

REVIEW FINDINGS AND SUGGESTIONSContents.

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## 6.1 Review of the study

One of the fundamental concepts of good reading is that a pupil must understand or comprehend fully what he reads. Reading, in fact, touches all aspects of a person's daily activities and helps him to become a better citizen. Good reading ability caters to the emotional and intellectual needs of a person. A reading programme has today become an inseparable part of the curriculum in the advanced countries. Lack of comprehension in reading in English has become a serious problem and can be considered a reading disability among pupils in India today. Reading as a science and also as a field of study is still in an emergent stage in India. A non-reader as in the case of India suffers from several disadvantages and it is this factor which calls for urgent measures to widen the field of literacy which can usher the Indian society into a reading society.

The problem of the present study is; "An Inquiry into factors affecting reading comprehension in English". English has an important place today in India as a foreign or second language. But English cannot be taught as a literary language today. It can only be taught as a language of comprehension and not expression. This study is therefore restricted to

pupils learning English as a second language and not as a medium of instruction.

The present study is confined to pupils of Class XI of nine gujarati medium schools of Baroda city and a total of 555 pupils was considered for the sample. Case-studies supplementing the main research were also carried out and for this purpose, ten pupils were selected as a random sample from out of the 555 pupils, based on their high and low scores in the reading comprehension test.

The investigator has identified some of the factors which may affect reading comprehension. They are - (i) reading attitude (ii) pupils' academic motivation (iii) test-anxiety (iv) socio-economic status (v) dependency/independency.

The objectives of the study are:

- (i) to study the level of reading comprehension of pupils of standard XI of gujarati medium schools.
- (ii) to study the relation of reading comprehension with (a) reading attitude (b) pupils' academic motivation (c) test-anxiety (d) socio-economic status (e) dependency and (f) independency.
- (iii) to conduct case-studies of pupils who have scores high and low marks in the silent reading comprehension test in English, in order to find out some other factors affecting reading comprehension.

The investigator feels that such diagnostic research will help in initiating remedial action and thus contribute to raise the standard of reading instruction programmes in our schools.

## 6.2 FINDINGS

A. The following are the findings of the research. These findings show the means, standard deviations, and correlations of the variables employed in the study.

- 1 The mean score of reading comprehension of the present sample is 46.79 and its SD is 18.85.
- 2 The mean score and SD of reading attitude are 8.35 and 3.88 respectively.
- 3 The mean and SD of test anxiety are 12.12 and 5.40 respectively.
- 4 The mean score of academic motivation is 91.98 and its SD is 20.64.
- 5 The mean and SD of socio-economic status are 25.88 and 6.76 respectively.
- 6 The mean score of dependency is 9.99 and its SD is 3.11.
- 7 The mean score of independency is 11.34 and its SD is 3.91.

- 8 The correlation of TASC with reading attitude is 0.039 which is not significant.
- 9 The correlations of SES with TASC, RC and reading attitude are -0.018, 0.069, and -0.022 respectively.
- 10 The correlations of JIM with RC is -0.096, SES is 0.042, TASC is -0.094 and Attitude is -0.071.
- 11 The correlation of dependency with RC is 0.053, Attitude is -0.010, JIM is -0.084 and SES is 0.029 respectively. But dependency has a significant correlation of 0.175 with TASC.
- 12 The correlation of independency with RC is 0.042, Attitude is 0.021, TASC is 0.030, SES is 0.081, JIM is 0.031 and dependency is 0.056 respectively.
- B. The following are the findings of factors in relation to reading comprehension of the pupils:
- 1 High reading attitude leads to high reading comprehension
  - 2 High dependency leads to high reading comprehension
  - 3 High anxiety leads to low reading comprehension and low anxiety leads to high reading comprehension.

C. However other factors affecting reading comprehension on the basis of case-studies are as follows:

- 1 Lack of reading readiness
- 2 Lack of academic motivation
- 3 General indifference to the study of English language
- 4 Poor teaching
- 5 Lack of proper direction
- 6 Low educational status of parents
- 7 Social and economical compulsions.

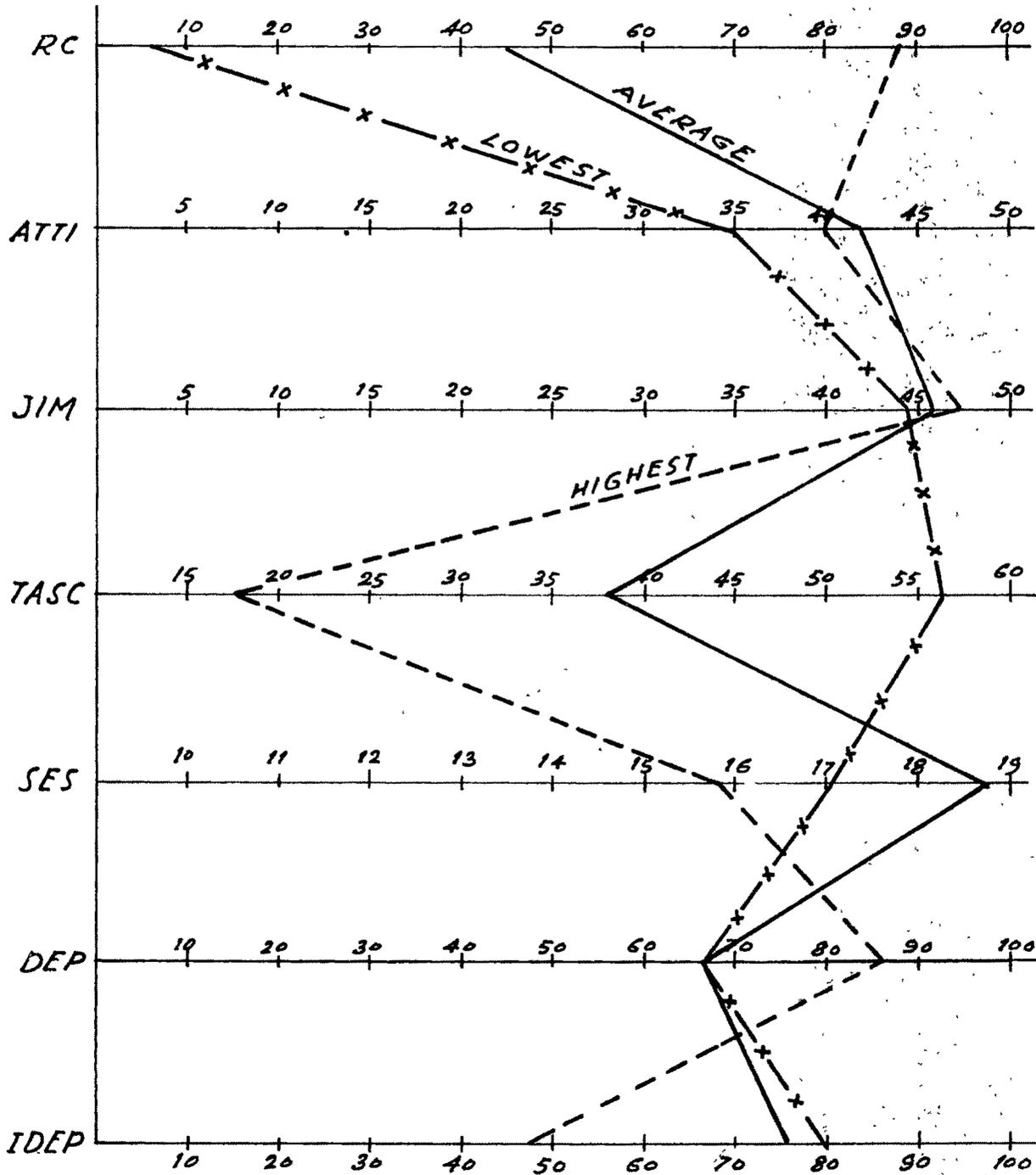
### 6.3 SUGGESTIONS:

#### A. General Suggestions

On the basis of the study carried out, the following suggestions have been made with a view to improving the standard of reading levels among pupils and institutions.

- 1 The investigator presents on page 265 a profile of pupils with high and low reading comprehension scores secured in the investigation. On the profile, the mean scores of the sample of 555 are presented in order that one may get a comparative view of the scores of high and low scores in reading comprehension. The profile gives an idea of a girl,

PROFILE OF HIGHEST AND LOWEST RC SCORES  
COMPARED WITH THE AVERAGE MEAN SCORES



Rekha, who has secured the highest in reading comprehension. Scores and of a boy, Manan, who has secured the lowest score in reading comprehension. This profile helps to find out the exact standard of a pupil as compared to the mean scores.

It is recommended that such profiles be prepared in schools for diagnostic and remedial purposes.

2 Right methods, tools and skills in reading comprehension in English should be developed keeping in view the Indian context.

3 Reading comprehension in English should be developed as a thinking process and a skill. Reading comprehension as it is taught at present leaves much to be desired. Reading comprehension which forms a part of the composition work should be treated as an independent subject. The method employed in the teaching of reading comprehension does not promote any thinking process on the part of the pupils. The teachers gives meanings of difficult words and explains the sentences in Gujarati. The pupils follow the mechanical process of answering question on the comprehension passage as taught by the teachers; so the real content of composition is totally absent. On the contrary pupils should be encouraged to consult

dictionaries, acquire accurate vocabulary, develop ability to find specific answers to questions, develop ability to understand sequence of events and to grasp the organisation of the paragraph. A pupil should develop the ability to remember what he had read. This ultimately leads a pupil to self-study which will help them to develop their faculties of comprehension and even get higher education at home through correspondence courses.

However it is regrettable that such efforts on the part of teachers to provoke a thinking process among pupils is totally lacking. This situation calls for urgent remedial measures. Teachers should be sufficiently enthusiastic to look beyond the curriculum in order to inculcate the proper spirit through appropriate and frequent composition work.

4 The objectives and the right goals of reading comprehension in English in the Indian context should be clearly defined in order to evolve a sound reading programme at all levels. {The reading comprehension programme with a stress on the importance of learning the English language.} There should be specific valid ends agreed upon by the entire staff. Under a broad programme of instruction, stress should be laid on

basic instructions in reading in the content fields and recreational or free reading. Frequent evaluations of the programme should be carried out. The purpose in reading comprehension in English as in other languages is to get information and to enjoy communication with the author through printed words. For this purpose proper motivation and development of skills is essential. This can be said to be the ultimate goal of teaching reading.

5 There should be concerted efforts to include reading comprehension as a part of school and university curriculum. Short-term teacher training programmes with special reference to teaching reading comprehension in English should be developed. There should be regular perivels for teaching reading in the teacher training colleges.

6 The quality of teaching in the English subject in schools should be improved. Teachers should be selected for their mastery over the language as well as their ability to teach. There should be recognition of teachers as agents of diffusion of knowledge and of socialisation.

7 Reading comprehension should form a compulsory period in schools right from the primary grass-root stage.

8 Problems in reading comprehension in English should be studied and identified and if necessary, legislation to provide special education to non-retarded children with reading problems should be made.

9 Reading clinics for groups of schools in the same place should be opened with a view to helping children to overcome their disabilities in reading comprehension in English.

10 Voluntary reading associations or clubs should be promoted.

11 At the national and state levels, there should be reading centres in English.

12 In order to provide proper academic motivation, teachers should give challenging tasks to pupils in the class in regard to reading comprehension.

13 There should be regular reading comprehension competitions in the school and similarly inter-school competitions should be periodically organised.

14 Rapid reading text-books should be prescribed for study in comprehension in English particularly at the +2 stage i.e. the higher secondary stage.

15 The concerned Education Departments should organise seminars on reading comprehension for

subject teachers in districts as well as in rural areas.

16 Universities and other bodies should initiate appropriate research programmes in the field of reading comprehension in English and feed the development agent with research material to base their future policies in regard to the subject. At present, researches in the field in India are few and far between and more researches are urgently called for.

#### B. SUGGESTIONS FOR FURTHER STUDY

On the basis of the study carried out so far, it is possible to formulate the following suggestions which require further study and research.

1 The first and foremost problem for study in reading comprehension is the problem of attitude towards reading. The attitude formation of the students is affected by many factors such as classroom climate leading to transformation of home situation, Pupil motivation etc. But if the pupils have positive attitude towards studying English, they will certainly develop better reading in English. Two types of study emerge from this: (a) a survey type wherein the attitude of pupils could be measured and possible remedies for lack of it could be thoroughly -

investigated. (b) an experimental type wherein the motivation of pupils could be developed toward better reading and its effect could be measured through pre- and post-test on reading.

2 Another study which needs to be undertaken is in the area of reading interests of school pupils. Development of interest towards reading among pupils is by far the biggest problem which calls for more indepth investigation. Proper literature on the subject, handbooks and such other guidance material should be brought out. What are the various types of reading interests of school pupils? What type of literature is available? Can extra reading material be produced and used effectively? Answers to these questions could be found out through properly designed researches.

3 Parental interests and attitude towards reading and child care and nurturing of children, form another important aspect of the study which requires proper investigation. This study will help to find out the effect of parental approach on pupils reading ability and comprehension.

4 Case-studies in India are few and far between. The importance of case-studies cannot be over-

emphasized. Case studies of pupils with high and low reading ability could be made in order to study certain finer aspects of reading such as reading speed, eye-span coverage, reading readiness, vocabulary enrichment, pronunciation, diction, comprehension and expression etc.

5 It is a fact that reading is a new field of research which is a challenging area which would yield promising results if proper and effective researches are conducted. They will open new dimensions to the educational programme in the classrooms. This is because reading is the foundation on which the edifice of a pupil's academic performance can be raised.

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