, seeking to achieve within a set of rules, their objectives".

Thus, a game has a structure-that has rules, goals and agreement of Players on the surface and wonderful hidden process underneath. Any specific contest engagement amusement, computer simulation, or sport involving physical or mental completion under specific rules" is a game. Thus, language games are the classroom activities that are conducted to make teaching and learning (reading) more effective and comprehensible.

2.1.11 Use of Language Games in Teaching English

The most obvious way of classifying language games from a language teacher's point of view is to classify them according to the language they practice: listening games, reading games, spelling games, vocabulary games etc.

A language game consists of rules and is played for language teaching purposes. One needs to make sure that the games are heavily weighted on the language side; otherwise they cannot contribute so much for the learner's language improvement. Games are very useful in a class because they "provide an opportunity for students to use their language in a less formal situation" (Carrier, 1980, p.6). Without the pressure of doing it absolutely right or not, but with the enthusiasm for winning the games as well as practicing the language. There are three appropriate stages in a lesson where games can be used:

i. "As an introduction" (Carrier, 1980:6):

- a. To open the class in a stimulating way. At this point the teacher gets students' interest in the language from the very beginning to the class.
- b. To know what point or level students already have so, the game is taken as a review of a previous study.

ii. "After the development of the lesson" (Carrier, 1980, p.6), to reinforce an item that the teacher considers necessary to review and/or to practice.

iii. "At the end of the class" (Carrier, 1980, p.6), for closing in a stimulating way, so students can have some practice of the item studied and the teacher can realize if the item is well achieved by students.

Games should be positive at any movement they are applied because this makes students enjoy the activity while they are having 'hidden' useful practice. And hidden as mentioned, since this kind of activities files usually make students forget they are learning and they concentrate more on playing and/or winning.

The use of games in the classroom has many advantages. Carrier (1980, p.6, as cited in Sanchez, Morfin and Campos, 2007, p. 52) mentions some of them:

- a. Games give a variety of tools to facilitate the teaching learning process.
- b. "Games are flexible". It means that they can be used for teaching any aspect of the language.
- c. Games make the lesson less monotonous.
- d. Games raise the student's motivation.
- e. Games make students produce language subconsciously.
- f. Games stimulate students' participation and give them confidence.
- g. Games transform the teacher's role from that of formal instructor to that of an organizer or and moderator of the class.
- h. Games can also serve as a testing mechanism.

2.1.12 Games Used in Teaching Reading Comprehension

Nowadays, teachers are using games more often. That is why a good number of game books have been published. The most common of these focus on grammars, vocabulary, reading and oral communication. In contrast, there are just a few books that mention some games related to the pronunciation sub skills.

The researcher has used use the following games repeatedly in teaching reading comprehension in the experimental group:

a) Touch the Right-Answer

It is one of the language games used in developing reading comprehension where the answers of the questions will be given to the students touching the right answer based on the given clues.

b) Matching item

These games involve matching pairs of cards or pictures. Everyone must find a partner with a corresponding card or a picture.

c) Describing

This is a simple situation in which one person has a certain item of information which he/she can only reveal by drawing, mime, roundabout description or Yes/No answer to questions put by the others.

d) Board games

The teacher thinks of a situation, which involves some sequence of events, and asks students to think of a number of favorable and unfavorable events which might occur as the players proceed.

e) Guessing games

These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

f) Ordering the sentences

While conducting this game in developing reading comprehension, first of all students are divided into two groups. Then, each group is provided with the sentences haphazardly taken from the text and asked them to arrange them in a correct order. Among them, the group that can accomplish the task fast will be the winner.

g) Finding true/false

In this type of game, total students are divided into two groups. They are presented with different sentences, among them, some are true and some others are false. One group has to find out true sentences and another group has to find out false sentences.

2.2 Review of Related Empirical Literature

Many research studies have been carried out in the area of reading skills and reading comprehension in the Department of English Education. Some related research works are reviewed here:

Humagain (2006) carried out a study entitled "Effectiveness of Language Games in Learning Reading Comprehension". His research was an experimental design. The main objective of the study was to find out the effectiveness of language games in learning reading comprehension. Test items were used as the research tools. 30 students from grade nine were selected non-randomly. He divided the students into two groups and used the language games to the experimental group and taught the controlled group without language games. He found that the experimental group which was taught using language games performed better than controlled group in all test items.

Kafle (2008) carried out a research entitled "Effectiveness of Strip Story in Teaching Reading Comprehension." His research was also of experimental design. The main objective of the study was to find out the effectiveness of strip story in teaching reading comprehension. Test items were used to collect the data. 20 students were selected randomly. While teaching, he used strip story technique to the experimental group but used usual technique or way to the controlled group. He found that the strip story technique was more effective than usual way of teaching for developing reading comprehension.

Sharma (2009) directed his study on "Effectiveness and Jigsaw Reading for Reading Comprehension". The main objective of this study was to find out the effectiveness and Jigsaw reading for reading comprehension. He conducted experimental research design with the test items as a main research tool. 30 students were selected non-randomly. He found that jigsaw reading in relatively better than non-jigsaw technique. He stated his jigsaw technique in better by L. 035 in comprehension to traditional technique though it is not effective in multiple choices and true/false items.

Pun (2010) carried out a research entitled "Developing Reading Skill through Newspaper Cutouts". The main objective of this study was to find out the effectiveness of newspapers cutouts in teaching reading skills for skimming and scanning at grade nine. To fulfill the objective, he carried out pre-test, time on task test, progressive test and post-test tools for data collection. 25 students were selected non-randomly to carry out this research. He found that teaching reading through newspaper cutouts seemed to be effective technique in reading comprehension.

Thus, above mentioned reviews depict that there are many research studies carried out in the field of reading comprehension in our department but enhancement of reading comprehension through games has not been researched yet. The concept that reading comprehension can be developed from language games is only limited to theory, no one has researched till now. So, I believe that it will be a different and unique study which will show the importance of the use of language games in developing reading comprehension.

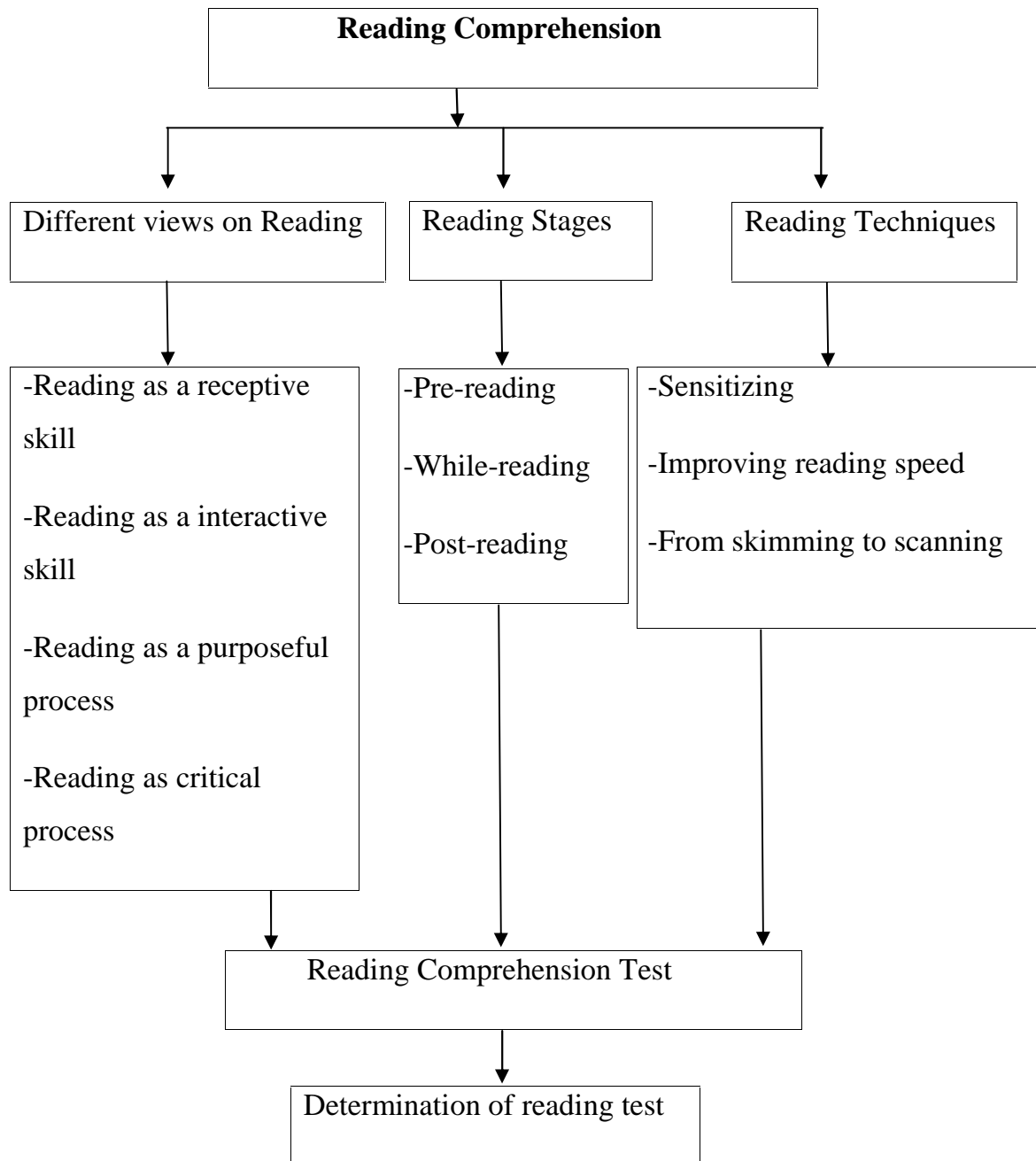
2.3 Implication of the Review for the Study

All the above mentioned studies are related to teaching reading. Most of them are related to reading comprehension, which are closely associated with the present study. Different tools have been used in their studies. Lots of insights have been received regarding the formulation of research tools, adoption of methodology, analysis and so forth. Therefore, the reviews of the aforementioned studies have great relevancy to this study by going through all there researchers. I expanded the horizon of my knowledge to:

- a) Formulation of research tools.
- b) Analyse and interpret the data.
- c) Exploit suitable and relevant research design.

2.4 Conceptual Framework

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. To be more specific, the framework incorporates the soul of the study.



CHAPTER - THREE

METHODS AND PROCEDURE OF THE STUDY

In order to carry out the research, the following methodology was exploited.

3.1 Design and Method of the Study

Action research is one of the type research designs which is carried out by the practitioners with the aim of solving problems and improving practices. It came into existence when a research specialist tried to bridge the gap between the theoretical and applied research. In 1946, Kurt coined the term action research, it focuses more on action. The main aim and this type of research is to find out practical problems and to solve them improving existing situation. Action research is academic in nature. It is a classroom investigation carried out to find out and solve the specific current problems in a local system. Classroom investigation is done to improve the current status within the education context in which the research is being carried out collaboratively.

Different scholars have defined action research differently. Cohen, Manion and Morrison (2010, p. 297) state, "Action research is a powerful tool for change and improvement the local level". In the similar vein, Kemmis and McTaggart (1990, p.10 as cited in Coheinetal. 2010, p. 297) argue that 'to do action research is to plan, act, observe and research more carefully more systematically and more rigorously than one usually does in everyday life'.

Regarding the characteristics of action research, Kemmis and Taggart (1988, as cited in Nunan, 1993, p.17) provide three defining characteristics of action research they are; it is carried out by practitioner, rather than outside researchers; it is collaborative and it is aimed at changing things. So, some of the major characteristics of Action research are pointed out as follows:

- i. The nature of action research is collaborative.
- ii. It is cyclical.
- iii. It should bring some improvement or change.

- iv. It is activity-based research.
- v. It is conducted to bridge the gap between theory and research.
- vi. It is done for professional development by the teacher.
- vii. It is participatory in nature.

While conducting action research, we have to go through different stages. Nunan (1993, p. 19) provides the following steps to be followed while conducting an action research:

1. Initiation

Researcher observes the problems of the students in brief. It is information gathering stage.

2. Preliminary Investigation

In this stage, the researcher prepares some tools and administer the tools to decide the major problems, he further analyse it. The researcher gives task to the students and collects the data.

3. Hypothesis

The hypothesis is formed how those problems can be minimized. Idea about possible problem is hypothesised.

4. Intervention

A number of strategies are introduced after interrupting the ongoing regular classroom activities to bring change in the ongoing stage of affairs.

5. Evaluation

The investigation or change is evaluated whether it has good effect or not.

6. Dissemination

The ideas developed in the researcher are shared outside class.

7. Follow-up

The teacher investigates alternative methods of motivating student.

Here I adopted the action research design to carry out my research.

3.2 Population, Sample and sampling design

The population of this study was 15 students of class nine of Salvinia Academy Kirtipur, Kathmandu. The reason behind selecting 15 students was to develop student`s reading comprehension through games. So, keeping those points in mind, I selected the 15 students for my study.

3.3 Sampling Procedure

The researcher selected 15 students from Salvinia Academy of Kathmandu district. The school and 15 students were selected non-random purposive sampling procedure to fulfil the objectives of the research study.

3.4 Data collection tools and technique

The main tool for data collection was different text items (pre- test, first progress test, second progress test and post- test). The test items encompassed short answer question, fill in the blanks, matching, ordering, word combination etc based on the reading text.

3.5 Data collection Procedure

I followed the following process for collecting the data.

-) I visited the selected school and talked to the concerned authority for permission to carry out my research at that school.
-) I made students know about the purpose of research.
-) The required numbers of students were selected non-randomly.
-) After, that I gave pre test to measure this reading compression based on unseen text.

-) I analysed the score of pre test.
-) I made students involve in stepwise activities of reading comprehension as per my research purpose.
-) On the basis of the performance, I facilitated, guided and taught them to continue this test.
-) I observed directly their cases, set progress tests in the interval of five days.
-) The post test was also administered as a final test item.
-) The scores of the pre-test, progress tests and post test scores were analysed.
-) Finally, all the students and school administration were thanked.

3.6 Data Analysis and Interpretation Procedure

This research was descriptive one so that it is qualitative in nature. The researcher analysed and interpreted the data by describing the score of pre test, progress test and post test. First, I had written the individual score of pre test table and compared with first progress test scores. Then again I compared first progress test and second progress test and after that I compared the second progress test with post test score. Finally, I listed out individual scores of pre test progress tests and post test.

CHAPTER - FOUR

ANALYSIS AND INTERPRETATION OF RESULT

4.1 Analysis of Data and Interpretation of the Result

The findings of the collected data have been tabulated, compared, analysed, interpreted and presented descriptively as well as analytically using appropriate table.

4.1.1 Analysis of the Test Scores

This section of the thesis deals with the analysis and interpretation of the data which were collected from the primary sources. Individual test scores obtained from pre-test and post-test have been analysed and interpreted including two progress texts scores to show the development in reading comprehension through games. For this purpose, the researcher tabulated, analysed and interpreted the collected data in the following order.

- i. Student- Wise Analysis and Interpretation of the Test Scores.

This section comprises the interpretation and analysis of the scores of the individual scores of the students on the pre-test, progress-tests and post-test.

4.1.1.1. Pre-Test and Post-Test

A pre-test was administered before the actual teaching started to know the present level of students. Then the researcher recorded their scores to analyse and interpret further with the aim of developing the level of understanding in reading. There after the researcher taught the students for a month with the help of games to help them developing reading comprehension. Two progress tests were administered to determine how much this reading comprehension has been developed. The researcher used the same test items in the pre-test, progress test and post-test consisted of nine types of items (finding words-vocabulary, finding synonym & antonym, matching, correct alternative, true-false, filling, finding word-combination, ordering and answer-question); each

item contains 5 marks except answer-question where it contains 10 marks, hence, 50 is the full marks of each test for the same reading comprehension.

The result of the pre-test and post-test has been recorded in the following table.

Table 1
Individual scores of Pre-test and Post – Test

S.N.	FM	Score on pre Test	Scores on Post-test	No. of Students in Pre-test	No. of Students in Post-test	percentage in Pre-Test	Percentage in Post-test
1	50	28	49	2	6	13.3	40
2	50	24	48	1	6	6.66	40
3	50	20	46	3	2	20	13.34
4	50	17	45	1	1	6.66	6.66
5	50	16	-	2	-	13.34	-
6	50	15	-	2	-	13.34	-
7	50	10	-	2	-	13.34	-
8	50	8	-	1	-	6.66	-
9	50	7	-	1	-	6.66	-
Total				15	15	100	100
Pre-test average Score				16.11			
Post-Test Average Score				47			

The table shows that 13.34% out of 15 students have scored 56% out of 50, which is the high students have scored 14% marks, which is the lowest score in pre-test. As the table shows, low scores are more than high score i.e based on the pre-test average score, more than half of the students are under the average score. Around 53% of the students are below the average score and around

47% of the students are above the average score (as in the table, average pre-test score is 16.11 where as 40% of the students obtained the highest score, 98% out of 50 in the post- test. 96% obtained by 40% out of 15 students which is second high score. 13.34% students obtained 92% out of 50, which is the third high score. 90% is the lowest mark obtained by 6.66% students in the Post-test. However, it is higher than the highest score in pre-test. More than 80% of the students are above the average and whereas 20% of the students are below the average score in post test. This result shows in developing reading comprehension.

4.1.1..2 Pre-test and First Progress-test

After taking the Pre-test, the researcher recorded the scores of the students individually and started real classroom teaching through games. After a week of pre-test, the researcher administered the first progress test to determine their level of progress in reading comprehension. Both pre-test and first progress tests comprises items. The following table shows the scores of the students on the pre-test and the first progress-test.

Table 2**Individual scores on Pre-test and first progress test**

S.N.	FM	Score on pre test	Scores on first progress -test	No. of Students in Pre-test	No. of Students in first progress -test	percentage in pre-test	Percentage in first progress -test
1	50	28	44	2	1	13.34	6.66
2	50	24	38	1	1	6.66	6.66
3	50	20	36	3	2	20	13.34
4	50	17	35	1	1	6.66	6.66
5	50	16	34	2	2	13.34	13.34
6	50	15	33	2	1	13.34	6.66
7	50	10	29	2	1	13.34	6.66
8	50	8	28	1	2	6.66	13.34
9	50	7	24	1	4	6.66	26.67
Total				15	15	100	100
Pre-test average Score				16.11			
First progress test Average Score				33.44			

As the table shows that 13.34% out of students have scored 56% out of 50, which is the highest score in the pre-test. Only 6.66% of the students have scored 14% marks, which is the lowest score in the pre-test. Around 53% of the students are below the average score and around 47% of the students are above the average score (as in the table, average pre-test score 16.11). Whereas 88% out of 50 is the highest score obtained by 6.66% of the students in the first progress test: 76% obtained by 6.66% of the students and 48% is the lowest score obtained by 26.67% of the students. Around 65% of the students are

average and above score. Nearly 35% students are below the average score in the first progress test. In the pre-test, average score is 16.11, where as it is 33.44 in the first progress test. This result shows that the students have progressed in reading comprehension through games.

4.1.1.3 First Progress Test and Second Progress Test

After conducting first progress test, the researcher again administered the second progress test after 14 days of teaching to determine this progress in reading comprehension through games. The following table shows the scores of the students on the first progress test and second progress test.

Table 3

Individual scores on First progress Test and Second Progress test score

S.N.	FM	Score in first progress Test	Score in second progress Test	NO. of Students in first progress Test	NO. of Students in second progress Test	percentage in first progress test	Percentage in second progress test
1	50	44	47	1	1	6.66	6.66
2	50	38	46	1	1	6.66	6.66
3	50	36	45	2	4	13.34	26.67
4	50	35	44	1	3	6.66	26.67
5	50	34	43	2	1	13.34	20
6	50	33	42	1	1	6.66	6.66
7	50	29	41	1	2	6.66	6.66
8	50	28	37	2	2	13.34	13.34
9	50	24	-	4	-	26.67	13.34
Total				15	15	100	100
Pre-test average Score				33.44			
Post-Test Average Score				43.12			

The above table shows 6.66% of the students have scored 88% marks, which is the highest score in the first progressive test. Around 65% of the students are the average score where 35% of the students are below the average score. Whereas, 94% out of 50 is the highest score obtained by 6.66% of the student in the second progress test and 92% obtained 6.66% of the students is the second high score. Similarly, 90% obtained by 26.67 of the students is the third high score. Moreover, 74% is the lowest score which is 13.34%. Again, more than around 67% of the students are at the range and of average level. Though the difference is high as in the pretest and first progress test, the difference between first progress test and second progress test shows that the progress is continuous, only the degree differs. As in the table, first progress test average score is 33.44, whereas second progress test is 43.12.

In comparison to the first progress test, the students have again shown the satisfactory progress in reading comprehension through games. Reading is understanding whereas taking exam is the matter of writing which are the two different skills. Therefore, games are the best tools for creating learning environment for the motivation towards the students age, level and interest.

In the progress test, the students development in reading comprehension encouraged me further to expect more in the forth-coming classroom teaching reading comprehension through games.

4.1.1..4 Second Progress Test and Post-Test

After conducting the pre-test and two progress tests, at the end of the action research the researcher conducted the post-test. The researcher administered the same test item for pre and post test to maintain the difficulty level of the test items.

The following table shows the scores of the students on the second progressive test and post-test.

Table 4

Individual Scores in the Second Progress Test and Post Test

S.N.	FM	Score in second progress Test	Score in post Test	No. of Students in second progress Test	NO. of Students in post Test	percentage in second progress test	Percentage in post test
1	50	47	49	1	6	6.66	40
2	50	46	48	1	6	6.66	40
3	50	45	46	4	2	26.67	13.34
4	50	44	45	3	1	20	6.66
5	50	43	-	1	-	6.67	-
6	50	42	-	1	-	6.66	-
7	50	41	-	2	-	13.34	-
8	50	37	-	2	-	13.34	-
Total				15	15	100	100
Second progress-test average Score				43.12			
Post-Test Average Score				47			

As the table shows 6.66% of the students have second 94% marks, which is the highest score on the second progressive test. Just once 13% of the students obtained 74% marks, which is the lowest score. About 67% of the students scored the marks that are above the average score and only about 33% of the students second below the average level in the second progress test. Tabulated average score is 43.12.

Whereas 40% of the students succeeded in securing 98% progress (i.e 49 out of 15 by 6 students) which is the 98% result and highest score in the post-test. About 40% of the student secured 96% marks, which is the second high score in the post-test. And 13.34% of the student obtained 92% marks. The lowest score in the post test 90%, which 6.66 of the students obtained. Hence the table

shows that about 80% of the students are above the average level and only 20% of the students are below the average level.

Therefore, in comparison to the second progress test, post test second show the remarkable progress of the students in developing reading comprehension through games. This result shows that the students to engage them in teaching-reading comprehension developing their skills.

4.2 Summary and Discussion of the findings

4.2.1 Summary

This study entitled developing reading comprehension through games` was conducted to develop reading comprehension at school level students. 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 them as primary sources of data. The primary data were collected from the fifteen students of grade nine of the school. After selecting the sample population a pre test was administered to determine the students' initial proficiency on the selected items. Then students were taught for a month involving in language game for the purpose of development in reading comprehension. During that period, two progress tests were administered at the interval of seven days and finally a post test was administered. Through the analysis and interpretation of the collected data, it was found that language games are best tools for the development of reading comprehension.

The whole study has been summarized in the five chapters. In the first chapter, first of all I attempted to make an appropriate context for conducting the study. Then statement of the problem and the objectives of the research were introduced. Reason behind selecting the particular topic; research questions, significance of the study, delimitations of the study, and operational definition of the key terms were all grouped under the first chapters.

In the chapter two; review of related literature and conceptual framework were introduced according to the purpose of research design.

The methods and procedures of the study were described in third chapter. The design of this study was action and the data were collected through both primary and secondary sources. To carry out this study, 15 students were selected as a sample using non-random purposive sampling procedures. Different test items like pre test, progress tests, and post test were the tools for collecting data and presented in the tables and described and interpreted descriptively. The study showed students' progress in reading comprehension. In pre-test average score of the students is 16.11 and in post test average score is 47 out of 50 as full marks. In first progress test average score is 33.44 in second progress test average score is 43.12 out of 50 as full marks. This score shows remarkable progress made by them in reading comprehension through language games. The whole study is summarized and concluded with the implication in three levels; policy, practice and further research in the last chapter with conclusion and recommendation.

4.2.2 Discussion of the Findings

On the basis of the analysis and interpretation of the data following findings have been explored.

- a) It was found that the reading comprehension of the students was satisfactory when they were taught through games.
- b) The score in the post test is 47(94%), whereas, the score in the pre-test was 16.11(32.22%) out of 50. This shows the remarkable progress of the students in reading comprehension.
- c) The average first progress test score 33.44(66.88%) compared to the test 16.11 of the students also shows the remarkable progress in reading comprehension.

- d) The students average score on the second progress test 43.12(86.24%) compared to the first progress test 33.44(66.88%) out of 50. Shows the satisfactory progress is developing reading comprehension.
- e) The average score of post test is 47(94%) compared to the second progress average test score 43.12(86.24%) out of the students show that they have continuously progressed satisfactory.
- f) Though they have progressed in reading comprehension, finding word-vocabulary, finding word-combination, finding synonym and antonym appeared difficult for the students from the very beginning of the research. It is because their correct understanding of right information, they committed errors in writing.

Other items were responded more satisfactory especially, T/F matching items ordering, correct alternative, which shows the 100% correct in the post test.

CHAPTER - FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

Reading comprehension is crucial for the development of communicative competence in the students. However, in this study the reading comprehension of the students of school level did not seem so satisfactory. Students were found very poor especially in the unseen reading texts. To develop reading comprehension language games are the best tools for the development and for understanding in reading comprehension tests which had proved by carrying out this study.

5.2 Recommendations

Based on the findings obtained from the analysis of the data; some pedagogical implications and recommendations are as follows.

- a) Since the students have shown the continuous progress in their test results i.e. pre-test, progress tests and post-test, respectively. It can be inferred that games are the best tools for developing reading comprehension at secondary level students. Therefore, the teachers are strongly advised to use games to teach unseen tests on difficult topics to develop the reading comprehension.
- b) Basically language games are the best tools to open the class in a stimulating way. At this point the teacher gets students interest in the language from the very beginning to the class. Improvement in the reading comprehension can be shown through the language games by motivating the students.
- c) Language games reinforce an item that the teacher consider necessary to review and or to practise based on reading comprehension. So, to show the progress in reading comprehension games as per the interest of the students should be administered.

- d) Through games to develop reading comprehension not only to be proved the best teaching materials for the students but also create fun in the classroom by using difficult skills to raise the students motivation and stimulate participation and give them confidence.
- e) Considering the multipurpose use of games students monotonous towards the teaching can be reduced and trams from the teacher`s role from that of formal instructor to that of an organiser or and moderator of the class.

5.3 Policy level

Policy level is a plan of action agreed or chosen by a certain organization, business, state and so on. Every nation has its own policy in different sectors. Since policy is a higher level action, it works as a catalyst for the development of the country. This study has great implications at the policy level. Some of the implications are mentioned below.

-) Reading comprehension should be taken as an important part of overall language comprehension. So, the policy makers like experts, textbook writers, course developers and teacher trainers should design the course and activities that helps to enhance the reading comprehension of the students.
-) The reading comprehension is related to the skills to read and understand the text. So, the curriculum development center includes those texts which become more comprehension to the level of the students.

5.4 Practice Level

Reading itself is a receptive skill of language with reading, students cannot get the knowledge. Therefore, students have good reading comprehension ability. The result of the study showed that students did not have good reading

comprehension though this is a must for them. The implications at practice level are as given below.

- J Reading should be taught properly in the classroom.
- J The teacher should teach reading comprehension according to age, level, background etc. of the students.
- J Students should be involved in language games which can help them to motivate towards the reading texts.

5.5 Further Research

For this purpose, nothing can be absolutely perfect in this world. So, this study could not cover all the areas of the study. However it had pointed out some relevant areas for the further study. And the present study would be highly directive for further research. Moreover, the present study will be helpful for those who want to carry out further research in the field of reading comprehension. It will be secondary sources for them as well. Following studies can be the further research:

- a) Developing reading comprehension through newspaper cutouts.
- b) Reading proficiency of student in English.
- c) Effectiveness of language games in reading comprehension

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Company.

Appendix – I

Test Items

Dear Respondents,

You are requested to answer the given questions for my research study. The given test items aim at developing reading comprehension through games. The study is under the supervision of Dr. Ram Ekwai Singh; Reader, Department of English Education. Please, read the questions carefully and give your views. Your responses will be used strictly for my research purpose only. All the information collected through the test items will be kept secretly. It is hoped that your kindly co-operation will be a great contribution in the accomplishment of this valuable research.

Researcher

Tark Raj Sharma

Set -A

Name of the school: F.M-50

Name of the student: P.M:20

Class:

A) Read the passage bellow and find the answer to these given questions.

A boy was looking forward to his holidays." I wish the holidays would come soon No more homework, no test, no getting up early for school." he said that to himself. Yet when the holidays come the found that, after three days, he was saying, "I miss my friend from school. There's no-one to talk to at home .I'm friend of watching TV all the time. I'm so board"

Have you're ever found yourself in this kind of situation? You have lots of the time but you don't know what to do with it. You feel board. You get ratters. You walk from soon to soon. You look out the windows. Then you start walking about the house again soon your mother scolds you for getting in her way. You decide to visit your friends but they are all out. You just don't know what to do with yourself. This is when you begin wishing for the school them to start again.

1) Write whether the following sentences are true or false. 5

- a) The boy didn't enjoy his holidays very much.
- b) He was bored because he had nothing to do.
- c) He didn't want to visit his friends.
- d) Their is no-one to take at home.
- e) The boy didn't miss his friends.

2) Answer to the following questions: 15

- a) Describe three things you might find yourself feel bored.
- b) Why do some people feel bored?

- c) Why are other people never bored?
- d) What activities does the writer suggest if you are feeling bored?
- e) Suggest three activities for people who are feeling bored?

3) Write the similar meaning to the following words from the passage.

5

- a) Blass
- b) Home
- c) College
- d) Stop
- e) Ahead

B) Read the following passage and do the activities given bellow: 25

The panda is one of the endangered species of animals. The fame and popularity of the panda has grown from its unique appearance and from the fact that the press in several countries has devoted much attention to the fate of pandas in various zoos in the world.

A panda looks like a bear, but it has its own distinctive black and white coloring, short limbs, small ears and peculiarly shaped head and face. It is a herbivorous animal and eats only one kinds of food- bamboo. This strange food is the reason why the number of pandas has been decreasing every year. Its home country is the mountains regions of Gansu and Sichaun in west-central China. Most bamboo forests in these regions have been cut down and, as a result, pandas have become very few in number. In an effort to save the panda population, the Chinese's government has built up 12 reserves in the western mountainous region of the country. Here scientist from several countries has been studying the panda's life. So far they have not had much success, but with more research, they may save pandas from becoming extinct.

Just as teddy bears have been poplar playthings with children, toy pandas are favorites with children today. In zoos where pandas are kept, the panda

enclosure has become the most popular attraction among children and adults alike.

1. Fill in the blanks with correct words from the brackets. 5

- i) A panda has its own distinctivecoloring. (brown\black and white).
- ii) The panda is aanimal. (herbivorous\carnivorous).
- iii)pandas are favorites with children today (black and white\toy)
- iv) Scientist from.....have been studying the panda's life. (China\several countries)
- v) Teddy bears have been popular plaything with..... (children\ adult)

2. Tick the best answer. 5

- a) A panda looks like
 - i) a cat
 - ii) a dog
 - iii) a bear
 - iv) a cow
- b) Chinese government has built up..... reserves.
 - i) 12
 - ii) 10
 - iii) 14
 - iv) 16
- c) Toy pandas are favorites withtoday.
 - i) adult
 - ii) children
 - iii) olds
 - iv) scientists

- d) Pandas are kept in.....
- i) Home
 - ii) Jungle
 - iii) Zoo
 - iv) River
- e) The strange food is.....
- i) grass
 - ii) bamboo
 - iii) sugar can
 - iv) mango

3. Match the words column 'A' with their meaning in column 'B'. 5

Unique	plant eating
Enclosure	parts of the body
Herbivorous	no longer existing
Limbs	else strange
cage	different forms anything

4. Write 'T' for true and 'F' for false sentence. 5

- a) The panda is an endangered species.
- b) The Chinese government and scientists are trying to save the pandas.
- c) Child is not its home country.
- d) Pandas eat nothing but bamboo leaves shorts.
- e) Toy pandas are as popular as teddy bears.

5. Answer the following questions. 5

- i) What does panda look like?
- ii) Why is the panda a herbivorous animal?
- iii) What are the reasons to decrease the number of the animals?
- iv) What has been done in China to save the panda?
- v) How is the panda distinct from other animals?

Appendix – II

School's Name :..... FM: 50

Student's Name :..... PM: 20

Roll No. :..... Time : 1:30 hrs

Class :.....

Q. Read the following passage carefully and do the activities that follow:

Every one of our movements had been minutely studied for weeks. We knew exactly what answer to give if anyone questioned us. First of all, we were to go to the station. We were only to take tickets to the next station, so that the booking office clerk could not tell anyone where we were going. At the last station, my father would take tickets as far as frontier town. If, on the train, a patrol came and asked us where we were going to do in Ovaros, we should talk about Aunt Charlotte, distant relative who lived there and who had invited us to visit her. When we arrived at Ovaros, we would try to get off the train as inconspicuously as possible and we should proceed to Vienna. We had enough money to pay the guide and to buy two thousand Austrian Schilling. After that, we would see what happened. Such was our plan. There was nothing to do at the moment except to take care that everything went according to plan.

We went slowly down the main road. The dog bounded along in front of us. My father walked with difficulty; he did not see well in the dark. My mother held my arm. I was perspiring. My layers of my garments stifled me. We arrived at the station.

In the distance, the train was approaching with an ever-increasing din. At last, it came to the station. We climbed up the steep iron steps to the compartment. The dog made despairing leaps to follow us and had managed to hoist himself up on to the lower step when another passenger, an elderly man who was impatient to get in brutally kicked him off. Not in the least discouraged, the dog

jumped up again, but the doors were already shut. Standing in the corridor, I could not manage to get the window down; it was jammed. I pulled it with all my might. Sweat was beginning to trickle down my back and I could feel tears running down on to my chin. I learnt my face against the glass so that no one should notice. I was crying, and, in despair, I fixed my eyes on the deserted dog, staring with blurred eyes through the misted pane. The train was moving and the dog was barking; he began to run along the platform, beside the coach at breakneck speed and I had the impression that he was catching us up, that he was going to leap on to the carriage step. But he grew smaller and smaller; already he had stopped barking, he had only enough strength left to run. And then he was no more than a little speck. The train had left the station and was steaming along the dark field.

1) From the above passage, find a single word each of the following definitions:

5

- a) Action of checking that all is secure.
- b) Border between two countries.
- c) Continuing loud confused noise.
- d) Having lost all hope.
- e) Made somebody unable to breathe because of lack of fresh air.

2) Find the synonym and antonym of the given words from the passage:

5

- a) Superficially (ant.)..... b) Dot (syn.).....
- c) Leaving (ant.)..... d) Indistinct (syn.).....
- e) Gently (ant.).....

3) Match the followings:

5

A

B

1. Compartment

at the present time

2. Minutely

gangway

3. Perspire

jumped

4. Movements

sweat

5. Corridor

undertook

6. Managed

precisely

7. Proceed

journeys

8. Layers

section

9. Bounded

sheets

10. At the moment

go on

4) Tick the best alternatives:

5

a) An office clerk is

i) worker of the office

ii) record-keeper of the office

iii) both

b) "Slipped over" means:

i) slid accidentally
something some where

ii) went quietly without being noticed

iii) put

c) "Hoist" means to

i) act as host at an event
away

ii) raise

iii) run

d) Meaning of "with all my might" is

i) with all my physical strength ii) will all my possibility iii) with my hand

e) What does “deserted dog” mean?

i) angry dog ii) barking dog iii) abandoned dog

5) Write T for ‘True’ and F for ‘False’ statements. 5

- a) They are from poor family background.
- b) A patrol didn’t do any inquiry when they were in traveling.
- c) They did traveling by the bus.
- d) The dog could not able to be with his owner in the train.
- e) They don’t love their pet dog.

6) Fill in the blanks with the correct form the following underlined words (either in nouns, verbs, adjectives or adverbs). 5

- a) Aunt Charlotte is my relative. I have very good..... with her.
- b) He was quite impatient to get in. So, the is the cause of his accident.
- c) The train had to the station at quarter to ten O’clock but it had left there a bit earlier.
- d) My mother walked with difficulty. Thewailing made her much worried.
- e) The train was faster than other. It was moving very

7) Find any five words combination from the following jumbled word: 5

despairing breakdown voice window driv
pain breakneck steam pane bundle
coach station gesture whistle

i).....ii).....iii).....
.
iv).....v).....

8) Rewrite the following statements in a correct order. 5

- a) It was jammed when I could not manage to get the window down.
- b) My father booked the tickets for us at the next station.
- c) The dog jumped upwards along in front of us.
- d) The train had left that station.
- e) I pulled it with all my might.

Q.10 Answer to the following questions: 10

a) Why were they to go to the station?
.....
.....
.....

b) What sort of problems did the dog face when he wanted to be with his owner?
.....
.....

c) What did they do when they arrived at Ovaros?

.....
.....

d) Did he give any support to the dog to be in the traveling? What effort did he contribute?

.....
.....

e) What things made the dog not to be with his owner in the train?

.....
.....

Best of luck

Appendix III

Lesson Plan 1

Specific Objective:

- Answer the questions based on the passage.

Teaching Item: Reading Comprehension

Teaching Materials: Picture cards

Pre-reading Activities:

Before the students read the actual text the student read the text, the teacher hides the picture of Florence Nightingale and tells them to guess the picture. He encourages them to guess by providing clues. When they guess correctly; the teacher displays the picture and write different words and their meanings related to the passage. The teacher will also ask them to tell their pre-knowledge about Nightingale. At last the teacher can ask some scanning questions.

While-reading Activities:

The teacher asks the students to read the text and students give the answer of scanning question. He can also ask to explain what the paragraphs are about.

Post-reading Activities:

During the post reading activities, the teacher will encourage the students to think for themselves. He divides the class into two groups. He explains the nature of the game related to the text. Then he asks the relevant questions to answer. Finally, he records the answer.

Evaluation:

The teacher will ask some related questions orally to evaluate the students. For example:

- When was she born?
- Why did Florence Nightingale's parents oppose her decision to take up nursing?

Homework:

Write a short biography of a person who has devoted his/her life like Florence Nightingale to help the needy people.

Lesson plan 2

Specific Objective:

- to make students practice on synonyms.

Teaching items: Synonyms

Teaching aids: Copies of handouts

Group 'A' (Game: 1, Board game - Synonyms)

Activities:

The teacher arranges different pairs of students and gives each pair a copy of handout. He asks them to use a dice for the selection of number of words. If possible, he tells them to use different coloured pens and pencils.

Player 1 through the dice, example s/he throws the five. S/he looks at the words in box five, chose one, and writes it down under appropriate synonymous word. At the same time, s/he crosses out the word from the list. Play passes on to player two who does the same.

Play continues in this way, if a player throws a number where all the words have been used up, s/he will miss a turn. Likewise, in case of being unable to place a word, s/he passes and play moves to his/her partner.

He sets a time limit and stops the students at end of it. He reads out the answer and the students can check them. They score one point for every word placed correctly and loss one point every word placed incorrectly.

Model of Handouts

Adore	Among	Ascend	assist	Bass
Bicker	Build	Cease	cheat	Clutch
Consider	Dawdle	Detest	display	Flog

1. climb, end, loathe	2. aid, swindle, exhibit	3. thrash, grasp, forbid
4. contemplate, loiter	5. idolize, quarrel	6. astound, construct

Group 'B'

Activities:

The teacher writes the synonymous words in random order. Then, for a while, he asks the students to find out the proper synonymous words themselves.

He tells them the correct synonymous words himself and asks them to memorize the words for sometimes. Finally, he evaluates their learning.

Lesson Plan - 3

Specific Objective:

- to encourage students to learn vocabulary items guessing from the context and to write true or false against the statements.

Teaching item: bold, fed up, starving, agent, generous, sociable, greater etc.

Teaching aids: Copies of handout

Group A (Game 2: True or False)

Activities

The teacher firstly makes the photocopies of handout and gives one copy to each pair group. He explains the rules, namely that for each statement they put a tick in the true or false box and then bet 10-100 points on their answer being correct. They write the number of points in the Bet column.

He sets a time limit and checks orally. To avoid cheating, he lets students make one another's handouts. When the teacher tell them the answer, they gain the number of points they bet if the answer is correct, otherwise, they loss it. For example:

Model of handout

Statement	True	False	Bet	Loss	Gain
1. I am starving. I'd better put a warm coat.	<input type="checkbox"/>	<input type="checkbox"/>			
2. I love meeting people. I am very sociable.	<input type="checkbox"/>	<input type="checkbox"/>			

Total losses/ gains:

Grand Total:

He asks the students to copy the amounts under bet to the gain or loss column. At last, the total losses and gains are added up to arrive at a ground total which is gains minus losses. The pair/ group with the highest score win.

Group 'B'

Activities:

The teacher writes different sentences using the selected words on the board and tells the students to guess the meanings of the words from the context. In other words, they have to say either true or false for each of the sentence giving reason.

Finally, he tells them the correct meaning of the words himself.

Lesson Plan 4

Specific Objective:

- To encourage students to define various nouns, adjectives, adverbs.

Teaching Item: Various nouns, adjectives and adverbs

Aids: Copies of handouts

Group 'A' (Game: The definition games)

Activities:

The teacher divides the class into four teams, A-D. He hands out the 'How to define words' sheet and goes through it. He also writes a few random nouns, adjectives and adverbs on the boards. He asks for suggestions as to how to define them.

Team 'A' starts. One person from the team comes out, picks up the top cards and looks at the word. S/He has to give a definition of the word within 3 minutes so that his/her team can guess what the word is. If the others in the team 'A' guess the word, the team gets one point (only team 'A' is allowed to guess at this stage.)

If the students runs out of time, one of the other groups(in turn) is allowed to guess and gains an extra point. If 'A' starts first, then it would be group 'B' to guess next, followed by group 'C' and finally group 'D'. if none of the team guesses truly, the teacher tells the class what the word is and invites the whole class to suggest possible definitions. The game is continued in this manner and the team with the most points at the end wins.

Group 'B'

Activities:

The teacher writes the words and definitions on the board. He pronounces the words and tells them to imitate them. He gives them some model sentences using the words. He asks them to copy the word meaning and tells them to read for a while. Afterwards, he confirms their understanding by asking them a few questions.

Lesson Plan 5

Specific Objective: To make students practice on antonyms

Teaching Item: Antonym

Aids: A set of bingo cards

Group 'A': (Game: Antonym Bingo)

Activities:

First of all, the teacher prepares in advance a list of 20 pairs of antonym or near antonym that need to be practiced. These are arranged into 2 lists of simple and difficult words that are antonyms.

The teacher then prepares bingo type cards for the class (1 per student) with cardboard counters that the students can use to cover items on their cards. As with ordinary bingo, items can simply be crossed out by students. Each card should have 5 easy items on it.

Then the teacher gives out the cards and cardboard counters to the students. He then calls out word at random from the list of more difficult words and students cover their words, or cross them out, when they hear the antonym. The student who covers all the words on his card first is the winner.

Group 'B'

Activities:

The teacher writes the antonyms on the board and asks the students to copy them in the exercise book. He pronounces the words and asks them to imitate him.

He asks them to memorize the antonyms for a while and evaluates them. He gives them homework to make a sentence using each of the antonyms words.