Development and try out of Gujarati Reading Improvement Programme for students of Upper Primary Schools

MRS. SHITAL YOGI
Ph.D. Scholar,
Department of Education, HNGU, Patan.

DR. DINESH PATEL
Asst. Professor
S. D. Shethia College of Edu. Mundra-kachchh.

Abstract:
The Gujarati Reading Improvement Programme, prepared in the present study, will be useful to a large mass. It will be very useful for development of this important skill in education. The major objectives of the present study were to construct and try out a Gujarati Reading Improvement Programme to examine effect of area and sex. Primary education and language education had become research fields of the present study. It was a quantitative type of research, in which Experimental Research Method was adopted.

Whereas 120 students of std. 7, studying in Primary schools of Bhuj Taluka in the academic year 2019 were selected for the sample. The sample was selected by using cluster sampling. A self-constructed test carrying 67 marks was prepared considering 15 components of reading skill. It was consisted of four parts and seven assignments. The experiment was administered by using a single group-pretest-post test design. Reading performance in the Gujarati Reading Improvement Programme of each respondent was recorded and scoring was made in the evaluation sheet. Hypotheses were tested by using t-test.

Components and method of Gujarati Reading Improvement Programme was found effective. Equal effect of Gujarati Reading Improvement Programme was found between boys and girls. Development of reading ability of school-students is an essential thing. Present Gujarati Reading Improvement Programme will be useful to students to develop their reading skill, which will be useful to them for original reflection and comprehension.

Reading *is a reflective process. When a little child reads, he has too little thinking ability but as he reads any word, any accurate forms explicit in his mind, which results into reflection. It is unanimous fact that reading process can't be uncured without contemplation.*

Gujarati Reading Improvement Programme *Here, improvement in reading means students can realize well what they read. Students read properly and correctly. It was examined whether improvement was found in reading of students by this Gujarati Reading Improvement Programme or not. The present study was aimed at examining Gujarati reading skill of students of Upper Primary schools. Preprimary, primary and final try out of the Gujarati Reading Improvement Programme were conducted. The components of reading skills, such as hand writing, purity of words, purity of conjunct word, reading according to punctuation marks, reading according to emotion and feelings, intonation of voice, degree of voice, mental stress, fear felt while reading, repetition of words, reading speed, fluency, flapping of lips, murmuring sound, distance between eyes and book, habit of putting finger on line of text were taken into consideration in the final administration of the Gujarati Reading Improvement Programme.*

1. Introduction

Reading has vital place in life. Reading is the herb of living and enjoying life. Reading means a link to make life happy. Culture, quality and character can be acquired by reading easily. Personality of human being is built from beginning to end by reading. Human is like a beast without having skill of reading. Development and progress of individual owes to reading. Reading provides warmth and motivation at every step of life. Life of a person can be more successful with the help of reading. Our future depends upon our reading. Reading is a medicine to make the person glittering, progressive, developed, intelligent and cultural.

Each and every person gets success in educational field with the help of reading. The present education system has become reading oriented, result oriented and memory oriented. Students always try to learn by hard by reading content by hook and crook. They never try to understand by proper reading. They are unknown with how, what and when they should read so, in spite of their ability, they cannot get expected success.

So such activities are undertaken that make reading process more systematic and scientific. Thus, suitable and proper reading method will be found out. One has to write while studying any subject. Before writing, one has to read. Reading is not the end. It should be understood well. It should be memorized and recall when it is needed.

2. Operational definitions of terms

2.1 Reading

Reading is the third skill of language competency. Listening skill develops in the childhood and curiosity rises within the child. Child expresses it by asking questions. At this stage, necessary thinking power has not been developed so child imitates his elders. Seeing the grandfather reading newspaper, child postures as if he is reading. His reading eagerness develops.

Reading is a reflective process. When a little child reads, he has too little thinking ability but as he reads any word, any accurate forms explicit in his mind, which results into reflection. It is unanimous fact that reading process cannot be uncured without contemplation.

When a reader reads, he arranges the thought in proper order. He selects suitable and proper ideas and then applies logics. Thus Thorndike has considered the reading as reasoning, which has also supported by Frederic B. Divvy.

According to Delores (2006).

"Reading is an active process of finding and attaining meaning."

When reader reads, he sees words, symbols or sign. The meaning cannot be understood only by seeing. He tries to get contextual meaning to that word. He tries to conclude and realize what the author wants to tell minutely and deeply.

Many experiments were undertaken to study nature of reading process to define it but no any definition indicates all the stages of reading process.

Some of the definitions are stated as below.

Printed pages have no meaning. Each written symbol is a signal arising concepts stored in mind. While reading, signal indicates image and concept by sign or symbol, which becomes helpful to reader to attain meaning. After deriving meaning, the reader tries to interpret the authors writing, so reading can be considered as the activity of comprehension and interpretation.

3. Types of reading

There are mostly two types of reading.

1. Oral reading or aloud reading
2. Silent reading

3.1 Oral reading

Generally learning process begins with oral reading. Oral reading is needed in conferences, research, seminars and often lectures. The speaker has to express his thought through speaking in oral reading, so some skills are expected during such reading like.

- Pure pronunciation
- Intonation of voice
- Frequency of sound
- Speed of sound
- Reading according to meanings of punctuation marks
- Sweetness, sadness and laughter according to feeling
- Mental fear and agitation felt while reading

3.2 Silent reading

Silent reading is essential for assimilation of sentiments expressed in the reading material. Due to less speed in oral reading, comprehension is also less, whereas silent reading is done with more speed, so more realization is found. Following skills can be attained by silent reading.

- Reading can be increased.
- Realization ability can be increased.
- Amount of realization can be developed. Main facts of authorized materials and ability of memorizing of central facts can be comprehended.

3.3 Factors affecting on reading

According to Patel (1994).

Factors affecting on reading can be understood as the factors affecting on limitations and laxity of factors affecting on reading process. They are as below.

1. Physical factors or factors related to reading materials
2. Bodily factors affecting on reading
3. Mental factors

4. Objectives of teaching reading

4. Vocabulary development
5. Oral reading skill
6. Assimilation skill
7. Study skill
8. Individual reading skill

5. Objectives of the research

No work can be finished successfully without determining objectives. Deciding objectives is extremely essential for success in any work. Objective is the soul of the study. By walking on its path, the researcher tries to solve the problem.

Following objectives were determined for the present research.

1. To construct Gujarati Reading Improvement Programme for the students of Upper Primary Schools.
2. To try out the Gujarati Reading Improvement Programme for the students of Upper Primary Schools.
3. To examine effect of Gujarati Reading Improvement Programme for the students of Upper Primary Schools.
4. To examine effect of sex on the Gujarati Reading Improvement Programme for the students of Upper Primary Schools.

International Journal of Research in all Subjects in Multi Languages
[Author: Mrs. Shital Yogi] [Subject: Education]

Vol. 7, Issue: 5, May: 2019
(IJRSML) ISSN: 2321 - 2853

6. Hypotheses of the research

Hypothesis is an idea, understanding or possibilities assumed at beginning for the solution of the problem, which indicates direction for finding causes and their solution and recording observation, interpreting data. Hypotheses work as steps for any research. Researcher can progress continuously based on the hypotheses. Following hypotheses were formulated for the present research.

Ho₁: There will be no significant difference between mean scores on pretest and post test of the students of the experimental group.

Ho₂: There will be no significant difference between mean scores on pretest of the students of the experimental group in context to sex.

Ho₃: There will be no significant difference between mean scores on post test of the students of the experimental group in context to sex.

7. Variables under the study

No.	Type of variable	Variable	Level of variable
1	Independent variable	Gujarati Reading Improvement Programme	1. Experimental
2	Dependent variable	Scores on Gujarati Reading Test	---
3	Moderator variable	Sex	1. Girls 2. Boys
4	Controlled variables	Std. 7	---
		Teaching period	---

8. Population, sample and delimitation

8.1 Population and sample

Total 5867 students of std. 7 studying in Primary Schools of Bhuj Taluka in academic year 2019 had formed the population of the present study, in which 3250 boys and 2617 girls were included.

Total 120 students of std. 7 studying in Primary Schools of Bhuj Taluka in academic year 2019 were selected for the sample of the present study, in which 60 boys and 60 girls were included. Sample was selected by using stratified cluster method in this study. The detail of sample is mentioned in table.

Table 1: Detail of the sample

No.	Schools	Boys	Girls	Total
1	Kera - Primary Schools	30	30	60
2	Baladiya - Primary School	30	30	60
	Total	60	60	120

9. Primary form of Reading Improvement Programme

The primary form of Reading Improvement Programme was prepared after making discussions with the guide and experts of subjects. It was consisted of three parts and 15 assignments were included in it. The detail is mentioned as below.

Part: 1Letter and word knowledge (Total assignments – 5)

Alphabets – 3 and words – 2

Part: 2Vocabulary ability (Total assignments – 5)

Synonyms – 1, Antonyms – 1,Group words – 1,

 Proverb – 1 and idioms – 1

Part: 3Comprehension ability (Total assignments – 5)

Word comprehension – 1, Column reading - 1

Sentence comprehension – 1, Column reading – 2

The Reading Improvement Programme was sent to 25 experts for their suggestions and opinions. Necessary changes were made according to suggestions of experts.

10. Final form of Reading Improvement Programme

In the final form of the Reading Improvement Programme, the test carrying 67 marks was prepared considering 15 components of reading. It was divided into four parts consisting of 7 assignments.

Part – 1Read letter, word, conjunct word.

Total 3 assignments were included in this part.

Part – 2Read according to punctuation marks.

One assignment was included in this part.

Part – 3Read according to emotions and feeling

One assignment was included in this part.

Part – 4Read the columns

Total 2 assignments were included in this part.

In this way a self-constructed Reading Improvement Programme was used to examine reading skill of students of Upper Primary School in the present study. Following components were taken into consideration in the programme.

11. Components of Reading Improvement Programme and scoring system

(A) Oral reading

(1)Hand writing05 Marks

(2)Purity of words05 Marks

(3)Purity of conjunct word05 Marks

(4)Reading according to punctuation marks05 Marks

(5)Reading according to emotion and feelings05 Marks

(6)Intonation of voice05 Marks

(7)Degree of voice05 Marks

(8)Mental stress, fear felt while reading 05 Marks

(9)Repetition of words05 Marks

(10)Reading speed05 Marks

(11)Fluency05 Marks

Best: 4 to 5 marksMedium: 3 to 2 Marks

Weak: 0 to 1 Marks

(B) Silent reading

(12)Flapping of lips03 Marks

(13)Murmuring sound03 Marks

(14)Distance between eyes and book03 Marks

(15)Habit of putting finger on line of text03 Marks

12. Data collection and analysis

Experimental method was adopted in the present study, so it was undertaken under 'single group-pretest-post test' design. At beginning, a self-constructed pretest was given to students. The reading of each responder was recorded and noted down the score of students in the evaluation sheet. The scores of students on Reading Test were entered in MS Excel programme.

Then the Reading improvement Programme was implemented. Finally, the post test was given to students. This programme of reading was also recorded and noted down the score of students in the evaluation sheet. The scores of students on Reading Test were entered in MS Excel programme.

Statistical calculation of scores was made by using SPSS software and mean, standard deviation, median, skewness (Sk). kurtosis (Ku). Critical ratio (CR) etc were found out. The null hypotheses were tested by applying t-test.

Table 2: Testing hypotheses

No.	Hypothesis	T-value	Level of significance	Accepted/ rejected
Ho_1	There will be no significant difference between mean scores on pretest and post test of the students of the experimental group.	2.90	Significant at 0.01 level	Rejected
Ho_2	There will be no significant difference between mean scores on pretest of the students of the experimental group in context to sex.	0.96	N. S.	Accepted
Ho_3	There will be no significant difference between mean scores on post test of the students of the experimental group in context to sex.	1.15	N.S.	Accepted

Graphical presentation of data is presented in graph
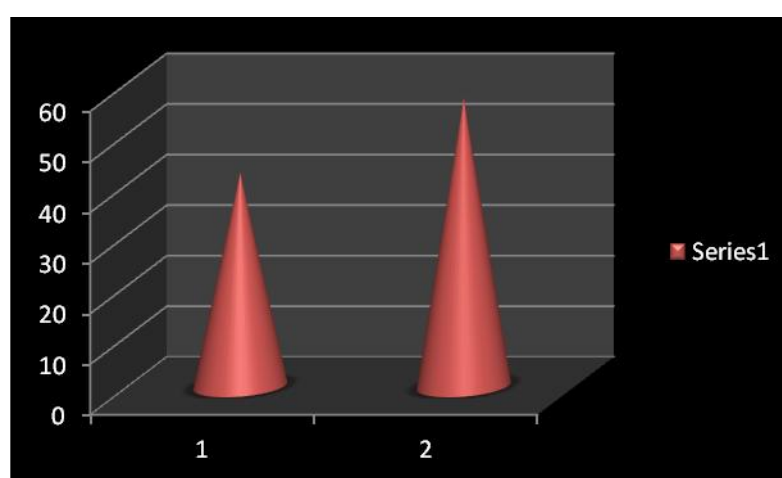
Scores on Pretest and Post test

13. Findings

After testing hypotheses, findings are to be concluded. Findings of the present study are mentioned as below.

The null hypothesis that 'There will be no significant difference between mean scores on pretest and post test of the students of the experimental group' is rejected at 0.01 levels, means improvement was found in scores of students in the post test. The result indicates that Reading Improvement Programme has positive effect on the respondents. Components decided for the Reading Improvement Programme and methods and techniques have proved effective.

The null hypothesis that' There will be no significant difference between mean scores on pretest and post test of the students of the experimental group in context to sex' is accepted, means equal effect of the Reading Improvement Programme was found on boys and girls. The effect of sex was not found on the Reading Improvement Programme. The Reading Improvement Programme prepared by the investigator equally affects on boys and girls.

14. Practical application of the Reading Improvement Programme

Educationalists and educational and literary institutions are worried about existence of regional languages for last some years. Certain efforts are also being undertaken to develop interest in reading among students in schools. It is essential that students develop reading ability at school levels. This Reading Improvement Programme will be useful to develop reading skill among students, which will lead them to original thinking and recognition.

15. Educational implications

Reading is an inevitable skill for life development. Reading is one of components of language learning in teaching process. Reading is an entrance to change thought and life of an individual. Language teaching has an important place in school education at primary level but enough attention is not paid to teach language skills. To develop reading skill among students, they should be provided understanding of rules of science of reading according to well planned reading lessons and proper treatment.

It is essential to pay more attention to components of reading while teaching reading. When students cultivate understanding of basic components of reading, they will achieve progress in reading skill.

The investigator had felt that the teacher of language should have clear concept about systematic development of reading in order to develop reading skill. If the teachers have not adequate knowledge of reading skill, they will never be able to develop scientific concept of reading in students.

Schools should allot enough time for students to master the reading skill and students should be provided opportunity for practice until they achieve success in reading skill. Once the systematic understanding of reading is developed by students, they will climb the next steps of skill development.

16. Recommendations for future researches

The major aim of language teaching is to develop personality of individual. Necessary skills for human development such as reading, writing, speaking and listening are the product of language teaching. Migration of human life is increased in the modern time, so development of these basic language skills has become inevitable. With a view to make students to communicate their ideas and information easily, and to develop their personality, researches related to language development are demand of present time.

This was a small effort of investigator to improve reading in context to students of upper primary schools. In this context, following researches can be recommended for future research works.

1. Construction and try out of Reading Improvement Programme for national or international languages
2. A study of literary interest of students in context to certain variables
3. Development of a programme to develop speaking and writing skill among students
4. A study of literary creativity and personality of students
5. Case studies of creative persons in literature
6. Development of a programme to develop oral expression skill among students
7. A study of achievement motivation and educational medium of students
8. A study of contemplativeness and educational medium of students
9. A study of literary interest and profession selection
10. A study of literary interest and values of students
11. A study of effectiveness of audio-visual programme in teaching of mother tongue
12. Construction and try out of reading curriculum for preprimary level
13. Construction and try out of Multi-language Development Programme for students of Upper Primary Schools
14. Construction and try out of Writing Development Programme
15. Construction and try out of development programmes for basic skills of language teaching
16. A study of effectiveness of correlation of other subjects in development of language skills
17. A study of effectiveness of practical efforts for language development
18. A study of effectiveness of attendant efforts of local dialect for language development
19. Construction of co-curricular sources and materials for development of language skills and study of its effectiveness
20. Construction of Social Media Apps for development of listening skill and its effectiveness
21. Construction of workshop for development of writing skill and its effectiveness

17. Conclusion

Language has developed along with development of human life. Language development is considered as indiscrete part of human development now. It is essential that learner can achieve higher development during primary education. In the process of language development, lacking learner loses a lot in personality, social, economical and professional development during his life. The investigator had felt this problem as important and thought to research on it. So a Reading improvement Programme is constructed in the present study the results after implementation of this programme are presented in this chapter. Summary of the entire research is also presented here. Some researches are also recommended for future. It is expected that the study will be helpful to studious people.

References

1. Anne Anastasi(1983). Psychological Testing, Sixth Education, New York, MacMillan Publication Co.
2. Best, J.W., (1983). Research in Education, (Fourth Edi.). U.S.A. New Delhi, Prentice Hall of India Pvt. Ltd.
3. Gujarati Books
4. Gohil, B., (1955). Bhagvadgomandal, Rajkot: Pravin Prakashan
5. Dalal, Y., (1991). Art of writing an Article, Rajkot: Labh Chambers, Opp. Municipal Corporation
6. Nayak, R. S. and others (1971). Literature Principles, (1st Ed.). Ahmedabad: Anada Book Depot
7. Patel, M. M. (2004). Teaching of Idea Expression, Ahmedabad: University Granth Nirman Board
8. Parmar I. (1991). Art of Language Teaching, Rajkot: Labh Chambers, Opp. Municipal Corporation
9. Modi, N. G. (2001). Gujarati Silent Reading Comprehension Measurement, Ahmedabad: Nirav Prakashan
10. Raval, N. P. (2008). Modern Gujarati Teaching, Ahmedabad: Nirav Prakashan
11. Vyas S. and others (1996). Principles of Literary Criticism, Ahmedabad: Adarsh Prakashan
12. Vyas, Y. (2007). Scientific Study of Language, (2nd Ed.). Ahmedabad: Parshwa Publication
13. Shukla, R. (1991). Writing Techniques and Proof Reading, Rajkot: Labh Chambers, Opp. Municipal Corporation