CHAPTER VII

REVIEW, OBSERVATIONS, CONCLUSIONS, IMPLICATIONS

AND SUGGESTIONS

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CHAPTER VII
REVIEW, OBSERVATIONS, CONCLUSIONS, IMPLICATIONS
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7.1 Introduction

This chapter has a pivotal place in the pursuit of Reading Comprehension through various strategies leading to the improvement in the present achievement of the students. At the initial stage, reviewing of all the major milestones and observations that have been accomplished in the discussion are incorporated in this chapter. The following paragraphs are not the casual cast over the work done but a deep penetration of the work carried out.

7.2 Review

(i) The Previous Researches and the Theoretical Background of Reading Comprehension

This problem of the study was basically related to the improvement in the level of Reading Comprehension ability of the pupils by implementing various Reading Improvement Strategies and the consequences thereof were evaluated in the light of various variables. At the outset, the investigator studied the syllabus of class VIII and that of class IX set by Gujarat State Board of School Text Books by
organizing a seminar discussion on curricular programming in English.

The programmes were prepared and modified in the light of their social surroundings. Along with these programmes, tests were also forged to know where they stand. These programmes were rehearsed on a small scale and on the basis of analysis the items were modified. These programmes along with their tests were administered in the divisions taken under study. These pre-tests served as entering behaviour tests. The groups were equalized. The inventories and tests were given to the pupils to measure their

1. Socio-economic status
2. Intelligence - Quotients and
3. Their study-habits.

Then various new programmes with the reading material nutritive to their diverse interests were taught through three strategies. This teaching was followed by post-tests again. The achievements of the groups were compared in light of variables. The review of last eighty years reveal the fact that, till 1910, laboratory experiments in psychology and psychology of reading were the main features of research in reading. After 1920, we find a turning point in the approach to reading issues.
Actual class room situations were heeded after 1920. Shrauger and Handerson experimented on the same lines as the investigator proceeded with a fair degree of success. Manzo, A.V., Dishner Ernest K., Zanet K., all made experiments with various strategies. In their areas where English is the mother-tongue, a lot of rich, wide and varied experience is at their doors and so the results accrued therefrom proved the worth of such strategies.

In Gujarat, many small researches pertaining to various aspects of reading were carried out as a part full-fulfilment for M.Ed. as well as the field of Reading was explored by the investigators curiously knocking the doors of the doctoral degrees. There are some basic ingredients of these strategies which can bear fruits if applied, executed or implemented in the area of their milk language.

In Gujarat, English is ignored and eyes are winked at the erroneous expression. English does not enjoy a privileged position. The attempts of the teachers prove barren and futile. Reading in English is a utopian dream. The reading by the alumni is in a slipshod manner.

The present investigator wanted to update and better the standard of achievement by provoking their interest, tapping their thinking and concentrating on the gist
(summum bonum) of the simple material meant for their reading practice.

It is a bare fact that the teaching can be effective only if the objectives are precise, clear and the method of imparting instruction is well designed. The tools of evaluation should hint at the destined end or goal. Along with clarity of objectives, the investigator also had to bear in mind the cognitive aspect of their vocabulary as well as familiarity with the structural patterns. Interest provoking and interest sustaining, subject matter is a 'MUST'. All the principles of language learning like gradation of the selected material, frequency of the grammatical points would pave the way towards better easier and swifter understanding of the Reading material.

Many Reading improvement programmes were prepared in Gujarati. Some investigators also applied various techniques fruitfully in concretizing the gains accrued from reading.

Reading excavates the treasures of knowledge. Reading programmes not only inculcate a good reading habit but also accelerates the speed and power of reading. Reading programmes and the adoption of various strategies have furnished the needs of the individual learner as well as the needs of the society as a whole have been fulfilled.
Preparation of the Reading Programmes

Accordingly to the objectives laid down by the Gujarat State Board of School Text Books were studied minutely and the old text books were searched for the topics having vivid description about the various facets of life. The pupils must feel pleasure and strive to get the utmost of whatever is displayed. Two sets of reading programmes were evolved on the basis of the text book material. But as passive vocabulary and known linguistic patterns were to be woven, the investigator prepared his own programmes, modified, a bridged and renovated the passages. The investigator also prepared multiple choice tests and experimented on five subjects at home. With the preliminary survey of difficulties and vague elements in the programmes were eliminated. The final phase was shaped only after a preliminary testing on thirty subjects of various schools. Three schools were encompassed for the experiment. All the three schools were in the vicinity of Khambhat. Two classes were selected from each school to get a sufficient number of subjects for matching the groups 220 pupils were recorded.

The control group received no special treatment but they were taught through the conventional method by their teacher. The experimental groups were taught the programmes through various strategies by the investigator himself. At the end of this strenuous experiment, terminal tests were
administered. To test whether the difference in the mean achievement was significant or not (irrespective of their levels), the analysis of variance was employed.

During the work of investigation, the investigator has tried to find out the core ingredients and has made the following observations.

7.3 Observations

When the investigator approached various classes for preparing them mentally for the novel, strategic exploratory experiments, they were bubbling and bursting with zeal, enthusiasm and curiosity. They were keen to learn and intensify their horizons by such reading programmes. They had become one with the Intelligence Quotients' measurement. They asked about their performance in various tests. Such strategies can be utilized fruitfully in the field of Reading Comprehension was the idea beyond their imagination.

The investigator always rehearsed and took a trial of the teaching strategies before applying in the actual groups covered under experiments. The teachers did not raise the dust of controversy. They were happy that their pupils can get better material and consequences would be favourable to them. A healthy attitude towards English language was visible.

Even in groups meant for REAP technique, the intelligent pupils took the leadership role in preparing summary
annotations. Some quick responding pupils were always inquisitive and favourably responded while the investigator applied ReQuest strategy.

It was observed that the pupils were accustomed to translation method for understanding and hence took a good deal of time in adjusting themselves in listening, understanding and reciprocating the investigator. Though every strategy could not be enforced or implemented in hard and fast manner, there is always a social transformer. The teachers have to consider so many factors while applying the strategies and have to make radical changes, some alterations and modifications. The pupils who are habituated to answer only were reluctant and dared not ask questions.

In the ReQuest strategy, the pupils asked questions to the investigator without any higgle or haggle but their questions were of elementary type, like "Who was Humayun?" "What was his prayer?".

Questions promoting inferential level found no place in their questioning behaviour. Most of the pupils were dormant, passive and irresponsible in the REAP technique. Even in answering the questions some pupils committed common errors.

One more glaring feature that was observed was lack of concentration in the reading of the programme at the initial stage. Fluttering of the lips, finger movements, going back
into the same line were visible and hence it was found that silent reading had not become the regular habit.

From the analysis and interpretation of the data, a few conclusions were reached at, which are likely to be useful to the language teachers, especially English teachers.

7.4 **Conclusions**

This study is concentrated round the variables which would play a crucial role in improving Reading Comprehension when various strategies are vigorously implemented. They were:

1. Study habits
2. Intelligence Quotients
3. Socio-economic status

All the groups, the experimental as well as the control group were given the tests of the same type.

Following conclusions were drawn from this study:

1. For attaining better results in comprehension, the investigator implemented various strategies like the ReQuest strategy, the Guided Reading procedure and the REAP technique and compared the efficacy or otherwise with the conventional mode of teaching Reading.

It was generalized from the analysis that:

(a) The ReQuest group and the control group did not indicate any significant difference in their achievement. The
critical ratio for these two groups being 1.99 and 2.64 respectively difference was found to be only 0.22 (See Table 6.1). Mean difference is also 0.05 which shows non-significance.

(b) The second group received the treatment through the Guided Reading Procedure. While comparing the critical value of t which is 1.99 and 2.64 for the df 78, the critical ratio at the GRP and the control group is 3.6 which means that the difference between the achievement of the groups is quite significant. It is also seen from Table 6.2 that the mean of the scores from the GRP group is 50.6 and those of the control group are 38.5. It is evident that the performance of the pupils who received treatment through the GRP have a definite advantage over the pupils who could not avail of this opportunity and merely read through the conventional method. The conclusion would be that the Guided Reading Procedure can be more effectively incorporated in the services of the pupils in English. If the comprehension power of the pupils in respect of reading material of varied types, is to be updated, raised and boosted up, the programmes on the lines of the GRP with slight modifications here and there according to the needs of the pupils can prove fruit-bearing.

(c) While comparing the efficacy of the REAP technique with that of the conventional group, it was found that the
pupils of the REAP group and the control group showed a critical ratio of 5.53, which is significant at 0.01 level. (See table 6.3). The mean of the scores of the pupils from the REAP group is 56.15 and that of the pupils of control group is 38.5. Thus the REAP group pupils establish their superiority in achievement to those of the control group. So it is concluded that the REAP technique can be fruitfully employed, explored and harnessed for a better level of comprehension. The teachers of English should seriously think over adopting such improvement strategies for materialising the gains of the material read by the pupils.

Since learning depends on the study habits of the learner, it was desirable to find out the relation of study habits with the improvement or other-wise through the ReQuest strategy. It is seen from table 6.5 that the pupils having poor study habits have the mean achievement score of 36.8 and those of the control group have the mean achievement score of 36.76. The mean difference of the achievement scores is not significant at both the levels and hence the experimental group that received the treatment of the ReQuest strategy does not show any significant performance. It is also observed that the pupils of the experimental group who have good study habits and have the mean achievement score of 41.07 and the control group pupils who have a mean achievement score of 44.3
(See Table 6.7), do not show any significant difference in achievement. This mean difference is significant neither at 0.05 level nor at 0.01 level. Thus the conclusion that is drawn from the above analysis, is that pupils having good study habits or poor study habits but no significant difference can be achieved by implementing the ReQuest Procedure.

(3) Intelligence Quotients is yet another major determinant of the degree of comprehension of the read material. Pupils with a fair degree of intelligence would have an advantage over the ordinary pupils. It was to be determined whether there is any sort of relationship between I.Q. and the improvement in the level of Reading comprehension. It is observed that for the pupils who have low intelligence quotients, thus it is observed that there is no significant differences between mean scores achieved by the pupils having high I.Q. as well as low I.Q. (See Table 6.11 and 6.13) taught through the ReQuest strategy and the pupils of the same I.Q. groups (viz., High and Low) of the conventional group at both the levels 0.01 and 0.05 levels. It is concluded that the ReQuest strategy has little bearing on the improvement of Reading Comprehension in the context of high intelligence as well as the low intelligence. The relation between the ReQuest strategy application and the I.Q. with the improvement in the comprehension of
the read material was not found to be significant at both the levels.

(4) Socio-economic status factor is one of the vital variables in fructifying the attempts of increasing the Reading Comprehension. It was to be determined whether there is any relationship between the Socio-economic status of the pupils with the improvement in the comprehension power. As shown in table 6.16 and table 6.18, it was found that in the students who were of low Socio-economic status. For both the groups of high S.E.S. as well as low S.E.S. the implementation of the ReQuest strategy did not show any significant difference in mean achievement from those of the control group learning through the conventional method. (See Table 6.16 & 6.18) So it can be concluded that at both the levels, 0.01 level as well as at 0.05 level, the socio-economic status whether high or low, has no impact on reading comprehension through the ReQuest strategy.

(5) Entering behaviour is the index of the learning achievement. It is also a prime determining factor. Through this study, the relationship between pupils' entering behaviour with the amount of learning progress achieved was established. It is observed that (Table 6.21) the pupils having low entering behaviour and who are taught through the ReQuest strategy and the pupils of low
entering behaviour but getting their comprehension ability only through the conventional method, do not show any significant difference in the mean scores achieved in the criterion test. The mean scores of such pupils in the experimental (ReQuest) group are 29.3 whereas those falling in the same low entering behaviour group of the control group have mean scores of 26.18. The mean difference is not significant at both the levels. For high entering behaviour, the pupils getting the treatment of the ReQuest strategy scored 50.6 mean scores while the pupils having high entering behaviour having no special strategy treatment have the mean scores 50.3 (See Table 6.22). Thus it is found that the difference is not significant at both the levels. It can be concluded that the students with high or low entering behaviour have not reaped the fruits of the ReQuest strategy.

From the above findings, there is a general under current that the ReQuest strategy has no definite advantages over the conventional group or the control group. The present position of English teaching, prevailing in the schools of Khambhat area, do not allow the ReQuest strategy to overpower it or supersede it.

(6) When poor study habits are viewed from the point of view of the Guided Reading Procedure, it is found that the pupils having poor study habits and are taught through
the Guided Reading Procedure, are found not superior to those who are taught through the conventional method (Table 6.26). The mean difference is not significant at both the levels. If we take into account the pupils having good study habits and getting the treatment of the Guided Reading Procedure it is found that the control group and the experimental group do not differ in mean scores at 0.01 level (See table 6.28). But the observed F shows a significant difference at 0.05 level. It means that for 0.05 level the experimental group has a definite superiority over the control group.

(7) "Intelligence Quotients" is a major factor affecting Reading Comprehension. In this study the pupils having low I.Q. who were given the treatment through Guided Reading Procedure were compared to the pupils having low I.Q. but they had not received any treatment. (See Table 6.31). Variance due to treatments was 55.80. The analysis shows that there is no significant difference between the mean scores achieved by pupils having low I.Q. and taught through the Guided Reading Procedure, and those who were taught through the conventional method at both the levels of 0.01 level as well as 0.05 level. Hence it is concluded that the Guided Reading Procedure has no significant effect on low I.Q.
pupils and have the same achievement as that of the control group. For pupils falling in the region of higher I.Q. group and had the treatment of Guided Reading Procedure it can be concluded that the difference between the mean scores of the pupils having high I.Q. and getting the treatment of Guided Reading Procedure and the pupils with high I.Q. but taught through the conventional method was insignificant at 0.01 level but was quite significant at 0.05 level. Thus there is partial acceptance of the hypothesis (See table 6.33). It is found that at 0.05 level only the pupils with high Intelligence Quotients have the benefit of the Guided Reading Procedure over the control group with high Intelligence Quotients.

When the pupils belonging to the low Socio-economic group, getting the treatment of the Guided Reading Procedure and the pupils of low Socio-economic status group getting no special treatment were compared, the difference was not significant. So it can be concluded that there is no significant difference between mean scores and hence the Guided Reading Procedure does not prove to be more effective at both the levels viz., 0.05 as well as 0.01 level (See Table 6.36). Same is the conclusion about the high Socio-economic group with the treatment of the Guided Reading Procedure showing
no significant difference at both the levels. (See table 6.38). Thus it is concluded that the Guided Reading Procedure has not helped the high as well as low S.E.S. students in materialising the gains of Reading Comprehension.

(9) When the pupils falling in the low entering behaviour group were given the treatment of Guided Reading Procedure, they were found not superior to those falling in the low entering behaviour group getting no treatment. (See table 6.41). There is no significant difference between the achievement of mean scores of both groups at both the levels of 0.01 and 0.05. But while analysing the (Table 6.43) high entering behaviour group getting the treatment through the Guided Reading Procedure and the high score group of entering behaviour belonging to the control group, it was found that there was a significant mean difference at both the levels of 0.01 as well as 0.01 level. Thus it is concluded that the pupils who have scored highly in the entering behaviour test and have received the treatment through the Guided Reading Procedure have better performance than those who merely learnt through the conventional method. So pupils whose score was high, reaped the benefit of the Guided Reading Procedure and were in a better position than those in the control group.
(10) Analysis of the experimental (REAP) group and the control group having poor study habits reveal the fact that there is no significant mean difference at both the levels of 0.01 and 0.05 levels respectively. It is concluded that REAP technique has no superiority over the conventional method in the matter of poor study habits. (See Table 6.46). The same is the conclusion regarding the pupils falling in the group of good study habits when they learn through the REAP technique over the control group. REAP technique has no considerable effect on the pupils with good as well as poor study habits. (See Table 6.48).

(11) Analysis of the experimental group getting the treatment of REAP technique and are of low I.Q. group as well as low I.Q. group pupils of the control group shows that at 0.01 and at 0.05 levels, there is no significant difference between the mean scores achieved on the criterion test. It is concluded that the REAP technique cannot prove to be effective for the pupils of low Intelligence Quotients (See table 6.51). If one peeps into the analysis of the pupils of the experimental group getting the treatment of the REAP technique and belong to high I.Q. group, and the pupils with high I.Q. but getting guidance only through the conventional method, it is found that the difference
between the mean scores is significant at 0.05 level but not significant at 0.01 level. Partial acceptance of the assumption is the result. Pupils with high Intelligence Quotients who get the treatment of the REAP technique are superior to the pupils having high I.Q. and study through the conventional method at 0.05 level, but no significant difference is visible at 0.01 level (See table 6.53).

(12) Analysis of the experimental group with low Socio-economic status getting the treatment of REAP technique and the pupils comprising of the low Socio-economic status getting only the conventional type of treatment shows that there is no significant difference between their mean scores and hence at both the levels of 0.01 level and 0.05 level. (See table 6.56) the REAP method has little bearing on the achievement in the field of Reading Comprehension. Thus the REAP cannot be used for low S.E.S. pupils who get the treatment. The control group with low S.E.S. would not lose much through the conventional method.

With the pupils of high S.E.S. and taught through the REAP technique the achievement through this technique has proved efficacious at 0.05 level. The pupils falling in the high S.E.S. and getting the REAP technique
treatment are certainly at an advantage over the pupils falling in the high S.E.S., learning through the conventional method. Thus the difference between the achievement of the mean scores is not highly significant at 0.01 level (See Table 6.58).

(13) While analysing the pupils' mean achievement in the context of low entering behaviour of both the groups, the experimental (REAP) group and the control group, it was found that the REAP technique shows favourable trend towards the experimental group. (See Table 6.61). It is found that the mean difference between the scores achieved by these groups shows significant difference at 0.01 level as well as 0.05 level. So it can be concluded that the pupils who have low entering behaviour scores but if REAP technique is adopted this group would prove more beneficial and certainly establish its superiority over the control group. When we consider the high entering behaviour of both the groups, one having the treatment of REAP at their disposal and the other being the control group, it is clearly visible that the mean difference between the scores of both the groups is significant and hence it can be concluded that REAP technique will favourably affect the pupils if REAP technique is taken help of. Its significance is proved at both the levels, 0.01 level as well as 0.05 level. The apparent conclusion will be that the
experimental group has a definite superiority over the control group. (See Table 6.63).

(14) While we analyse the critical ratio of the ReQuest strategy group and the Guided Reading Procedure group it is 3.87 whereas the critical ratio of the ReQuest group and the REAP group is 6.09. It is significant at 0.01 level at confidence with 75 degrees of freedom. Hence if the three experimental groups are compared with one another, it can be concluded that the Guided Reading Procedure and the REAP technique have more favourable effects than the ReQuest Strategy on the improvement of Reading Comprehension. (See Table 6.64).

7.5 Implications and Suggestions

In light of the research studies made in Gujarat pertaining to the improvement of Reading Comprehension, it can be said that researches are in a limited number. These researches have also encompassed the general form of Reading ability, Readability, speed and power of Reading Comprehension etc. To encourage and promote the use of various languages in respect of comprehension, experimental bent is necessary. If the teachers of all languages and especially the teachers of a foreign language concentrate their attention to the wide field of Reading Comprehension and its components, eradicating the adverse effects of hindering factors, would be rightly
welcomed. To facilitate such implementation of reading programmes, graded, interest provoking, simple but lucid reading material should be brought out. Reading programmes catering to the need of pupils is the crying need of this age. It is found that the pupils are averse and show apathy towards reading the language material especially in English. The main cause behind this step-motherly attitude is lack of comprehension, paucity of teachers with sound reading habits and insufficiency of reading material. This research is an eye-opener. In spite of the vigorous implementation of the improvement strategies, the consequences have not borne fruits. A horse can be brought to the river, it cannot be made to drink the water. Thus the pupils who have not been given any sort of reading practice or useful material will be indifferent towards reading with comprehension.

It becomes inevitable for the teachers of English to resort to reading for their own selves. They should instil and cultivate the library habit among the alumni. Mere information based on the text book contents won't suffice. Preparation of the teachers will have a tremendous effect. If reading is to be popularised massive measures like training the teachers in the field of reading, compulsory tests on reading as a pre-requisite to their promotion, incentives in the form of reading material, would lay the sound cornerstones of profound reading. Even in the language papers, the
aspect of Reading Comprehension should receive more weightage. Reading is to be brought to the doors of every man. Every pupil must be given assignments which could be solved after a lot of reading. Small books having small stories, essays, colourful description, picturesque presentation, should be gifted to every class library and a record should be maintained for better execution of the plan. A separate paper in which the pupils have to answer questions and solve the exercises based on the books read by them will pave the way towards betterment.

Even in training colleges, language teachers should be expected to give reading lessons utilizing various strategies. When they have to prepare a small project or a field work, they should plan out lessons on the lines of various strategies or take an action research regarding the diagnosis and the remedial work. The teachers also should not keep the helm with them. If the pupils are to be inspired to read of their own, understand and gather the correct information, questioning behaviour on the part of the pupils is a 'MUST'. Independent thinking, brooding over the philosophical issues, contemplation on the solemn thoughts would accrue only if they start asking questions themselves. ReQuest procedure which is based on reciprocal questioning seemed to be failing as the pupils could not ask questions on the inferential level. After the pupils
5. A diagnostic programme of the defects in Reading Comprehension and the remedial programmes.

6. To study the effectiveness of Reading Comprehension programmes in the context of Jim, attitudes and reasoning ability.


8. A study to investigate the relation between the oral comprehension and the Reading Comprehension.

9. A comparative study of the scores achieved by the pupils having sound Reading Comprehension and those of the pupils having poor Reading Comprehension.

10. A study of the wastage and stagnation and their relationship with the level of Reading Comprehension.

11. Preparation of every unit of the text book with different type of reading material and application of different strategies in view of their acquisition of vocabulary, grammatical points and usages.

12. A study of the characteristic features of slow readers and fast readers and their performance at Reading Comprehension tests.

13. A study of the effect of Reading Comprehension on the memory of the pupils and its effect on the use of the language in their free composition.