# CONTENTS

## ACKNOWLEDGEMENT

## LIST OF TABLES

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background</td>
<td></td>
</tr>
<tr>
<td>1.2 The Significance of Reading Comprehension in the Language Development</td>
<td></td>
</tr>
<tr>
<td>1.3 The Past, the Present and the Future of English in India as a Foreign Language</td>
<td></td>
</tr>
<tr>
<td>1.4 Policy Adopted by the Government of Gujarat Towards Teaching of English</td>
<td></td>
</tr>
<tr>
<td>1.5 The Problem</td>
<td></td>
</tr>
<tr>
<td>1.6 Definition of Some Terms</td>
<td></td>
</tr>
<tr>
<td>1.7 Objectives of the Study</td>
<td></td>
</tr>
<tr>
<td>1.8 Hypotheses of the Study</td>
<td></td>
</tr>
<tr>
<td>1.9 Limitations of the Study</td>
<td></td>
</tr>
<tr>
<td>1.10 The Scheme of Chapterization</td>
<td></td>
</tr>
<tr>
<td>1.11 References</td>
<td></td>
</tr>
</tbody>
</table>

| II THEORETICAL BACKGROUND OF THE STRATEGIES AND READING COMPREHENSION | 36 |
| 2.1 Introduction | |
| 2.2 Important Tenets of Reading Comprehension | |
Factors Affecting Reading Comprehension

Various Strategies for Improving Reading Comprehension

Salient Features of the Three Strategies

(a) ReQuest Procedure
(b) REAP Technique
(c) Guided Reading Procedure

Variables Affecting Reading Comprehension

References

III REVIEW OF THE PAST STUDIES

3.1 Introduction
3.2 Research Work Done in India
3.3 Research Work Done in other Countries
3.4 References

IV SELECTION OF THE LEARNING MATERIAL

4.1 Level of Proficiency to be Attained by the Pupils of Class IX in Relation to Comprehension of the Read Material
4.2 Bare Minimum Requirements Regarding
   (i) The Structural Patterns
   (ii) Vocabulary
   (iii) Phrasal Verbs
   (iv) Function Words and
   (v) Common Abbreviations

4.3 References

V EXPERIMENTAL DESIGN

5.1 Introduction
5.2 Objectives and Hypotheses
5.3 Selection of the Sample
5.4 Formation of Equal Groups
5.5 Try-out and Selection of the Final Test Items for the Entering Behaviour Test
5.6 Significance of Reading Improvement Programmes in English Language
5.7 Highlights of Reading Improvement Programmes
5.8 Preparation of Programmes - Serving as Pre-tests and Post-tests
6.12 Relation Between Entering Behaviour and the Improvement in Reading Comprehension through the Guided Reading Procedure and the Conventional Method

6.13 Relation Between Study Habits and the Improvement in Reading Comprehension through the REAP Technique and the Conventional Method

6.14 Relation Between Intelligence Quotients and the Improvement in Reading Comprehension through the REAP Technique and the Conventional Method

6.15 Relation Between Socio-economic status and the Improvement in Reading Comprehension through the REAP Technique and the Conventional Method

6.16 Relation Between Entering Behaviour and the Improvement in Reading Comprehension through the REAP technique and the Conventional Method
CHAPTER 6.17 Relation Between the Three Strategies viz., the ReQuest Strategy, the Guided Reading Procedure and the REAP Technique and the Improvement in Reading Comprehension

VII REVIEW, OBSERVATIONS, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

7.1 Introduction
7.2 Review
7.3 Observations
7.4 Conclusions
7.5 Implications and Suggestions

BIBLIOGRAPHY