As we know, human life starts from a single fertilized cell. The constant interaction with the environment results in the growth and development of the innate capacities, abilities and potentialities of the child. The task of formal as well as informal education is to help the child in this path of development.

As a child grows from infancy to maturity there is an increase in its mental powers. In contrast to animals man is considered to be endowed with certain cognitive abilities which make him a rationale being. He can reason, discriminate, understand, learn and acquire knowledge.

Reading is a key to a wealth of knowledge and experience that links people in a way that extends to distant environs and distant times. Reading provides experience by which an individual may expand his horizon of knowledge. He gains the essence of himself and of the universe.

Without reading an individual is deprived of a fundamental right to gain further education because reading is the inevitable instruments for learning. If ‘learning is living and living is learning’ reading is an indispensable element in a person’s equipment for living in the world. Reading has socio-political significance also. Through reading it is possible to build sound values-and to arrive at means and methods for
creative living in this machine age.

Reading provides experience through which the individual may expand his horizons, identify, extend and expand his interest and gain deeper understandings of himself of other human beings, and of the world.

Reading is necessary for personal and social adjustment. Reading disability leads to maladjustment and vice-versa. Gates presented evidence that in certain instances failure in reading may be contributing cause of juvenile delinquency as well as various other kinds of antisocial behaviours. Reading can aid young people not only to estimate their own abilities and limitation but also to understand motives of human conduct in themselves and in others and to appreciate the varied influences that constantly play upon them as they make their adjustments. No doubt, books can furnish information necessary to meet life’s challenges and to understand its problems.

Reading according to Holte (1998) adds quality to life and provides access to culture and cultural heritage. He pointed out that reading empowers and emancipates citizens and bring people together. Okeke (2000) reaffirms that the art of reading is a priceless instrument for everyone. It is one of the most important activities of life through which we enter into the life and experiences of others and extend our knowledge, scope of experience and enjoyment. It has critical role to play in the overall development of an individual and the nation at large. which information is transferred from a transmitter to a receiver. At the receiving end the reader gets a thought conveyed by the author; the transmitting end involves sharing that thought with others. In order to communicate one must first comprehend. Fries (1962) is also of the view that one can read in so far as he can respond to the graphic
shapes. Gibson (1965) had described reading behaviour as (a) receiving communication. (b) making discriminative response to graphic symbols. (c) decoding graphic symbols to speech, and (d) obtaining meaning from the printed page.

Reading as an act of responding to printed symbols so that meaning is created. Bringing meaning to the printed page indicates more accurately the reciprocal process between the printed symbols and the mind of the reader. Thus constructing meaning is vital prerequisite of all reading.

Reading is not merely a passive activity. The reader must make an active contribution if he is to acquire the available information. All information-acquisition in reading, from the identification of individual letters or words to the comprehension of entire passage, can be regarded as the reduction of uncertainly. Skilled reading utilizes of the information from a variety of resources- so that for example, knowledge of the word and of language will reduce the need for visual information from the printed page.” He further elaborates that normal reading demands comprehension prior to, and even without the identification of words. If comprehension is necessary before words can be identified, and if the purpose of reading is to make sense of the text, then there is often no point in identifying the individual words at all. Meaningful language is transparent we look through the words for the meaning beyond.

Thus reading is essentially a symbolic behaviour. A reader employs visual symbols to represent auditory symbols. The basic task in reading is to establish in the mind of the reader automatic connections between specific sights and the sounds they represent. Since the sounds themselves are symbols of meanings, the process of reading involves a hierarchy of skills ranging from auditory and visual
discrimination to such higher order mental activities as organizing ideas, making generalizations, and drawing inference.

Words become meaningful to us through our experience. If a word has no roots in our experience, it is difficult to grasp its meaning. “Meaning is not inherent in the words of the writer but it resides in the experience of the reader. If a word represents an idea which is not within the experience of the reader, it is meaning the idea that reading is primarily a matter of comprehension and interpretation of meaning which results in the overall improvement of the child’s ability to process information.

Some investigators have been argued that reading is thinking and reasoning too. Long back Thorndike suggested that the reading of a paragraph involves the same sort of organization and analysis as does thinking. It includes learning, reflection, judgment, analysis, synthesis, problem solving behavior, selection, inference, organization, comprehension of data, determination of relationship and critical evaluation of what is being read. It also includes attention and concentration. Later investigator maintain that reading is more than seeing words clearly more than recognizing the meaning of the individual words. Effective reading is purposeful. The use one makes of his reading largely determines what he reads, why he reads and how he reads.

On the other hand for Goodan (1968) reading is a psycho linguistic guessing game.’ He does not agree with that reading is a matter of getting sequential units of meaning in a series of left-to-right movements and pauses, and putting them together. In his opinion we scan a piece of text for cues, form a hypothesis as to its meaning, match this against the text while taking more cues into account, and so
on, bringing the cue-scanning process to a halt as soon as we feel that ‘the meaning in our head makes the good match with the text.’ Thus the perceptual and cerebral aspects of the reading act are brought together. Goodman (1970) was thus led to perceive that the purpose of reading is the ‘reconstruction of meaning’. Meaning is not in the print, but it is the meaning that the author begins with, when he writes. Somehow the reader strives to reconstruct this meaning as he reads.

Apart from these theoretical standpoints regarding nature of reading, empirical evidence too led to posit reading ability as a much more comprehensive ability involving higher mental processes rather than specific skills like visual, discriminatory and perceptual skills.

Reading experience can be obtained in the library. The school library is a gateway to knowledge and will serve as a starting point or read map to reading and the promotion to reading culture.

Thorndike considers reading to be a central part of the school curriculum. So reading has unique position in the school curriculum, since it is both a subject of instruction and a tool for the mastery of other subjects.

On the other hand language is also a continuous process that begins at birth and continues throughout life. Formal as well as informal education help to develop language among the students. An efficient reader will understand what is irrelevant for him and what is relevant in the text that he should get at. Extensive reading can be very helpful in learning a second language. Elley & Mangubhai (1983) conducted a study on the impact of reading on second language learning. The results of the study indicate that pupils who read a large number of high interest story books written in a second language progressed in reading and listening comprehension in that language at
twice the rate of those students who do not read such books.

No wonder proficiency in reading has been found to be closely related to success in language achievement and school achievement. Reading ability of any matter not only means reading lines and understand but also read between lines. Effective reading depends upon the association of three factors –

1. The meaning which the word or words symbolize
2. The visual form of the word, and
3. The pronunciation of it (See figure 1.1)

![Figure 1.1 # Association of Factors For Effective Reading](image)

M=Meaning
V=Visual or printed form of word
O = Oral form of pronunciation

**Figure 1.1 # Association of Factors For Effective Reading**

So proficiency in reading has been found to be closely related to success in school achievement of the students. But human beings themselves are not all alike. There are wide individual differences. A teacher easily discover these differences among his pupils. Some learns with a good speed while others remain lingering to long. Individuals possess deviation in performing their tasks not only physical but also intellectual. The consistency with which these individual differences appear in relevant tasks, assess the individuals typical approach or ways of learning, thinking and reading abilities also.
The 2011 Nation’s Report Card from the US Department of Education shows that 58% of fourth graders are not proficient readers. This statistic has remained unchanged since 2007.

How will these children function in a society where reading and thinking are crucial for learning.

If child processes 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.

On the other hand we can assess that the great bulk of school learning is complex kind of memory based learning. It consists of not only the acquisition of knowledge but also the mental abilities and skills which enable a student to use his knowledge in problem solution.

Generally it is seen that students do not take interest in their studies and they lose interest in reading. Sometimes they cannot express the ideas effectively and fluently. These type of problems are also related with the attainment of concepts. If the concepts are not clear and not in proper shape, one cannot clearly express the ideas related with the concept.

For example two years baby may identify sheep as dog while a child of five years can distinguish dog, cat, rabbit and sheep properly. Similarly to understand the economy of a country, it is necessary to understand the concepts like capitalism, socialism etc. If these concepts are not clear one cannot understand and talk about economy.

McCullough et al., described reading “as a means to an end; as a form of experience which itself depends on previous experience; as an avenue of communication; as a process of interpretation of meaning. Reading may also be explained in terms of psychological theory; its constituent elements; and it may be studied with reference to related
factors. MacCullough et al., 1946; p. 32). Thus reading is a psychological process in which reader obtains meaning from printed words. He determines the meaning in a particular context and interprets it according to his past experience. Reading involves the reconstruction of printed or written symbols which serve as stimuli for the recall of meanings built up through past experience and the reconstruction of new meanings through manipulation of concepts already possessed by the readers.

Again, reading can be viewed as an act of communication.

Jerome Bruner formulated a concept formation theory that involved cognitive processes i.e. hypothesis testing about a concept by making guesses about which attributes are essential for defining the concept. Concept attainment according to Bruner is “the search for and listing of attributes that can be used to distinguish exemplars from no exemplars of various categories. This model was later refined in several designs. But it is quite clear that the natural concepts in everyday life are learned through examples rather than abstract rules. It seems that most of what we do as humans is categorize or classify objects or events for the purpose of generalizing. To do this we must observe carefully.

A concept is a grouping of objects, events, ideas of people that share one or more major attributes that see them apart. Each concept is defined on the basis of attributes present in it. A concept may have a single attribute or more attributes. For example, chair has a single essential attribute, which is back. While car has steering, brake, clutch etc. Attributes show the complexity of a concept. But attributes must be relevant so that these can be referred as defining attributes.

Concept attainment is designed to clarify ideas and to introduce
aspects of content. It engages students into formulating a concept through the use of illustrations, word cards or specimens called examples. Students who catch onto the idea before others are able to resolve the concept and then are invited to suggest their own examples, while other students are still trying to form the concept. For this reason, concept attainment is well suited to classroom use because all thinking abilities can be challenged throughout the activity. It is possible to use concept attainment to teach almost any concept in all subjects.

Psychologists use the term ‘Concept formation’ to refer to the development of the ability to respond to common features of categories of objects or events. Concepts are mental categories for objects, events or ideas that have a common set of features.

The concept learning is about how to discriminate and categorize things with critical attributes. It also involves recall of instances, integration of new examples and sub-categorization. Concept attainment is not related to simple recall. It must be constructed.

As we know that each subject area has different objects, actions, processes classified in different ways. We want students to be able to read a newspaper article and understand what they have read in the sense in which it was meant. For example, if they read a political article they should understand the way in which political scientist classify. We can assess that there are wide individual difference in performance among the students studying in the same class and no wonder proficiency in reading is somewhat to be closely related to success in school and language achievement. Some read with a good speed while other remain lingering too long, and repeat the content again and again and it may affect the process of language and
knowledge achievement among the students. Students with slow reading rates are often not aware that good readers adjust their rate depending on the purpose of reading. Making these types of adjustments is particularly important for studying or completing assigned readings because a student with poor reading skills otherwise struggles to complete lengthy reading assignment.

Cognitive objectives may be achieved by this teaching technique. This teaching technique is purely based on the instructions applied according to student’s ability. The computer selects the suitable instructions on the basis of learner’s entering behaviour. This teaching techniques involves psychological principles of learning. Balasubramanium, N. (2000) studied computer based instruction in developing reading skills among primary school children and it was concluded that it enhances learner’s ability to guest meaning of words and to understand and identify key words and listening comprehension. Cognitive and meta cognitive strategies was studied to overcome language learning difficulties by Reddy and Shantha Kumari (2003) and it was concluded that training of cognitive and meta cognitive strategies foster thinking. Present study was undertaken to study of high and low reading speed achievers and find out the effectiveness of some innovative teaching techniques for the development of reading ability of the students.

So a set of innovative teaching techniques were experimented on a group to find out its effectiveness.

Fry (1995) defined slow readers as those who read at a speed of less than 150 words per minute. It is a common view that slow readers also read with poor comprehension. For slow readers reading and understanding a complex sentence requires the reader to hold the
information in their short term memory. Because of reading slowly, it becomes harder for the reader to keep the information in his or her memory, and therefore harder to understand.

There is a mainstream view in reading psychology that slow readers often have poor comprehension also. It is accepted that slow readers can actually increase their comprehension by learning to read faster. As with all speed reading courses and programmes there is a “sweet spot”- a good balance between speed and comprehension power.

Many readers struggle with poor reading technique. These techniques often hold them back from achieving a fast and accurate reading style.

In educational perspectives teaching techniques are widely included in the development of educational engineering. So teaching techniques are considered science more than art. It also marked a shift from ‘Teacher and teaching to learner and learning; from instructivism to constructivism ; from teacher centered to learner centered approach’ in learning. So techniques play a very important role in classroom teaching – learning process. Importance of teaching techniques is differ according to the students’ learning abilities. We can take up some techniques for this purpose Questioning, Assignment, Drill are also termed as stimulated skills. It is used to achieve the psychomotor objectives. Assignment is the most frequently used by teachers in teaching every subject. It is based on the psychological learning principles. The cognitive objectives and psychomotor objectives can be best realized by this teaching techniques.

To achieve higher order of cognitive objectives drill technique does not provide the right development. This teaching technique only
beneficial to achieve lower order cognitive objectives. The assignment teaching technique also follows students activeness, learn with understanding, insight and improvement of divergent thinking.

In the beginning the computer service has been utilized in administration and industry but computer has also influenced the educational process. It can be used effectively as a new teaching technique for imparting more information and fact to the students according to their abilities. To use this technique for low reading speed achievers in the set of programme, students are placed into an appropriate level on the basis of their oral reading fluency. The slow reading speed achievers are imposed with a set of innovative teaching techniques. These techniques are beneficial for the students having slow reading speed ability.

Many speed reading courses focus on reading style that can be learned with practice and the assistance of a good speed reading programme. Paper methods versus projector methods Richard (1982) working in Japan performed a comparison with students using traditional paper methods with “machine” methods of teaching. In the study Richard found that the projector method was significantly more effective in increasing reading speed.

Repeated reading has also been used as a component of class wide per tutoring. Mathes and Fuchs (1993) studies this intervention, pairs of students in one group read continuously over 10 minutes period, whereas pair of students in the other group read a passage together three times before going on to the next passage. But no difference existing between both the group.

There are several other theories that attempt to explain why repeated reading may have a positive influence on reading speed. For instance, Schreiber suggests that the success of repeated reading does
not stem from one particular practice but from the discovery of learned morphological and syntactical cues. Further, he believed that these cues are necessary for reading speed to develop. So many educationist teachers and researchers had felt that there is a great need to overcome from low reading achievement.

However, the problem is that fluency is not often taught beyond primary grades and therefore the necessary cues are not developed. Then, as the reading material grows more complex, students begin to struggle with fluency and complexity, which has a negative influence on comprehension and accuracy. Deficiencies in reading speed negatively influences comprehension because reading speed, series as a bridge between word recognition and comprehension.

For many of the struggling readers in this study, It was evident that they lacked the ability to process and decode words smoothly. Because of this, most of the students lacked the ability to comprehend and consequently became frustrated with the reading process. It is believed that this lack of confidence contributed to the negative attitudes and behaviors at the beginning of any student’s study.

So foreign educationist and researcher has used in their experiments repeated reading technique, employed on the students to build speed and accuracy. These repeated readings provide repeated exposures that facilitate word mastery and automaticity also.

The another teaching technique that is speed drills is also seems beneficial for improving reading speed ability of students. This technique is particularly beneficial for the students. The method is used for reading lists of words with a speed drill and a 1-minute timing. This technique is most useful with students who have acquired some proficiency in decoding skill but whose level of decoding skill is lower than their oral language abilities.
Improvement of word mastery and automaticity this technique is also seems very beneficial. Mother and Goldstein (2001) in their study learning disabilities and challenging behaviors: A guide to intervention and classroom management applied an intervention programme, it was found that beneficial for students with learning disabilities.

The another techniques were designed to increase reading speed ability is Word recognition chart and choral reading or neurological reading teaching technique. Word Recognition Chart technique is a way to improve speed of recognition for words with an irregular elements is used for rapid word recognition. This chart is similar to a rapid-serial-naming task. This technique to recognize words rapidly with little attention required to the word’s appearance.

Some children have developed accurate word pronunciation skills but read slowly. Some children read very slowly although they pronounced most words correctly. They complained that because they read so slowly, because they could not understand what they were reading. So they had to read materials several times in order to understand and comprehend the material. These students require more exposures and more practice to recognize individual words easily and automatically.

So with the advent of multimedia education, other development have prompted need for taking a more balanced view of learning particularly works on neural networks has upheld the need for effective instructive, reinforcement, feedback, review and practice.

So how an individual can get success to acquire knowledge and language and how concept attainment takes place among high & low reading speed achievers will be also studied in the present
study. In the present study the researcher will also try to find out a remedial programme. As we know that the teacher can help the child to develop his reading and study skills by formulating questions that require the application of specific comprehension skills. Sometimes it is desirable that the child gets only the general import of a section; at other times he need to get its literal meaning. Sometimes he must make inferences and application or understand the specific meaning of a word in context. So that, by selecting appropriate teaching techniques according to the abilities of students, teaching learning process can be made more effective.

The researcher will also try to find out the learning problem of high and low reading speed achievers and try to find out the effectiveness of a set of innovative teaching techniques for better achievement. These teaching techniques aimed at the use of a remedial teaching programme to help the underachievers in reading speed. So a Diagnostic Remedial Teaching Techniques Programme has been also done to overcome from low reading speed ability.

1.2 Statement of the problem:

“APPLICATION OF SELECTED TEACHING TECHNIQUES FOR LANGUAGE AND KNOWLEDGE ACHIEVEMENT AMONG HIGH AND LOW READING SPEED ACHIEVERS : AN EXPERIMENT IN REMEDIAL TEACHING.”

1.3 Meaning and definitions of technical terms:

1.3.1. Reading speed ability:

Reading speed ability is a collection of reading methods which attempt to increase rates of reading without greatly reducing the understanding of main concept and retention.
Meaning of reading:

b. McCullough et al., described reading “As a mean to an end; as a form of experience which itself depends on previous experience; as an avenue of communication; as a process of interpretation of meaning. Reading may also be explained in terms of psychological theory; it may be analyzed into its constituent elements; and it may be studied with reference to related factors”. Thus reading is a psychological process in which reader obtains meaning from printed words. He determines the meaning in a particular context and interprets it according to his past experiences.

Jenkinson (1973) views, “Reading as an act of responding to printed symbols so that meaning is created.”

In order to communicate one must first comprehend.

Fries (1962) is also of the view that one can read in so far as he can respond to the graphic shapes.

Gibson (1965) characterizes “Reading behaviour as (a) receiving communication (b) making discriminative responses to graphic symbols (c) decoding graphic symbols to speech and (d) obtaining meaning from the printed page.

Reading speed ability:

Wolf and Katzir-Cohen (2001) defines “Reading speed as the level of accuracy and rate where decoding is relatively effortless and where attention can be allocated to comprehension.

Speed reading is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension or retention. It is closely connected to speed. Reading fluency encompasses the speed or rate of reading, as well as the ability to read materials with expression.
Meyer and Felton (1999) define reading speed as “The ability to read connected text rapidly, smoothly, effortlessly and automatically with little conscious attention to the mechanics of reading, such as decoding.

### 1.3.2. High and Low reading speed achievers:

Reading speed is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension or retention.

The concept of speed reading refers to a student’s ability to recognize words rapidly with little attention required to the word’s appearance. As we know that human beings themselves are not all alike. There are wide individual differences. A teacher easily discovers these differences among his/her pupils. Some learn with a good speed while others remain lingering too long. Speed reading plays an important role. Some students read with a high reading speed and some students possess low reading speed.

High reading speed achievers possess high level of understanding with accuracy of the main idea of the given content but without sacrificing the speed.

Low reading speed achievers possess lower level of understanding of the main content and accuracy in reading is also very low. Several errors were found in reading comprehension and automaticity.

The researcher has used self constructed reading speed ability test to discriminate the high readings speed achievers and low reading speed achievers. **The Silent Reading Speed Ability Test (SRSAT) is the very first test constructed in India by the researcher to measure reading speed ability.**

### 1.3.3. Language achievement:

Language development is a lifelong process. It is a continuous
process that begins at birth and goes throughout life. Formal as well as informal education both help to develop language among the students.

**Meaning of language:**

*What is language?* we use the word language broadly to mean any system of communication; any system for transferring information from one person to another. This would include "*body language*" and not simply the customary nation of speech or writing.

People use languages to express their experiences. However each language is uniquely adopted for expressing only certain parts of our experience and is less effective for describing other parts. We cannot completely describe a painting in words or describe emotions in numbers.

For people to communicate they must share a common language and enough overlapping experience to be understood. Once the language is established, it can broaden on in an individual’s experience so that new thoughts can be conceived, these thoughts can enable others, in a cyclical process. Language can extend the knowledge of a group beyond the capacity of human memory.

**Meaning of achievement:**

Achievement is the degree or level of success attained in some specified area, especially scholastic or in general.

Achievement is one which includes knowledge, understanding or skill in specified subject or group of subjects. Their purpose is to measure how much has been learned in the subject and what specific abilities or skills have been developed.

**Bond (1938)** concluded that there is definite need for teachers of the content subjects to instruct their pupils in the particular reading skills that are important in the study of their subjects.

Academic achievement is commonly measured by examination
or continuous assessment. From encyclopedia of Wikipedia, Academic achievement or (academic) performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Children’s first few years of life are crucial to the development of language. Schools preparedness in these areas help students adjust to academic experience. **In the present study Hindi language achievement and English language achievement are studied in accordance of language achievement.**

1.3.4. Knowledge Achievement:

   Better classroom achievement is one of the unique requirements for both school as well as college pupils. In other words, the classroom achievement of school pupils as well as college pupils deserve special care and attention.

   The general classroom achievement refers to performance in class and or examination. Achievement in school subjects is wholly learnt by conscious effort.

   Generally, achievement depends upon the sustained training and interests during childhood and adolescence.

   “Achievement is the degree or level of success attained in some specified area, especially scholastic or in general.” General classroom achievement may be defined as, “The attained ability to perform school task. It may be general or specific to a given subject matter.” Classroom achievement refers to knowledge attained and skills developed in the school subjects which are assessed by the school authority with the help of achievement test which may be in the form of school examination. The scores or grades assigned to a students on the basis of this performance in achievement examination determines the status of the pupil with respect to attained skills or knowledge in
comparison to other peoples. Achievement is the, “acquired ability to do, capacity to do or tendency to do. But a person’s performance (behaviour) is conditioned by the attending circumstances and acquired ability, capacity and tendencies may change. It includes specification relative to the circumstances including time, under which the designated ability to do is be taught of as functioning. The specified circumstances may be those attending the test performance but usually there is the implication that the measure of achievement (test score) is a description of the performance to be expected some future time.

The measurement of individual ability, achievement and characteristics are the solid basis on which students select their studies and occupations. Achievement facilitate learning. It helps in improving learning. A teacher seeks to discover how much the students know about a particular topic or subject. The fundamental objective of the education is concerned with the modification of behaviour.

1.3.5. **Concept attainment:**

Concept attainment is an ability of cognition. To develop the personality of an individual and to communicate well, this ability plays an important role. Even for scholastic achievement it is also important.

If the concepts are not clear and not in proper shape, one cannot clearly express the ideas related with that concept. For example two years baby may identify sheep as dog while a child of five years can distinguish dog, cat, rabbit and sheep properly.

**Bruner** defined, “A concept has five elements namely examples (Positive and negative), attributes (essential and non-essential), attribute value and rule.”

**Dececco (1968)** defined common concept as a class of stimuli which have common characteristics.
Farnham Diggory (1972) defined “concept as coding system which we use to clarify from the world around us.”

“Concepts are mental categories for objects, events or ideas that have a common set of features.”

Each concept is defined on the basis of attributes present in it. Attributes are the things apart from the whole world. A concept may have a single attribute or more attributes. For example chair has a single essential attribute which is black. While car has steering, brake, clutch etc. Attributes show the complexity of a concept. But, the attributes must be relevant so that these can be referred as defining attributes.

1.3.6. Teaching techniques:

The teaching techniques comprises the principles and methods used for instructions. Commonly used teaching techniques may include class participation, demonstration, recitation, memorization or combination of these. The choice of teaching techniques to be used depends largely on the information or skills that is being taught and it may also be influenced by the aptitude and enthusiasm of the students.

Education, like almost every other area of our society has evolved in leaps and bounds in recent years. Traditional teaching techniques are mainly based on a method that teacher explaining a topic and students taking notes. This may still be useful on that occasion, but a number of different teaching techniques have emerged due to this change in education.

The neurological impress technique was used firstly by Heckelman, 1969, 1986 to help students to built reading speed. Many of these teaching techniques are not actually new however! the use of technology in the classroom has simply given education a new lease of
life allowing us to approach old ideas in new ways.

**Merriam Webster defined,** “Technique is a way of doing something by using special knowledge or skill.”

### 1.4. Operational Definitions:

An operational definition establishes a term by describing the set of manipulations necessary to create the presence of the object or by describing the measuring operation which identify the terms presence.

There are two types of operational definitions:-

- **Experimental operational definitions** describe how a term referents are manipulated.

- **Measured operational definitions** describe how referents of a term are measured. The term used in the present study may be defined as below.

#### 1.4.1. Reading speed ability:

“Reading speed ability is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension or retention.

#### 1.4.2. Hindi language achievement:

“The test of Hindi language achievement is one designed to measure knowledge, understanding or skill in the subject. The purpose is to measure how much has been learned in the subject and what specific abilities or skill have been developed”.

#### 1.4.3. English language achievement:

“Achievement in English language includes knowledge of general rules regarding composition and grammar.”

#### 1.4.4. General classroom achievement:

“The classroom achievement refers to performance in class and examination. Achievement in school subjects is wholly learnt by
conscious effort.”

The general achievement has been defined as success in social studies, English, Science and Maths. Social studies measures knowledge in the areas like History, Geography and Civics. General science measures knowledge in the areas like mathematics, Chemistry and Physics. All these subjects constitute the core subject in the general school achievement.

1.4.5. Concept attainment:

“Concept attainment is an ability of cognition. To develop the personality of an individual and to communicate well, this ability plays an important role. Even for scholastic achievement it is also important.

1.5 Need and importance of the study:

Reading is a key to a wealth of knowledge and experience that links people in a way that extends to distant environs and distant times. Reading provides experience by which an individual may expand his horizon of knowledge. He gains the essence of himself and of the universe. Without reading an individual is deprived of a fundamental right to gain further education because reading is the inevitable instrument for learning. If ‘learning is living and living is learning’, reading is an indispensable element in a person’s equipment for living in the world. Reading provides experience through which the individual may expand his horizons, identify, extend and expand his interests and gain deeper understandings of himself, of other human beings, and of the world.

Deboer and Dallmann are of the view and “The world of people and events encountered on the printed page may shape a reader’s attitude towards his fellows, toward school, toward parents and toward life in general. It may heighten his appreciation of the
physical world about him or give him a sense of excitement about the future, especially to the young child in school, successful and happy experiences with reading will determine in great measure his feelings about himself and his social environment.

Reading is necessary for personal and social adjustment reading disability leads to maladjustment and vice versa. It is found that in certain instances failure in reading may be a contributing cause of juvenile delinquency as well as various other kinds of antisocial behaviours. Reading can aid young people not only to estimate their own abilities and limitations but also to understand motives of human conduct in themselves that constantly play upon them as they make their adjustments. No doubt, books can furnish information necessary to meet life’s challenges and to understand problems. Reading his socio-political significance in as much as democracy in any country can survive only if the people of that country achieve a certain level of reading competence. Russell rightly considered reading ability as being essential to the working of democracy. In spite of complex state institutions, democracy is still the rule of people, and citizens can participate in governance only when, through reading, they appreciate and understand some of the important problems facing their community or country and consequently contribute to thoughtful decision making. Citizens must know what the problems are, and what are some of the facts concerning with their solution.

Reading is essential for national integration and international understanding too. It helps us to understand and appreciate the common achievements—the unique contribution made by the people of different nations towards the advancement of human culture and civilization, and the joys and sufferings shared by the whole human
family. Every avenue of communication should be employed to build this ideal of personal and national greatness.

**Reading: An essential part of language development:**

Language development is a continuous process that begins at birth and continues throughout life. According to Petty (1955), “The period a child spends in the primary grades, is usually regarded as one of the transition form. The formal language learning done primarily in the home to that of the more formal instruction which takes place in school”. Since language permeates the 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.

As language permeates the school life, reading permeates the school curriculum. Thorndike considers reading to be a central part of the school curriculum. According to him “Literacy is the foundation on which the great bulk of education has proceeded, and its importance in the educational scene is attested to not only by the attention that is paid to it within the classroom, but also by the enormous literature that has developed around the teaching of reading and the process of learning to read.”

With the rapid increase of human knowledge and expanding curricula, books have become the nucleus for much of the activity conducted in schools, and success in many academic subjects is dependent upon the pupil’s reading ability.

Again, reading has unique position in the school curriculum since it is both a subject of instruction and a tool for the mastery of
other subjects. While ‘learning to read’ is the major goal as the child enters into the school.

Gradually emphasis is being laid upon reading to learn. It is because of this that the present day schools place less emphasis on reading for its own sake, but make far greater use of reading as a tool. The total amount of reading done in school is much greater than it used to be in the past.

This is so because earlier investigators and educators, concerned with the problems or reading, limited the concept of reading to four skills of language acquisition, viz. listening, speaking, reading and writing. According to them the first two skills were acquired by the child interacting within the informal life situations of the family and community during pre-school years. With these skills when the child entered the portals of school, reading and writing – with ‘word’ at the focus – were the formal skills that were emphasized. Even today investigators and educators are predisposed to limit reading to these four skills. Reading unifies the related language arts of writing, listening and speaking. Therefore, continuous development of reading competence can result in better oral and written expression, improved learning and thinking.

However, slowly and surely, the concept of reading has been enlarged not only to include these skills, but also higher level complex intellectual abilities and skills. It would, therefore, be worthwhile to digress a little into the nature of reading itself.

Extensive word mastery, or fluency in handling words is almost a prerequisite for the attainment of competence in reading skills. Under comprehension of explicitly stated material’ is included such skills as the location of specifically stated information, comprehension of the
literal meaning of what is written, and ability to follow specific directions. The comprehension of implicit meaning including the ability to draw inferences from what is ready to predict outcomes; to derive the meaning of words from context; to interpret what is read; and to perceive the structure of what is read—the main idea or central thought, and the hierarchical arrangement of ideas within a selection. Finally, the component appreciation involves such higher mental processes as sensing the intent or purpose of an author, judging the mood or tone of a selection, perceiving the literary devices by which the author accomplishes his purposes etc.

**Reading and Knowledge achievement is also correlated with each other:**

No wonder proficiency in reading has been found to be closely related to success in school achievement. Long back an investigation by Lee (1933) demonstrated clearly the importance of reading for general scholarship in the primary grades. In another study “Reading and Ninth-grade Achievement”, Bond (1938) follow the sequence and directions, to predict outcomes, to appreciate literary devices of the author, to evaluate ideas for relevancy and authenticity, to interpret graphs and charts, and to remember and use the ideas. In addition students should be able to survey materials, choose appropriate reading techniques and acquire a flexible reading rate.

Since reading consists of many skills, reading comprehension in a given subject area can be broken down into many sub skills and abilities. A student might read well in one content area but may be poor in another. Each content area has specialized vocabulary, maps, tables, abbreviations, indexes, diagrams, and footnotes etc. which the reader of that area has to master. Large argued that the content area...
teacher helps the child to develop his reading and study skills by formulating questions that require the application of specific comprehension skills. Sometimes it is desirable that the child gets only the general import of a selection; at other times he needs to get its literal meaning. Sometimes he must make inferences and applications; see implications, and can, or understand the specific meaning of a word in context. Through appropriate questions, the skillful teacher encourages the child to form summary statements, examine the authority of the writer, and bring to light misconceptions or gaps in knowledge that should be remedied.

Be that as it may, both on the basis of view points on the nature of reading and empirical studies on reading ability, reading can be conceived as a hierarchy of cognitive skills right from mechanical skills of perceiving of graphemes to reading for information processing. Having a concern for the nature of reading and the role of reading ability in scholastic of reading ability with other cognitive factors, non-cognitive factors and school achievement was undertaken.

Reading is a complex cognitive process of decoding symbols in order to derive meaning. It is a means of language acquisition of communications and of sharing information and ideas.

Like all language, it is a complex interaction between the text and the reader which is shaped by the reader’s prior knowledge, experiences, attitude and language community which is culturally and socially situated.

The reading process requires continuous practice, development and refinement. Readers use a variety of reading techniques assist with decoding or translate symbols into sounds or visual representation of speech.
So the researcher had also planned a remedial teaching programmed to develop and improve reading speed ability of the students.

It is quite clear that many readers struggle with poor reading techniques. These techniques often hold them back from achieving a fast and accurate reading style.

In educational perspectives, teaching techniques are widely included in the development of educational engineering. So teaching techniques are considered science more than art. It also shows the educational approach shift from ‘Teacher and teaching to learner and learning’ and from teacher centered to learner centered. So techniques play a very important role in classroom teaching learning process.

By reviewing the studies based on reading ability it was found that many of the struggling readers were lacked the ability to process and decode words smoothly.

A critical dimension of our education crisis is that even the children in school often do not acquire foundation skills like reading, that enable then to successfully continue in school.

The annual status of education report is a testimony to the fact that we are failing to help millions of children make the crucial transition from ‘learning to read’ to ‘reading to learn’.

The Hindustan Times (2013) reported in its report “we need a nation-wide literacy and numeracy drive to ensure that all children master basic reading and numeracy skills by class-2, a goal defined clearly in our 12th plan.

In a report Britain introduced a ‘National literacy hour’ that required teachers to devote at least one hour a day in improve children’s reading standards, through carefully structured daily lessons.
This policy had a lasting effect a reading levels.

If we do not gear our educational system towards every student’s preparedness for college, career and life, our demographic dividend will turn into demographic disaster.

So how an individual can get success to acquire knowledge is a question infront of us. The present study aim to investigate and try to find out a remedial programme for low reading speed achievers group. As we know that teacher can help the child to develop his reading and study skills by formulating questions that require the application of specific techniques so the researcher tried to find out innovative teaching techniques which can be helpful for the underachiever students having lower level of reading speed ability and by this new avenues of learning can be opened for these students and became beneficial to solve the learning problems of these students.

The present study deals with the investigation among high and low reading speed achievers. Majority of investigators studied reading ability of the students. But, there is no research study available in India which investigates reading speed ability of the students. So the present study has explored reading speed ability of the students. It is a experimental study tried to find out a diagnostic remedial teaching techniques programme for the enhancement of the reading speed ability.

1.6 Objectives of the study:

Research objective are the description of what is to be achieved by the study. In the process of research objectives are the framework to discover the answer to questions through the application of scientific procedures to find the truth which is yet to discover to gain familiarity with a phenomenon or to achieve new insights into it. The objectives
are a great tool in the hand of researcher to determine the frequency with which something occurs or with which it is associated.

In educational perspective some objective are framed to be achieved and the main aim of education is to make all around development of cognitive, affective and psychomotor area of the students. In the research process, formulating the research problem, extensive literature survey, review concepts and theories, review previous research findings and formulation of hypothesis are done but framing research objective are the aim of research work which is achieved in the process of the research study.

A specific result that a person or system aims to achieve within a time frame and with available resources are called objectives.

In general, objectives are more specific and easier to measure than goals. Objectives are basic tools that underlie all planning and strategic activities. They serve as the basis of creating policy and evaluating performance. But in educational research the objective are framed to achieve all around development of the learner.

The objectives should be stated in logical sequence and it should be clear and unambiguous. It should be specific and also essential that it should be measurable so we can evaluate it also. It should be attainable, realistic and time bounded also that the researcher can achieved in the given time. The present study has been designed to find out the following objectives:

1. To find out high and low reading speed achiever group.
2. To find out the concept attainment of high reading speed achiever group.
3. To find out the concept attainment of low reading speed achievers group.
4. To compare the concept attainment of high and low reading speed achievers group.
5. To find out Hindi language achievement of high reading speed achievers group.
6. To find out English language achievement of high reading speed achievers group.
7. To find out Hindi language achievement of low reading speed achievers group.
8. To find out English language achievement of low reading speed achievers group.
9. To compare Hindi language achievement among high and low reading speed achievers group.
10. To compare English language achievement among high and low reading speed achievers group.
11. To find out general classroom achievement of high reading speed achievers group.
12. To find out general classroom achievement of low reading speed achievers group.
13. To compare general classroom achievement among high and low reading speed achievers.
14. To identify the problems related with language and knowledge achievement among high and low reading speed achievers.
15. To assess the effectiveness of the set of innovative teaching techniques.

1.7 Hypothesis of the study:

Hypothesis act as a framework for the conclusions. They permit the collection of relevant data and making possible the interpretation of these data in the light of potential solution.
According to J.E. Greeten:

“Hypothesis is a tentative supposition or provisional guess which seems and explains the situation under observation.”

The test of hypothesis is a process of testing of significance regarding parameter of the population on the basis of sample. In it a statistic is computed from the sample drawn from a population and on the basis of this it is seen whether the sample so drawn belongs to the population with certain specified characteristics. The computed value of the statistics may differ from the hypothetical value of the parameter due to sampling fluctuations. If the difference is small, it is considered that the difference has arisen due to sampling fluctuations. Hence the difference is accepted. If the difference is considerable, it is considered that the difference has not arisen due to sampling, fluctuations but is due to some other reason.

The test of hypothesis discloses the fact whether the difference between the computed statistics and the hypothetical parameter is significant or otherwise. Hence the test of hypothesis is also known as the test of significance.

On the basis of previous description of reading speed ability and the review of related studies the following hypothesis have been framed for the present study:

1. High and low reading speed achievers group differ significantly with each other.
2. High and low reading speed achievers group differ significantly on concept attainment.
3. High and low reading speed achievers group differ significantly on general classroom achievement.
4. High and low reading speed achievers group differ significantly on Hindi language achievement.
5. High and low reading speed achievers group differ significantly on English language achievement.
6. High reading speed achievers are significantly related with concept attainment.
7. High reading speed achievers are significantly related with general classroom achievement.
8. High reading speed achievers are significantly related with Hindi language achievement.
9. High reading speed achievers are significantly related with English language achievement.
10. Low reading speed achievers are related significantly with concept attainment.
11. Low reading speed achievers are significantly related with general classroom achievement.
12. Low reading speed achievers are significantly related with Hindi language achievement.
13. Low reading speed achievers are significantly related with English language achievement.
14. All the reading speed achievers are significantly related with concept attainment.
15. All the reading speed achievers are significantly related with general classroom achievement.
16. All the reading speed achievers are related significantly with Hindi language achievement.
17. All the reading speed achievers are related significantly with English language achievement.
18. Concept attainment is related significantly with general classroom achievement.
19. Concept attainment is related significantly with Hindi language achievement.
20. Concept attainment is related significantly with English language achievement.
21. General classroom achievement is related significantly with Hindi language achievement.
22. General classroom achievement is related significantly with English language achievement.
23. Hindi language achievement is related significantly with English language achievement.
24. Concept attainment of high reading speed achievers group is related significantly with general classroom achievement of high reading speed achievers group.
25. Concept attainment of high reading speed achievers group is related significantly with Hindi language achievement of high reading speed achievers group.
26. Concept attainment of high reading speed achievers group is related significantly with English language achievement of high reading speed achievers group.
27. General classroom achievement of high reading speed achievers group is related significantly with Hindi language achievement of high reading speed achievers group.
28. General classroom achievement of high reading speed achievers group is related significantly with English language achievement of high reading speed achievers group.
29. Hindi language achievement of high reading speed achievers
group is related significantly with English language achievement of high reading speed achievers group.

30. Concept attainment of low reading speed achievers group is related significantly with general classroom achievement of low reading speed achievers group.

31. Concept attainment of low reading speed achievers group is related significantly with Hindi language achievement of low reading speed achievers group.

32. Concept attainment of low reading speed achievers group is related significantly with English language achievement of low reading speed achievers group.

33. General classroom achievement of low reading speed achievers group is related significantly with Hindi language achievement of low reading speed achievers group.

34. General classroom achievement of low reading speed achievers group is related significantly with English language achievement of low reading speed achievers group.

35. Hindi language achievement of low reading speed achievers group is related significantly with English language achievement of low reading speed achievers group.

36. Concept attainment of high reading speed achievers group differ significantly with general classroom achievement of high reading speed achievers group.

37. Concept attainment of high reading speed achievers group differ significantly with Hindi language achievement of high reading speed achievers group.

38. Concept attainment of high reading speed achievers group differ significantly with English language achievement of high reading speed achievers group.
39. General classroom achievement of high reading speed achievers group differ significantly with Hindi language achievement of high reading speed achievers group.

40. General classroom achievement of high reading speed achievers group differ significantly with English language achievement of high reading speed achievers group.

41. Hindi language achievement of high reading speed achievers group differ significantly with English language achievement of high reading speed achievers group.

42. Concept attainment of low reading speed achievers group differ significantly with general classroom achievement of low reading speed achievers group.

43. Concept attainment of low reading speed achievers group differ significantly with Hindi language achievement of low reading speed achievers group.

44. Concept attainment of low reading speed achievers group differ significantly with English language achievement of low reading speed achievers group.

45. General classroom achievement of low reading speed achievers group differ significantly with Hindi language achievement of low reading speed achievers group.

46. General classroom achievement of low reading speed achievers group differ significantly with English language achievement of low reading speed achievers group.

47. Hindi language achievement of low reading speed achievers group differ significantly with English language achievement of low reading speed achievers group.
Experimental phase:

H$_1$ : Reading speed ability of the students in pre-test condition differ significantly with reading speed ability in the post test condition.

1.8 Delimitations:

Delimitations define the parameters of the investigation. In educational research the delimitations will frequently deal with such items as population/sample, treatment, setting and instrumentation. Delimitations are the choices made by the researcher which should be mentioned. They describe the boundaries that the researcher had set for the study.

The limitations and delimitations sections of the research proposal describe solutions and circumstances that may effect or restrict the method and analysis of research data. According to the study the delimitations are as follows:

1. Presuming that the reading speed ability is primarily concerned with silent reading speed. The tool constructed by the investigator, involves only silent reading speed, that is oral reading activity is not planned to be taken into account.

2. Due to the limitation of time and resources only students of U.P. Board of Kanpur city are considered as population in the present study.

3. Sample of the present study has been drawn from higher secondary schools of boys and girls both.

4. The present study is concerned only with the students studying in class 8$^{th}$.

5. The study is limited to only Government aided schools.

6. Presuming that three subjects viz. Mathematics, Social studies and Science are important in school curriculum and significant for the present investigation. The achievement in other subjects are not taken into account while securing the measures of
general classroom achievement. That is stand for knowledge achievement.

7. To study knowledge achievement, general classroom achievement is taken into account for the present investigation.

8. To study language achievement, only Hindi language and English language are taken into account while securing the measures of language achievement.

9. For the application of innovative teaching techniques only four teaching techniques are imposed on the selected experimental group to assess the effectiveness on the students while conducting the remedial programme.