Discussion, Interpretation and Implication of Findings

5.1 Conclusion and Their Discussion

This chapter intends to bring the conclusions their discussion of the research work done with special focus on its findings, their implication as well as suggestion for further researchers. The great effort and challenges have been faced by the researcher during this research work.

After, the methods and procedures followed and came into results in the previous chapters, In the current chapter on the basis of analyzing the data and result obtained, the researcher has arrived at some conclusions. The findings of the present research project are revealing and indicative of some conclusions, which are as follows:-

5.1.1. Conclusions of the First Phase of the Study :-

Conclusion showing identification of High Reading Speed Achievers and low reading speed achievers:

After analyzing the raw scores the results revealed that by the implication of self standardized tools of reading speed ability two groups has been formed. 131 students are found in high reading speed
achievers group and 137 students are low reading speed achievers among the total number of 500 students.

Rest of the students have average reading speed ability. The present research work concerned only with high reading speed achievers and low reading speed achievers. So the students having average reading speed achievement are dropped out.

The results revealed that the highest scorer among all the students obtained 97.6% of score in total marks of reading speed ability. The lowest percentage of scores was 67.65 among high reading speed achievers group.

Student no. (69 marks) and student no. (285 marks) have secured the percentage of scores of 97.6% that is the highest percentage among high reading speed achievers group.

The results has indicated that students studying in the same class, some have the highest reading speed ability and some students have low reading speed ability.

It is concluded that 137 students in total have low reading speed ability. Student no. 179 has scored the lowest percentage of marks among low reading speed achievers. Student No. 179 has obtained 2.94% of marks among all the high and low reading speed achiever students. It was found that students studying in the same class have a great variation in reading speed ability among one another. Some students have high level of ability to read the given content with high level of accuracy and speed but some are its extreme opposite. It was found that all the students have same classroom environment and the students are from government aided U.P. Board School. So infrastructure facilities were also near about same for all the students.
Traditional method of teaching was used in classroom teaching learning process.

But, instead of all these facts students possess a great variation from one another and two groups were formed, that was high reading speed achievers grave and low reading speed achievers group.

The present research study is centered on these particular groups only. So firstly two groups were explored from the classrooms. After exploration of both the groups different variables related from these subjects of the study were analysed and a comparison, influence and relationship were explored.

**Conclusion showing difference between High Reading Speed Achievers and Low Reading Speed Achievers:**

When the comparison was made between the high reading speed achievers group and low reading speed achievers group. It was explored that high reading speed achievers and low reading speed achievers had true difference and the difference was not by chance.

The results showed that both the groups has been studying in the same class. The method of teaching for all the students adopted by the teachers to teach the students of same class is not based. Same learning environment, infrastructure facilities and method of teaching are provided to the students. But the performance of the students had a great variation among each other.

The results revealed and explored two group, having high reading speed ability and low reading speed ability in front of the investigator. Both the groups have extreme variation between each other, and both the groups are highly significantly different with each other. **Mastropieri, Leinart & Scruggs (1999)** in their study explored the students having slow reading speed achievement. In their study
they had done identification and a remedial teaching intervention for these type of students. They explored and studied slow reading speed achievers only.

**Conclusion showing the level of Concept Attainment of High Reading Speed Achievers and Low Reading Speed Achievers**

It has been found that high reading speed achievers and low reading speed achievers have different level of concept attainment.

The mean value of concept attainment of high reading speed achievers group is higher than the mean value of low reading speed achievers group. The mean difference between both the groups is found highly significant with respect to concept attainment. Generally, by the virtue of ‘differentness’ every student possess individual differences. Some students read with a good speed and some students struggle to read speedily with understanding and accuracy. They lingered too long to understand the concept of the given content.

It is quite clear that reading is a psychological process in which reader obtains meaning from the printed words. So concept attainment plays a very important role in reading speed achievement. The results revealed that high reading speed achievers have high level of concept attainment and low reading speed achievers have low level of concept attainment. The finding of the study supported by Tinker’s opinion also.

**Tinker** said that, “Reading involves the reconstruction of printed or written symbols which serves as stimuli for the recall of meanings built up through manipulation and attainment of concepts already possessed by the reader.”
Conclusion showing comparison of General classroom achievement of High Reading speed achievers and low reading speed achievers:

The findings of the present study showed in case of general classroom achievement of the high reading speed achievers and low reading speed achievers possess a high level of significant different when both the groups are compared. It has been found that mean of high reading speed achievers is higher than the mean value of low reading speed achievers when general classroom achievement has been compared. The result denotes that proficiency in reading has been found to be closely related to success in general classroom achievement.

Long back an investigation by Bond (1938) found significant correlation between general reading comprehension and average scholarship in the school.

Srivastava (1988) also found in his study of reading ability and school achievement that reading ability effects school achievement. So the result of the present study is also not contradictory of the study of Srivastava (1988) and Bond (1938).

Conclusion of the comparison of language achievement of high reading speed achievers and low reading speed achievers:

5. When the language achievement was studied of the groups of high reading speed achievers and low reading speed achievers, the results revealed that in Hindi Language achievement both the groups are highly significantly different.

- The mean value of Hindi language achievement of high reading speed achievers is higher than the mean value of low reading speed achievers. The results showed that high reading speed
achievers are better in Hindi language achievement than low reading speed achievers. It is concluded by the study that the students who have good reading speed ability they should have also a good level of understanding and accuracy when they read a given content. Reading with accuracy and with good understanding supports language achievement of the students.

- When the investigator studied English language achievement, the results showed the same findings, as the results showed in case of Hindi language achievement. It is found that high reading speed achievers and low reading speed achievers differ significantly with one another on English language achievement. Mean value of high reading speed achievers are higher than the mean value of low reading speed achievers, which showed that high reading speed achievers have high level of English language achievement than that of the low reading speed achievers possess.

So it is concluded from the results that reading speed ability supports language achievement of the students. The findings of the study is also supported by Petty.

Petty (1955) quoted, “Since language permeates school life, boys and girls in their attempt to master the school curriculum and in the process of growing up, have to call upon their reading resources. Moreover, “They are expected to increase these resources by making the language encountered in their school learning a living part of their thinking and communicating.”

In this way the results of the study are not a contradiction of the views above mentioned and language achievement is affected by reading speed ability positively and directly.
Conclusion showing relationship of various measures of reading speed ability:

The results showed the relationship of various measures of reading speed ability also. A positive correlation is found between high reading speed achievers and concept attainment.

- It is concluded that high reading speed achievers and concept attainment related significantly with each other. It showed that when a student have high reading speed ability, he/she should have a good level of concept attainment also. When concept attainment power is increased reading speed ability is also increased.

- When the investigator studied the relationship between high reading speed achievers and general classroom achievement, the results showed a moderate but positive correlation between both the variables. It showed the tendency to increase the value of both the variables similarly and positively. But this tendency has been found within few students.

- It is concluded that reading speed ability is the base of learning. If a student have the ability to read the given content with good understanding and accuracy it also support the learner to make better achievement in other subjects also. But in learning mathematics and science reading speed ability plays a little role.

So the relationship of general classroom achievement and high reading speed ability possess a moderate positive correlation. When the investigator studied relationship of high reading speed ability and Hindi language achievement. It is found that there is a moderate positive correlation between Hindi language achievement and high reading speed achievers group.
• It is also concluded by the result that high reading speed achievement affects Hindi language achievement and when a student is a high reading speed achiever, the level of Hindi language achievement is also increased, but the relationship is moderate.

It is also a very important fact that in case of Hindi language achievement Hindi text and Hindi grammar both are included. High reading speed achievement influence directly language achievement but in case of grammar, its effect on it moderate. So the result of the study shows moderate positive correlation between both the groups.

These findings also support the same when the investigator investigate English language achievement. The finding also shows a moderate positive correlation between high reading speed achievement and English language achievement. There is also a tendency that if a student have high reading speed ability, he/she have also a good level of English language achievement. But like Hindi language achievement. English language achievement also not very much influenced by high reading speed achievement. So it is concluded that in language achievement grammar is not much more influenced by reading speed ability. So there is a moderate positive correlation among high reading speed achievement and Hindi and English language achievement.

An another study also supports this findings. Elley & Mangubhai (1983) studied impact of reading on second language learning. Research evidence showed that extensive reading and achievement in English were closely related.

Conclusion showing relationship of low reading speed ability and other variable:
The investigator studied the relationship of low reading speed achievement and concept attainment. The result revealed that low reading speed achievement and concept attainment are positively correlated. But there is a very low positive correlation is found between concept attainment and low reading speed achievement.

So it is concluded that there is the tendency to increase the value of low reading speed ability and concept attainment similarly and positively but this tendency is found within very few students. The concept attainment power of low reading speed achievers is may be low but it cannot be said that the student having low reading speed achievement, their concept attainment is nil.

- The next result showed the relationship of low reading speed ability and general classroom achievement. It is concluded from the results that low reading speed achievers and general classroom achievement are positively correlated but very low positive correlation showed a very low tendency to change both the variables similarly.

- Further the result revealed the relationship of low reading speed achievers and Hindi language achievement. It is found that low reading speed achievement and Hindi language achievement are positively correlated and moderate positive correlation is found between low reading speed achievers and Hindi language achievement.

It is concluded that when a student is unable to have good reading speed than language learning can also be influenced by low reading speed ability. A good reading speed will definitely supports Hindi language achievement. So low reading speed ability and Hindi language achievement was also found moderate positively correlated,
and it is concluded that when a variable changed than the other one also have a tendency to change.

- The next result also showed that relationship of low reading speed achievement and language achievement. The investigator also analyze low reading speed achievers and English language achievement. It has been found that low reading speed achievers and English language achievement are positively correlated but a low positive correlation is found between both the variables. It is concluded that low reading speed ability and language achievement are positively correlated. But in second language learning, low reading speed is not much more related with English language achievement and a low positive correlation showed that this relationship was found within few students.

**Conclusion showing relationship of total students having reading speed ability and other four variables:**

The results revealed the relationship of all the four variables and all the students having reading speed achievement. The relationships of all the students of reading speed achievement with concept attainment, general classroom achievement, Hindi language achievement and English language achievement are found.

It has been found that all the student’s of reading speed achievement related significantly with concept attainment. The result showed a very high positive correlation between reading speed achievement and concept attainment. This shows a very high level of tendency that when value of reading speed ability increased the value of concept attainment is also increased similarly and both the variables have positive correlation.
It is concluded from the result that concept attainment and reading speed ability is connected closely. The result also supports the previous finding of the present study that high reading speed achievers and concept attainment is related significantly.

As we know that concept attainment is the power of understanding and differentiate the given concepts. It is a base of understanding the given content. It supports the students to understand correctly the given content and reach the main idea of the given content. Reading speed ability is the power to a student of read the given content with understanding and accuracy without reducing speed and read with a little effort. These facts shows that reading speed ability and concept attainment may be connected closely because one support the other to gain good results.

The findings of the present investigation also support these facts and it is revealed that reading speed ability and concept attainment is also related significantly with each other. Both the variables influence each other directly and positively.

- The other finding explores that reading speed ability and general classroom achievement is related significantly. It is found that reading speed ability and general classroom achievement have moderate positive correlation. The investigator came into conclusion from the results that general classroom achievement is affected by reading speed ability but there is a moderate tendency. When reading speed ability of the students increased, general classroom achievement is also increased but within a few students.

It is quite clear that reading speed ability of a student effect the general classroom achievement also. General classroom achievement
contents a set of subjects, taught in the classroom. These subjects include learning based on language acquisition and knowledge. Learning social study and the subjects of humanities reading speed ability plays a vital role, but in learning mathematics it effects so little. This may affect the relationship of reading speed ability and general classroom achievement and because of this moderate positive correlation has been found between both the variables.

- The investigator find out that reading speed ability and Hindi language achievement is highly significantly correlated. The result revealed a high positive correlation between reading speed ability and Hindi language achievement.

It is concluded that ability of a student having good reading speed ability, he/she should be able to understand and comprehend a given content with good accuracy and understanding. Good reading supports to perform better in Hindi language also. This finding is applicable not only in Hindi language achievement but in English language also.

- The another finding revealed a high positive correlation between English language achievement and reading speed ability. The result showed that there is a high level of tendency to increase English language achievement with reading speed ability. It seems that if a student has good reading speed ability, he/she will definitely have good English language achievement as well as Hindi language achievement also. The results showed that in language achievement, reading speed ability plays a basic role and it is a powerful tool to enhance the language achievement.

Meera & Remya (2010) in their research study also investigate the effect of extensive reading on English language achievement. The
results had indicated that extensive reading and achievement in English was significantly related.

**Conclusion showing the correlation among all the four variables.**

The investigator studied the reading speed ability mainly and its correlation with different variables. The correlation and effect of variables on one another has been also studied.

On the process of the study the correlation among all the variables are also studied. It has been felt to find out the question that. “Is there any correlation exist among these variables? how these variables effect one another? these are also the important questions which the investigator want to answer in the study. So it has been studied that is there any correlation between concept attainment and general classroom achievement, concept attainment and Hindi language achievement, concept attainment and English language achievement. The correlation between general classroom achievement and Hindi language achievement, general classroom achievement and English language achievement and Hindi language achievement and English language achievement has been also studied.

- The result showed a positive correlation between concept attainment and general classroom achievement but the result showed a low positive correlation between both the variables. Thus it showed that there is a tendency to increase the value of both the variables similarly and positively but this tendency has been found within very few students.

It is concluded from the result that concept attainment plays a basic role in learning. When a individual starts learning, the process of concept formation is also starts. He/she starts learning different type of concepts that related with different type of subjects. That effects
general classroom achievement also. But in general classroom achievement, there is a set of various subjects. The concept attainment may affect one subject more and the other subject less. It may effect the relationship of concept attainment and general classroom achievement. The finding revealed the low positive correlation between concept attainment and general classroom achievement.

- It is found that concept attainment and Hindi language achievement is related significantly. A moderate positive correlation is found between the variables. It is already mentioned above that concept attainment is the ability to understand the meaning of given concepts clearly. It supports the learner to understand the content with accuracy. So this fact shows that there is a very close connection between language achievement and concept attainment. The next finding also supports this fact. It has been found that there is a moderate positive correlation between concept attainment and English language achievement. Both the variables are positively correlated and a tendency is found that if there will be any change took place in one variable the another variable will automatically changed.

- It is concluded that this finding also supports the previous one, and it is quite clear that concept attainment and language achievement is closely connected. If a student have good concept attainment, It will also support understanding language and perform better in learning languages.

- The next finding showed that general classroom achievement and Hindi language achievement are positively correlated. A moderate positive correlation is found between general
classroom achievement and Hindi language achievement. Thus it showed that there is a tendency to increase the value of both the variables similarly.

It is concluded that when a student having good general classroom achievement and his/her performance is good in most of the subjects than there is a bright chances that he will also perform better in language achievement. The finding of the study also showed this.

The next finding also supports this fact the above mentioned result. The finding showed that general classroom achievement and English language achievement are positively correlated and a moderate positive correlation is found.

So it is concluded that both the language (Hindi language achievement and English language achievement) have moderate positive correlation with general classroom achievement.

- Next result showed the relationship of Hindi language achievement and English language achievement. It is concluded from the result that Hindi language achievement and English language achievement are highly positively correlated. Thus it shows that there is a high level of tendency to increase both the variable similarly and positively.

**Conclusion showing correlation among different variables and High Reading Speed Achievers:**

The next finding showed correlation among different variables with in high reading speed achievers group. The present investigation mainly took place within high reading speed achievers and low reading speed achievers. The investigator has find out the reading speed ability of the students and by this process two groups are formed. Concept attainment, general classroom achievement, Hindi language
achievement and English language achievement were studied for both the groups of high reading speed achievers group and low reading speed achievers group. The investigator find out the correlation among different variables of high reading speed achievers group and low reading speed achievers group.

It is needed for the study to know that is there any significant relationship among concept attainment, general classroom achievement, Hindi language achievement and English language achievement within high reading speed achievers group and how much these variables effects and related with one another.

- It has been found that concept attainment of high reading speed achievers group is significantly correlated with general classroom achievement of high reading speed achievers group.

The result showed a very low positive correlation between concept attainment and general classroom achievement within high reading speed achievers group.

It is concluded from the results that calculated value of correlation is very low but there is a tendency to increase the value of both the variables similarly and positively but within very few students. It shows that when a student have good concept attainment, It also supports to have a good level of general classroom achievement but in a very little limit. As it is quite clear that concept attainment provide basis to a learner to understand the given content so general classroom achievement is influenced by concept attainment but for better classroom achievement concept attainment as well as other factors are also needed. So it is concluded that there is a correlation between concept attainment and general classroom achievement but the value of correlation is very low.
The next result showed that concept attainment and Hindi language achievement of high reading speed achievers group are positively correlated the result showed moderate positive correlation between concept attainment and Hindi language achievement with in high reading speed achievers group.

The investigation showed that both the variables are positively correlated. As we know that concept attainment is the base of learning different type of concept. it supports the understanding of given content accurately. So if a student have good concept attainment than that student should have good level of understanding and this supports language achievement.

The next result of the study supports this fact that concept attainment of high reading speed achievers are significantly and positively correlated with English language achievement of high reading speed achievers groups is also found.

As far as language achievement is concerned with concept attainment the results showed that Hindi language achievement and English language achievement both are positively correlated.

So it is concluded from the study that concept attainment is a basic element. For having better Hindi language achievement and English language achievement. Other factors of learning are also essential. These factors may be learning environment, infrastructure and method of teaching etc. So, it has been found that relationship between concept attainment and Hindi language achievement is moderate positive and concept attainment and English language achievement are positively correlated.

The next finding of the study shows that general classroom achievement and Hindi language achievement of high reading
speed achievement group are positively correlated and moderate positive correlation is found between both the variables. It showed that there is a tendency to increase both the variables similarly and positively.

When the investigator investigate the relationship of general classroom achievement and English language achievement of high reading speed achievers group, the result showed that both the variables are positively correlated. High positive correlation has been found between both the variables. It is concluded from the result that there is a high level of tendency to increase both the variables similarly and positively.

- It was found that general classroom achievement and achievement of both the languages are related significantly.

Mostly, It is a common tendency that if a student is good in classroom achievement then he/she has the ability to learn and perform better in language learning and if a student has not the ability to perform good in other school subject his language learning may not be good.

So it is concluded that general classroom achievement and language achievement (Hindi language and English language) are related directly.

The next result of the study showed that Hindi language achievement of high reading speed achievers is related significantly with English language achievement. Calculated value showed moderate positive correlation between the variables.

It is concluded from the result that in the case of language learning there is a tendency to increase both the languages similarly
and positively. If a student has the good performance in one language, he/she may have good performance in other languages also.

**Oluwole (2008)** examined the influence of mother tongue on student’s performance in English language the findings reveal that mother tongue influence the students poor performance in English language.

*The study of Oluwole revealed the contradictory results from the present investigation.* The investigator investigated in the present study, a new finding.

**Conclusion Showing the Correlation Among Different Variables Within Low Reading Speed Achievers Group.**

As it is previously discussed that the present study is mainly centered on high reading speed achievers group and low reading speed achievers group.

When the investigator studied low reading speed achievers group, all the four variables are analysed. The relationship of all the four variables with one another, within low reading speed achievers group was done. How these variables work, within low reading speed achievers group, is the part of the result.

- It has been found that concept attainment and general classroom achievement of low reading speed achievers group are positively correlated. Moderate positive correlation is found between both the variables.

The results showed previously that mean value of both the variables is very low and it is concluded that low reading speed achievers have low mean value of concept attainment and general classroom achievement also. This shows that if a student have low
concept attainment than his/her general classroom achievement will be surely influenced, the result of the study shows this fact.

- The next finding of the study shows the relationship of concept attainment and Hindi language achievement of low reading speed achievers group.

The result shows low positive correlation between concept attainment and Hindi language achievement. Thus it is concluded that there is a tendency that when the level of concept attainment changed the level of Hindi language achievement is also changed.

The obtained calculated value showed that low reading speed achievers have low level of concept attainment and Hindi language achievement.

- *The next finding of the study also supports the above result.* The finding shows that concept attainment of low reading speed achievers group is related significantly with English language achievement. A moderate positive correlation has been found between concept attainment and English language achievement.

It is concluded that concept attainment and language achievement (Hindi, Language and English language) are related significantly and a positive correlation is found between the variables. The obtained value showed that low reading speed achievers have low level of concept attainment and low level of Hindi and English achievement. Correlation is found positive but concept attainment and language achievement is not found highly correlated.

So it is investigated that concept attainment of low reading speed achievers was also low. But concept attainment is not only a single cause for better language achievement, another factors are also
responsible for language achievement. So both the variables are not found highly correlated but moderate positive correlated.

**Conclusion of the results of the relationship of general classroom achievement and Hindi language achievement of low reading speed achievers group:**

It is concluded from the result that general classroom achievement and Hindi language achievement of low reading speed achievers group is positively correlated and a moderate positive correlation is found between the variables.

It is found that low reading speed achievers possess low general classroom achievement and low Hindi language achievement also. If a student have low reading speed ability than his/her performance is found not so good in general classroom achievement and Hindi language achievement. The next finding of the study also supports the above result. The result showed that general classroom achievement of low reading speed achievers group is related significantly with English language achievement.

The investigator come to know that low reading speed achievers possess low level of general classroom achievement and low level of English language achievement. Now the results shows that low reading speed achievement effects general classroom achievement and English language achievement. The general classroom achievement and English language achievement are also found correlated and the effects each other.

- The next finding of the study revealed the relationship of Hindi language achievement and English language achievement of low reading speed achievers group. The result showed that both the languages are positively correlated and moderate positive
correlation is found between Hindi language achievement and English language achievement of low reading speed achievers groups.

It is concluded that low reading speed achievers perform on both the languages similarly. Both the languages are related significantly with each other. The low mean value showed that low reading speed achievers performed poor on both the languages.

5.1.2. Conclusions of the Second Phase (Experimental Phase) of The Study :-

The present study has been designed to reveal the learner’s development in their use of reading techniques better self images and more positive attitude towards learning.

The present study shows and suggests that the set of teaching techniques can bring about change in the classroom teaching.

- After identification of both the groups, it has been found that low reading speed achievers are underachievers in every field, i.e. Hindi language achievement, English language achievement, general classroom achievement and concept attainment.

Low reading speed achievers are also low achievers in Hindi language achievement, English language achievement, general classroom achievement and concept attainment. Low reading speed ability effects language and knowledge achievement of the students.

So a remedial teaching has been planned to improve the achievement of low reading speed achievers. By the set of four innovative techniques, the investigator tried to improve reading speed ability of low reading speed achievers.

- It has been shown by the results that the poorer results in achievement are principally caused by a fall in the ability of
speed reading, so the experimental phase has been conducted on low reading speed achievers groups.

- At first, the researcher has made all the four experimental groups and one control group equivalent. By this the groups can be comparable with one another. For the pre-test condition all the groups should be near about same.

The main objective of the researcher to make the groups equivalent is, if any type of change will be imposed by the researcher on the experimental groups, than it can be find out that if any type of only change take place or not and it is only the effect of that particular change, that was intentionally imposed on the experimental groups.

- It has been found that the mean value of all the five groups are near about same in the pre-test condition. This shows that all the five groups are same with the respect of mean value.

It has been found when the f-ratio is calculated in pre-test condition that there is no significant difference found within the groups and between the groups.

The results of mean value and f-ratio shows the same findings mentioned above. All the five groups (four experimental groups and one control group) are same. If any difference exist within the groups than that was not a significant difference.

- It has been found that the mean value of post-test scores is higher than the mean value of pre-test, when the repeated reading teaching technique has been imposed on experimental group no. 1. The effect of repeated reading teaching technique on reading speed ability of the students has been studied through the hypothesis framed for the study.
The result reveals that calculated t-ratio between post-test and pre-test scores of students who taught through repeated reading teaching technique is significantly different at 0.01 level of significant.

The results have showed that there is a highly significant different between pre-test and post-test scores of experimental group no. 1 when students taught through repeated reading technique. The repeated reading techniques has been found highly effective for the improvement of the level of low reading speed achievement.

For instance, despite the fact that all of the students can read, during pre-test observations but they are able to read the words. But they are not able to process and make connections about what the words meant?

But once the students started to decode the text using the repeated reading method, and hence to improve their fluency, their understanding power of text significantly improved.

Many studies have also shown that students who develop proficient decoding and reading skills at young age have higher level of understanding the text and good level of accuracy. Repeated reading teaching technique is helpful for this.

It is also found in the present study that for the student the repeated reading method is very easy.

Research has shown that repeated reading is an effective way for students to develop reading fluency.

In the process of repeated reading technique students in one group read a passage together three times before going on to the next passage.

The result showed that the experimental conditions produced higher results than the traditional teaching. The main benefit of the
experiment is that, students reading involvement has been also increased and the level of accuracy and understand of the main concept has been also increased.

The finding supports the positive effect of repeated reading in all variations of implementation. Samuels (1979) was one of the first to implement this type of intervention in order to determine its effectiveness regarding reading rate.

Similarly, Roundy and Roundy (2009) has found in their study that with repeated reading, students are able to read a passage faster, more accurately, and with understanding.

It has been also observed that students also felt that they are able to read “well” and “fast”.

This technique has not been used in Indian conditions till now. The researcher has tried to use this teaching technique for the benefits of low reading speed achievers. It has been concluded that the repeated reading teaching technique is also found very useful to speed up reading speed ability of the students.

- The next finding of the results showed that the mean value of post-test scores is higher than the mean value of pre-test, when experimental group no. 2 is taught through choral reading or neurological reading teaching technique.

The effect of choral reading teaching technique on students reading speed ability has been also studied through hypothesis framed for the study that was null hypothesis and research hypothesis.

The calculated t-ratio has been found significant at 0.05 level of significant. The value of t-ratio shows that there is a significant difference between pre-test and post-test scores of the students of
experimental group no. 2, when they taught through choral reading teaching technique.

So, it has been explored that when choral reading teaching technique has been imposed on experimental group no. 2, a significant effect has been found on the reading speed ability of low reading speed achievers.

The choral reading or neurological reading teaching technique is found effective for the low reading speed achiever students.

- The next result is concerned with the study of the effectiveness of Rapid Word Recognition Chart technique to overcome from low reading speed ability.

It has been found that the mean value of post-test scores is higher than the mean value of pre-test scores, when the experimental group no. 3 has been taught through rapid word recognition chart.

The effect of word recognition chart technique on reading speed ability of the students has been studied through the null hypothesis and research hypothesis framed for the study. The calculated t-ratio between pre-test and post-test scores is significant at 0.05 level of significant.

So it is concluded that rapid word recognition chart is effective to overcome from low reading speed achievement.

- The study shows the next result concerning with Speed Drill teaching technique. The mean value of post-test scores is higher than the mean value of pre-test scores, when the experimental group no. 4 is taught through speed drill teaching technique.

The effect of this teaching technique on students reading speed ability has been also studied through hypothesis framed for the study that was null hypothesis and research hypothesis.
The calculated t-ratio has been found between pre-test and post-test condition is 2.34 which is significant at 0.05 level of significance. This shows that there is significant difference between pre-test and post-test condition when experimental Group No. 4 is taught through speed drill teaching technique.

So it has been explored that when the students taught through speed drill teaching technique a significant effect has been found on the reading speed ability of low reading speed achievers.

The speed drill teaching technique is found effective for the students to overcome from low reading speed achievement.

- The next result is concerned with the control group, which is group no. 5. It has been analysed that Is there any noticeable change take place in control group between pre-test and post-test condition or not?

The result shows that the difference found between pre-test and post-test condition with respect to control Group No. 5 is not a significant difference. The control group no. 5 is taught through traditional teaching method. It has been concluded that traditional teaching method is not effective for the underachievers in reading speed ability.

As we know that in general, all the students in a particular class are provided same teaching-learning environment infrastructure facility and teaching method. But it is quite clear that among the students, there is a great variation. The students possess individual differences among one another. In a same class some students are good in classroom performance but some have to face difficulty. These underachiever student are at risk. Same teaching method is not seems to be fruitful for these students.
It is a big question in front of us that *If every student is not same than how can be a same teaching method be effective for them?*

The result of the control group no. 5 is also supports this fact that traditional teaching method is not fruitful for the students with special needs.

So traditional teaching method is not found effective for low reading speed achievers.

**Conclusion of the comparison of mean difference of all the five groups between pre-test and post-test conditions:**

The results have showed that the mean difference of all the four experimental groups is significantly different in pre-test and post-test conditions.

It is concluded that when the experimental groups are taught through innovative teaching techniques a positive effect has been assessed in the students achievement.

- The repeated reading teaching technique has been found the most effective teaching technique for better reading speed achievement. The mean difference found between pre-test and post-test condition in case of repeated reading teaching technique is highly significant. This innovative teaching technique has been found very fruitful for low reading speed achievers.

- It has been also explored that the mean difference between pre-test and post-test scores is also shows significant difference when the Experimental Group No. 2 has been taught through choral reading or neurological reading teaching technique. Choral reading or neurological reading teaching technique is
also effective for speed up reading of low reading speed achievers.

- The next teaching technique, that is rapid word recognition chart is also shows a significant difference in reading speed ability of low reading speed achievers. The mean difference is also found significant at .05 level of significance when the experimental group no. 3 is taught through rapid word recognition chart.

The results have also showed that speed drill teaching shows the mean difference more than rapid word recognition chart and choral or neurological reading teaching technique but this teaching technique also shows significant difference between pre-test and post-test scores at 0.05 level of significance. So it is quite clear that speed drill teaching technique also makes a positive effect on reading speed ability of the student. It has been also found that between pre-test and post-test condition mean difference of control group has not been found significant. So the traditional teaching method through which control group has been taught is not found effective to overcome from low reading speed achievement.

**Conclusion of the comparison of all the four experimental and one control group under pre-test condition.**

A comparison has been made within and between the four experimental and one control group in the pre-test condition. The result shows in the pre-test condition that no significant difference found among all the five groups. All the groups near about equivalent in the pre-test condition.

It has been concluded that all the five groups are formed from the same group of students. All the students in the groups are low reading speed achievers. So when all the five groups are formed for the
intervention, the pre-test scores for all the five groups are found near about same.

**Conclusion of the comparison of all the four experimental and one control group under post-test condition.**

The results showed a significant difference within and between the four experimental and one control group. It has been found in the post-test condition, when all the four groups are taught through four innovative teaching techniques. The control group is taught through traditional teaching method.

It has been concluded that when all the four groups, are taught through four innovative teaching techniques, a great difference has been found in the post-test condition. All the four groups have also showed a difference with one another. It is also explored that the difference has been exist because of a set of innovative teaching technique through which the low reading speed achievers are taught and a remedial teaching has been given to the students.

The difference among all the five groups in post test condition showed that the effect of four innovative teaching techniques i.e. repeated reading teaching technique choral or neurological reading teaching technique, rapid word recognition chart and speed drill teaching technique are different on each and every group. Because of the effect of these teaching technique the low reading speed achievers have scored different with one another and a significant difference has been found.

**Conclusion of the comparison of the effectiveness of all the innovative teaching techniques:**

The second phase of the study is mainly based on a remedial teaching programme. So a set of innovative teaching technique have
been employed on students to overcome from low reading speed ability. Every teaching technique create a different effect on speeding up reading ability.

It has been concluded from the results that the mean value of all the five groups is near about same in the pre-test condition. The teaching techniques have been employed on experimental groups in the post-test condition.

The results shows that the mean value of all the four teaching techniques have a great variation when these techniques are measured after application of innovative teaching techniques on experimental groups.

The mean value of technique no. 1, which is repeated reading technique is at its highest point. So it has been explored that the repeated reading teaching technique is the most effective teaching technique among all the four teaching techniques. This technique has been found very fruitful to speedup reading speed ability of low reading speed achievers.

The technique no. 2 that is choral reading or neurological reading teaching technique, and technique no. 3 (Rapid word recognition chart) have near about similar in mean value. So it is concluded from the results that these techniques are equally fruitful for low reading speed achievers. Sped drill teaching technique (Technique no. 4) has the mean value more than technique no. 2 and technique no. 3. This shows that speed drill teaching technique is more effective than choral reading teaching technique and rapid word recognition chart. Traditional teaching method has the lowest mean value among all the groups. This shows that this is not an effective way of teaching for low reading speed achievers.
It is concluded that repeated reading teaching technique (technique no. 1) is the most effective teaching technique among all the four teaching techniques. So it is one of the most effective teaching techniques for low reading speed achievers. Traditional teaching method is found not effective for low reading speed achievers. So it is concluded that a special treatment is needed for underachievers having low reading speed ability.

It has been concluded that different techniques of teaching differ in their impact on students’ reading speed ability.

Technique no. 1 that is repeated reading teaching technique is more effective in comparison of rest of the teaching techniques in improving reading speed ability of students’ having low reading speed.

Traditional way of teaching is not effective in speeding up reading ability inspite of its repetitive efforts. The chances of their being effective (other techniques) by chance are less than 1%.

5.1.3 Conclusion of the findings

The results have indicated that students studying in the same class, some have the highest reading speed ability and some students have low reading speed ability. In the first Phase of the study, it is concluded that 131 students are found in the high reading speed achievers group and 137 students are the low reading speed achievers among the total number of 500 students.

When the comparison has been made between the high reading speed achievers group and low reading speed achievers group, It has been explored that both the groups have true difference and the difference is not by chance. The results revealed and explored that two
groups, having high reading speed ability and low reading speed ability in front of the investigator, have extreme variation between each other, and both the groups have different level of concept attainment, General classroom achievement, Hindi language achievement and English language achievement.

High reading speed achievers and concept attainment related significantly with each other. It showed that when a student has high reading speed ability, he/she should have a good level of concept attainment also. When concept attainment power is increased reading speed ability is also increased. When the investigator studied the relationship between high reading speed achievers and general classroom achievement, the results showed a moderate but positive correlation between both the variables.

It is also concluded by the result that high reading speed achievement affects Hindi language achievement and when a student is a high reading speed achiever, the level of Hindi language achievement is also increased. These findings also support the same when the investigator investigate English language achievement.

It is revealed that concept attainment power of low reading speed achievers is may be low but it cannot be said that the student having low reading speed achievement, their concept attainment is nill.

The next result showed the relationship of low reading speed ability and general classroom achievement. It is concluded from the results that low reading speed achievers and general classroom achievement are positively correlated but very low positive correlation showed a very low tendency to change both the variables similarly.

It is concluded that when a student is unable to have good reading speed than language learning can also be influenced by low reading speed.
speed ability. A good reading speed will definitely supports Hindi language achievement. So low reading speed ability and Hindi language achievement was also found moderate positively correlated, and it is concluded that when a variable changed than the other one also have a tendency to change.

It is concluded from the second phase (Experimental Phase) of the study that present study shows and suggests that the set of teaching techniques can bring about change in the classroom teaching. It has been shown by the results that the poorer results in achievement are principally caused by a fall in the ability of speed reading, so the experimental phase has been conducted on low reading speed achievers groups. A highly significant difference has been found between pre-test and post-test scores of experimental group when students taught through repeated reading technique. The repeated reading technique has been found highly effective for the improvement of the level of low reading speed achievement.

It has been explored that when choral reading teaching technique, rapid word recognition chart technique, speed drill teaching technique, has been imposed on experimental group, a significant effect has been found on the reading speed ability of low reading speed achievers. The result shows that the difference found between pre-test and post-test condition with respect to control Group No. 5 is not a significant difference. The control group no. 5 is taught through traditional teaching method. It has been concluded that traditional teaching method is not effective for the underachievers in reading speed ability.

Every teaching technique creates a different effect on speeding up reading ability. It has been concluded from the results that the mean value of all the five groups is near about same in the pre-test condition.
The teaching techniques have been employed on experimental groups in the post-test condition. The results show that the mean values of all the four teaching techniques have a great variation when these techniques are measured after application of innovative teaching techniques on Experimental groups.

The mean value of technique no. 1, which is repeated reading technique, is at its highest point. So it has been explored that the repeated reading teaching technique is the most effective teaching technique among all the four teaching techniques. This technique has been found very fruitful to speed up reading speed ability of low reading speed achievers.

The technique no. 2 that is choral reading or neurological reading teaching technique, and technique no. 3 (Rapid word recognition chart) have near about similar in mean value. So it is concluded from the results that these techniques are equally fruitful for low reading speed achievers. Speed drill teaching technique (Technique no. 4) has the mean value more than technique no. 2 and technique no. 3. This shows that speed drill teaching technique is more effective than choral reading teaching technique and rapid word recognition chart. Traditional teaching method has the lowest mean value among all the groups. This shows that this is not an effective way of teaching for low reading speed achievers.

Technique no. 1 that is repeated reading teaching technique is more effective in comparison of rest of the teaching techniques in improving reading speed ability of students’ having low reading speed. Traditional way of teaching is not effective in speeding up
reading ability inspite of its repetitive efforts. The chances of their being effectiveness (other techniques) by chance are less than 1%.

So it is concluded that a special treatment is needed for underachievers having low reading speed ability.

5.2 Educational implications:
1. The 2011 Nation’s Report Card from the US Department of Education also shows that near about 68% of fourth graders are not proficient readers. How will these children function in a society where reading and thinking are crucial for learning. So there is a great need to pay attention to improve reading. Moreover studies of adolescents and especially of middle school aged children with reading difficulties, have found that struggling readers have the language comprehension skills, that often exceed what their decoding skills allow them to read. In other words, even though children may be able to understand the words and information contained in a text, they may still be unable to read text independently.

2. The first phase of the study shows that the poorer results in achievement are principally caused by a fall in the ability of speed reading. So the present study motivates the educationist and teachers to make efforts towards the improvement of reading speed ability.

3. It has been found that reading speed ability effects all the subject areas of school curriculum. Concept attainment is also related with reading speed ability of the students. So, the present study reveals the importance of reading speed ability in scholastic achievement.
4. It is quite clear that if teachers want to provide their students with the most effective reading instruction possible, than they need to first identify their student’s reading levels. So the teacher can design an appropriate literacy programme that can be beneficial for student’s reading abilities.

Consequently, it is important for teachers to analyze and to be aware of their student’s weaknesses and strengths. While doing so, teachers may find that some students are deficient in fluency. If this problem is not addressed, then these students will struggle to become proficient readers.

5. It was reviled by the study that teaching with innovative techniques are more effective for the low reading speed achievers. So teacher can help the child to develop its reading and study skill by formulating questions that require for the application of specific techniques. So that, by selecting appropriate teaching techniques according to the abilities of students, teaching learning process can be made more effective.

On the other hand, students came into set of diagnostic programme, feeling overwhelmed and frustrated with their own reading abilities. These feelings are directly attributed to deficiencies in fluency.

So the present study emphasis on a shift from learning centered teaching techniques to student centered teaching techniques, that may be more beneficial for the students.

6. The present study focused on the importance of repeated reading technique also, for low reading speed achievers. So repeated reading is also a viable means for improving fluency deficiencies.
The study has also includes the steps, to improve the status of taken reading under achievers. So, remedial teaching have been used to improve reading speed ability.

It is quite clear that if students will improve their reading speed, they will improve their comprehension, increase their reading level, increase their reading oriented self-confidence and expend their understanding and enjoyment of language also automatically.

7. The present study showed and suggests that the set of teaching techniques can bring about change in the classroom by giving teachers a greater breadth and depth in understanding their own pedagogical practice and can lead to a more meaningful learning environment for learner. For effective implementation, all primary teachers must be trained on building early literacy and numeracy skills among first generation learners and provided with teaching learning aids such as leveled reading materials in regional languages.

8. We should also consider specialized summer remedial camps, to provide personalized attention to children. Reading oriented programmes can be conducted.

9. The declining interest in reading culture among our children (especially those in primary and secondary schools) is a cause for alarm and a challenge to all, and something need to be done to alleviate this problem. Unfortunately, reading is not taught or included in school curriculum. Reading is not a subject and cannot be taught separately as most other subjects in the curriculum rather it is subsumed in every other subject and is regarded as a tool for facilitating many other types of learning.
Nowadays, due to the “Rat Race syndrome” parents pay little or no attention to their children’s reading ability, parents themselves lack the skill and the culture of reading such that some do not read to their kids.

So the present study motivates the teachers and parents also to make efforts for improving interest in children towards readings.

10. The researcher has employed on experimental group a set of innovative techniques. Repeated reading technique has been also employed to study its effectiveness on students. There are several other theories that attempt to explain why repeated reading may have a positive influence on fluency.

For instance, the investigator suggests that all the cues and instructions and method of implementation of this teaching technique is necessary for better result.

11. There is also a basic problem that reading is not often taught beyond primary grades and then, as the reading materials grows more complex, students begin to struggle with fluency and complexity, which has a negative influence on comprehension because fluency serves as a bridge between learning and achievement.

Difficulties with basic reading skills on pre-primary level don’t usually disappear on their own. In addition, if a child process information slowly, or can’t pay attention or remember, academic instruction will not help him learn to differentiate letter sounds or understand the meaning of what he reads? So the reading plan should be implement from primary level so the difficulties may be minimize.

12. The second phase of the study focused on remedial teaching programme and has involved the teacher researcher, a set of four
teaching techniques and 100 students, focused on how a set of teaching techniques can help the teacher and researcher to seek solutions to the problem and on how the approach facilitates the learning of reading techniques by students.

13. These innovative techniques may implement on classroom teaching learning process.

**Action research programme can be planned and implement to get the benefits of these innovative teaching techniques.**

In short, the study has explored the use of four Diagnostic innovative teaching techniques to improve the condition of underachievers. These techniques have been used by only foreign researchers till now. The researcher has made the intervention through these techniques very first in Indian conditions.

So these techniques can be used in classroom teaching through ‘Action Research’ to make teaching learning process more effective for low reading speed achievers.

### 5.3 Suggestions For Further Research:

An investigation answers only a few questions and very often that too is done partially, emphasizing that further investigations in the same area will be necessary.

On the other hand on the basis of conclusions drawn and their discussion as above and on the basis of research delimitations in conducting this research work, The further researchers may conclude some investigation points for various studies. Some of the suggestions for further studies are as follows:-

1. The present study has empirically established that reading speed ability is significantly correlated with language and knowledge
achievement, and has a significant correlation with concept attainment also. This situation may be further studied by employing varied type of schools, such as public, private, central and residential also.

2. Considering the fact that the present study has been conducted on VIIIth graders only. There is a need to replicate this study in different grades of primary as well as secondary stage of education.

3. Considering the fact that the present study has been restricted to Kanpur Nagar alone, the same may be replicated in other district of U.P. as well as another place outside U.P. Both, urban and rural areas may be also selected for the study.

4. Considering the fact that present study employs and study only the effect and importance of four innovative techniques. Other teaching techniques and methods can be explored and studied to improve the reading speed ability of learners.

The present study has taken up girls and boys both for the investigation but the investigation has not gone through the study of girls and boys separately. Is there any type of effect exist because of sex difference? This is a research question, that can be taken up for further studies.

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