



THE ROLE OF READING STRATEGIES IN TEACHING ENGLISH AS A SECOND LANGUAGE IN INDIAN BILINGUAL CONTEXT

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ABSTRACT

English as a second language in Indian bilingual classrooms, most of the Junior college students have low ability in their reading process. Reading is an effective technique in Indian bilingual classroom system. This article attempts in giving the definitions of Reading and Reading Comprehension, etc. It also presents introduction, types of reading, comprehension skills of reading and a pilot study on Reading Comprehension of Intermediate students of Government Junior College, Nellore, Nellore District. This study is conducted for 40 students co-education (Boys and Girls) class of students and taught reading passages of twenty in twenty days. The result of Reading Comprehension is clearly discussed in this article. The objective of the study is to develop reading comprehension among the students in the Indian classroom context. This is attempted in a phased manner using empirical survey and experimental approaches. The results of this experiment is reported and analysed to evaluate the importance of training at conceptual level. Students with varying reading efficiency levels are identified differently to these strategies. These results are taken to reveal that an integrated ELT strategies for overall proficiencies on reading skills.

Keywords: Reading, Reading Comprehension, Pilot Study, Co-education, Skimming, Scanning.

Introduction

The present study intends to examine the understanding and not understanding of the reading comprehension which is being used in Government Junior college Nellore, Andhra Pradesh. It is only to communicate for the learners. Reading Comprehension is a multifaceted process involving word recognition, comprehension, fluency and motivation. It is not a productive skill. It is the level of understanding of a text/message. It is the transacting with text in order to create meaning from it. This is a process in which information from

the text and the knowledge possessed by the reader act together to construct meaning.

Review of Related Literature

Gosh and Madhumathi (2012) studied the relationship between reading achievement and reading strategy use of the students studied at government secondary schools in Andhra Pradesh using the Experimental method of Reading Strategies (SORS) improved by Sheory and Mokhtari (2002). These researchers find out a moderate correlation between reading strategy use and reading proficiency stages.

Mr. Hossetn Sadeghghli (2010) University of Hyderabad, published thesis entitled "Influence of learning style on Achievement in Undergraduate students' Reading Comprehension in Hyper Media Environment." He evaluated that Hyper Media environments as the second independent variable of this thesis comprise the literature review. He described regarding Hypermedia and crucial issues of present media and social contexts. It is also explained the reading practice.

Lakshmana Rao Pinninti (2015) Ph.D. scholar dept. of English, University of Hyderabad, submitted his thesis entitled "Developing strategic Reading and Reading Comprehension; a Sociocultural Approach." He examines/find out the strategic issues of reading and reading comprehension issues and also suggested the crucial instructions approaches. Finally this research has confined what are the socio culture approaches to concern the basic problems of reading. This study addresses the paucity; the proposed study has designed to the impact of a socio cultural approach on developing strategy use and reading comprehension.

Reading Strategies

The present study seeks first to identify the elements of reading instruction that the reading comprehension in Indian classroom systems of the college level, students should emphasize and synthesize a complete reading oriented reading comprehension strategy for the government Jr. College students in such a manner that improvement in reading ability can take place simultaneously with the improvement in language proficiency.

Good reading strategies help us to read in a very efficient way. Using them, our aim to get the maximum benefit from reading with the minimum effort. There are five different views to read intelligently. Knowing what you want to know about reading, Knowing how to Improve the Study Material, How to Read different Sorts of Material, Reading whole subject of Documents, Using new terms with Technical Documents and to know what is Active Reading

1. Questioning power: In Indian bilingual classroom system, questioning process is mostly slow improvement. Majority of the students have no questioning power. According to the researcher's analysis they have little bit of listening ability. The power of questioning will be starts from their elementary level, yet here the main problem is student's acquisition. In elementary level students are failure to gain the questioning power, why because teachers are following the grammar translation method. In this method main priority goes to mother tongue. From elementary level that way of affraidness asks to questions will start to Intermediate level.

2. Evaluating: Evaluation is a reading process that is identified starting and ending of the reading. This evaluation strategy focused on encouraging students to get reading ability. The researcher can create to questioning ability through reading comprehensive passages to lead the entire classroom with their listening ability and critical examine text based context. The main analysis of the text is undergone to reading comprehension. Reading Comprehension is an evolutionary process in Indian bilingual classroom system. Intermediate students have only slight evaluating the passage.

3. Teach scientific words: Scientific words are very difficult to read and write to pronounce to government Intermediate college students, according to the review of related literature in previous articles and writings. Mostly economically backward students are joined in government junior colleges. Difficult words: parthenogenesis, encyclopaedia, psychology, acetylcholine, sayanochobalamine,

4. Repeated Reading: Through repeated reading understanding is possible, exactly can get contextual understanding and subject oriented. Repeated reading is fundamental way of learning process. To create the real meaning of passage this is possible by repeated reading. Significance of the study is possible, yet it will take time taking process and depends on mental awareness. A person who has their own way of re-reading process he can get the systematic way of comprehended power. According to the researches point of view the repeated

purpose is to get the understanding of the passage or text message.

5. Contextual reading: To get what the contextual meaning, repeated reading has useful. The main propose of contextual meaning is understanding the theme/idea of the comprehensive passages. In data based analysed system, understanding is very difficult to learners, why because the structure of tables are an experimental method. The autonomy of contextual reading has more difficult to learners than scholars. College reading, on the other hand, requires meta-cognition, the ability to orchestrate our own learning process. We need to think about how our learning style interacts with the text you are reading, and perhaps change your reading strategies to meet the challenges of that text. There are four variables to be considered when learning how to read more successfully: the reader, the text, the strategies, and the goal.

Objectives of the study

The following are the objectives of the present study:

- To give training developing individualized instruction and self autonomy among the students.
- To make the students read silently. Read for an enjoyment, pupils showed ideally find not only the usefulness but also the pleasure of being able to read in a second language.
- To study the improvement in the abilities of the students to read for the main ideas of the text after improving the reading technique of skimming.
- To develop word reorganization, fluency, identification and word building while reading.
- To State in their own words the main idea of the paragraph.
- To Understand the words that to describe the character, action or plot,

if it is a story and identify the new vocabulary.

Research Methodology

This article deals with the design of the research and methodology adopted for the investigation. It covers the methodology of research, experimentation, samples of data and tools employed in the conduct of Reading Comprehension in English. The present study is titled as The role of Reading Strategies in teaching English as a second Language in Indian Bilingual context, the study consisted of imparting training to student-participants in use of reading comprehension strategies in classroom and conducting assessment tests before, during and after the instructional training programme in Government Junior College, Nellore district, A.P.

Discussion

The study is by and large has adopted a qualitative approach which is descriptive passages in general manner. Reading Strategies are the comprehension that allows one to understand the basic elements of the text especially, grammar. The student engages himself to understand the text in a proper manner. The ability to discuss to analyse the context is not only the issue of concern but it has to be integrated in that away with the major skills of the student. When the students try to encode the actual significance of a word and try to relate it to certain synonyms. This belongs to structural and phonemic reorganisation, for example, sentences and word structure. This experimental study is purely an intentional purpose. To be able to accurately understand written material students need to be able to. i). perfectly decode what they read. ii). Make connection between what students read and what they already know. iii). Think deeply regarding they have read. Surely, reading strategies are able to understand and get the meaning written and spoken language. It is a comprised of complex process involving knowledge, experience, pedagogy and thinking. Therefore, effective Reading Strategies are necessary to help pupil understand.

Experimental Study

The present study intends to examine the understanding and not understanding of the reading comprehension which is being used in Junior colleges. The experimental study by and large has adopted a qualitative method which is in descriptive passages in general. According to this experimental study is limited to the Reading Strategies are of intermediate students with reference to achievement of silent reading of students. This experimental study has nothing to say regarding the other aspects of developing silent reading and faster reading of English such as students, factors, learner's background and standardization of colleges. It's only the developing of reading comprehension.

The investigator conducted a try-out with twenty reading cards of English in one Junior college, namely Government Junior College, Nellore, Nellore District. The students were happy towards the end of the try-out. Students requested me take some more classes on reading comprehension to enrich their basic vocabulary power at the end of the twenty reading passages. Students want to some more reading passages. They seemed to need significance of the basic words in their mother

tongue influence. So the influence of the mother tongue is very high among the pupil. Students were attracted to grammar translation method used by their regular English teacher. The investigator noted that they learnt a lot about reading strategies in practice.

The investigator has chosen English subject in Intermediate First year of Telugu Medium class of Government Junior College. The selected materials for teaching reading strategies consists twenty passages on certain aspects of related to history, games and sports, stories, advertisements, etc. The investigator conducted Pre-Test (Test-1), Mid-Test (Test-2), Final-Test (Test-3). Test one conducted passage one without teaching. Test two conducted on passage ten with teaching. Test three conducted on a twentieth passage without teaching.

Results of Reading Comprehension

The following table clearly explains the rate of reading comprehension among the learners of certain students of Government Junior College students, Nellore, First year Telugu Medium Class.

Name of the students	Percentage of Reading Comprehension with reference to English		
	Test-1, Pre-Test	Test-2, Mid-Test	Test-3, Final-Test
A. Ashok	60%	62%	69%
B. Charan kumar	37%	39%	42%
C. Roja	51%	61%	63%
Ch. Jeosy vijetha	70%	76%	77%
D. Ambedkar	44%	55%	56%
G. Puspalatha	48%	51%	59%
H. Harika	56%	62%	69%
J. Arifulla	63%	64%	67%
K. Hemalatha	73%	71%	79%
K. Guravaiah	86%	86%	89%
L. Nagedababu	26%	31%	39%
M. Sujatha	77%	79%	82%
N. suman kumar	44%	48%	49%
N. amaravathi	66%	66%	68%
S. sujatha	87%	8%	89%
S. Praveen kumar	82%	83%	74%

S. Sahidha	49%	51%	59%
Sk. Patan sumiya	52%	59%	69%

After completion of the investigator’s try-out at a successful increase has been seen at final stage of teaching reading (Test-1, 2 and 3). It’s exactly explains the following points. Out of forty students, eighteen students developed their comprehending ability being more than sixty percent; the remaining pupils have increased their reading comprehension due to these methods of twenty reading passages on their own pacing. So, the individual’s increased their comprehension skills, learner’s autonomy and personalised learning.

Conclusion

The reading comprehension try-out showed much better results as far as my knowledge as concerned. Totally, after listening to the researcher’s instructions they can get answers, so that they felt very happy at the time of submitting answers scripts. Reading Comprehension is a better strategy for the Junior college students to achieve a minimal to optimal development in their reading comprehension in English for successful academic and professional pursuits in near future; an appropriate conclusion will be drawn and presented. In the experimental study some of the pupils developed their reading comprehension during their speed along with comprehension. The learners developed their reading speed compared to the beginning and for all twenty reading passages. So, the capability of comprehension doesn’t seem to depend upon the basic time factor. Totally below average students also developed their basic vocabulary power at the end of the twentieth reading card. Reading needs a best background and so little bit of the ability to comprehend the texts. In this approach, learners put together letters to from their vocabulary, proofs, paragraphs and sentences to know the meaning.

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