CHAPTER I
INTRODUCTION

"The skillful, mature reader reads the lines (comprehends), reads between the lines (interprets), and reads beyond the lines (reacts to and applies ideas)."

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1.1 Background

This is the day of printed words. Along with rapidly striding scientific and technological progress, printed material has become an integral part of our social set-up. Printed material in every walk of life is increasing by leaps and bounds. It predominates our day-to-day life. Lawrence E. Hafner aptly notes:

"In our day men read to be informed, entertained, enlightened, stimulated and comforted. But to attain this fifth great age - the Space Age - it is necessary to process much information through reading, and to enrich one's understanding and enjoyment of similar topics the reading material is the hub".¹

Printed materials are of immense value and they provide the most illuminating and varied records of human experience that are available now.

W.S. Gray rightly points out:

"Printed materials can be examined and restudied time and again at the reader's convenience for acquiring clear understandings in developing rational attitudes, and in reaching sound conclusions".²
Every morning witnesses a lot of printed material. It encompasses almost all the horizons of life. So each and every enlightened individual should familiarise himself or herself with knowledge, cropping up. Wide, varied and rich knowledge enriches, expands and extends his mental vistas and he can drink deep at the fount of fresh and fragrant knowledge. Reading of such useful material has become part and parcel of our life. John J. DeBoer and Martha Dollmann emphasize Reading by saying:

"Reading, one of the major avenues of communication, is essential to the existence of our complex system of social arrangements". 3

They also say further:

"If all the inventions of a hundred years were destroyed and only books were left, man could still be man, in the sense intended by the idealists, the poets, the great creators". 4

Reading occupied a pivotal place in shaping the destiny of a nation. Reading opens the doors of the treasure of knowledge. Reading is an important means of introducing the child to the world that surrounds him. From time immemorial, reading has been set on the altar of the enlightened hearts. Its position on the ivory tower of language is uneviable. A Chari says:
"Learning to read becomes another chance to find out for himself instead of being told to use his own good head and feel grown-up"5.

He also says:

"Reading must be a thoughtful process. It must make the child want to read all his life for enjoyment and for information. He should think of reading as one of several ways of seeking the truth, of gaining a broader and deeper look at life than he is able to now".6

So we can infer that reading is a basic skill of language command. In language mastery, speaking, reading, understanding and writing are the basic requirements. "Reading is not a general ability, but a composite of many specific skills". Pupils acquire a lot of information and knowledge by distilling his impressions acquired from his vast reading. Young children, who are budding and blossoming, must be helped to think of reading as an activity with an inherent appeal. Dechant sums up this activity by saying, "Reading is a see, say and comprehend process".7

1.2 The Significance of Reading Comprehension in the Language Development

In any language comprehension is the cornerstone on which the edifice or super-structure of expression is built. Comprehension is the passive side of language learning. There are two aspects of comprehension. There would be comprehension
of the language when it is spoken or it might be accrued from reading of the printed or written matter. As A. Chari notes: "If a person reads without thinking what the author meant, he is getting nothing out of the reading except practice in seeing letters and words". 

Comprehension is a convenient title given to a list of mental reactions to the printed material.

As a result of the mechanical process of reading, technique is accrued but the intellectual outcome of the reading process is comprehension. Thus, it can be found that if a person wants to get pleasure and profit, enjoyment and information, comprehension of the reading material is a "MUST". An individual will be a mature reader gradually because of the Reading Comprehension. Reading Comprehension will help him in cultivating the skill of finding out good in it as he is finding the flaw in it. He will try to seek the truth and gain a broader and deeper look at life than he is able to know. Once he has formed the habit of reading with comprehension, it will prove to be an asset in his future. Mere parrot like recitation or oral reading is nothing more than recognition of the letters printed in black ink. It is rightly called "barking at the print". It is an established fact that loud reading does not result into a fair degree of comprehension. Hence silent reading is the basis of comprehension. The pivot of intellectual development is understanding and interpreting the material read, chewed and digested by the reader. Here also
quantum of pages read in an hour is not so important as the qualitative aspect. Those who are in pursuit of excellence, quest of new, ever-growing knowledge, have widened, deepened, and intensify their reading ability. If a reader is conversant with the subject matter, he will have a mastery over innumerable structural patterns, familiarity with the stranger-like words, and vivid expression. To quote William S. Gray again;

"We are far more conscious today than formerly of the complexity of reading problems and far less certain of the answers to many of them. The fact is also recognised that research in reading comprehension must continue on a broad scale if reading is to serve ultimately its broadest function as an aid to personal development, scholastic progress and social betterment".

1.3 The Past, the Present and the Future of English in India as a Foreign Language

English language has been a hot bed of controversy since its root in the native soil of India. Importance of any language should be judged from the point of view of national and international perspective. Before deciding the language policy, crying need of the age should be focused upon. The policy makers at the helm should have an impartial, unbiased, unprejudiced outlook. They should take into consideration the totality of the situation. If we peep into the golden pages of the glorious
history of India, we certainly find that English stemmed from the British rule. It was imported from British Isles, to serve their selfish motive. It was Lord Macaulay to whom goes the pride. He was the protagonist of English. He initiated occidental sciences through English as the medium of instruction. He strongly advocated that if Britishers cherish to rule successfully, a class of Indians was to be evolved. He was a man with vision, fore-sighted as well as far-sighted. This new class of Indians in colour but English in manners, tastes etc., would stand in a good stead. They would faithfully interpret, work for and help the British rulers in communication. "Even Wood's Despatch of 1854, expressed the view that English and the modern Indian languages together would become the media for the dissemination of European knowledge at the secondary stage". English was so firmly rooted in the Indian soil, that it became a Herculean task to undermine it. English was the medium of instruction, a language used for communication, court language and the lingua-franca, the be-all and end-all in India. English became a language of a particular class and could never become the language of the mass. Prominence of this language was overwhelming and unparallelled. It was a foreign plant transplanted in the native soil and had deep roots which can never be abolished lock, stock and barrel. English occupied an unenviable position during the British regime. All the subtleties and niceties of English were learnt. Ornamental and verbose style,
critical appreciation, beautiful expression were the salient features of King's English. Up to 1947, English language dominated every sphere of life. The orange of the dawn of freedom saw the light of the day. A new era of awakening ushered in. There were sweeping changes in all the fields of life. Air of relaxation and relief made the Indians brood over the national language. Some leaders were bubbling and bursting with the patriotic spirit. The sails were shifted and the bitterness towards British rulers poisoned their mental frame. People believed that English must leave the Indian shores along with the Britishers. As Prof. V.N. Aggarwala has mentioned:

"Our mother tongue is like our mother; a foreign language is like a mother-in-law, a task mistress; study of the mother tongue is a labour of love, but that of a foreign language, love of labour. One is a free natural life, the other is a hot-house existence. Love of the mother tongue is no distinction, while the absence of it is a disgrace."11

These sentences aptly describe the viewpoint of the people after freedom. The hatred towards English gave rise to hew and cry from most of the sectors. Before independence also, there were some English educational thinkers who believed that English will never do good to the masses. Dr. Michael West was also of this opinion. He evolved a new method based on graded reading material, to be read with pleasure and profit. Frequency and repetition of the vocabulary items and the linguistic patterns were paid heed to. Interesting and
contextual reading material were highlighted. Learning of English bore fruits. For political emancipation and intellectual renaissance, English has proved to be a blessing in disguise. English has played a crucial role in shaping the destiny of India. Hence we cannot throw away the baby with the bath water. English is wide, varied and rich as life itself. It has beauty and bounty, glare and grandeur. We can never wink our eyes at the publications cropping up day by day. All the eminent inventions and researches or immortal works of the mighty minds of the old have seen the light of the day, because of English language. "The switch over from English to an Indian language as the medium of instruction at the secondary stage was almost complete by 1937." Thus English had been woven with the threads of the Indian life and had become part and parcel of our communication. Reckoning this role of English, C. Rajgopalachari, the first Governor-general of Free India said:

"What Sanskrit did in India during her long and silent centuries in the past, what Latin did in Europe, though divided into many states and nationalities, English is doing now in India, but it is the language that unites all different regions of India into one and India with the rest of the world. It serves as the continuous vehicle that brings into its life the best from all parts of the civilized world". 13
English has proved to be a unifying link, a binding force, a common platform, tourist's most current coin, for all the Indians. National solidarity integration and unity have been materialized because English has played a vital role. Though we have shed all British trammels, it cannot be denied that all the political leaders and social reformers have taken inspiration from the revolutionary works published in English. Jawaharlal Nehru also believed that English is the major window on the modern world. Even Maulana Azad favoured English to save ourselves from intellectual starvation. We can never cut off ourselves from the ever-swelling stream of knowledge. From the inner-most recesses of our hearts, we feel that English has to retain in the future. English has been a world language promoting comity and amity of nations. Is it possible to achieve these destinations without an active command over English? The answer will be emphatically "No".

The Government of India declared that English can never become our national language. Hindi should be assigned its legitimate place. Hindi occupied its place as the national language, but non-Hindi speaking people of the South rejected this move. English had to be retained. Switching over to Hindi was not hastened.

The Central Advisory Board of Education devised a three language formula in 1956. It recommended that three languages should be taught in Hindi and non-Hindi areas, at Middle and
High School stage. This formula was simplified and approved by the Chief Ministers' Conference held in 1966.

"a. The regional language or the mother tongue when the latter is different from the regional language.
b. Hindi or any other Indian language in Hindi speaking area.
c. English or any other modern European language".14

The Kothari Commission of 1964-1966 has also recommended a modified three language formula. The sails were shifted and for the scientific and technological studies as well as for pursuit of higher studies. English was to play a crucial part. For the development of trade and Commerce, for international communication and cementing sound relations with other nations, English was the pivot. But in place of literary or critical appreciation, or aesthetic values, utility value and workable, knowledge of English was considered to be the sole purpose of language learning. Bare minimum number of structural patterns, their functional value, rudimentary knowledge of grammar, most commonly used vocabulary items, were expected of the students. The official language Commission also stressed comprehension.

1.4 Policy Adopted by the Government of Gujarat towards Teaching of English

When there was bifurcation of the bilingual state of
Bombay, Gujarat launched upon its own scheme of depriving English of its supremacy. English was to be continued but it was to be taught from Stds. VIII to XI. During these four years, intensive teaching of the sentence patterns, and vocabulary items that were barely needed for comprehension and lucid, simple expression was stressed upon. 12 periods a week were allotted but English was discontinued in Stds. V, VI and VII. There was a lot of agitation. Hue and Cry rose from every corner of Gujarat. A dismal, gloomy picture was seen and so English was allowed to be taught in Stds. V, VI and VII on voluntary grounds. The committee which was appointed by the Gujarat Government to re-examine the present syllabus showed "The main objective of teaching English in secondary schools should be to enable the pupils to understand simple conversation. This is a very simple statement of the main objective which holds good even today". Then English became a compulsory subject from Std. V. The Government of Gujarat witnessed a disappointing picture of poor performance on part of the pupils. The language-conscious people had to pity the decaying standard of English and terror for their errors. English did not lend us a whole-hearted response in any walk of life. To improve, uplift and update the qualitative aspect of English our government has concentrated its attention on orientation classes, refresher courses, publication of the teachers' hand books for the primary teachers. The syllabus is refurred, reorganised and revised aptly. Radio lessons 'Teach English-
Learn English" series of H.M. Patel Institute of Research and Training, Vallabh Vidyanagar has paved the way towards betterment of our English. When new books and magazines bring forth new ideas, our understanding fails. Our pupils have poor performance because of the lack of comprehension power. English being a link language, a very important world language, we can never ignore comprehension. It is in a chaotic state. It is a dire need of the day to evolve or to find out effective strategies for improving the comprehension of the read material.

So the investigator has selected this problem pertaining to the field of comprehension, and the effectiveness of various strategies in improving comprehension of the secondary school students.

1.5 The Problem

"A Study of the Effectiveness of Various Strategies for Improving Reading Comprehension in English of Pupils of Class IX in the Context of Certain Variables".

It is really an interesting problem. It was a question whether improvement of comprehension power could be materialised by implementing various strategies. The investigator has adopted his own way of making this research. The investigator has also taken into consideration the variables like Study Habits, Intelligence Quotient and Social Economic Status. This is an experimental study. These strategies have been implemented and the effectiveness or otherwise was found out.
1.6 **Definition of Some Terms**

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

i. **A Study**

ii. **Strategies**

iii. **Improvement**

iv. **Reading Comprehension**

(i) **A Study**:

"A study is an act or process of acquainting by one's own efforts, knowledge of a subject".\(^1\)

(ii) **Strategies**:

Smith (1967) considers that a strategy is a way of looking at the activities involved in classroom discourse. It refers to a set of verbal actions that serves to attain certain results and to guard against others.

Hough and Duncan (1970) define a strategy as a pattern of substantive, managerial or silent behaviour used to facilitate students' attainment of objectives.

Strategies are the steps to be taken to satisfy a particular reading task, most often necessitating the clustering of a group of skills like:
(1) Slow, cautious reading.

(2) Differentiation of overall concept or introductory remarks from specific steps.

(3) Recognition of each step.

(4) Recognition of sequence of steps.

For the purpose of this study, the term 'strategies' has been used as the ways in which the teacher handles the classroom situations in order to facilitate learning. The role of the teacher and alumnis as well as alummas, classroom interaction and various devices used for that purpose,

(iii) Improvement:

To inculcate and make permanent the relevant characteristics as would be basic to reading with comprehension. Improvement means to remove all the defects and loopholes in such characteristics. Here improvement would also mean creating an ideal situation, promoting comprehension of the reading material and barring of the factors adversely affecting Reading Comprehension.

(iv) Reading Comprehension:

When the mind functions and interprets the graphic symbols or gathers meaning from it, comprehension is the outcome. Reading comprehension is that skill through which the reader obtains appropriate meanings from the printed words.
Russel, D.H. defines Reading Comprehension as "the act of carrying the understanding of word or phrase beyond recognition to the understanding of a word, the meaning intended by the author". Russel D.H. has also pointed out, "It involves determining the meanings of words in their language setting and at the same time linking the meaning into larger language patterns and fusing them to a chain of related ideas usually those that the author had in mind. The skills of comprehension are basic to a grasp of the meaning".

In words of Albert J. Kingston:

"Reading Comprehension is not an absolute quality. It would include understanding, interpreting, reacting critically and applying insights, gained through reading".

DeChant opines:

"The purpose of the reader, the physical condition of the reader, his interest in the material, and the difficulty of the selection have a bearing on comprehension. The skills involved in Reading Comprehension are numerous and interrelated. Word-recognition is a pre-requisite to comprehension".

In 1917, E.L. Thorndike noted:

"Reading Comprehension is like solving a problem in Mathematics where the reader has to select, repress, soften, emphasize, correlate and organize all under the influence of right mental set or purpose in demand".
In the words of Edward L. Fry:

"It is very difficult to define reading comprehension. Reduced to its simplest elements, it might be said that comprehension is a part of the communication process of getting the thoughts that were in the author's mind into the reader's mind".22

Alan Robinson in his book "Teaching Reading and Study strategies", says:

"When the syntactic and semantic structure of the message matches the syntactic and semantic knowledge of the reader, comprehension is rapid. As the distance between the reader's experimental, emotional and linguistic background and that of the writer increases, comprehension slows down and becomes difficult".23

We talk of the comprehension level as literal, interpretative and critical. The third level is beyond reach of the secondary school pupils.

Literal comprehension means literal understanding of the material through the use of words such as who, where and when i.e. 'wh' questions. Pupils note the details that are significant.

Interpretation is the superstructure erected on literal comprehension. The abilities to see cause and effect relationships, make inferences, anticipate outcomes, make
judgements, conclude, recognize author's purpose and mood and react emotionally. So reading comprehension is a complex of many skills.

In the words of David Pearson and Dale D. Johnson:

"Comprehension is not that skill which we may be able to teach but we can arrange instructional and practice conditions in such a way as to increase the likelihood that children will understand what they are reading, guide, discussions to help children know what they know, ask pointed, penetrating or directional questions, offer feedback at the appropriate time and generate useful independent practice activities. Comprehension is not only teachable but it is also best learned through the guidance of well-informed and sensitive teacher. Comprehension as a process is an elusive entity. Comprehension as a product involves measuring. It involves evaluating responses to specific questions, we may have asked our readers. Comprehension as a product is what we assess by means of the dazzling array of tests we give to the children we are stuck with products as our usual means of evaluating the quality and quantity of students' comprehension processes".24

Albert J. Kingston Jr. also notes that:

"Reading is a thinking process that is improved as individuals learn to use language more constructively and to clarify concepts through discussion that is generated and guided by skillful questioning".25
1.7 Importance of the Study

For developing and mastering skills in a language, teachers of English use various devices, aids and strategies. When we are concerned with the acquisition of command over a foreign language like English, which has nothing in common to share with Indian languages, utmost care must be taken. Reading comprehension is basic to acquisition of knowledge in any field. It unlocks the gates of the treasure of knowledge. Various strategies have been evolved, experimented, implemented and tested with greater or less success by the eminent linguists. These strategies have their own significance and when the pupils are having wide individual differences, the effect of strategies on different pupils is bound to vary. Hence this study will surely illuminate the horizons of educational fraternity. The present study will shed light on the most effective strategy in teaching Reading comprehension in English. The effectiveness of various strategies in the light of some variables is to be seen and the results will enhance the way of the teachers. This type of study in English in Gujarat is badly needed and it is absolutely new. It is an experimental study.

1.8 Objectives of the Study

The above research study was undertaken with the following objectives in view:
(1) To prepare a few programmes for the implementation of various strategies.

(2) To implement various strategies like:
   (a) ReQuest procedure.
   (b) GRP – Guided Reading Procedure
   (c) REAP – technique (Read, Encode, Annotate, Ponder technique) in the teaching of the subject of English to pupils of class IX in order to compare and observe their effectiveness in Reading Comprehension.

(3) To compare the effectiveness of ReQuest Strategy on these pupils for Reading Comprehension with those pupils who do not study through any strategy.

(4) To compare the effectiveness of Guided Reading Procedure on the pupils for improving Reading Comprehension with whose who study without any strategy.

(5) To compare the effectiveness of REAP technique on improving Reading Comprehension of the pupils with those who do not study through any such strategy.

(6) To study the above effectiveness on improving Reading Comprehension through ReQuest procedure in context of study habits.
(7) To study the above effectiveness on improving Reading Comprehension through Request procedure in context of the I.Q.'s of the pupils.

(8) To study the above effectiveness on improving Reading Comprehension through Request procedure in context of the S.E.S. of the pupils.

(9) To study the above effectiveness on improving Reading Comprehension through Request procedure in context of their entering behaviour.

(10) To study the above effectiveness on improving Reading Comprehension through Guided Reading Procedure in context of the study habits of the pupils.

(11) To study the above effectiveness on improving Reading Comprehension through Guided Reading Procedure in context of the I.Q.'s of the pupils.

(12) To study the above effectiveness on improving Reading Comprehension through Guided Reading Procedure in context of the S.E.S. of the pupils.

(13) To study the above effectiveness on improving Reading Comprehension through Guided Reading Procedure in context of their entering behaviour.

(14) To study the above effectiveness on improving Reading Comprehension through REAP technique in context of the study habits of the pupils.
To study the above effectiveness on improving Reading Comprehension through REAP technique in context of the I.Q.s of the pupils.

To study the above effectiveness on improving Reading Comprehension through REAP technique in context of the S.E.S. of the pupils.

To study the above effectiveness on improving Reading Comprehension through REAP technique in context of their entering behaviour.

To compare the above effectiveness of Request Procedure, Guided Reading Procedure and REAP technique on improving Reading Comprehension of pupils of Class IX.

1.9 Hypotheses of the Study

With a view to making the study more scientific, it is essential to formulate the hypotheses with utmost care and caution. Most of the researchers find the null hypotheses as a useful tool in testing the significance of differences. Hence the following operational form of hypotheses were formulated with a view to verifying them satisfactorily with the help of statistical techniques.

1. There will be no mean difference between the scores achieved by the pupils aiming at the comprehension of the read material through the Request strategy (implemented) and those who read through the conventional
2. **There will be no mean difference between the scores achieved by the pupils aiming at the comprehension of the read material through the Guided Reading Procedure (implemented) and those who read through the conventional method.**

3. **There will be no mean difference between the scores achieved by the pupils aiming at the comprehension of the read material through the REAP technique and those who read through the conventional method.**

4. **There will be no mean difference between the scores on post-comprehension (in English) test given to pupils falling in the lower quartile \(Q_1\) of study habits distribution when they read through the Request strategy and the pupils falling in the same quartile \(Q_1\) of study habits distribution but read through the conventional method.**

5. **There will be no difference between the mean scores on post-comprehension test in English given to the pupils falling in the upper Quartile \(Q_3\) of study habits distribution read through the Request strategy and the pupils falling in the same quartile \(Q_3\) of study habits distribution but read through the conventional method.**
6. There will be no difference between mean scores on post-comprehension test in English given to the pupils falling in the lower quartile (Q₁) of Intelligence Quotients distribution when they read through the Request strategy and the pupils falling in the same quartile (Q₁) of Intelligence Quotients distribution but read through the conventional method.

7. There will be no difference between mean scores on post-comprehension test in English given to the pupils falling in the upper quartile (Q₂) of Intelligence Quotients distribution when they read through the Request strategy and the pupils falling in the same quartile (Q₂) of Intelligence Quotients distribution but read through the conventional method.

8. There will be no difference between mean scores on post-comprehension test in English given to the pupils falling in the lower quartile (Q₁) of S.E.S. (Socio-economic status) distribution when they read through the Request strategy and the pupils falling in the same quartile (Q₁) of S.E.S. distribution but read through the conventional method.

9. There will be no difference between mean scores on post-comprehension test in English given to the pupils falling in the upper quartile (Q₂) of S.E.S. distribution
when they read through the Request strategy and the pupils falling in the same quartile (Q₂) of S.E.S. distribution but read through the conventional method.

10. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the lower quartile (Q₁) of entering behaviour test distribution when they read through Request procedure and the pupils falling in the same quartile (Q₁) of entering behaviour test distribution but read through the conventional method.

11. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the upper quartile (Q₃) of entering behaviour test distribution when they read through the Request procedure and the pupils falling in the same quartile, (Q₃) of entering behaviour test distribution but read through the conventional method.

12. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the lower quartile (Q₁) of study habits distribution when they read through the Guided Reading Procedure and the pupils falling in the same quartile (Q₁) of study habits distribution but read through the conventional method.
13. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the upper quartile ($Q_3$) of study habits distribution when they read through the Guided Reading Procedure and the pupils falling in the same quartile ($Q_3$) of study habits distribution but read through the conventional method.

14. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the lower quartile ($Q_1$) of Intelligence Quotients distribution when they read through the Guided Reading Procedure and the pupils falling in the same quartile ($Q_1$) of Intelligence Quotients distribution but read through the conventional method.

15. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the upper quartile ($Q_3$) of Intelligence Quotients distribution but read through the conventional method.

16. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the lower quartile ($Q_1$) of S.E.S. distribution when they read through the Guided Reading Procedure and the pupils falling in the same quartile ($Q_1$)
of S.E.S. distribution but read through the conventional method.

17. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the upper quartile ($Q_2$) of S.E.S. distribution when they read through the Guided Reading Procedure and the pupils falling in the same quartile ($Q_2$) of S.E.S. distribution but read through the conventional method.

18. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the lower quartile ($Q_4$) of entering behaviour test distribution when they read through Guided Reading Procedure and the pupils falling in the same quartile ($Q_4$) of entering behaviour test distribution but read through the conventional method.

19. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the upper quartile ($Q_2$) of entering behaviour test distribution when they read through Guided Reading Procedure and the pupils falling in the same quartile ($Q_2$) of entering behaviour test distribution but read through the conventional method.
20. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the lower quartile ($Q_1$) of study habits distribution when they read through the REAP technique and the pupils falling in the same quartile ($Q_1$) of study habits distribution but read through the conventional method.

21. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the upper quartile ($Q_3$) of study habits distribution when they read through the REAP technique and the pupils falling in the same quartile ($Q_3$) of study habits distribution but read through the conventional method.

22. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the lower quartile ($Q_1$) of Intelligence Quotients distribution when they read through the REAP technique and the pupils falling in the same quartile ($Q_1$) of Intelligence Quotients distribution but read through the conventional method.

23. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the upper quartile ($Q_3$) of Intelligence
Quotients distribution when they read through the REAP technique and the pupils falling in the same quartile ($Q_j$) of Intelligence Quotients distribution but read through the conventional method.

24. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the lower quartile ($Q_1$) of S.E.S. distribution when they read through the REAP technique and the pupils falling in the same quartile ($Q_1$) of S.E.S. distribution but read through the conventional method.

25. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the upper quartile ($Q_3$) of S.E.S. distribution when they read the REAP technique and the pupils falling in the same quartile ($Q_3$) of S.E.S. distribution when they read through the conventional method.

26. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the lower quartile ($Q_1$) of entering behaviour test distribution and who are taught through REAP method and those pupils falling in the same quartile ($Q_1$) of entering behaviour test distribution but read through the conventional method.
27. There will be no difference between mean scores on post comprehension test in English given to the pupils falling in the upper quartile \((Q_3)\) of entering behaviour test distribution when they read through REAP technique and the pupils falling in the same quartile \((Q_3)\) of entering behaviour test distribution but read through the conventional method.

28. There will be no difference between mean scores on post comprehension test in English given to the pupils reading through either Request strategy, Guided Reading procedure or REAP technique.

1.10 Limitations of the Study

The present study has the following limitations:

(1) This study is confined to the pupils of selected secondary schools of Khambhat.

(2) This study encompasses the improvement or otherwise only through the following three strategies:

(a) Request Procedure
(b) Guided Reading Procedure
(c) REAP Technique

1.11 The Scheme of Chapterization

The entire thesis is divided into chapters as follows:
I Introduction
II Theoretical background of the strategies and Reading Comprehension
III Review of the Past Studies
IV Selection of the Learning Material and Development of the Programmes
V Planning and Procedure
VI Analysis and Interpretation of the Data
VII Observations, Conclusions and Suggestions.

The first chapter is that dealing with the background, the significance of Reading Comprehension in the language development, the past, the present and the future of English in India as a foreign language, the policy adopted by the Government of Gujarat towards teaching of English. The problem and definition of some terms have been included. Importance and objectives as well as hypotheses and limitations of the study have been shed light on in the first chapter.

In the second chapter, introductory talk about the study, variables affecting Reading Comprehension and the factors affecting Reading Comprehension have been discussed. Various strategies for improving Reading Comprehension and the salient features of the selected strategies like the Request procedure, the REAP technique and the Guided Reading
procedure have been focused upon.

The third chapter deals with the research work done in India in the past as well as that done in other countries. A brief review of studies relating to Reading Comprehension as well as the strategies has been encompassed.

The fourth chapter discusses the level of proficiency to be attained, the basic structural patterns and common usages, content words and passive as well as active vocabulary for reading comprehension, selection of the programmes and development of the programmes for reading.

The fifth chapter discusses the experimental design, objectives, hypotheses, selection of the sample, matching of the groups and execution and implementation of the strategies are highlighted in this chapter.

The sixth chapter presents the analysis and interpretation of the data.

The seventh and the last chapter focuses upon observations, suggestions and conclusions. The investigator suggests some problems for the curious learners for diving deep into further studies in this chapter.

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