ABSTRACT
Teaching and learning of Reading require special attention in the field of language education. The quality of Reading is initially shaped by the quality of instruction provided in the classrooms. The teaching of Reading must be geared to make students ‘learn how to comprehend’. The purpose of the study was to test the effectiveness of Mental Modelling based on Multiple Strategy Instruction in enhancing Reading Competency as well as in improving Reading Habit and Attitude towards English, among Upper Primary School Students. Instructional Plans were developed using Mental Modelling based on Multiple Strategies for enhancing Reading Competency in English and its effectiveness was compared with the Activity Oriented Method of Instruction. The study was restricted to Students at Upper Primary School Level. The topic of the study was thus entitled “Effectiveness of Mental Modelling based on Multiple Strategy Instruction for enhancing Reading Competency in English among Upper Primary School Students”.

The Experimental Method with the Pre-test Post-test Non Equivalent Groups Design was employed for the study. Instructional Plans were developed for enhancing Reading Competency in English and its effectiveness was tested on Reading Competency, Reading Habit and Attitude towards English. The Experimental Group was exposed to the instruction using Mental Modelling based on Multiple Strategies and the Control Group to the Activity Oriented Method of Instruction. The Pre-test and Post-test scores were analysed using appropriate statistical techniques.

The major conclusions of the study were: The Mental Modelling based on Multiple Strategy Instruction is more effective than the Activity Oriented Method of Instruction in enhancing the Reading Competency of Upper Primary School Students with respect to Print Skills as well as Meaning Skills for the Total Sample and Sub Samples based on Gender, Locale and Management of School. The Mental Modelling based on Multiple Strategy Instruction is more effective than the Activity Oriented Method of Instruction in improving the Reading Habit as well as the Attitude towards English of Upper Primary School Students.