

PROMOTING READING HABIT AMONG THE LEARNERS AT PRIMARY STAGE AN EXPERIMENTAL STUDY

Mr. Rakesh Khajuria

M.A. Sociology, University of Jammu, J&K (India)

ABSTRACT

In this paper an attempt has been made to examine and compare the performance of primary school students about their reading habit through some pragmatic strategies. Twenty five students were selected from ZONE BISHNAH primary school OF Jammu District in J&K, India. This research is performed with single group with pre test and post test design of experimental research. The tools used in the research are proforma for recording entry behaviour relating to reading habit, proforma for recording their hours of reading and reading materials used by them and proforma for recording comprehension questions. The result shows that the students exhibited better performance in the skill of reading habit due to the different innovative techniques used after pre-test.

Keywords: *Extensive Reading, Reading Habit, Reinforcement Strategy, innovative techniques, experimental research.*

I. INTRODUCTION

Learning is most effective when it is done through experiences. Because it provides scope for involvement, interaction, critical thinking, analysis, etc. since learning through such an exposure is very important for students, it is all the more important for teachers, so that they themselves become thinking people and encourage students to think and learn.

According to Bacon, reading makes one full man, but writing makes one an exact man. Unless one is good at reading he can't develop the desired writing skills. A good writer should be a good reader. Reading play an important role in student life and after student life as a citizen of the country . But if the reading habit is not promoted at the school level in proper way the student faces many problems in their life.

According to NCF-2005 , “ The class room needs to provide a print rich environment, displaying signs, charts work organizing helices, etc. that promote iconic, recognition of written symbols, in addition to teaching letter sound correspondences”. There is a need for imaginative input that is read by a competent reader with appropriate gestures and dramatization, etc. writing down experiences narrated by children and then having them read the written account. Therefore the school going students must be given opportunities to construct their own texts and contribute self selected texts to the class room.

These are the never fading lines, which will go a long way in building the career of the budding citizens of tomorrow. The schools should provide conducive channels for children to quench their thirst for reading. The teacher must take the pioneering lead to materialize the real thought of children into action at the formative stage. The interest and attitude of the children must be dragged to reading both intensive and extensive. Feeling the gravity of this challenge of the present times, the researchers in a calm determination took up the study on promoting reading habit among the learners of class V.

II. OBJECTIVES

1. To inculcate the reading habit among the learners of class V
2. To compare the reading performance of students between pre-test and post test.

Sample

Twenty-five students were selected from Zone BISHNAH Primary School under JAMMU district in J&K for the present study. Most of the children belonged to low economic strata of the society.

III. DESIGN

It was a single group with pre-test and post-test design.

IV. TOOLS USED

1. Performa for recording entry behaviour relating to reading habit.
2. Performa for recording their hours of reading and reading materials used by them.
3. Performa for recording Comprehension Questions (Skimming and Scanning the contents).

V. TASK ANALYSIS

1. Preparation of time schedule for reading.
2. Providing reading room.
3. Supply of magazines, Journal, Newspaper and Story books from the school Library and other Sources.

VI. CARRYING ON THE REAL INTERVENTION & RECORDING PROCESS

- First round reading of stories for 10 minutes and asking them questions on idea of the story about the read and grasping the general content.
- Second round reading of stories for 15 minutes and asking them specific questions of WH types.
- 3rd round reading of stories for 30 minutes and asking them critical and inferential questions and recording their performance.

VII. STRATEGIES FOR INTENSIVE READING

- 1) Conduct of pre-reading activities (Picture reading, Caption reading, Reading notices, Carrying on dialogues, Guess & tell exercises).
- 2) Reading Activation (Exposition of difficult words, presentation of sentence pattern, providing practice activities through drills, Giving them task for testing comprehension in small groups).
- 3) Evaluating the performance of learner through structured questions.

VII. STRATEGIES FOR EXTENSIVE READING

- 1) The reading room will open and operate everyday during leisure hours from 8 am to 10 am.
- 2) The learners will register their names at the time of entering the corner and duration of stay.
- 3) Then they will choose books / Journals/ Magazines of their choice.
- 4) They can take any magazine / Journal or proper receipt to return within 2 days so that others will not be deprived of reading the book.
- 5) They will maintain a diary everyday with the following points.

Title of the book / Journal, Authors of the book, Name of the editor of the journal, Name of the writer of the article you read, Write the lines / sentences which appeared you most important and why? Has it any relevance to value education? How will it be applied to your day-to-day life? Once in a week the diary of the learners were checked by two selected teachers of the school and by the Head of the institute.

VIII. REINFORCEMENT STRATEGIES

Once in every week the school conducted debate competitions, quiz competitions, essay competitions, dialogue writing, story writing, and composing poems, according to the choice of the students. The panels of jury were invited for the purpose. Steps were taken to ensure for transparency and impartial judgment. Provision for informing the performance of the students to the parents was made and awards were given to 1st, 2nd, 3rd position holders in the competitions .

IX. REMARKS OF THE TEACHERS ON THE EXERCISE

- 1) Only few students were able to read any other supplementary texts, journals, and magazines comic strips.
- 2) Previously the teachers were not paying any attention to it.
- 3) Study hour of the student was limited to school timing and private tuitions.
- 4) Except the school textbooks, no students read any other supplementary book/ newspapers/ magazines journals.

X. COMPARISON OF THE PRE – TEST AND POST – TEST RESULTS OF READING COMPREHENSION.

N=25

AREA OF PERFORMANCE	PRE – TEST			POST- TEST		
	No. of Students could perform	No. of Students couldn't Perform	% of correct performance	No. of Students could perform	No. of Students couldn't perform	% of correct Performance
Reply to WH questions	9	16	36%	20	05	80%
Grasping the general idea	08	17	32%	18	07	72%
Expressing the summary Precisely	08	17	32%	16	09	64%
Drawing Inference	05	20	20%	12	23	48%
Giving Critical Judgment	02	23	8%	10	15	40%

XI. READING HABIT OF THE LEARNERS AFTER THE EXPERIMENT.

- 1) All the students were found reading the magazines, journals available in the corner.
- 2) The teachers become aware of the issue and involved themselves.
- 3) Study hours were extended beyond school hour.
- 4) Students were found having newspaper, journals / magazines story books supplied by the school. 5) Parents consulted with the teachers as to purchase of magazines, journals which would be useful for children.
- 6) Students regularly contacted about the teachers and discussed the topics, which they read.
- 7) After the exercise they used dictionary for comprehending difficult words / phrases / idioms.

XII. RESULTS

It is observed from the above table that most of the students exhibited average performance prior to the conduct of the experiment. As a result of the interventional techniques with strategic planning helped students a lot for enhancing mental horizon regarding reading relating activities in comparison to the pre-test. Thus the strategies such as organization of reading corner, supply of magazines and journals, newspaper, maintaining the dailies organization of competition in the school helped in enhancing skills of reading habits among the learners.

XIII. SUGGESTIONS

- 1) Every school should install a reading corner with scheduled activation.
- 2) Headmaster with teachers of the school should work collaborating to promote the reading habit among the learners.
- 3) Competitions like debate, essay-writing, stories, and quiz contest should be organized in the school according to the students' needs and inclinations.
- 4) Prizes should be distributed among the students for encouraging them and giving due recognition to their work.
- 5) Every teacher has to learn the techniques of team management.

REFERENCES

- [1.] Ediger, M. (2003). Assessment, reading and the curriculum. *Educational Review*, 4(3), 23-28.
- [2.] Kukreti, S. (2004). Promoting linguistic pedagogy: paradigm shift in language Teaching, *GYAN. Journal of Education*, 2(1), 88-91.
- [3.] NCERT. (2005). *National Curriculum Framework*. New Delhi.
- [4.] Pani, M.K. (2003). A differential study of academic performance in reading achievement and cognitive tasks among tribal children. *Psycho-lingua*, 23(1), 19-29.