Chapter-1

Introduction of the Problem

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Chapter -1

Introduction of the problem

1.1 Introduction

Reading and Writing are very important in the Context of language teaching and use. Writing is the most Concrete and Systematic of the language skill. The more developed the writing skill, the more systematic the individual’s overall use of language. By this way, a person can speak, read and listen in a more accurate and effective way (Bryson, 2003). Writing is to individual expression what reading is to comprehension. Among language skills, reading together with writing is the skill to be learned. It is also known that, in the learning process, there is a high correlation between reading comprehension and achievement. Reading and Writing are two basic language skills that are important form the first phase of primary education. These skills fall in the context of mother language learning. Students can learn by writing and reading and a teacher can teach by reading and writing or having students read or write (bloom, 1979, yalcin, 2002). Pedagogy to be adopted in the teaching process should ensure both accurate comprehension and correct and effective self-expression by students during reading and writing activities. Teachers need information and experience to choose appropriate teaching methods for specific learning environments (kapka and oberman, 2001).

Curricula renewed according to student-centered teaching approach require use of strategies, methods and techniques complying with a constructivist approach and in the learning process. One of the approaches parallel to this teaching approach is cooperative learning.

Cooperative learning can be defined as a learning approach in which small, mixed student groups form both in-the-class and out-of-the-class environments to ensure students help each other in learning an academic subject in the scope of a communication, problem-solving and critical thinking skills develop. And where they actively participate in the teaching-learning process (bowen, 2000; Doymus, 2007; Eilks, 2005; Gillies, 2006; hanze and Berger, 2007; Hennessy and Evans, 2006
Levine, 2001; lin,2006). Cooperative integrated reading and composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC technique presents a structure that increase not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques (Acikgoz, 1992; Yaman, 1999)

CIRC technique is developed to support conventional Teachingly used “skill-based reading groups” approach. Firstly, reading groups are established in the classroom. Next, students are paired off within the groups. When the teacher works with a reading group, couples try to using reciprocal learning technique. The help each other in performing, contextual guessing, asking questions, summarizing, writing a composition based on the story, revising-correcting composition). In general, teams are rewarded for all average performance of group members. Thus, equal achievement, group support for achievement, and the performance, all basic components of cooperative learning ensure realization of personal responsibility (Senemoglu, 1997; Slavin,1980)

1.2 Foundation of the study

A language is considered as a system to communicate with other people by using sounds, symbols and words to express a meaning, idea or thought. Language can be expressed through many forms, primarily through oral and written communications as well as using expressions through body language. There are four basic language skills namely reading writing, speaking and listening. These all skills are very important for anyone to develop mastery over the particular language. Keeping in mind the two basic skills that is reading and writing researcher has thought of a study where students are empowered with language proficiency and skills. These are the following reasons why the researcher chooses this research topic:

1. Writing and reading are two most important skills in language because it helps us to understand or decode the meaning of text and also helps to represents our thoughts, feelings and people understanding about what we write, especially with accuracy.
2. The researcher wants to know the students’ ability in reading and writing the text and moreover to acquire the meaning from the same. Most students get difficulties to write descriptive text. Even students find difficulty in pronunciation of difficult words. The last, the study can develop the researcher’s knowledge and experience in teaching reading and writing to the students.

3. To improve students’ ability to understand reading and apply it effectively to their writing, so they can write clear, well organized essays effectively edit their writing for any problems in content, grammar, organization, vocabulary, and mechanic With this reasons researcher has come up with the present research theme.

1.3 Statement of the problem

A cooperative integrated reading and composition is a comprehensive reading and writing program for students. It includes story related activities, direct instruction in reading comprehension and integrated reading and language activities. Pairs of students (Grouped either by across ability levels) read to each other, predict how stories will end, summarize stories, write responses and practices spelling, decoding and vocabulary. It enables the students to understand the text by paired with another student. This CIRC method cooperative integrated reading and composition is a school-based program that targets reading, writing and language arts. Each student is paired with another student and then assigned to a group of students at the same or different reading level.

The researcher carried out the experiment with two different groups of students of standard eight. The first group learnt through CIRC approach. CIRC was used for understanding about spelling, vocabulary, decoding and main idea. Students were assigned to teams composed of pairs of students from the same or different reading groups. Students works in pairs on a series of cognitively to each other predicting, how stories will end, summarizing stories to each other, writing responses to stories and decoding and vocabulary. Students work in teams to understand the main idea and master other comprehension skill.
The second group learn through conventional approach. Certain variables were controlled and the effects of learning approaches were studied. The researcher wanted to study the effects of CIRC learning and conventional learning approach in std.8 with two different strategies. Hence the researcher decided to follow the research more scientifically. The problem was verbalized as ‘Effects of Cooperative Integrated Reading and Composition (CIRC) Techniques on Reading Writing Skills in Gujarati at primary Level’.

1.4 Definition of the terms

The following terms involved in the problem have been defined with a view to making the work more exact and meaningful.

1. **Effect**: According to the definition given by Oxford Dictionary, Effect means a change which is a result or consequence of an action or other cause.

   According to Merriam Webster Dictionary, Effect is a change that results when something is done or happens.

   For the present study Effect implies the performance of students in the achievement Test conducted by the researcher on Reading Writing Skills in Gujarati’

2. **Cooperative learning**: According to the International Encyclopedia of Education cooperative learning means

   • grouping students to achieve a shared goal
   • changes in behavior, resulting wholly or partly from shared experiences of two or more persons
   • A program that provides for alternation of study in school, the two experiences being so planned and supervised cooperatively by the school that each contributes definitely to student’s development in his chosen occupation and interest.
   • Cooperative learning is small group of students organized for study. the members of the groups work cooperatively together to find solutions their problems.
   • An instructional approach in which learners attain their goals and rewards through interdependence and cooperation with one another.
In the present study cooperative learning means the students development 
cognitive strategies for comprehension and writing skills.

According to the definition given by Johnson, Johnson, & Holubec 
Cooperative learning is the instructional use of small groups so that students work 
together to maximize their own and each other’s learning.

In the present study Cooperative Integrated Reading and Composition, one of 
the strategies of Cooperative Learning was used by the researcher for the language 
 improvement of primary school students.

3. Cooperative Integrated Reading and Composition (CIRC)

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive 
reading and writing program that includes story-related activities, direct instruction in 
reading comprehension, and integrated reading and language arts activities.

In this study CIRC method is a teaching method that be used to improve 
student’s ability in reading and writing and composition in order to make classroom 
situation more interesting.

4. Conventional Learning

In the present study Conventional Learning is referred to as learning through 
Question discussion method or teacher centered method in which individual learning 
and competitive learning is inherent.

5. Reading:

Reading is a complex cognitive process of decoding symbols in order to 
construct or derive meaning (reading comprehension). It is a means of language 
an acquisition, of communication, 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.

In the present study reading and writing skill implies the reading and writing 
proficiency in Gujarati Language.
6. **Reading comprehension:**
   According to dictionary of education, Reading comprehension means the extent to which an individual understands material that has been read and is able to recall both such meaning and factual details of the reading. Such capabilities are evaluated on a reading comprehension test. The mind functions in the process and interprets the graphic symbols to bring out its meaning. The product of these mental processes is called comprehension. To obtain the appropriate meaning of the word in the proper context is comprehension.

   In the present study Reading comprehension means scores of students on reading comprehension Test in Gujarati constructed and standardized by researcher.

7. **Writing skill:**
   Writing is the representation of language in a textual medium by a set of signs or symbols. At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the researcher must be able to structure and integrate information into cohesive and coherent paragraph and texts. It is one of the four language skills. It has been characterized as written language. It means that writing is a way to produce language that comes from our thought. It can be written on a paper, computer or other electronic media.

   In the present study writing skill means student’s performance on written expression Achievement test constructed and standardized by the researcher which includes vocabulary, composition work and language ability.

**1.5 Objectives of the study**
   Objectives of the present study were as under:
   1. To construct and standardize Gujarati reading comprehension test for upper primary school students.
   2. To construct a written expression achievement test in Gujarati for upper primary school students.
   3. To develop lesson plans of CIRC in Gujarati for upper primary school students.
4. To study the effect of CIRC approach on
   1. Reading comprehension in Gujarati
   2. Written expression Achievement in Gujarati
   3. Learning awareness of upper primary school students.
5. To study the effect of Conventional Teaching approach on
   1. Reading comprehension in Gujarati.
   2. Written expression achievement in Gujarati.
   3. Learning awareness of upper primary school students.
6. To study the comparative effect of CIRC and Conventional Teaching approach on
   1. Reading comprehension in Gujarati.
   2. Written expression achievement in Gujarati
   3. Learning awareness of upper primary school students.

1.6 Hypotheses of the study Experiment -I

Hypotheses of the present study were as under:
1. There will be no significant difference between the mean scores of pre-test of reading comprehension of experiment group(CIRC) and control group(Conventional learning group)
2. There will be no significant difference between the mean scores of pre-test of written expression Achievement of experiment group(CIRC) and control group(Conventional learning group)
3. There will be no significant difference between the mean scores of pre-test of Learning Awareness of experiment group(CIRC) and control group(Conventional group)
4. There will be significant difference between the mean scores of pre-test and post-test of reading comprehension in Gujarati of students Learning Gujarati through CIRC approach.
5. There will be significant difference between the mean scores of pre-test and post-test of written expression Achievement in Gujarati of students Learning Gujarati through CIRC approach.
6. There will be significant difference between the mean scores of pre-test and post-test of Learning awareness of students Learning Gujarati through CIRC approach.

7. There will be significant difference between the mean scores of pre-test and post-test of reading comprehension in Gujarati of students Learning Gujarati through conventional Teaching.

8. There will be significant difference between the mean scores of pre-test and post-test of written expression Achievement of in Gujarati of students Learning Gujarati through conventional Teaching.

9. There will be significant difference between the mean scores of pre-test and post-test of Learning awareness in Gujarati of students Learning Gujarati through conventional Teaching.

10. There will be no significant difference between the mean scores of post-test of Reading comprehension in Gujarati of experiment group(CIRC) and control group(conventional group).

11. There will be no significant difference between the mean scores of post-test of written expression Achievement in Gujarati of experiment group(CIRC) and control group(conventional group).

12. There will be no significant difference between the mean scores of post-test of Learning Awareness in Gujarati of experiment group(CIRC) and control group(conventional group).

Same hypotheses Ho1 to Ho12 were formulated for experiment II, III, and Experiment IV.

1.7 Variables of the Study

Variables are the conditions or characteristics that the experimenter manipulates, control or observes. The purpose of all research is to describe and explain variance in the world. Variance is simply the difference; that is, variation that occurs naturally in the world or change that we create as a result of a manipulation. Variables are names that are given to the variance we wish to explain.

Variables of the present study were as under:
1) **Independent variable**— Teaching Method
   1. CIRC Method  
   2. Conventional Method

2) **Dependent variable**—
   1. Reading comprehension
   2. Written expression Achievement
   3. Learning awareness

3) **Controlled variable**— Gujarati medium school, Gujarati language (Reading comprehension and Writing), 8\(^{th}\)Standard

1.8 **Delimitation of the study**:
Delimitation of the present study was as under:
1. Present study was delimited to Gujarati medium upper primary school only.
2. Present study was delimited to 8\(^{th}\) only.
3. Present study was delimited to study the effect of CIRC on Reading comprehension, Writing skills and learning awareness only.
4. Present study was delimited to the selected contents of Gujarati content only.

1.9 **Significance of the study**
Based on objectives above, the significance of the present study can be stated as follows:

1. For **student**:
   Results of the present study, it will be known that how CIRC is effective
   a. To improve reading and writing skills of students in Gujarati
c. To improve the reading comprehension of students
c. To improve the Learning awareness of the students
   As the Characteristics of co-operative Learning and CIRC These will be the by product of the study a, b, c

2. For **teacher**—After completing the research
   a. A CIRC program will be developed by the researcher which will be useful for the teacher to classroom application.
b. A Reading comprehension test will be developed and standized by the researcher which will be useful for measurement of Reading comprehension of Students in Gujarati.

c. Written expression achievement test will be developed by the researcher which will be useful for the teacher to measure writing skills of the students.

3. **For researcher**
   This study can develop knowledge and experience in teaching Reading comprehension of writing to the student.

4. **For School**
   This study can be a starting point to develop the CIRC method which can be applied in the schools for teaching reading and writing.

1.10 **Limitations of the study**

   Limitations of the present study are as under:

1. In the present study researcher has used Randomized groups pre-test post test design of the experimental research. So the limitation of this design like interaction between the pretest and the experimental treatment, interaction of selection of subjective effects of the experimental procedure may affect the results of the study.

2. In the present study researcher has used the tools- Reading comprehension test and writing skills achievement test constructed and standardized by the researcher. Limitations of these tools may be the limitations of the study.

3. In the present study researcher has developed CIRC lesson plans and used CIRC technique in the experimental group Researcher has tried to follow the major principles and components of CIRC Technique yet there may be some limitations in the study.

1.11 **Scheme of Chapterization**

   The thesis has been divided into five chapters. The scheme of chapterization is as follow:
Chapter 1 - Introduction of the problem

The chapter begins with an introductory note and states the problem with the explanation of the key terms. It also states the objectives of the study undertaken, hypotheses framed and rationale of the study as perceived by the researcher.

Chapter 2 – Review of Related Literature

This chapter begins with the objectives with which review of related literature is done and then presents the different studies reviewed for the present work. In this chapter, the theoretical aspect of co-operative learning, reading comprehension, co-operative integrated reading and composition approach, are discussed. This chapter will also include review of articles, research papers and books related to this area.

Chapter 3 – Planning and Procedure

The chapter focuses on the methodology adopted in present study. It describes in detail about the preparation and validation of tools, treatment programme, sampling techniques, variables and experimental design. This chapter will also include the description of the tools to be used and the procedure adopted for the data collection as well as data analysis.

Chapter 4 – Data Analyses, Interpretation and Discussion

In this chapter the collected data has been analyzed and presented in a tabular as well as graphical form. Interpretation based on results of data analyses have been presented and discussed in the light of present study.

Chapter 5 – Summary, Findings and Recommendations

The last chapter of the thesis deals with the summary, finding and conclusion drawn from the present study. It also presents some suggestions for the future studies that can be undertaken in the field. The chapter ends with the reflective notes by the researcher on the research.