Appendices
Appendix I
Diagnostic Test on English Language (DTEL)

Appendix II
Performance test on Reading skill (PTRS)

Appendix III
Performance test on writing skill (PTWS)

<table>
<thead>
<tr>
<th>S.No</th>
<th>Title of the Paper</th>
<th>Name of the Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Diagnosis of reading and writing skills in primary school Students</td>
<td>International Journal of English Language Teaching</td>
</tr>
<tr>
<td>2</td>
<td>Technology mediated teaching for students’ Reading skill in English</td>
<td>Research Journal of English Language and Literature</td>
</tr>
</tbody>
</table>
Appendix I

Diagnostic Test on English Language (DTEL)

Name……………………….
Name of the School………..  Gender:  Male /  Female

I.  Dictation words.

1.                                                              6.
2.                                                              7.
3.                                                            8.
4.                                                           9.
5.                                                          10.

II.  Complete the following instructions to prepare vegetable salad, choosing prepositions from the box.

  in, with, on, into, from, to, of

  - Take onions, tomatoes, chillies and cucumber_____ the vegetable basket.
  - After washing them, keep them _____ a plate.
  - Cut the vegetables _____ small pieces.
  - Add salt and pepper_____ the salad.
  - Garnish it_____ coriander leaves.
  - Serve the salad _____ a bowl.

III.  The letters in the following words are jumbled. Rearrange the letters and make meaningful words.

1.  mngoa        …….   2.  dya           ………..
3.  otp              ……..                         4.  frgo          …………
5  xof  ………  6.  Cyal       …………
7.  itbbra          ………  8.  ofwl         …………
IV. Complete the word web. One is done for you.

What all actions can you do?

V. Look at the picture and write what these animals are doing?

1. 

2. 

3. 

4. 

5. 

VI. Ramu made a beautiful house for Pinku. Describe about Pinku’s house about five sentences.

1. …………………………………………………………………………………………………………………………………………………

2. …………………………………………………………………………………………………………………………………………………

3. …………………………………………………………………………………………………………………………………………………

4. …………………………………………………………………………………………………………………………………………………

5. …………………………………………………………………………………………………………………………………………………

VII. Fill in the blanks with suitable words from the box

his, her, their, my, our, your

Manu said, ‘Mom, I am going to wash…… hands’. Mother said, ’You are a good boy’. She kissed Manu on …… cheek. ‘Manu, do you think all…… friends wash…… hands before eating? Mother asked. ‘Yes they all wash……. hands before they eat. ‘Do your teaches ask you to develop good habits like this? Mother asked. ‘Yes…… Science teacher always tell us about the importance of developing good habits. She tells us the story of ……. Son and daughter.’ said Manu. ‘That’s interesting. I must congratulate ……..’, Mother said. ’Everybody likes……,’ Manu said.
VIII. Complete the following story with a, an, or the

One afternoon _____ ox was grazing in _____ field. A small frog in ____ field saw ____ ox. The frog thought, ‘I want to become big like ____ ox’. The frog started puffing and swelling. ‘Am I as large as ____ ox?’ he asked his friends.’No.no,’ they replied. So, the frog puffed himself up more and more, trying to reach the size of ____ ox. ‘Now… now?’ Asked the frog. ‘Please, don’t try anymore, you are only ____ frog, you can’t become ____ ox,’ pleaded his friends. But the frog continued to puff and swell, larger and larger until he finally burst.

IX. Look at the vehicles shown in the pictures and compare them using the words in the box. One is done for you.

bigger, more expensive, faster, heavier, lighter, slower, smaller

1. A car is bigger than an auto rickshaw.

2. ..........................................................................................................................

3. ..........................................................................................................................

4. ..........................................................................................................................

5. ..........................................................................................................................

6. ..........................................................................................................................

7. ..........................................................................................................................
Appendix II

Performance test on Reading skill (PTRS)

Name : 
Sex : Male/ Female
Medium of instruction : Malayalam/English

I. Read the phonemes.

Instruction: “I am going to say a word and ask you have to tell me the first sound of a word”. Listen carefully.

A. Birdie (b)
B. Fisherman (f)
C. Mirror (m)
D. Sailors (s)

II. Segment the following sentences and read it.

a) It was Friday night.

b) Manu was relaxing in a chair.

c) He was watching his favourite TV show.

d) It was about a ship journey.

III. Substitute the first letter and spell the new word.

a) In the word ‘mail’ substitute the phoneme |m| with the phoneme |j|. What word will you get?

b) In the word ‘mug’ substitute phoneme |m| with the phoneme |b|. What word will you get?

c) In the word ‘mug’ substitute phoneme |m| with the phoneme |r|. What word will you get?

d) In the word ‘mug’ substitute phoneme |m| with the phoneme |h|. What word will you get?
IV. Delete the first phoneme in the following words and spell out the word.
   a) Bring
   b) Slip
   c) Dice
   d) Flight

V. Spell out the missing vowels or consonants.
   a) isl_and
   b) sea_hore
   c) grab_ed
   d) cott_ge

VI. Select the consonants or vowel from the box to complete the word.
   n, a, o, d,e,s
   a) Garde__
   b) M_ther
   c) Banan_
   d) Fri_nd

VII. Here is a game. Read the paragraph by choosing correct prefix or suffix from the brackets. You will have fun this time.
   S, ly, ful, er, pre, un, re, by,es

   Dad stopped for gas on the way to take us, kid…..(s/ly     ) to school. I am usually a bus ride …. (ful/er). But today was a special day. At the bus station, Dad went into ….. (un/pre) pay before he could fill the tank with gas. When he came out he had surprise…. (es/by) for each of us! That’s excellent! You got all the questions right!

VIII. Delete prefix or suffix from the following words to get root words.
   a) unwrap
   b) teacher
   c) refill
   d) taller
IX. Complete the word web with suitable verbs.

What all actions can you do?

- mango
- run
- jump
- school
- I can
- good
- play
- clever
- dance

X. Show the suitable verbs from the four options.

1. Meera ___ by seeing the monster
   a) monster     b) the
   c) ran         d) seeing

2. Ramu likes to ___ banana.
   a) mango       b) sweet
   c) orange      d) eat

   a) shop        b) sleep
   c) reads       d) pencil

4. Appu said to Tom: “Please ___ the door.”
   a) open        b) blue
   c) clever      d) behind

XI. Read each of the following sentences. Choose the noun from the options below. Circle your choice

1. I went to the circus with my family.
   a) with        b) family
   c) the         d) went
2. My aunt is afraid of lions.
   a) my    b) afraid
c) is    d) lions
3. Circus acts take place within a ring.
   a) acts    b) take
c) within    d) ring
4. We saw a circus from China.
   a) saw    b) China
c) from    d) we

XII. Point out the picture and say the position of kitty and the spider.

Kitty is …….the log   Kitty is …….the log   Kitty is ………the log

Spider is ……the box   Spider is … the box   Spider is ……the box

XIII. Read out the following sentences by using the noun from the brackets.

1. Ram likes to be a _____(teacher/ sleep).
2. Sheena likes to go to the _____( Zoo/play).
3. Ammu is playing with a ____ (jump/ cat).
4. Ponni goes to ____ (dance/school) to study.
XIV. Read each sentence. Determine which one of your answer choices is being used as a preposition. Circle your response.

1. Rani forgot her bag at home.
   a) Rani  
   b) her  
   c) at  
   d) home

2. Alex could not finish his work before lunch.
   a) Could  
   b) finish  
   c) work  
   d) before

3. The cat jumped on the table.
   a) cat  
   b) jumped  
   c) on  
   d) table

4. The dog sat between the stones.
   a) between  
   b) sat  
   c) dog  
   d) stones

XV. Read the story aloud and complete the following story with a, an, or the

One afternoon _____ ox was grazing in ______ field. A small frog in ____ field saw____ ox. The frog thought, ‘I want to become big like ____ ox’. The frog started puffing and swelling. ‘Am I as large as____ ox?’ he asked his friends.’No.no,’ they replied. So, the frog puffed himself up more and more, trying to reach the size of ____ ox. ‘Now… now?’ Asked the frog. ‘Please, don’t try anymore, you are only____ frog, you can’t become_____ ox,’ pleaded his friends. But the frog continued to puff and swell, larger and larger until he finally burst.

XVI. Read the passage and find out the articles ‘a’ ‘an’ and ‘the’

Today we finished a very interesting story in our English class. It is about a fisherman and his wife who got a mirror. They did not understand what it was. They fought over it and it broke into pieces. Our teacher asked us to present the story as a skit. The setting of a story was an island. To show that the events happened on a seashore, we placed an umbrella. We also need two actors. Rahul agreed to play the fisherman. I played the fisherman’s wife. We needed a mirror. Our English teacher gave us one. Everyone said that our group’s performance was good. Unfortunately, the mirror fell from our hands and broke.
Pick out from the above passage words that comes after ‘a’ ‘an’ and ‘the’ and complete the table.

<table>
<thead>
<tr>
<th>Words with ‘a’</th>
<th>Words with ‘an’</th>
<th>Words with ‘the’</th>
</tr>
</thead>
<tbody>
<tr>
<td>A fisherman</td>
<td>an island</td>
<td>the story</td>
</tr>
</tbody>
</table>

XVII. Read the following sentences and underlines the subject, circle the verb and tick the objects.

1. Ravi likes cat.
2. He plays cricket.
3. I like mangoes.
4. Jose walks fast.
5. Manu eats banana.

XVIII. Rearrange the following words in the Subject, Verb and Object order to make complete sentences.

1. fast / talks / Ted
2. milk / Anna / drinks
3. reads / book / She
4. movies / I / watch
5. plays / he / cricket

XIX. Read the text and choose true or false.

Hi, I am David. I am 11 years old. Tomorrow I am going to watch a football match. I am a good student and the tickets are a present from my uncle. He is a football fan too. It is a very important match and my team must score, but they must not kick the players. I am sure it is going to be an exciting match. It is going to be cold and windy, so I am going to wear a sweater and a jacket. At the match, I am going to eat a burger and drink coffee.
1. David is twelve years old.
   a) True   b) False
2. He has tickets for a football match.
   a) True   b) False
3. Tickets are a present from his cousin.
   a) True   b) False
4. The weather is going to be hot and windy.
   a) True   b) False

**XX. Oral reading fluency.**

**Read the story and answer the following questions.**

Early one morning Tota Gul and Jojo walk around in the forest. They find a scary Monster. None of them could believe their eyes. They ran away as fast as they could. Later in the morning Thud walks to the big tree. Jojo, Tota and Gul are shivering in fright. They informed Thud about the Monster. Thud tells them to show him where they saw the strange thing. They ask him to go back to the forest with them. They say they will show it to him. And so they go. In the forest they show Thud where the Monster is hiding. Then they hide behind him. Hey! He says. I know you. The Monster moves. As he stretched out his arms and yawns, the leaves branches in fruits are pushed away. Now the Monster becomes something else. It is really Baloo.

1. What do they find?
2. Who walks to the big tree?
3. Who all are shivering in fright?
4. Where do they go back?
5. Who was the monster?
Appendix III

Performance test on writing skill (PTWS)

Name : 
Class : 
Sex : Male/ Female 
Name of the School : 
Medium of instruction : Malayalam/English 
Occupation of father : Farmer/Clerical/Teacher/Official/Others 
Occupation of mother : Housewife/Clerical/Teacher/Official/Others 

I. How many phonemes are there in the following words?
   a. Fun_
   b. Sit_
   c. Mail_
   d. Catch_

II. Segment the following words.
   a) Live_
   b) Ship_
   c) Face_
   d) Fight_
   e) Prince-

III. Make three new words by substituting the first sound of the words.
   a) Bug
   b) ........
   c) ........
   d) ........
IV. Blend the following words. One is done for you.
   a. Cry- c  r  cr  cry
   b. Star-
   c. Black-
   d. Smile-
   e. Blue-
   f. Skirt-

V. Delete the first phoneme from the following words and write the new words.
   a. Bring_ 
   b. Slip_ 
   c. Tear_ 
   d. Dice_ 
   e. Flight-

VI. Underline the vowels and circle the consonants in the following words.
   a. live ___ l - i - v - e
   b. sand ___ s - a - n - d
   c. face ___ f - a - c - e
   d. ship ___ s - h - i - p
   e. ruby ___ r-u-b-y

VII. Fill in the following missing letters with vowels or consonants.
   a. Fa __ her
   b. Im __ ges
   c. Sail __ r
   d. So __ row
   e. H__ppen
VIII. Add prefixes or suffixes to the following words to make new words.

a. Teach_

b. Tall_

c. Jump_

d. Pay_

e. Place_

f. _happy

g. Box_

IX. Fill in the following sentences by using the appropriate suffix from the given box.

S, er, ful, ly, es

a. Car…… filled the parking lot.

b. The teach….. took the class on a field trip.

c. My mother is a beauty ….. woman

d. She knocked on the door soft …..

X. Read the story and find out the verbs.

Jim likes music. He plays many instruments. He plays the piano, clarinet, trumpet, and guitar. The pianos are his favorite instrument to play. Not very many people play the pianos. Jim plays the piano for celebrations. He also plays the piano at parades. The audience listens to the piano. They clap for Jim. They enjoy the music of the piano. Jim also teaches people how to play the piano. He gives lessons to children and adults. He teaches them the history of the piano. He teaches them how to play music with the piano. Jim is a good teacher.

Underline the main verbs in the following sentences?


b. Jim plays the piano for celebrations.

c. The audience listens to the piano.

d. They clap for Jim.

e. He teaches them the history of the piano.
XI. Choose the correct verb from the brackets and fill in the blanks.

a. Babu ____________ (mango/ plays) cricket.

b. Sita can ____________ (dance/ black).

c. Manu ____________ (good/ watches) a movie.

d. Rita ____________ (school/ reads).

e. Beena____________ (jumps/ clever)

XII. Circle the nouns in the following sentences.

a. Are you sitting on a bench?

b. I go to School.

c. He is a teacher.

d. I went to the Zoo.

e. I like to eat bananas.

XIII. Find out and write which one of your answer choices is being used as a noun.

1. The Prince looked so sad.
   a) Prince b) so c) looked d) the

2. The Swallow picked out the ruby.
   a) Picked b) out c) Ruby d) the

3. He went to the park.
   a) he b) to c) went d) park

4. She is covered with fine gold.
   a) covered b) she c) with d) gold
XIV. Complete the following instructions to prepare vegetable salad, choosing prepositions from the box.

**in, with, on, into, from, to, of**

a. Take onions, tomatoes, chillies and cucumber ______ the vegetable basket.

b. After washing them, keep them ______ a plate.

c. Cut the vegetables ______ small pieces.

d. Add salt and pepper ______ the salad.

e. Garnish it ______ coriander leaves.

f. Serve the salad ______ a bowl.

XV. Fill in the blanks in the following sentences with suitable articles ‘a’ ‘an’ or ‘the’.

a. Binu has ….beautiful pen.

b. …. Giraffe is the tallest animal.

c. Sinu has….. alarm clock.

d. …. Ramayana is the holy book of Hindus.

XVI. Look at the picture and help the crow to find out his friends by choosing the prepositions from the box.

**Among, inside, on, behind, under, between, in**

Baloo is .......... the tree. Popo is .......... the trees. Spider is .......... the box.

Kitty is .......... the log. Kuttu is ..........the boat.
XVII. Jiji is going for a holiday trip, and she has made a list of things to pack. Look at the list which Jiji has made and fill up each word with articles ‘a’ ‘an’ or ‘the’.

a) ..... .....comb
b) .....umbrella
c) ..... Tales of Trinky Land
d) ..... alarm clock
e) ..... Bible
f) ..... tooth brush
g) ..... mirror

XVIII. Underline the Subject, circle the verb and tick the objects in the following sentences.

a. She likes cat.
b. He reads book.
c. Meenu walks fast.
d. I watched cricket.
e. Nancy lost her pencil.
f. Ramu eats mango.

XIX. Identify the pattern of the following sentence: Put a slash and mark ‘S’ for subjects ‘V’ for verbs and ‘O’ for objects. One is done for you.

1. Rama plays baseball.
   S  V  O
   Rama/plays/ baseball

2. Beena drinks juice.
3. Ramu plays piano.
4. Jose eats apple.
6. Uma writes story.
XX. Jose lost his cricket ball and Jiji has given him three balls. Look at these three balls and compare them with each other.

1. .............. ball is bigger than the .............. ball.
2. ..................ball is the biggest of all the three balls.
3. The blue ball is bigger in size than the.... ............ball.
TECHNOLOGY MEDIATED TEACHING FOR STUDENTS’ READING SKILL IN ENGLISH

Dr. S. AMUTHA¹, PHILOMINA. M.J²

¹Assistant Professor,²Ph.D Scholar

Department of Educational Technology, Bharathidasan University
Tiruchirappalli

ABSTRACT

English language learning requires multisensory engagement, active participation and engagement with the material, which can be achieved through pedagogically sound practices with technology. The present study aims to find out the Reading skill in English Language using technology as a tool. The study adopted experimental method. The investigators prepared a multimedia package, with 10 components of reading skill like phonemes, segmenting, substituting, vowels & consonants, prefixes & suffixes, nouns, prepositions, verbs, articles and SVO pattern for measuring the reading skill. The multimedia package has been experimented with 30 students of 5th grade from Wayanad District of Kerala state. Out of 30 students 15 were control group and 15 were experimental group. The control group has been given treatment with traditional chalk and talk method and the experimental group has been given treatment with multimedia package. There were 10 contents in a package and each content has been experimented each day. The researchers conducted pre-test and post-test for measuring their academic achievement. The results revealed that there exists significant difference between the reading skills of control group and experimental group in the post-test. There is no significant difference in the reading skills of control group and experimental group in the pre-test. There is no significant difference seen in the reading skills of control group and experimental group in the post-test with reference to gender. There exists significant correlation between the components of prefixes and suffixes and verbs; overall reading skills and prepositions and overall reading skills and subject, verbs & objects of the Experimental group in the post-test.

Key words: Reading skills, components, Multimedia package, Prefixes and suffixes, control group and experimental group

INTRODUCTION

Twenty-first century English language learners need to be provided with more opportunities to become active participants in the classroom, be disclosed to foreign culture, indigenous speakers and have a chance to exercise their creative skills and practice communication. Technology-mediated instruction can offer all these opportunities if used and scaffolded through sound instructional practice consistent with second language acquisition (SLA) research. Second Language Acquisition research discern students as
effective learners; proficient of creating their own ideas that they can later use to make sense of their own pace of learning (Ritter & Ruschoff, 2001). SLA research implies that language acquisition should be achieved by having plethora of times for communicative language activities that allow for the exchange of information and negotiation of meaning between the speakers. Liu, Moore, Graham, and Lee (2003) highlighted that there is a great significance in English language, using technology integrated pedagogy and therefore, it is crucial to look at how it has been used in the English language teaching in the classrooms.

For assessing a student’s overall reading situation Reading patterns have a major role, and may be linked to specific intellectual processes and reading outcomes (Cole et al., 2011). Observing and understanding an individual student’s reading pattern is difficult in a traditional classroom. Based on their pedagogical knowledge and experience, such adaptive learning guidance needs to trust on the teacher’s competent judgment. Many studies (Stroud & Henderson, 1943; Carver, 1990; Rasinski, 2000; Dyson & Haselgrove, 2000; Fraser, 2007; Duggan & Payne, 2009; McLay, 2007) said that the reading rate (the words read per minute, wpm) is a useful indicator that reflects an individual’s cognitive process of approaching text. Fraser (2007) compared the Mandarin speaker’s performance and reading rate of two groups, as they carried out five tasks, and found that the varied substantial differences in the reading rates existed between the groups for all assignments. To assess students’ reading performance the reading rate can be used as a tool (Rasinski, 1999, 2000), and has been shown to be positively correlated with reading comprehension (Joshi & Aaron, 2000).

The cognitive theory of multimedia learning highlight how three kinds of materials are handled within three kinds of memory storage (sensory, working, and long-term memories), which perform different intellectual processes in the human information-processing system (Mayer, 2005).

Taking the simplest reading condition reveals that printed words are presented visually and initially processed through the reader’s eyes. The reader may then attend to some of the incoming words and bring them into working memory. Where information is integrated and retrieved with incoming text the working memory serves as a mental workspace. Subsequently, by pronouncing mentally the written words the reader can get them into the auditory/verbal channel. Next, the active intellectual process can take place to build the words into a unified mental structure known as a “verbal model”. Next, the reader may apply previous knowledge in the long-term memory to instruct the process of integrating knowledge in working memory. After an advanced insight is created in the working memory, it is then stored in the long-term memory, where it will serve as previous knowledge to support the succeeding new learning. Both the reading rates and retrieval outcomes were measured from the study to identify the students’ patterns and reading outcomes. Young learners need to learn how to decode a large number of words to master the reading process, along with other factors, like interest and confidence (Netten, Droop, & Verhoeven, 2011), making the examination of their reading processes even more challenging and may result in great individual differences in abilities.

As a dynamic intellectual process reading Framework allows the reader to understand written text interprets meaning, and use meaning according to the type and purpose of the text (U.S. Department of Education, National Center for Education Statistics, 2011). Due to the nature of language instruction, English language classrooms can benefit from pedagogically sound technology mediated multimedia instruction. Technology allows for multimedia instruction and a multisensory conducive learning environment. Research has shown that using technology mediated multimedia instruction in the classroom helps the students to tailor instruction with different abilities (Wu & Zhang, 2010) and facilitates rapid building and sharing of knowledge within the participatory environment (Asselin & Moayeri, 2011). Research also shows that technology mediated multimedia instruction enhances student interest (Boehm, 2009; Torff & Tirotta, 2010), develops curiosity and makes learning experiences memorable (Allen, 2003). It is, as well, “influential in developing creativity amongst
learners” (Dale, 2008,) because it diminishes the need for memorization by replacing “how” by “why” in the classrooms, and by allowing students to become creative architects of knowledge (Oklahoma Education Association, 2011). Second Language Acquisition shows the benefits of technology-enhanced multimedia instruction on foreign language student vocabulary acquisition (Baltova, 1999), grammar teaching (Nutta, 1998), cultural knowledge and writing performance (Arslan & Sahin-Kizil, 2010). It increases learner autonomy and allows for actual evaluation, and offers real-life communicative situations. The pedagogy, that stands behind the use of technology and the way teachers can make use of it, is what makes technology effective (Yetter-Vassot & Armstrong 1994; Frank & Zhao 2003). Kern (2006) accentuated the priority of a technology enhanced multimedia approach in the pedagogical instruction by stating that “technology-based language teaching is not a method but is integrated into various pedagogical approaches”. Technology-enhanced multimedia instruction the English language teachers need to implement in a way that is persistent with vibrant pedagogy and theories of foreign language and instructional design principles if they need to increase student learning (Oller, 1996; Armstrong & Yetter-Vassot, 1994; Collentine, 1998; Schwartz, 1995).

Review of literature
Research revealed that teachers who were more accomplished with technology mediated multimedia instruction were more convenient with it and therefore, used it more intermittently; and, those who lacked confidence in their skills with technology mediated multimedia were less likely to use it because it threatened their sense of competence in front of their students (George & Camarata, 1996; Miranda, 2007; Russell, O’Dwyer, Bebell, & Tao, 2007; Zammit, 1992). Wu and Zhang (2010), conducted two experiments to study whether computer-enhanced instruction benefits elementary student learning. Researchers compared two groups of fourth graders, one group learning English spelling using handheld computers and the other one that did not use computers. The study revealed that the group using handheld computers demonstrated significantly higher achievement in spelling than the group that did not use computers. (Glenberg, Goldberg and Zhu, 2011) conducted an experimental study to measure elementary student reading comprehension. The study found that the group in the computer-mediated condition outperformed other groups in reading comprehension. Jamieson-Proctor and Burnett (2002) found that purposeful integration of computer technology has a positive effect on the personal creativity characteristics of elementary students. Technology-enhanced multimedia instruction benefits foreign language vocabulary acquisition because students receive information via multiple channels and then can recall information better. Dual coding theory states that when information is presented by means of auditory and visual channels, it facilitates retention (Pavio, 1986). Research indicated that the consolidation of visual and textual information is more effective in facilitating vocabulary acquisition than definitions of foreign language words alone (Akbulut, 2007; Jones & Plass, 2002; Nikolova, 2002). Liu (1994) found that technology offers tools and opportunities to enhance vocabulary acquisition. Students who had access to technology enhanced English language text glosses revealed consistently higher levels of reading comprehension and vocabulary (Lee, 2008; Lomicka, 1998). Students revealed that technology-enhanced multimedia instruction allows for equal and increased participation (Blake, 2000; Cahill & Catanzano, 1997) and less teacher focused instruction (Sullivan & Pratt, 1996).

Al-Shamisi (2016) investigated the effect of WebQuests on Grade 11 reading comprehension in a secondary school in the UAE. It also explored awareness of WebQuests as a study tool. WebQuests are a framework for learner-centered instruction when using Internet resources in teaching English as a foreign language. With control and experimental groups a quasi-experimental research design was used. Further, a Likert scale questionnaire investigated the knowledge of WebQuests. Descriptive statistics and an analysis of co-variance (ANCOVA) were used to analyze the data. The results showed a statistically significant
progress in reading by the experimental group. Additionally, positive attitudes were reported towards WebQuests. Students felt that WebQuests enhanced collaboration, language skills, reading and higher order thinking skills.

**Objectives**

1. To find out the level of reading skills of primary school students.
2. To determine whether the gender plays any role in the reading comprehension in English at primary level.
3. To evolve recommendations from the findings for future policy making in enhancing the reading skills of primary school students.

**Hypothesis**

1. There is no significant difference between the reading skills of control group and experimental group in the pre-test.
2. There is no significant difference between the reading skills of control group and experimental group in the post-test.
3. There is no significant difference between the reading skills of control group and experimental group in the post-test with reference to gender.
4. There is no significant relationship among the following components of Reading skill in the post test of Experimental group.

**Phonemes**

- Substituting
- Vowels and consonants
- Prefixes and Suffixes
- Verbs
- Nouns
- Prepositions
- Articles
- SVO Pattern

**Methodology**

The present study adopted experimental design for data collection. The investigators prepared a multimedia package for collecting the data, using the components like phonemes, segmenting, substituting, vowels & consonants, prefixes & suffixes, nouns, prepositions, verbs, articles and SVO pattern for measuring the reading skill. The multimedia content has been prepared based on the 5th grade English Text book of the Kerala State. The package has been given to experts for establishing content validity and face validity. The multimedia package has been experimented with 30 students of 5th grade from Wayanad District of Kerala state. Out of 30 students 15 were control group and 15 were experimental group. The control group has been given treatment with traditional chalk and talk method and the experimental group has been given treatment using multimedia package. There were 10 contents in a package and each content has been experimented each day. The researchers conducted pre-test and post-test for measuring their academic achievement.

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Category</th>
<th>Pre-test Control Group</th>
<th>Pre-test Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>Reading comprehension</td>
<td>4.73</td>
<td>1.981</td>
</tr>
<tr>
<td>2.</td>
<td>Overall reading</td>
<td>36.53</td>
<td>7.472</td>
</tr>
</tbody>
</table>

It is inferred from the Table 1 that the calculated 't' value between pretest of control group and experimental group reading comprehension is - 0.821 which is less than that of the table value 2.58 at 0.01 level of significance. The calculated 't' value between the pretest of control group and experimental group in overall reading skill is 0.327 which is less than that of the table value 2.58 at 0.01 level of significance. Thus the Null hypothesis that 'there is no significant difference between the reading skills of control group and experimental group in the pre-test' cannot be accepted. It is concluded that there is no significant difference.
seen in the reading skills of control group and experimental group in the pre-test.

Table 2: Mean S.D and t-value showing the differences in the reading skills of control group and experimental group in the post-test

<table>
<thead>
<tr>
<th>SL. No</th>
<th>Category</th>
<th>Post-test Control Group</th>
<th>Post-test Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>N</td>
</tr>
<tr>
<td>1.</td>
<td>Reading comprehension</td>
<td>4.93</td>
<td>2.052</td>
</tr>
<tr>
<td>2.</td>
<td>Over all reading</td>
<td>40.13</td>
<td>10.336</td>
</tr>
</tbody>
</table>

From the table it is evident that the calculated ‘t’ value between the reading comprehension of control group and experimental group in the post-test is -3.901 which is higher than that of the table value 2.58 at 0.01 level of significance. The calculated ‘t’ value between the overall reading skills of control group and experimental group in the post-test is -8.834 which is higher than that of the table value 2.58 at 0.01 level of significance. Null hypothesis that ‘there is no significant difference between the reading skills of control group and experimental group in the post-test’ is accepted. It is concluded that there is a significant difference seen in the reading skills of control group and experimental group in the post-test.

Table 3: Mean S.D and t-value showing the differences in the reading skills of control group and experimental group in the post-test with reference to gender

<table>
<thead>
<tr>
<th>Category</th>
<th>Gender</th>
<th>N</th>
<th>Post-test Control Group</th>
<th>Post-test Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>‘t’</td>
<td>Sig.</td>
</tr>
<tr>
<td>Reading comprehension</td>
<td>M</td>
<td>11</td>
<td>5.40</td>
<td>1.713</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>04</td>
<td>4.00</td>
<td>2.550</td>
</tr>
<tr>
<td>Over all reading</td>
<td>M</td>
<td>11</td>
<td>42.70</td>
<td>10.965</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>04</td>
<td>35.00</td>
<td>7.348</td>
</tr>
</tbody>
</table>

Based on the gender it is inferred from the Table 3 that the calculated ‘t’ value between the reading comprehension of the control group in the post-test is 1.273 which is less than that of the table value 2.58 at 0.01 level of significance. The calculated ‘t’ value between the overall reading skills of male & female in the post-test of control group is 1.407 which is less than that of the table value 2.58 at 0.01 level of significance. The calculated ‘t’ value between the overall reading skills of male & female in the post-test as -1.139 which is less than the table value 2.58 at 0.01 level of significance. Null hypothesis that there is no significant difference between the reading skills of control group and experimental group in the post-test with reference to gender cannot be accepted. It is concluded that there is no significant difference seen in the reading skills of control group and experimental group in the post-test with reference to gender.

It is found from the table 4 that there is a significant correlation seen between the components of prefixes suffixes and verbs; overall reading skills and prepositions; overall reading skills and subject, verbs & objects of the Experimental group in the post-test. It is inferred that prepositions have high correlation with overall reading skills.

Table 4: Correlation matrix for Experimental group in the post-test
Recommendations

1. Teachers should give pivotal emphasis for technology enhanced classroom practices in English language teaching.
2. Curriculum should be framed in such a way that it should enhance the reading skills of primary school students.
3. As schools explore reading curriculums and other technology-centered reading programs and materials, policy makers must evaluate the purpose and requirements of the technology components in the classrooms.
4. Training should be given for teachers at all levels for preparing and using multimedia packages.

Conclusion

Technology-enhanced multimedia instruction allowed teachers to tailor instruction to diverse student needs and styles and provided opportunities to exercise student thinking skills. Students are different in their abilities and their learning style varies from person to person. Multimedia facilitated instruction may enhance student’s attention capability and retention level as well. Hence multimedia packages and technology enhanced instructional strategy will facilitate students reading ability at all grades.

References


M, Rusell, Bebell D, O'Dwyer L, and Tao W. "How teachers’ uses of technology vary by


