



A STUDY ON SELECTED PROBLEMS OF READING IN GOVERNMENT SCHOOL STUDENTS IN DINDIGUL

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ABSTRACT

Teaching English as a Foreign Language (ELT). Reading is a process of looking at a written or printed symbol and translating it into an appropriate sound. The reading consist of three elements- the symbol, the sound and the sense. The ability of the student's studying IV in chettinayakan patty. Government school in dindigul. The language ability and strategies while in reading skill is moderate when comparing to Gandhiji memorial middle school (government) in dindigul. In both government school the students reading skill is very low in starting stage. To read the word, sentence or paragraph without making mistakes in reading can be developed by this audio devices or audio visual devices. This can be helpful to read the passage with the accurate reading skill. Later by doing the vocabulary practice, phonetic, stress, tone and intonation. The students reading ability is better when compared to the first day. This process will be proved.

READ TO LEAD:

Read to lead is the one of the CO-PROJECT to the students it is the one of the audio devices project, By using audio cd device the capacity and the ability of students reading skill will be improve by reading along with the audio device.

BACKGROUND OF (IV) STUDENT'S READING CAPACITY:

The ability of the reading skill is very low at first stage, At the starting period they are lack in sound, pronunciation, and intonation.

FAST READING: It is applicable only for two students in their class.

SLOW READING: It is suitable for the entire student in their class.

INTRODUCTION: ENGLISH IS THE SECOND LANGUAGE:



Teaching English as a second language. Teaching English as a Foreign Language (TEFL) refers to teaching the English language to students with different first languages(ENGLISH).TESL (Teaching English as a Second Language), TESOL (Teaching English as a Second or Other Language), and ESL (English as a second language, (referring to the learning than the teaching). Reading is a process of looking at a written or printed symbol and translating it into an appropriate sound. The reading consist of three elements- the symbol, the sound and the sense. Many people have trouble with reading. Reading is hard for some people and it can take time. Reading is a process of the brain where you look at symbols on a page, and your mind sees the patterns of characters and understands the meaning in them. If you develop good reading skills, it'll be very helpful. Find something to read. Examples; include a children's book, a newspaper article, a short story, or something. Go to the library and pick up lots of books. Pick books depending on your reading level. It should be something that you find interesting. Easy to read books such as comic books, or more complex books like epic novels and nonfiction. Find a place to read where you can concentrate. This may be someplace secret where no one will bother you, (at a time when it is quite.)Schedule a time to read. Time is a good time to read. (Everyday) that will help in developing a reading habit. Pick up something to read when travelling on the bus or train. This is a good way to read faster and comprehend more despite the distractions around. Begin your reading by looking at the pictures in the book and maybe, listen to some music to set the atmosphere. Start with titles, names, and other introductory sections in the book. Some books have a section with principal characters listed and some information about them.

There are SIX types of reading: they are

- Loud reading
- Silent reading
- Intensive reading
- Extensive reading
- Skimming
- Scanning

Read the page carefully: (reading) (ability), If you cannot speed read, then do not push yourself to read faster. The whole point of reading is to understand what the author is conveying. No sense in skimming through the content. Ask yourself the five (W) (H) questions: Why, What, Who, when, and Where. Listen to audio books or (AUDIO DEVICES) and follow the text at the same time. This can aid good pronunciation and word recognition.

- Sound out each word as best you can based on what you hear. Remember, pronunciation of English words could be different depending on what type of English it is (American or



British) and depending on the context (like heteronyms- project can be both verb and noun) and you will notice they form some sort of word.

- Pay attention to the stresses in words and sentences.
- Read as much as you are able. When you start getting bored or need a break, take one. Reading should be fun and enjoyable, don't force it. After your break, return to where you were, and continue.
- Re read the material. It is okay to reread something if you do not understand it fully the first time.
- Context clues are when a person figures out the meaning of a word by seeing how the word was used in a sentence. For example, you were reading the following sentence and wanted to know what 'pessimist' means: My mother is always happy and optimistic, the total opposite of my brother, the pessimist. So from the sentence, you can gather that 'pessimist' means the opposite of happy, so pessimist means being moody and angry. Good, experienced readers always use context clues.
- Memorize a text. Read that portion out in front of a mirror, out loud. Memorizing can improve your confidence with reading.
- Re read. If you don't understand what you are reading, read the sentence(s) again. Try reading the words out loud to yourself. If you still don't understand something, ask a good reader nearby to explain the sentence(s) to you, or simply pick up a book that is easier to read and more appropriate to your reading level. Feel free to use your finger as a pointer. It will keep your eyes focused on the line you are reading, improving your understanding.
- keep reading. Try to read as much as you can in your free time. Reading will help you in lots of ways; your vocabulary will become larger and more sophisticated and you will notice your grades change for the better in school. The Reading Pyramid: Understanding the Process of Building Strong Literacy Skills: ❖ There are five critical components that develop a strong reader:
 - ❖ 1) Phonemic Awareness
 - ❖ 2) Phonics
 - ❖ 3) Fluency
 - ❖ 4) Vocabulary



Comprehension Research done in 1997 by the National Reading Panel, which labeled these critical components as “The Five Pillars of Reading,” found that when all five components were “effectively taught,” learners had the highest chances for success. As a consequence of the research's findings, the five pillars have figured prominently in the Common Core State Standards (CCSS). These core reading components have been known about for some time, yet their incorporation in instruction has not proven to be an easy task. In order to construct the top level of the pyramid, a good foundation must first be laid. In this case, the building of a reading pyramid starts with a foundation of phonemic awareness. This ability is something that many of us take for granted, but if we did not have it, we would find reading difficult. The second and third levels of the pyramid, phonics and fluency, make up a large portion of what we learn in grades one through four, and the last two levels of the pyramid, vocabulary and comprehension, are continually being built upon so the learner can reach higher and higher levels of reading.

ABILITY OF THE (IV) STUDENT’S READING :

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SOLUTION:

To read the word, sentence or paragraph without making mistakes in reading can be developed by this audio devices or audio visual devices. This can be helpful to read the passage with the accurate reading skill. Later by doing the vocabulary practice, phonetic, stress, tone and intonation. The students reading ability is better when compared to the first day.

RESULT:

The result of reading ability skill is success in IV standard student’s (read to lead) project.



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