

**A STUDY OF READING ABILITY IN ENGLISH LANGUAGE FOR
SECONDARY SCHOOL STUDENTS OF BHARUCH CITY**

A DISSERTATION

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CERTIFICATE

This is to certify that the dissertation entitled “**A STUDY OF READING ABILITY IN ENGLISH SUBJECT OF IX STANDARD SCHOOL STUDENTS OF BHARUCH CITY**” submitted by **Miss Vaishali Tandel** in partial fulfillment for the award of Master of education (M.Ed.) of Centre of advanced study in Education (CASE, IASE, IUCTE), the Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, is a record of bona fide original research work carried out by her under my supervision and guidance. I find it fit for submission and evaluation.

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DECLARATION

1. **VAISHALI TANDEL.** hereby declare that the Dissertation entitled “**A study of Reading ability in English subject of IX standard students of Bharuch city**” Conducted and submitted by me for the partial fulfillment of the M.Ed. programme at the Department of Education, Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, is my original work and has not been submitted earlier either to The Maharaja Sayajirao University of Baroda or to any other institution for any course requirement. I also declare that no chapter of this dissertation in whole or in part is taken from any earlier work done either by me or any other person.

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Chapter One:

Conceptual Framework

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Conceptual framework

1.0 Introduction

Education is the most powerful instrument to bring desirable changes in the students and the teacher is a change agent in the whole process of education. The teacher prepares or trains the future generation to meet the challenges of modern society. Education helps in directing a person to do the right things at the right time at the right place which makes a more productive individual as well as society. The future of the nation depends upon the quality of education. According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2004), "the purpose of education is to ensure that all pupils acquire the knowledge, skills, and values necessary for the cognitive development of learners, to nurture the creative and emotional growth of learners, to oppose discrimination against any particular group in any manner or, in other words, lead towards and equitable society.

Language is a system of symbols with an agreed-upon meaning that is used by a group of people. Language is a means of communicating ideas or feelings by the use of conventionalized sounds and signs, thus, being the spoken and written language.

English is thought to be one of the most important languages in the world. There are many languages in many countries. There are 104 countries where English is spoken as the first language.

Although English is the language of so many countries, more people in the world speak Mandarin Chinese as their first language. Mandarin Chinese is spoken in sixteen countries.

Even in countries where English is not the native language, people use it for business and tourism. English is used for these purposes in most countries. English is considered a business language. English is the official language of the United Nations. English is also the official language of airlines and airports. All airline pilots that fly to other countries must be able to speak English.

Language is as essential for society as air for human life or as air, water and sun for all the creations including vegetation because without language human activities are not possible. The purpose of language is to communicate feelings, to entertain and to command. Language development is a continuous process

Language is a method of communication. The human spoken and written languages can be described as a system of symbols and the grammars by which the symbols are manipulated. Language learning is normal in human childhood. Most human languages use patterns of sound or gesture for symbols which enable communication with others. **Nagarajan (2014)** reported that those who speak English fluently earn up to 34% more than those who don't speak this language, confirming the link between education in English and the scope of employment opportunities. Education in English is likely to yield higher wages. Thus one needs to realize that gaining competence in English will enable one to hold the master – key to success in the contemporary world. **National policy on Education (1968)** says that special need is to be paid in the study of English and other international languages. World knowledge is growing at a tremendous pace and thus India must not only keep the growth but should also make her significant contribution to it. Learning a language does not mean about the form and structure of language only i.e. rules, structure, vocabulary etc., but mainly being able to use the language which is communication. The English language is considered as a vehicle of thought, opportunities for a better job and a step to higher education.

1.1 Importance of language

Before focusing on the importance of Language, it is essential to define Language.

- Language is a socially shared code or conventional system that represents ideas through the use of arbitrary symbols and rules that govern the combinations of symbols" (Bernstein, 1970).
- "Language is the process or set of processes used to ensure that there is an Agreement between the sender and receiver for meanings assigned to the symbols and the schema for combining them used for each communication" (Rice-Johnson, 2008).

the first definition throws light upon the conventional and arbitrary association between the symbols and objects or ideas. This connotes that there seems to be no logic between

the word and the meaning assigned to it. For instance we have been calling a cow "a cow" conventionally otherwise there is no logical justification behind calling a cow "a cow". Moreover, the definition also takes into account the structural aspect of language. That is a bow to construct a sentence to convey a particular sense or meaning. By going further, the second definition concentrates on an indispensable involvement of the sender that is the speaker or writer and the receiver that is the listener or the reader. This means that communication is not said to have taken place until and unless an utterance of the speaker or the writer is comprehended by the listener or reader. In a way this definition can be interpreted as taking care of four skills of the language. A speaker or a writer, to be understood, has to have effective speaking skills and writing skills. Similarly a listener or a reader, to comprehend what is said or written by a speaker or writer, has to have effective listening skills and reading skills. When the mastery over these four skills is attained, it eventuates into the effectiveness of language which can successfully communicate various branches of learning. glory and eventfulness of history, the beauty and multifariousness of literature, the enchanting melody of music, the complexity of politics, different structures and strategies of economics, the world of addiction and multiplication division and subtraction of mathematics, the vividness and pictoriality of geography, the demonstrative nature of science, the territory of the stars, the moon and the sun of astronomy, the sanctity of religions and spirituality and the knowledge of many more branches such as philosophy, axiology, psychology and so on can be mediated or communicated or transmitted by language in the best and the finest possible manner. Valorizing the significance of language, a thought has been expressed in this way. "Those who are good in language are good in all other subjects and those who fail in language, are likely to fail in all other subjects" Bernstein (1970). A perfunctory reading of this statement misinterprets it as an over-generalized statement but if it is read with utmost meticulousness, what this particular quote conveys is that no matter how thorough one has comprehended all the subjects, until and unless the comprehension of them is externalized, verbalized, vocalized, articulated, expressed appropriately, it serves no meaning.

By making such observation, the investigator desires to highlight the fact that for intelligible expression of any matter, language is irreplaceable. Perhaps, due to this vital

state of Language, "There are at least 5,000 living Languages in the world about 140 of them are spoken by a million or more people. Moreover, Language is the index of the stage of development of a society. The rise of the power of the industrialized nations of the west was inextricably linked to a developed Language whether it was English or French, German or Russian" Sharma (1985). Unique Existence of men and the impossibility of a meaningful life have been expressed in this way.

"Men are gifted with the quality of speech which differentiates them from other living beings. Through language, human beings think, feel, judge and express. Without Language, we could hardly have created the human world we know, our development of everything from music to warfare could never have come about in the absence of language. More than any other single characteristic than Language is what makes us human and human language is unique" (Trask, 1996). Contemplating upon the above quotation, Language has been truly valorized and there seems to be no exaggeration in such glorification of Language. The very narrow perception of considering language as a mere exchange of words has been broadened. Here, the inbuilt association of language with human thoughts and feelings has been seen.

The investigator would go to the extent of saying that language is one of the determinants of every kind of progress. Language lies in the blowing of the wind. Language dwells in the fluttering of the wings of birds and the leaves of the trees. Language resides in the sounds of inhaling and exhaling of human beings. The melodious sound, produced by the bubbling of water, is due to Language. Due to such instrumental contribution, language occupies a significant place in the domain of knowledge. Cultural communication is also feasible by the mediation of language. Language can function in polarity or extremity. It ranges from generating the most destructive consequence to the most constructive result. History and mythology have very well witnessed this fact. Pungently sarcastic words of Draupadi "the son of blind is blind" became one of the strong reasons for the destructive war, whereas the motivating orations of the freedom fighters of the India poured the fighting spirit in the entire country which resulted into the freedom from the clutches of the English people. Even in everyday affairs of life, language can pacify a frustrated soul or it can shatter a balanced individual as well.

While contemplating upon the significance of language, it is to be admitted that language, it is to be admitted that language is not important only in the formal agency of education, but also in the informal agencies of education. Language inevitably occupies a vital position. The minimal unit of language, which is known as sound enables an infant to make him or her murmur and cry the same language is seen in the soothing lullaby of a mother which puts a child to sleep. As the child grows his environment facilitates him to pick up a language and thus the child enters the world of communication.

This worthwhileness of language, explicitly elicits that a great deal of meticulousness is required in the comprehension and application of language. To make effective use of language, the components of any language have to be mastered. These essential components are nothing but the four skills of language known as Listening, Speaking, Reading, and Writing.

1.1.1 Significance of the English language

English has been one of the most used languages in the world and it has significant importance in the field of education. It plays an important role in having a better view of the world and better access to the latest sources of knowledge and information. In other words it can be called a living stream of knowledge that plays a vital role in producing change and accepting new trends in society. English is a language which is considered as a means of opening not only the doors of opportunity but also of success as it plays an important role in the domains of education, administration, business, political relations, judiciary, industry, etc, and is therefore considered as a passport to social mobility, higher education, and better job opportunities. Hence Working knowledge of English has become a requirement in several fields, occupations and professions resulting in over a billion people speaking English to at least a basic level. Crystal (2011) mentions that of the two billion people in the world who use English, only 400 million are native speakers. The remaining 1.6 billion are speakers of English in countries where the language has some sort of official status or in countries where it is the first foreign language taught in schools. It is one of the six official languages of the United Nations. It has become a lingua France and is used and understood by many nations for whom English is not there that language. **Crystal (1997)** estimates that 85% of international organizations now use

English as one of their working languages. It is a working language of international organization and conferences, science publication, international banking assented affairs and made an advertisement for global brands, audiovisual culture product, and international toward, many educations, international law, as a relay language in communication interpretation and traditional, technology transfer and Internet Communication. **Murali (2009)** states that English has become a world language rather than the language of only the English speaking countries such as the UK and USA because the number of people who use English as a means of communication exceeds much more than the number of people who speak it as their mother tongue. Thus competency in English, the global language, becomes inevitable and also necessary in the Indian education system too.

The importance of the English language goes to such an extent that it is made compulsory subjects in secondary and higher secondary school education. The spread of the English language is in the entire world. Wherever an individual goes, if English is with him or her, he or she can get his or her work done. The constitution of India accepts the three language formulas which encompass English as well. It is an assist in discharging official and administrative obligation, moreover. **The National Commission knowledge Report (2006, 7)** of the Government of India recommends "In the current scenario, an understanding and command over the English language is the most determinant of access to higher education, employment possibility, and a social opportunity. The time has come for us to teach ordinary people the English Language" Since modern science and technology of the west has been explicated in English, communicable command of an individual on it has become indispensable to be attained. This is possible only by mastering the four skills that are listening, speaking, reading and writing in English.

1.1.2 Importance of the English language in India

English is one of the most used languages in the world. Even outside of countries like the U.S. and the U.K., many people can speak and understand English. India is a land of diversity where different people speak different languages. A person of Tamil Nadu can't understand Hindi from the person of North India. However he can understand in English. So English is a link language. All the advanced knowledge in science, technology and

medicine is available in English. **Education communication (1964, 66)** stressed the importance of English as a library language. It remarked “English should be the most useful library language in higher education”. Students rely on English for reading the vast storehouse of learning to be abreast of the latest trends in every brand of knowledge. English literature is rich and inspiring and it is as wide and varied as life itself. Almost every masterpiece of the world has been translated into English. Thus English opened to us the vast literature of different countries. It is a means of interpreting Indian culture and philosophy in the west.

English has unique importance in our country. It has played a crucial role in building modern India. English is important in India because most of the higher education books are printed in English. English is the third most spoken language in the world. “How to learn English” keyword is searched on Google monthly and 44.9% (55,364) people searching in India. If one has to survive in today’s cut-throat competition one should have good command in English. Almost all the countries use English as a business language so by communicating effectively one can make better business partners. India is a developing country and most of the developed countries that India deals with use English so it becomes necessary to have good command in English. Most of the technologies that are used in India are received from English nations so to use technology well, English is important. To get good scores and understand the matter well students should be taught well in the English Language. It has been seen that many students in India suffer because of this as they do not have a strong foundation in the English language. So if Indian students have to compete with students in their country and across the globe, a good knowledge of English is a must. Knowledge of English is important to qualify for competitive exams in India.

1.1.3 Status of English language in Indian education system

Hindi is one of the official languages of the Union Government of India. However, even after 70 years of Indian independence from Britain, English is still retained as an official language. Only a few hundred thousand Indians, or less than 0.1% of the total population, have English as their first language.

According to the 2001 Census, 12.6% of Indians know English. An analysis of the 2001 Census of India concluded that approximately 86 million Indians reported English as their second language, and another 39 million reported it as their third language. No data were available whether these individuals were English speakers or users.

According to the 2005 India Human Development Survey, of the 41,554 surveyed, households reported that 72% of men (29,918) did not speak any English, 28% (11,635) spoke at least some English, and 5% (2,077, roughly 17.9% of those who spoke at least some English) spoke fluent English. Among women, the corresponding percentages were 83% (34,489) speaking no English, 17% (7,064) speaking at least some English, and 3% (1,246, roughly 17.6% of those who spoke at least some English) speaking English fluently. According to statistics of the District Information System for Education (DISE) of the National University of Educational Planning and Administration under Ministry of Human Resource Development, Government of India, enrolment in English-medium schools increased by 50% between 2008–09 and 2013–14. The number of English-medium school students in India increased from over 15 million in 2008–09 to 29 million by 2013–14. India ranks 22 out of 72 countries in the 2016 EF English Proficiency Index published by the EF Education First. The index gives the country a score of 57.30 indicating "moderate proficiency". India ranks 4th out of 19 Asian countries included in the index. Among Asian countries, Singapore (63.52), Malaysia (60.70) and the Philippines (60.33) received higher scores than India.

1.1.4 Status of English language in Gujarat education system

In the past, in comparison with the other states, southern states accepted English as a medium of communication but in Gujarat, the English language was not given so much importance by the people and also by the government. As a result, there were many less English medium schools in Gujarat and during that time English was made an optional subject. At that time government of Gujarat decided that the medium of instruction in Primary Education would be provided in the mother tongue (Gujarati) without being aware of the English language. This is one of the reasons for the poor conditions of Gujarat in terms of knowledge of English.

Visionary people of Gujarat like H. M. Patel had seen conditions of Gujarati without the English language in the state. Perhaps he was the first person who started an English institute in Gujarat and for that he had to face lots of complexities. Gradually the scenario changed and as a result many English medium schools and colleges were started in Gujarat. Fortunately political leaders also became aware of this problem and started encouraging the study of English language like the Society of Creating Opportunity for Proficiency in English (SCOPE). Later on, the English subject was also made a compulsory subject in the schools of Gujarat.

1.1.5 Present scenario of teaching of English language at secondary school level in Gujarat

The English medium schools are those where the medium of instruction is English. The entire curriculum transaction is in the English language. Thus we can say that the learners are getting the exposure of the language right from the time they enter their schooling life. The last four decades have seen more parents opting for English as a Medium of Instruction for their children. With the promises made by the English language, the new aspirations of the parents and a changing political scenario, there is an increased demand to change the current poor status of the curriculum and pedagogy being employed for the teaching of the English language. If an effective pedagogy that succeeds in providing children with English proficiency begins with class IV and continues till class X, then this demand would not have come up. Even with the new demand, there is an urgent need for the curriculum to be changed and pedagogic response to be on the sound cognitive and pedagogic footing. There are also problems like finding the required numbers of competent teachers. Much of the literature and evidence supports that language learning in general proceeds in order of listening, speaking, and reading and writing. However, the majority of schools started teaching English by emphasizing writing at every stage of language learning. Students would have mastered reading and writing with some relative competence, however, their listening skills would be poorly developed. It is the most neglected one.

Pathak (2010) observed, "Schools in Gujarat offer the English language as a key component of their curricula because the people have their keen interest in English."

These days, in Gujarat, everywhere whether, in small towns or villages, the people have turned toward English medium schools. Several English medium schools have come up in the last few decades. Teachers have their plans and methods of teaching language without having a clear understanding of second language learning or acquisition. They simply think of making the students pass the examination and have adopted such methods that can make learners score enough marks. Learning of a language occupies secondary importance as compared to Mathematics and Science in schools and hence schools also do not provide teaching English methodically. Different methods and approaches are used by the teachers in the teaching of the English language which are still traditional in nature, In Hindi medium or Gujarati medium schools, it is very poor. The students are unable to read and write even at the secondary level. Even the teachers are not competent.

1.2 Basic skills of the English language

The four skills of language (also known as the four skills of language learning) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication.

These skills are Listening, Speaking, Reading, and Writing. In the context of a first-language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing. For this reason, these capabilities are often called LSRW skills.

Reading Skills help the students grasp the content and draw conclusions. The students should also make it a point to familiarize themselves with the jargon and new words by making reading a habit as it reading newspapers, articles, books, magazines, etc.

Reading, writing, speaking and listening – the four foundational skills of the English language. The skills work in pairs. When you're reading or listening, you're consuming a language.

However, when you're writing or speaking, you're producing a language. Once you've mastered these skills, you can safely say that you're fluent in that language. With that in mind, let's take a look at how you can strengthen each skill, to ensure that you're making the most out of your language practice.

Chart 1.1 Basic Skills in English language

Basic skills in English language			
Receptive skill.		Productive skills	
Listening	Reading	Speaking	Writing

Selvan & Vethambal (2005) state, while trying to learn a language, the four skills of a language, namely, Listening, Speaking, Reading and Writing have to be acquired. A learner has to first listen to somebody when they speak in English. After listening keenly, the learner has to try to imitate what she/he has listened to. The ultimate goal of communicative competence is to enable student's performance in the linguistic task of reading, writing, listening, and speaking.

Any language is taught to develop certain skills. The right approach to it is a natural one:-

- Listening Skill
- Speaking Skill
- Reading Skill
- Writing Skill

In the shorter format these skills are called the LSRW skills. As can be seen in its order the Listening skill comes first. To know about any language you should first listen to it. It is the basic skill that lays a foundation of any language that is to be learned. By listening to any language we gradually can speak that language. One must practice speaking that language fluently. Then comes the Reading skill, by Listening and Speaking a person is restricted to the people around him/her, but if he could read then a person might extend his/her learning area. And only by gaining the Listening, Speaking, Reading skills one can easily express herself in a writing manner.

In the present research the investigator would like to focus on the Reading skill, different approaches that have been adopted to teach a Reading skill, the concept of Mediated one can easily express him in a writing manner. In the present research the investigator would like to focus on the Reading skill, different approaches that have been adopted to teach the Reading skill, the concept of Mediated Scaffolding as an approach to teaching reading skill, Socio-Cultural Theory (SCT) which was developed by Lev Vygotsky, a Russian

psychologist, educator, philosopher and art critic. Here investigator would also like to discuss whether the scaffolding technique is useful in Indian.

1.2.1 Importance of reading skill

Out of four skills of learning language, the importance of reading skills cannot be undermined. It is considered to be the time-honored strategy of learning a language. Reading is not merely a passive activity in which the reader just moves their eyes over the printed page in a linear order. It is interactive in which the reader brings his/her knowledge to the text in front of him. The interactivity is triangular: between the reader, the text and the message of the writer. The goal is specific to engage the thoughts, facts, viewpoints, etc that the writer has put on the page to arrive at the best personal meaning.

Reading is fundamental to functioning in today's society. Many adults cannot read well enough to understand the instruction on a medicine bottle. That is a scary thought especially for their children. Filling out applications becomes impossible without help. Reading road or warning signs is difficult. Even following a map becomes a chore. Day – to – day activities that many people take for granted become a source of frustration, anger and fear.

Reading is a vital skill in finding a good job. Many well-paying jobs require reading as part of job performance. There are reports and memos which must be read and responded to. Poor reading skills increases the amount of time it takes to absorb and react in the workplace. A person is limited in what they can accomplish without good reading and comprehension skills.

Reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Teaching young children to read helps them develop their language skills. It also helps them learn to listen. Everybody wants to talk, but few can listen. Before articulating the significance of reading skills, it is desirable to delineate some of the definitions of reading.

- "Reading is a process of looking at a written or printed symbol and translating it into an appropriate sound. The spoken symbol is further associated with an object for which it

stands. Thus reading consists of three elements the symbol (written) or printed the sound and the sense. Shamsi" (2004).

- "Reading is the process of acquiring author's meanings and of interpreting, evaluating and reflecting upon those meanings.". Bond and Wagner"(1960).

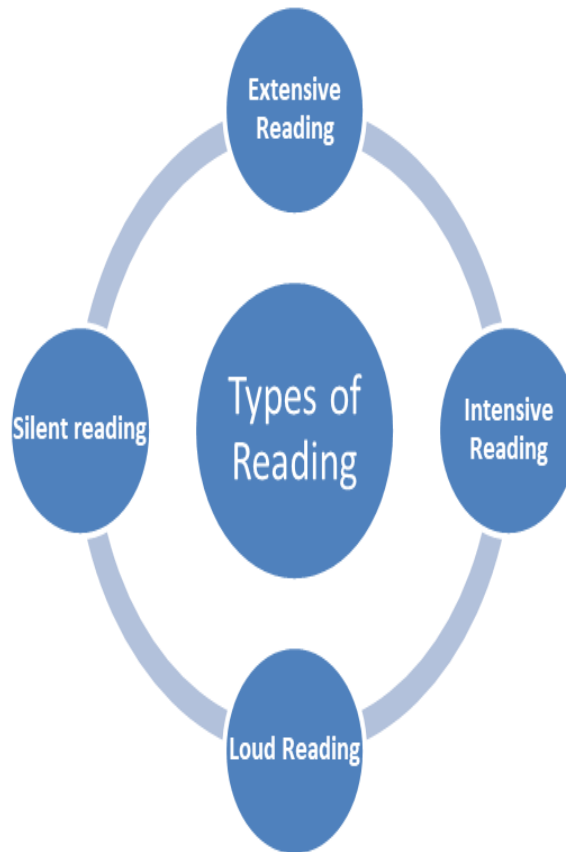
The first definition reveals the fact that to read, sheer involvement of eyes in looking at the printed symbols is not sufficient. To give appropriate sound and meaning to the printed symbols, a great degree of mental involvement on the part of the reader is inevitable. Whereas the second definition calls forth the intellectual realm as acquiring the author's meanings, evaluating and interpreting them requires a great deal of intellectual exercise, thinking and rethinking on the part of the reader. The presence of all these components in the reader makes reading skills effective as a result advantage of reading can be realized.

Reading can be instrumental in exploring the treasure of the world of knowledge wherein from everyday happenings to several discoveries and inventions across the world can be known. Reading earns an individual a variety of linguistic expressions as a result one can embellish his or her oratory. It involves an intellectual interaction of a reader with the world of a text; consequently it sharpens the thinking faculty of the reader. An individual, realistically in his own life perhaps may not have a wide range of experiences but reading takes a person to the galaxy of variety of experiences wherein one can have the test of Shakespearean tragedy and comedy the beauty of Kalidasa's literature can be felt the noble ideas of non-violence of Mahatma Gandhi can be gained the nectar of Swami Vivek Ananda's spiritual thoughts can be sipped the brave and sacrificing spirit of freedom fighters can be poured and thus the perspective of an individual can be broadened. By simply sitting in a corner, a reader, through reading can travel the journey of various lands wherein one can smell the sweet soil of India, the statue of liberty of America can be visualized; the holy water of the river Ganga can be experienced on the psychological and emotional ground. If reading offers these many advantages, should it not be considered important? Yes it should be and therefore, it has to be made as effective as it can be. This is possible only with the help of what is known as Reading skills.

1.2.2 Types of reading

When reading skill is concentrated upon, it is advisable to discuss types of reading. Different types of reading skills are mentioned below:

Figure 1.1 Types of Reading



Silent reading: In silent reading, the students should be taught to read in such a way that there is no movement of their lips and tongue. But there should be full concentration on the part of the students. Their thoughts should not wander anywhere while they are reading silently. Moreover, they should not use their finger between the lines and move forward along with the forward movement of the reading.

Loud Reading: While teaching loud reading, the teacher should lay emphasis on correct pronunciation. He should correct the wrong pronunciation immediately and give a drill

of correct pronunciation to the whole class. There is a controversy on the point of whether silent reading-should be followed by loud reading or vice versa. Morrison is of the opinion that loud reading by students should be followed by silent reading, just the opposite of what is practiced generally in our schools.

Intensive Reading: The process of reading text or passage in-depth for optimum comprehension and analysis is Intensive Reading Where the learner reads every bit of the text carefully to draw inferences from the utterances or statements to interpret and evaluate them. Material for intensive reading is chosen with a view to developing the students' power of judgment and discriminative reasoning of interpretation and appreciation. Students learn to scan for information, to read with careful attention and concentration, and to extract the major ideas and arguments. Attention also paid to the logical development of ideas and style in writing.

Extensive Reading: The process of reading a large quantity of material in a short span without bothering the amount of comprehension and without paying attention to the structure and word of a sentence. The main purpose is, helping the students to read fluently in English for their own enjoyment without any help from a teacher. Students are encouraged to read widely on subjects that interest them personally and share what they have enjoyed with their fellow students. They are expected to be able to discuss not only content but the implication of what they have read. Reading now becomes a technique, not an end in itself, and language becomes a vehicle, a tool and a model.

1.2.3 Indicators of Reading Ability

- **Fluency**

Reading fluency is the ability to read accurately, smoothly and with expression. Fluent readers recognize words automatically, without struggling over decoding issues. They sound natural as if they're speaking.

Fluency is important for speaking and reading because it bridges between word recognition and comprehension. It allows students time to focus on what the text is saying. They can make connections between what they are reading and their background knowledge. Therefore, they can concentrate on comprehension.

- **Pronunciation clarity**

Pronunciation is known as the production of sounds that students use to create meaning; the idea of pronunciation can be described as a combination of the sounds of the language as well as stress, rhythm and intonation.

Inappropriate pronunciation of English will make people misunderstand the speaker easily, whereas, proper pronunciation will encourage them to communicate with the speaker willingly.

- **Volume**

Volume is defined as the combination of time students spend reading plus the number of words they consume as they read. This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world.

- **Intonation expression**

Intonation is important in speaking and reading English because it conveys meaning in many ways. The students keep the required tone. Changing the pitch in your voice – making it higher or lower - allows you to show surprise "Oh, really!" or boredom "Oh. Let's listen to some intonation patterns used for specific functions. Students read correctly but sometimes they don't know how to explain intonation expression. Adequate tone some of the time. Occasionally does sound monotone, artificial or exaggerated.

- **Punctuation**

Punctuation is the system of signs or symbols given to a reader to show how a sentence is constructed and how it should be read. Sentences are the building blocks used to construct written accounts. Some students know used to punctuation on writing and reading. But some are not able to understand the use of pronunciation. They are read continuously without using punctuation. It is very important for reading. Punctuation shows how the sentence should be read and makes the meaning clear.

1.2.4 Skills of Expressive, Receptive and Productive of English Language

Expressive skills

Expressive language skills can be defined as the skills necessary to form thoughts and express those using appropriate word and grammar combinations. This may also include gesturing and facial expressions, especially in early childhood. Children who experience difficulty with expressive language skills may be delayed in speaking, avoid speaking in long sentences, and have a smaller vocabulary than other children their age. In conversation, a child with expressive language difficulties may struggle to recall certain words that they want to use and use an ambiguous term, like “stuff” or “thing”, instead of a specific word or phrase.

Receptive skills

The receptive skills are listening and reading because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing.

Productive skills

The productive skills are speaking and writing, because learners doing these need to produce language. They are also known as active skills. They can be compared with the receptive skills of listening and reading.

1.2.5 Importance of assessment in reading skills

Assessment is an essential element of education used to inform instruction (Wren, 2004). The first step in implementing good reading instruction is to determine student baseline performance. Students enter the classroom with diverse backgrounds and skills in literacy. Some students may enter the classroom with special needs that require a review of basic skills in reading, while other students may have mastered the content a teacher intends to cover. Due to these various student levels, it is necessary to design literacy

instruction to meet the individual needs of each student. Individual needs can be determined by initial and ongoing reading assessments. These assessments provide teachers with the information needed to develop appropriate lessons and improve instruction for all students, including students with disabilities (Rhodes & Shanklin, 1993). The information gained from appropriate assessment enables teachers to provide exceptional students with improved access to the general education curriculum. The following information is an overview of the purpose and benefits of early reading assessment, examples of data collection methods, and considerations for selecting a measure for students. Reading assessment is influenced by the larger society in which students, teachers, administrators, and schools work. Consider that diverse theories and bodies of research inform the successful teaching and learning of reading. These theories emanate from domains of knowledge that include cognitive psychology, developmental psychology, linguistics, pedagogy, sociology, anthropology, critical race theory, and critical theory. Each theory may suggest different priorities for reading instruction and reading assessment; these different priorities will signal different purposes for reading assessment. For example, research on reading strategies describes their importance for constructing meaning, whereas research on motivation provides evidence of the need to engage students as they develop into independent, committed readers (Afflerbach, Pearson, & Paris, 2008; Guthrie & Klauda, 2016). A successful reading program has varied, important outcomes that should include students' growth in the ability to use reading strategies and skills as well as students' increased motivation to read. Reading assessment must have strong connections to these outcomes and describe them well.

The assessment of reading takes place in a context that is influenced by social and political forces. There are assessment practices that may be favored politically, practiced locally, supported broadly, or questioned widely. Legislators, taxpayers, parents, school administrators, teachers, and students may all legitimately claim that we assess reading in part to provide useful information. However, the meaning of "useful information" varies, from the parent seeking assessment information that will help coordinate classroom and home reading efforts, to the legislator seeking districtwide reading assessment information in anticipation of an upcoming vote for school funding, to the administrator interested in documenting reading program effectiveness. In these contexts, each purpose

for reading assessment must have the potential result of the betterment of student reading. Ideally, one group's need for particular reading assessment information should not displace another group's needs. The goal of improving the teaching and learning of reading should help us determine our reading assessment priorities in all cases.

1.2.6 Difference between reading ability and reading skills

This topic gives a short analysis of reading abilities and reading skills. Much research has been done to investigate the nature of reading, though it's had to exactly define reading abilities and skills.

The difference between a 'skill' and 'ability' is much less obvious than the difference between 'knowledge' and the other two. In very basic terms, abilities are natural or inbuilt whilst skills are learned behaviors'.

When cutting hair you might have an ability to keep your hand steady or cut a straight line, but the skill is what you learned on your hairdressing course.

Skills can be developed and improved over time, by combining our abilities and our knowledge, but the underlying abilities are needed for the skills to be developed.

Abilities, likewise, can be improved and honed to some extent – running fast is a skill, but the ability to run fast comes in part from having strong leg muscles, which can be developed through regular exercise. Ability and knowledge combine to create skills that can be used. Reading ability is power or capacity to do or act physically, mentally, legally, morally, financially, etc. Competence in an activity or occupation because of one's skill, training, or other qualification: An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

In a nutshell, we cannot reject any of these two processes in the teaching of reading, as successful readers need to be aware of both processes and be able to opt for or shift between them, when interacting with written texts, depending on text difficulty and their knowledge. After all, we should bear in mind that, while automatic use of reading skills is a goal of reading instruction, reading skill was once preceded by a period of deliberate

and conscious application (Afflerbach et al., 2008). Thus, we can consider their relation to be two faces of the same coin, that is two sides of any reading process or task since skills are strategies that have become automatic through practice whereas strategies 'are skills under consideration' (Paris et al., 1983: 295).

1.3 Statement of the study

A Study of Reading Ability in English subject of IX standard student of Bharuch City

1.3.1 Objectives of the study

- a) To identify the indicators to measure reading ability in English subject of IX standard students.
- b) To prepare a test to evaluate the reading ability in the English subject of IX standard students.
- c) To study the reading ability of IX standard students in English concerning its components such as Fluency, pronunciation clarity, volume, intonation expression, punctuation.

1.3.2 Explanation of the terms

- 1. Study: In this study the term study was considered to evaluate the reading abilities of the students in the English language by keeping in mind components such as Fluency, pronunciation clarity, volume, intonation expression, punctuation.
- 2. Ability In this study, the term ability was used as the competency of students to read the English language by taking care of components like Fluency, pronunciation clarity, volume, intonation expression, punctuation.

1.3.3 Operational Definition of the terms

Reading ability: Reading ability is the score obtained by the students in a reading ability test prepared by the investigator.

1.3.4 Delimitation of the study

- The present study was delimited to Gujarati medium Government Secondary Schools situated in Bharuch city during the academic year or 2019- 2020.
- The present study will be delimited to the reading ability of secondary school students.

This chapter presents the conceptual clarity of English Reading Ability. Also objectives, explanations of the term, and delimitation of the study were included. The Subsequent chapter depicts the scenario of research studies in the area of reading ability.

Chapter Two:

Review of related literature

Chapter two:

Review of related literature

2.0 Introduction

This chapter reviews some of the relevant existing literature on reading ability. The first section introduces the concept of reading ability. The review of related literature becomes a link between the research proposed and the studies already done. Having discussed the problem and established the need for the study, the researcher must research the main idea of researchers conducted by other researchers. It gives basic understanding when a research project is based on all of the relevant thinking and researches that have preceded and contribute to thinking and research as a whole.

The search for related literature was one of the first steps in the research process. It was a valuable guide to define the problem, recognizing its significance, suggesting, planning, processing, data gathering devices, appropriate study design and source of data. Review of the past studies helped the investigator to know what have been done and what needed to be done, revealing the status of researches in the field. The investigator took the advantage of the past as a result of constant human endeavor. Reviewing of related literature formed the foundation for future work and became a link between the research proposed and the studies already done. A large part of reviews of related studies actually was done even before the research project is formalized. This was essential to make sure that the investigator was not repeating the work that someone had already done earlier.

The review of related studies involved systematic identification, location and analysis of document containing information related to the research problem. It included articles, abstracts, reviews, monographs, dissertation, books and other research reports. This was done so that the researcher could gain a deeper insight and clear perspective of research work. Review of related studies was of utmost importance and beneficial to the investigator as it provided a rationale for the present study. It gave the investigator an understanding of the research methodology that referred to the way the study was to be

conducted. It helped the investigator to know about the tools and instruments which proved to be useful and promising in the previous studies.

The present study was taken up to study of reading ability of standard IX students in Gujarati medium schools. Below are some of the relevant researches done in the past that were presented under following subheadings

2.1 Reviews of related literature

2.1.1 Studies related to language skills

Rajenran (1992) conducted 'A study on activity centered teaching of English.' It was an Experimental study. Where quasi experimental design was used and data was collected through questionnaire by conducting pre-test and post-test. The objectives of the study were (1) to develop and activity centered teaching of English. (2) To find out the effectiveness of the program. (3) To develop communication skills among the students. The major findings of the study were: (1) there was no significant difference in the achievement of the reading and writing skills between the students taught under activity centre approach and the conventional method. (2) The programme was found to be effective in developing language skills.

Kanavi (2002) conducted a study on Relative Effectiveness of Teaching English Language using Direct Method, Communicative Approach and Bilingual Method on learning of English among IX standard students. The objectives of the study were 1.To find out whether the students learn English language more effectively by being taught by Direct Method or by being taught by Communicative Approach. 2. To find out whether the student learn English language more effectively by being taught by Communicative Approach or by being taught by Bilingual Method. 3. To find out whether by experimental groups taught using Direct Method, communicative approach and Bilingual Method would acquire language abilities more effectively than the group of students included in the control group. 4. To find out which one is the most and best effective method of teaching English language. The study was experimental research followed by Pretest-Posttest Randomized Control Group Design. Sample comprised of randomly selected for sections of IX standard students of New Cambridge High School of

Bangalore City. Each section consisted of 25 students. Out of these experimental treatment were assigned randomly to three sections and one section was taken as control group. Achievement test in English was developed by the investigator. The data were analyzed with the help of ANOVA and ANCOVA followed by t-test. The findings of the study were: 1. Students taught through the Direct Method, Communicative Approach and Bilingual Method have had higher achievement in English language as compared to the group of students taught through the Grammar translation Method. 2. In respect of the group of IX standard students taught through the Direct Method, Communicative Approach and Bilingual Method, it was found that the communicative Approach was the most effective Method. 3. In respect of the groups of IX standard boys taught through the Direct Method, Communicative Approach and Bilingual Method, it was found that the Communicative Approach was the most effective method of teaching English to IX standard boys. 4. In respect of the d that the Communicative Approach was the most know of groups of IX standard girls taught through Direct Method, Communicative Approach and Bilingual Method, it was found that the Comic Alpha the most effective method of teaching English to IX standard boys 4 layoff the groups of IX standard girls taught through Direct Method. Communicative Approach and Bilingual Method, it was found that the Communicative Approach was the effective method of teaching English to IX standard girls. 5. Regarding the gaps of IX standard students taught through Direct Method, Communicative Approach and Bilingual Method when differences in their intelligence levels were controlled, it was found that there were significant differences in the mean gain scores of achievement of the total sample of students taught by each of these methods. 6. In respect of the groups of IX standard boys taught through Direct Method, Communicative Approach and Bilingual Method when differences in their intelligence were controlled, it was found that there were significant differences in the mean scores of IX standard boys The boys who have been taught by the communicative Approach had higher level of mean achievement in English language followed by boys who were taught by the Direct Method, and boys who were taught by the Bilingual Method.

Chavda (2005) evolved a strategy for developing Essay writing skills in English for students of standard IX with these objectives. 1. To evolve a strategy for developing

essay writing skills in English. 2. To study the effectiveness of the strategy in terms of. (a) the performance of student through the strategy, (b) students' opinion towards strategy (c) Teachers' opinion towards strategy. This study was an experimental one with a single group pre-test, post-test design. 12 students on the basis of lottery method were selected as a sample two teachers were selected from shri. M. B. Patel English medium secondary and higher secondary school. To achieve the objectives the following tools were prepared for data collection, 1. Pre-test and post-test 2. Opinionnaire 3. Semi-structured interview. Following were the findings. Evolved strategy for developing essay writing skills was found effective and efficient in terms of the performance of the students in pre-test and post-test. 2. The students found the use of self brainstorming very efficient to generate ideas for writing essays in examinations. 3. The students found the technique of mind mapping and organizing ideas while writing essays. 4. The students could maintain unity, order, brevity, coherence etc. while writing essays. 5. The students found that the point with emphasis on introduction, body of the essay and conclusion very helpful in writing essays.

Rathod (2005) developed and implemented an information technology based program for teaching English Grammar to Gujarati medium students of standard VIII of Jamnagar City. The major finding of the study were; The developed IT based program was found to be effective for teaching English Grammar (a) simple present tense (b) present continuous tense (c) prepositions and possessive forms of 'has' and 'have', and there was a significant difference between the performance of the students before and the intervention.

Kasthariya (2008) conducted study on Effect of project based learning method for teaching English on achievement of class VII students. Objectives of the study were (i) to study the effectiveness of PBL method for teaching English. (ii) To study the effect of PBL method for teaching English on comprehension achievement. (iii) To study the effect of PBL method for teaching English on grammar achievement. (iv) To study the effect of PBL method for teaching English on writing skill achievement. (v) To study the effect of PBL method for teaching English on speaking achievement. The major findings were: (a) PBL was found to be effective for enhancing English achievement significantly

in term of comprehensive skills in comparison to traditional method of teaching. (b) PBL was found to be effective for enhancing English achievement significantly in term of grammar and speaking and communication skill. (c) Student felt PBL to be more stimulating and challenging than traditional method of teaching.

Hiwale (2009) conducted a study of the feasibility of functional approach for teaching English language at the secondary level. Objectives of the study were (1) to study the opinion of teacher's regarding functional approach and classroom practices with respect to a place of the grammar in teaching English. Group work and pair work activities. Participation of learners in classroom error connection (i) To study the difficulties faced by teachers in teaching English through functional approach. (ii) To study the available resource both human and material for teaching English through functional approach and their utility. Findings of the study were feasibility has been studies with prospect to teacher's opinion about: teaching grammar use of pair, group activities, participation of learners in classroom and error correction. (i) Problems faced by teacher in teaching through functional approach. (ii) The resources both human and material available, in schools for teaching English.

Kuldipshingh (2009) conducted a research to develop and implement an activity program to enhance the fluency in English language at higher secondary level. He focused on the arts students and his major findings were that an activity program was effective in enhancing fluency: it enhanced the vocabulary, pronunciation, grammar, in the students. It also helped in developing creativity among the students

Kunvariya (2009) conducted a research on the effectiveness of the functional approach in teaching of English language. Focused research is at the secondary school level studying under the medium of Gujarati. Major findings of the study includes: (i) functional approach is better than structural approach. (ii) Students find it difficult to speak in English but are relatively better in regarding understanding. (ii) Even though not the teachers have received proper training in the skills of language yet the teachers are not in position to use the language. Both functional and structural approaches should be used in teaching language.

Majmudar (2011) developed a design for communication skills in English Language among the pre-service teachers, in this Global era with these Objectives. 1. To develop and evolve a course design to teach English Language. 2. To enhance all the 4 skills of English Language i.e., Reading, writing, speaking and listening. 3. To find out the effectiveness of the program in regards to enhancement of communication skills. 4. To find out the opinion of the students about it is designed as pre experimental study keeping single group conducted in three stages, pre-test treatment post-test. The sample of the study was one of the B.Ed. colleges in Baroda city with English as their method of Education. The course was restricted to B.Ed. student-teachers who opt for the course. The data was collected by using the following tools. 1. Pre-test and post-test 2. Opinionnaire Were made: 1. The first took in to account various aspects of all the four skills such as vocabulary, public speaking, pronunciations, fluency, spellings grammar, note-taking,

comprehension, reading articles and explaining the gist, discussions, debates, problems solving tasks in groups, etc. 2. Opinionnaire comprised open and closed ended question focusing on different aspects of the program such as teaching of the program, content of the program, implementation of the program these were the findings. 1. In the scores in the pre-test and post-test in relation to listening skills, there was no significant result stating that there was no positive result regarding this set skill. 2. The post-test scores the speaking skills were significantly higher than the pre-test scores stating that design helped develop the speaking ability of the pre-service teachers. 3. The scores pre- test in comparison to the post-test favorable increase between the scores. Although very drastic as in the speaking skills the hypothesis was rejected as there was a difference especially at 0.05 level of significance. 4. The post-test scores on the writing skills were significantly higher than the pre-test scores stating that the design and implementation of the program helped them develop the writing ability amongst the pre-service teachers. **(As cited in Chopra, 2002).**

Pandya (2011) conducted study on enhancement of proficiency in English language through co-operative learning method among the IX standard students. The objectives are (i) to analyze the proficiency in the speaking skill, (ii) to analyze the proficiency in the

writing skill. In the study were, (iii) to analyze the proficiency in the reading skill. The major findings of the study were 1. All the students more or less improve in their proficiency of English language, as individual's active participation enrich their skills of English language. 2. Writing skill was improved by and large in all the students. Reading and speaking skill improved less as compared writing skill. 3 students were found more comfortable in learning within group. 4. Public speaking and communication skills improved in few students. 5. Self learning was enhanced over all in all the students which sustain critical thinking and creative thinking of individuals. It also supports students to develop their habit of using vocabulary. 6 this method assisted in improving the level of willingness and confidence among the students.

Chauhan (2012) studied of the problems in teaching and learning of written English in primary schools of Vadodara. She studied the problems of teaching and learning written English of Standard VII students and the teachers teaching English to the same standard in 10 schools as a sample. By using cluster sampling technique, tools used for data collection were: 1. English test to check written proficiency test of students. 2. Interview schedule for teachers. 3. Observation schedule. Design of the study is survey. Following were the major findings drawn on the basis of analysis and interpretation of data collected for present study. 1. The mean proficiency of English test for written performance of all the students was very near to 55% with very high dispersion which is not quite desire for the English medium students. As their medium of instruction is English they should be quite proficient in English. It showed that they do errors in written English. 2. Maximum number of errors in written English was found in the components like, error-1 type i.e., changing the verb form or adding suffix to the tenses in past and present tense, use of prepositions, errors related to translation and homophone. A moderate number of errors were found in the components like, error-2 type i.e., the use of helping verbs, in past and present tense, use articles, logical sequence and sentence formation. Very less number of errors was found in the components like, error-2 type in future tense, and no error was found in the components of error-1 type in future tense. 3. All the schools were found with good physical facilities. Classrooms were found clean, airy, lighted and with adequate space in the classroom. The sitting arrangement of the students was found excellent. Teachers were found qualified, and humble. Teacher were competent enough

solve the queries of the students. 4. With regard to the hindrance in teaching written English, 30%, 20% and 40% and 10% teachers said that these were the lack of 10% teachers said that communication skill, lack of content mastery, lack of updated knowledge respectively. 10% teacher said that rigidity of not accepting the new methodology, approach of various technique and habit of repetitively doing same work, meaning lack of creativity could be the hindrances in teaching written English. 5. It was also found that teacher's poor communication skills were found excellent in the use of black. Board skills, whereas, teachers having good communication skills were found average in the use of blackboard.

Unnikrishnan (2012) enhanced communication skills in English through cooperative learning among the students of standard VI with these objectives. 1. To study the existing level of listening, speaking, reading and writing skills in English among the students of standard VI. 2. To study the process of enhancement of the listening speaking, reading and writing skills in English through cooperative learning among the students of standard VI. 3. To study the opinion of the students with regard to cooperative learning. The study was conducted on 11 students of Chanakya Vidyapeeth (English medium School) affiliated to Gujarat State Education Board as a sample on the basis of convenient sampling technique the investigator prepared the tools corresponding to four skills of English Language. (Listening, speaking, reading, writing) 1. Entry level test and test at the end of the intervention on listening, speaking, reading and writing skills in English. 2. Observation 3. Field notes 4. Opinionnaire 5. Student profile 6. Audio tape 7. Content 8. Rubrics for measuring listening, speaking, reading and writing skills in English. The qualitative in nature using naturalistic inquiry design and brought these findings. 1. In listening skill, out of eleven students, eight showed improvement in active listening skill six showed improvement in following oral information. 2. In speaking skill, nine showed improvement in asking questions: nine showed improvement in maintaining tone pace while speaking: Eight showed enhancement in expression of ideas. 3. In reading skills, nine showed improvement in reading, understanding and answering questions: Five showed improvement in understanding vocabulary: Eight showed improvement in reading a loud fluently: five showed improvement in expressive interpretation: six were seen making self-corrections by the end of the intervention. 4. In writing skills, seven

showed improvement in generating ideas. All eleven students showed improvement in maintaining focus on the subject and arranging ideas in a logical sequence. Eight showed improvement in using descriptive Language while writing. Four showed improvement in writing complete sentences. All the eleven students showed improvement in writing Different types of sentences. Six showed improvement in using capitalization and punctuation. While four showed improvements in using cursive letters and writing at an appropriate rate.

2.1.2 Studies related to Reading skills, comprehension

Kopper (1979) did a study on an inquiry into factors affecting Reading comprehension (in English). The objective of the study was to study the level of reading comprehension of pupils of standard XI. And to conduct case studies of pupils with low and high scores in the reading comprehension test in order to find out some factors affecting reading comprehension. The investigator found out that the students having high reading attitude had high reading comprehension and students having high anxiety have slow reading comprehension. And the factor affecting reading comprehension are lacks of academic motivation proper direction, educational status of parents, poor teaching.

Dass (1984) study was titled as “A study of reading comprehension in English of students of English medium. Secondary schools of standard X of central Gujarat” in the context of some socio-psycho factors were to study reading comprehension in the context of SES and certain Socio-Psycho-factors viz. test anxiety, emotional stability, leadership and radicalism. Some of the characteristics of the test and findings were: the mean difference of reading comprehension scores was in favor of students with high SES and having hag leadership traits. Emotional stability was not found to influence reading comprehension student having a high degree of radicalism were found superior in reading comprehension to those with a low degree of radicalism students having a low anxiety level had been reading comprehension.

Tiwari (2000) Worked on testing pupils “English reading comprehension at S.S.C. level in Anand District with the objectives; to study the effect of attitude on reading comprehension; to study reading comprehension as a faculty of mind independent of

skills and to study the effect of language on reading comprehension for the study the investigator used close test.(i) The findings of the study were curiosity as the basis of cognitive drive appears to be closely related to reading success (ii) failure to read often result in poor adjustment (iii) students learn to read to satisfy certain psychological needs but through repetition of activity, enjoyment and interest are stimulated and thus a strong reading habits is built up to boost up other activities.

Vaniya (2003) developed a strategy to enhance the rate reading in English of the students of Gujarati medium higher secondary school with these objectives, 1.To develop a strategy to enhance the rate of reading in English with maximum comprehension, 2.To study the effectiveness of the evolved strategy in terms of: (a) the rate of reading (b) the level of comprehension (c) the opinion of the students towards the strategy, 3.To find out the comparative effectiveness of the strategy on learners in terms of below average, average and above average. The present study is of developmental type and the design chosen for the study is of pre-test post-test type with only one group. From the selected population,15 students of std. 9. Who have English as one of the subjects have been selected as sample of the study. Tools for collecting the data consist of 1.A pre-test 2.A post-test 3.An opinionnaire which brought these findings. 1. The evolved strategy was found to be successful in terms of improvement and enhancement in student's ability to read at faster rate with maximum comprehension. 2. After the implementation of the reading strategy, it was found that students performed better in terms of reading at higher rate. On the test of silent reading speed, it was found that the mean achievement of the group got increased from 70-32 words per minute to 92.78 words per minute. 3. All the students performed better in terms of scores obtained by students on the test of reading comprehension as the mean achievement score of the group was increased from 54.4% to 68.56%. 4. The intervention strategy was proved to be effective as a significant difference was found in both tests on two main aspects i.e., rate of reading and level of comprehension. 5. All the students showed a highly favorable opinion towards the evolved strategy on reading skills.

Panchal (2006) conducted study on evolving a strategy for enhancing reading comprehension at secondary level. The objectives of the study were to find out the

effectiveness of the strategy in terms of (1) performance of the students through the strategy (2) their opinion about the strategy was successful in improvement of reading speed with maximum comprehension significant difference found in the pre-test and post-scores of the pupils.

Kanavi (2007) studied co-operative learning approach on reading comprehension in English of IX standard students. The objectives of the study were, to study the effect of co-operative learning approach on reading comprehension in English of IX standard students, to study the effect of traditional approach on reading comprehension in English of IX standard students and to compare the effect of co-operative learning approach and traditional approach on reading comprehension in English of IX standard students. The investigator found that the co-operative learning approach is more effective than traditional approach in reading comprehension.

Anika (2009) conducted 'a study to examine in literature as a complex problem of reading and teaching'. The goal of this study was to build on existing work by offering a detailed examination of symbolism as an interpretive problem and specifically to understand this concept and how their understanding influences their instructional practices. The hypothesis was that teachers tend to some aspects of symbolism, but leaves the depths of instruction that students receive. This study employed a mixed study which indicated that generally teachers tended to teach those aspects with which they were not most uncomfortable. As well, teacher's instructional practices seemed to be influenced by their beliefs about their students.

Kumar, Ansari & shukla (2010) studied Reading Habits of senior secondary students at Allahabad city, the objectives of their study is to find out the mother tongue, motives of study, reading materials borrowed from library, time spent for the serious reading, use reference materials, languages of newspaper that read daily, sections of newspapers read, place of reading, and to develop some suggestions for solution of the problem, major findings of their study were 1) students read the materials related to their subjects, 2) students use the materials from the library of the school, 3) students prefer to read the materials and the newspaper in their mother tongue or in English only.

Ravalji (2010) carried out a study focusing on the reading skills of standard VII, who were studying in GSHEB schools. The major findings were that there was a significant change observed after the program for reading comprehension between the pre-test and post-test means. This study found that students learn more if they are provided opportunity for peer discussion and by creating a conducive environment for learning.

2.2 Implications for the present study

The researcher having reviewed 21 studies, mostly all the studies were experimental, few were descriptive and observational study and few were survey type. Researcher was attracted towards reading ability as there was no uniformity of procedures and therefore, little comparability of results was possible. The common features of almost all research studies were the contribution of test for testing reading ability. Reading had a great demand and therefore deserved greater attention than was given to it. Many studies had been conducted in reading and also in all other language skills; Kopper (1979) conducted a study on an inquiry into factors affecting Reading comprehension (in English). Dass (1984) study was titled as “A study of reading comprehension in English of students of English medium. Rajenran (1992) conducted 'A study on activity centered teaching of English.' Tiwari (2000) worked on testing pupils “English reading comprehension at S.S.C. level in Anand District. Kanavi (2002) conducted a study on Relative Effectiveness of Teaching English Language. Vaniya (2003) developed a strategy to enhance the rate reading in English of the students of Gujarati medium higher secondary school. Chavda (2005) evolved a strategy for developing Essay writing skills in English for students of standard IX. Rathod (2005) developed and implemented an information technology based program for teaching English Grammar to Gujarati medium students of standard VIII. Panchal (2006) conducted study on evolving a strategy for enhancing reading comprehension at secondary level. Kanavi (2007) studied co-operative learning approach on reading comprehension in English of IX standard students. Kasthariya (2008) conducted study on Effect of project based learning method for teaching English on achievement of class VII students. Anika (2009) conducted ‘a study to examine in literature as a complex problem of reading and teaching’. Hiwale (2009) conducted a study of the feasibility of functional approach for teaching English language at the

secondary level. Kuldipshingh (2009) conducted a research to develop and implement an activity program to enhance the fluency in English language at higher secondary level. Kumar, Ansari & shukla (2010) studied Reading Habits of senior secondary students. Ravalji (2010) carried out a study focusing on the reading skills of standard VII. Majmudar (2011) developed a design for communication skills in English Language among the pre-service teachers. Pandya (2011) conducted study on enhancement of proficiency in English language through co-operative learning method among the IX standard students. Chauhan (2012) studied of the problems in teaching and learning of written English in primary schools. Unnikrishnan (2012) enhanced communication skills in English through cooperative learning among the students of standard VI.

The investigator presented the studies she comes across so far, in order to emphasize the point that she had not come across. By summarizing all the found studies the investigator had come to this conclusion that from time to time efforts had been made by many investigators to improve different skills in English. In most of the studies it was found that they were conducted in either English medium or in Gujarati medium schools. Having gone through these reviews, the investigator had found only one study which aimed to develop critical reading ability for higher secondary students. The investigator had also come across one study which focused on reading skill in English Language of secondary school students of English medium school. There were nine studies conducted on reading skill or comprehension. There were two studies conducted on communicative skills. But the investigator had not found any study which focused on the reading ability of secondary schools student of Gujarati medium schools. The investigator felt an urgent need to develop a programme which must be applied in Gujarati medium schools to enhance their language ability. Since reading ability is very much needed at secondary level, an attempt was being made to measure reading ability.

2.3 Conclusion

By locating this research gap from the above discussion and keeping in mind its importance the investigator felt an urgent need to develop a programme which must be applied in Gujarati medium schools to observed their reading ability. Since reading ability was very much needed at secondary level, an attempt was being made to observed the reading ability by knowledge and understanding a programme.

In this way, the review of the related literature was an important step in understanding research. It helped in clarifying and defining the problem, stating the objectives, selecting appropriate design and methodology of research as well as interpreting the result in the light of the research work already undertaken. In this chapter an endeavor was made to provide an overview of various aspects of the present study through the review of existing literature. In the light of the analytical review of the related studies, the investigator had tried to show the significance of the present study and its implications for the research.

Chapter Three:

Methodology for the present study

Chapter Three:

Research Methodology

3.0 Introduction

Methodology refers to the process and procedure that one adopts while carrying out a study to achieve the particular objectives specified for one's study. The scope of research methodology is wider than of research methods. Thus, when we talk of research methodology was used in the context of our research study and explains why we are not using others. So, those research results are capable of being evaluated either by the researcher herself or by others.

3.1 Rationale of the study

Government of India (2009) has recognized the significance of Language, not only as a medium of instruction of communication but also a determinant of access, An understanding and command over the English Language is most determinant of access not adequately trained in English as a Language is always a handicap in the world of higher education. There will be no exaggeration if it is said that the English language has become a common medium of communication. The acquisition of this language, on the part of learners, generates a possibility of the attainment of the world's knowledge. Along with this, the user of the English Language can create his or her accessibility to the world as well. This implicitly iterates that the dependence of learning English, along with other skills, is heavily on reading skills.

A plausible assumption can be made that if Reading Skills is effectively taught in the school, it will assist the students in their higher education. The importance of reading skills at school level has been thrown light upon here. "In secondary school Education, teaching reading is a very important linguistic activity. It is the most important activity because they are in a stage where they start learning for storing the information in their academic colleges they have to read and read for better assimilation so developing reading skills among the learners is important in secondary schools" Pathak (2005). Here the author concentrated upon the importance of Reading skill at the secondary school level but the investigator strongly felt that the importance of Reading skill at elementary

school level should not be or is not less because elementary Education provides a base for secondary Education which further facilitates higher Education. Since standard 8 is the last grade in Elementary Education, it can be assumed that Reading skill in the English language concerning components such as pronunciation, pause, intonation, comprehension, pace, and interpretation is developed to a noticeable extent. Therefore the investigator liked to evaluate the Reading skill of 8 standard students in the English language keeping in mind the above-mentioned components of the Reading skill. Since the evaluation of the majority of these components is possible only with the help of loud reading which is one of the techniques of reading, therefore, the investigator focused on the loud reading of students of standard 8 in the English language. As loud reading encompasses components like fluency, pronunciation, intonation, volume and punctuation. According to Pathak (2005), "There are specific advantages of teaching reading aloud:

1. This is a very useful exercise in which the learners learn to reproduce the sounds.
2. The learners are having the practice of articulation.
3. They have been trained for reading and pronouncing words perfectly,
4. It makes the reading activity enjoyable as the teacher uses the techniques of reinforcement while teaching reading aloud.
5. The learning Language is imitation so the learners try to imitate the teacher so the teacher having good innovative ideas, can make this activity effective and meaningful.

Considering this reflection in mind, the investigator asked a question to himself. In the classroom, are these advantages gained by the students? And this very question prompted the investigator to undertake this study. The reason behind laying this much of emphasis on such aspects is that they not only sharpen the pronunciation, but also the emotions, the mood and attitude of the textual characters such as his or her joy, sadness, frustration, aggression, arrogance, politeness, bravery and many more can very well find expression through the reader if he or she takes care of these dimensions while reading and then only one is said to be an effective reader.

But it is usually found that in loud reading, aspects like fluency, pronunciation, intonation, volume and punctuation. are overlooked by the students and sometimes by the teachers as well. This view can be further proven in the words of Davison & Dowson (2005) "Many boys and girls who do complete their elementary programs however, enter higher school with inferior reading ability even in the large cities." There can be numerous reasons for this such as incompetency of the Language teacher especially in reading. One of the ways of learning Language is imitation students imitate their teacher and learn Language. If the teacher mispronounces words, if he or she forgets when to make use of rising and falling tones, if he or she overlooks when to take pauses and produces a flat reading before students. Students, especially students of elementary school would imitate such reading and as a result they learn ineffective reading. Unavailability of Language laboratory can be cited as one of the factors behind faulty reading. Through Language laboratory, a conducive environment for learning Language can be prepared and provided to the students. Students are made to listen to masterly read passages in the audio form as well as such a laboratory is structured in such a way that extraneous variables in the form of outside noise can be avoided. Consequently, the reading aspect can be very well dealt with. But this fact also cannot be undermined that many schools do not have a language laboratory. Due to which unnecessary perturbation in the form of noise, is not reduced. Required facilities in learning language are not prepared and provided. This ensues into the deficient acquisition of not only reading but also all the aspects of language.

Another cause behind this faulty reading can be uncultivated listening. Always and only blaming teachers for students' inefficient learning is perhaps not judicious. The same case applies to a Language teacher, many times the teacher perfectly reads with apt fluency, pronunciation, intonation, volume and punctuation. Still students, due to their unfocused listening produce a faulty reading. Overcrowded classrooms cannot be ignored as one of the antecedents for deficient reading usually the strength of Indian classrooms is more than 50. Now allowed everyone to read is thwarted consequently, individual attention is not paid on all the students and it is not seen that which student reads how. The responsibility of completing the syllabus in time on the part of the teacher is also an impending factor. In the haste of finishing off with the syllabus teacher perhaps cannot

meticulously concentrate on all the aspects of reading consequently effective reading suffers. The investigator wanted to undertake such a study to ascertain how far these assumptions were valid.

3.2 Research Question

(i) What is the status of reading ability in English language of 9th standard students in Bharuch city?

3.3 Methodology of the study

The detail of the methodology is as follow.

3.3.1 Design of the study

The present study was carried out to know the status of SCE in the school of Bharuch city. Hence, the design of the study is descriptive survey which is quantitative in nature.

Proposed study will be of Survey type and quantitative in nature.

3.3.2 Population

The population for the present study consisted of all 50 Gujarati Medium secondary schools' of 9th standard students following the syllabus prescribed by the Gujarat State Education Board.

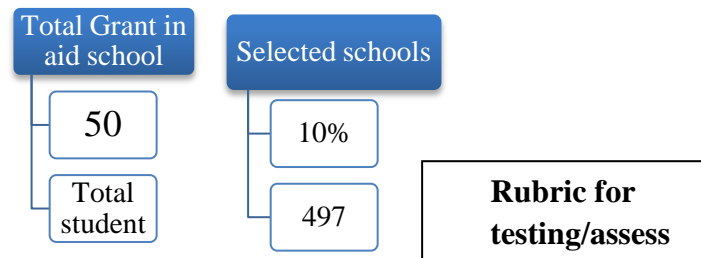
(Source: D.E.O. Bharuch)

3.3.3 Sample

The sample was drawn random sampling method. From the list obtained for the Gujarati medium schools grant in aid schools of Bharuch city. Out of all the schools 10% of schools were selected from Bharuch city. The total number of Gujarati medium grant in aid schools in Bharuch city is 50 out of these **ten schools** were selected for the study. Most of these schools have multiple sections out of those I have selected one out of all 9th standard division students for my study. Thus, **approximately 497 students** were selected for the sample of my study. To draw out a sample from the population, a stratified random sampling technique was used. As there were fifty (50) secondary GSHSEB schools in Bharuch city. I used the lottery method to select 10% of schools

from each division and thus 10 schools were selected as a sample. A list of all 10 schools has been attached in annexure four. After selected 10 schools as a researcher I have divided each school with a minimum of 50 students, the investigator got 497 students as a sample for her present study.

Chart 3.1 Total schools of Grant in aid



3.4 Source of data

For the present study, to collect data regarding the above-mentioned objective, students of secondary section used as a source for data collection and to get data from student's tests was given to them.

3.5 Tools and techniques

For the collection of data regarding the present study, the investigator prepared indicators for the students, who were selected as a sample of the study. For the preparation of tools, Investigator also went to the D.E.O office to get a list of Grant in aid secondary Gujarati medium schools, and based on that she prepared the list of schools. This was randomly initially classified into five categories and then given to the experts (Annexure 2) for validation. After the preparation of the indicator, it was given to experts for validation and then as per the suggestions of experts further modification was done. The rating scale used by the investigator. Investigator selected one paragraph for the checked indicator. Investigator took individual observation by the rating scale and field data score sheet.

3.5.1 Rubric for Reading ability

To collect & record the data regarding the reading ability execution, the investigator has constructed a rubric for reading ability.

3.5.2 Observation technique

The data collected students with the help of indicators were analyzed and ability-wise by using rubric assessment. The observation technique was used to record the reading ability test when students were doing a reading.

Table 3.1 Data sheet of rubric assessment test of IX standard students

Sr. No.	code	Student name	Fluency (4)	Pronunciation (4)	Volume (4)	Intonation (4)	Punctuation (4)	Total (20)

3.6 Procedure for data collection

The investigator visited D.E.O. office at Bharuch for a list of Grant in aid Gujarati medium schools. The investigator gets a list of schools. A total of 50 schools in Bharuch city out of 10% of schools were selected randomly using the lottery method. The investigator visited all selected 10 % secondary Gujarati medium schools of Bharuch city personally to collect data through the tool which was prepared by the investigator herself and to take permission investigator visited almost every school more than two to- three-time of the tool. The investigator is first taken a pilot test on five students of Bharuch city. And finally the investigator could get permission to administer tools in ten (10) schools. Individual students were given the reading task which was received through observation from the investigator. Investigator tried to collect the tests from the schools

on the same day but still she had to visit almost every school, for at least four to five times to collect back the tests. And thus, data, for the present study were collected. Even after making the best effort to get the data back, the investigator could get data from ten schools to sample size completed.

Data collection will be done by the researcher personally by employing the reading ability test on the samples.

3.7 Data analysis

As per the nature of the data, it will be analyzed using frequency and percentage. Five indicators scores will be obtained by a rubric scale.

Chapter Four:

Data Analysis and interpretation

Chapter Four:

Data Analysis and Interpretation

4.0 Introduction

The ultimate goal of any research is to find out solutions for the existing problems. The outcome can be measured by the systematic analysis of collected information. Information can be collected in the form of qualitative or quantitative data. Data is raw information that can be analyzed by applying the correct statistical technique. Data analysis is a very crucial stage because the researcher analyzes collected data and meaningfully interprets analyzed data to infer the conclusion. It is important also because we can generalize derived conclusions to a large population. In this way, findings of the study need to discuss in the area of reading ability in English subject prepared under the tools, constructed by the investigator. The chapter presented the data analysis with the help of each test item such as passage reading with Fluency, pronunciation, volume, intonation, punctuation.

The present chapter deals with the analysis and interpretation of the collected data during a survey that is followed by a fruitful discussion. The selection of appropriate data analysis techniques is very essential. The researcher has to select an appropriate data analysis technique based on the nature of the data and data analysis technique. For that researchers have in-depth knowledge and understanding of statistical techniques in Education. The researcher has to summarize the complete information collected with the help of research tools and techniques and yield answers to the research problems and the purpose of the data interpretation is to search for the broader meaning of these answers. It helps further to build proper understanding and linking solutions to the problem by the readers. The main purpose of the analysis and interpretation is to assess and determine the extent of attainment of objectives of the research.

4.1 Analysis and Interpretation

The design of the present study was the survey type. The questionnaire was developed by the researcher as a tool to collect data as per the objectives of the study. The chapter

presented the data analysis with the help of each test category item such as Fluency, Pronunciation clarity, Volume, Intonation expression, Punctuation. Their achievement score was also collected.

The analysis of the reading ability test score was carried out using JASP statically software. The initial data was entered in an excel sheet and later converted into CSV format. Thus, analysis data was presented in the form of descriptive analysis in the first stage. Further, category wise descriptive analysis is presented for clarity. Second stage calculated to understand correlation among Fluency, Pronunciation clarity, Volume, Intonation expression and Punctuation of reading ability in IX standard students of Gujarati medium schools.

4.2 Analysis of Reading ability of IX standard students

Objective no.1: To identify the indicators to measure reading ability to IX standard students in English subject.

The researcher chooses the best method for measuring reading ability process. Here, the investigator describes which indicators to use for different reading abilities of IX standard students. Investigator selected that indicators based on IX standard students of reading ability in the English subject of Gujarati medium schools. Investigator selected those indicators to help of ISPM (Integrating student progress monitoring), CTOPP (Comprehension test of phonological processing), TOWRE (Test of word Reading efficiency), and DRP (Degree of reading power) methods. There were many informal tools for assessing the various components of reading. Here, Reading rockets is a national multimedia project that offers a wealth of research-based reading strategies, activities and reading resources that assist parents, teachers, and educators in helping struggling readers build abilities.

From the ISPM, CTOPP, TOWRE, and DRP methods were used for selected indicators of IX standard students of reading ability test.

Investigator prepared a tool to collect data as per the objectives of the study. This was divided into five indicators. The design of the present study was a descriptive survey type.

Table 4.1 list of the indicators of Reading ability

Sr. No.	Indicator
1	Fluency
2	Pronunciation clarity
3	Volume
4	Intonation expression
5	Punctuation

From above table 4.1, it was found that the indicators out of five indicators selected by the investigator. Investigator studies various types of tools, references books, online materials, researches, expert advice, etc. Investigator prepared that tools based on IX standard students of Gujarati medium schools of Bharuch city.

Investigator selected IX standard students for the study of reading ability. Some indicator was given to the experts (Annexure 2) for content validation and then as per the suggestions of experts further modification was done. Expert validation after the investigator prepared one tool for the reading ability assessment test.

- **Fluency**

Reading fluency is the ability to read accurately, smoothly and with expression. Fluent readers recognize words automatically, without struggling over decoding issues. They sound natural as if they're speaking.

Fluency is important for speaking and reading because it bridges between word recognition and comprehension. It allows students time to focus on what the text is saying. They can make connections between what they are reading and their background knowledge. Therefore, they can concentrate on comprehension.

- **Pronunciation clarity**

Pronunciation is known as the production of sounds that students use to create meaning; the idea of pronunciation can be described as a combination of the sounds of the language as well as stress, rhythm and intonation.

Inappropriate pronunciation of English will make people misunderstand the speaker easily, whereas, proper pronunciation will encourage them to communicate with the speaker willingly.

- **Volume**

Volume is defined as the combination of time students spend reading plus the number of words they consume as they read. This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world.

- **Intonation expression**

Intonation is important in speaking and reading English because it conveys meaning in many ways. Changing the pitch in your voice – making it higher or lower - allows you to show surprise "Oh, really!" or boredom "Oh. Let's listen to some intonation patterns used for specific functions. Students read correctly but sometimes they don't know how to explain intonation expression.

- **Punctuation**

Punctuation is the system of signs or symbols given to a reader to show how a sentence is constructed and how it should be read. Sentences are the building blocks used to construct written accounts. Some students know used to punctuation on writing and reading. But some are not able to understand the use of pronunciation. They are read continuously without using punctuation. It is very important for reading. Punctuation shows how the sentence should be read and makes the meaning clear.

Every sentence should include at least a capital letter at the start, and a full stop, exclamation mark or question mark at the end. This basic system indicates that the sentence is complete.

In passage reading, two or three passage was given to the students to read and on the bases of the reading passage; the fluency of the students was evaluated by the investigator. In reading passage with Fluency, pronunciation clarity, volume, intonation expression, and punctuation was evaluated.

4.2.1 Analysis of reading ability of IX standard students

Objective No.2: To prepare a test to evaluate the reading ability of the students.

Investigator made that Rubric for testing/assessing of Grant in aid IX standard students of Gujarati medium schools of Bharuch city. Based on that investigator prepared this tool. First investigator preparation of indicator that rubric for testing/assessing an initial form of the indicator was given to the experts (Annexure 2) for content validation and then as per the suggestions of experts further modification was done. The rubric scale used by investigator exports modify and given final indicator was prepared after having administered a pilot test on 5 students of standard which were not the part of the sample.

4.2.2 Pilot Study of the test of Reading ability in English subject of IX standard students of Gujarati medium schools

The draft tool prepared for assessing the reading ability in English subject of IX standard students in Gujarati Medium schools of Bharuch city, in a rubric assessment test was given to the panel of experts in the field of the Department of Education for evaluating the worth of items in the tool. Based on their suggestions and recommendations some of the items were modified. Thus, the content validity of the tool was established.

The pilot test was undertaken to establish the validity of the test items. The test was randomly selected, five students. Five students were selected from Unnati high School, Sravan chokdi, Bharuch city. The sample includes the students of IX standard. The test of Reading ability in English subjects was conducted to the students personally by the researcher. The researcher conducted that test individual of students and collects the data through score sheets. The test was a total of 20 marks and each indicator has 4 marks. The time was given to 10 minutes for each student. The entire five indicators were given in the same weight aged.

Reading ability testing was particularly based on the five indicators Like Fluency, Pronunciation clarity, Volume, Intonation expression, Punctuation. It was also used to put students into different categories based on their knowledge or reading ability in English subject. Rubric assessment was observed related to the reading of the passages. The topics were selected to the covered all indicators, and based on the objectives formulated to help the students of reading ability. The data analysis and interpretation of the rubric test score sheets attained by the students were given below in table 4.3.

Table 4.2 Analysis of Rubric for testing/ assessing of IX standard students

Reading ability test				
Criteria	Excellent (4)	Good (3)	Poor (2)	Needs/Improvement(1)
Fluency	Smooth, natural, rhythmic, no awkward moments pauses are consistently where they read.	Reading is often fluid and meaningful, but some pause occur unnecessarily	Reading is sometimes halting sometimes the reader does not pause effectively at sentences ends, or commas	Piece is hard to follow, with many stops and starts requires rereading to gain meaning.
Pronunciation clarity	Pronounces all words correctly and speak clearly	Pronounces most of the words correctly and speak clearly (1 – 2 error)	Speaks clearly; mispronounce some words (3 – 4 error)	Difficult to under, is struggling or mispronounces most words (more than 5 error)
Volume	The intensity of the voice is clear and	The intensity is clear and audible most	The intensity is somewhat clear and	The volume is not in the audible range, many words or

	audible all through the reading. No fluctuations are perceived	of the time (1 – 2 error)	Audible but some words or sentences are barely imperceptible	sentences are barely imperceptible
Intonation expression	The students keeps The required tone,	Adequate tone most Of the time. Does not overdo it or exaggerate. Does not sound monotone or artificial	Adequate tone some of the time. Occasionally does sound monotone, artificial or exaggerated	Rarely adequate tone does sound monotone, artificial or exaggerated
Punctuation	Punctuation is utilized correctly and only when necessary	Some Punctuation is misused of the sentences	Most Punctuation is not used correctly	There is no Punctuation

4.3 Analysis of reading ability of IX standard students

Objective No.3: To study the reading ability of IX standard students in English with reference to its components such as Fluency, pronunciation clarity, volume, intonation expression, punctuation.

Table 4.3 Analysis of students' responses on each of the indicators score sheet of IX standard students

Sr. No	Code	Stud name	Fluency (4)	Pronunciation clarity (4)	Volume (4)	Intonation expression (4)	Punctuation (4)	Total (20)

From the above table 4.3, it can be concluded that student's responses on the given statement about reading ability through programme. In which Rubric assessment scale was used. Investigator was collected data use of student achievement score sheets. From the above table 4.2 was used for it. Data collection and analysis was based on students' responses and this tool was clearing their doubt of regarding measurement. The basic of this statement student's reading abilities divided into Five Items. The content of the passage selected in their textbook. Investigator used observation technique to conduct that programme. Data collected personally and individual of the students.

- Analysis and interpretation of achievement scores leads the investigator to conclude that investigator explain below:

Table 4.3.1 Analysis of reading ability of IX standard students

N =	497
Mean =	11.849
S.D. =	3.293
Percentage (%) =	59.2
Minimum =	5.000 / (20)
Maximum =	20.00 /(100)

From the above table 4.3.1, it can be seen that the analysis of data of the Reading ability of IX standard students, the researcher found that the total marks were 100. The number of students was 497. The researcher was found that the Mean of the data 11.849. It was the average of the data collection. The researcher also found Standard Deviation was 3.293. The percentage was 59.245. The minimum scores of 20.00 and Maximum score was 100. 59.2 percent of students achieved reading ability in the English subject of Gujarati medium Grant in aid schools. Bharuch city.

Table 4.3.2 Analysis of fluency of IX standard students

N=	497
Mean =	2.493
S.D.	0.816
Percentage (%)	62.3
Minimum	5.000
Maximum	20.00

From table 4.3.2, it can be observed that the mean value of the fluency of the reading ability of students is 2.493. It indicates that 62.3% of the students were fluent in reading the paragraph that was given to them. Further the value of Standard Deviation is 0.816 which means that the variation in the fluency of the reading ability of the students was approximately 20.4%. It means that the fluency level of the students could range from approximately 42% to 82%. The mean achievement was higher than the other indicators. Standard Deviation was 0.816.

Table 4.3.3 Analysis of Pronunciation clarity of IX standard students

N =	497
Mean =	2.398
S.D. =	0.745
Percentage (%) =	59.9
Minimum =	5.000
Maximum =	20.000

In this indicator the investigator was taken the test in different schools of Bharuch city. In this indicator investigator was analysis the data speaking clarity and word correction.

From table 4.3.3, it can be seen that the mean value of the Pronunciation clarity of the reading ability of students is 2.398. It indicates that 59.9% of the students were fluent in reading the paragraph that was given to them. Further the value of Standard Deviation is 0.0.745 which means that the variation in the Pronunciation clarity of the reading ability of the students was approximately 20.4%. It means that the fluency level of the students could range from approximately 39% to 79%. It means students reading with pronunciation clarity up to average.

Table 4.3.4 Analysis of Volume of IX standard students

N =	497
Mean =	2.505
S.D. =	0.850
Percentage (%) =	62.625
Minimum =	1.000
Maximum =	4.000

In this indicator the investigator has used the test intensity of the voice was clear and audible all through the reading.

From the above table 4.3.4, it can be seen that the mean value of the volume of the reading ability of students is 2.505. It indicates that 62.6% of the students were volume in reading the paragraph that was given to them. Further the value of Standard Deviation is 0.850 which means that the variation in the fluency of the reading ability of the students was approximately 20.4%. It means that the fluency level of the students could range from approximately 42% to 82%.

Table 4.3.5 Analysis of Intonation expression of IX standard students

N =	497
Mean =	2.107
S.D. =	0.764
Percentage (%) =	52.6
Minimum =	5.000
Maximum =	20.00

In this indicator the investigator was used to test the student's required tone, adequate tone most of the time. It does not overdo it or exaggerate, not monotone or artificial.

From table 4.3.5, it can be observed that the mean value of the Intonation expression of the reading ability of students is 2.107. It indicates that 52.6% of the students were intonation expression in reading the paragraph that was given to them. Further the value of Standard Deviation is 0.764 which means that the variation in the fluency of reading ability of the students was approximately 20.4%. It means that the fluency level of the students could range from approximately 32% to 72%. The mean of achievement was the average of the intonation expression.

Table 4.3.6 Analysis of Punctuation of IX standard students

N =	497
Mean =	2.340
S.D. =	0.818
Percentage (%) =	58.5
Minimum =	1.000
Maximum =	4.000

In this indicator the investigator was used to test the student's understanding about Punctuation was utilized correctly and only when necessary, use of Punctuation was their places of the sentences.

From table 4.3.6, it can be seen that the mean value of the Punctuation of the reading ability of students is 2.340. It indicates that 58.5% of the students were used pronunciation in reading the paragraph that was given to them. Further the value of Standard Deviation is 0.818 which means that the variation in the pronunciation of the reading ability of the students was approximately 20%. It means that the fluency level of the students could range from approximately 38% to 78%. It means students reading with punctuation up to average.

So, the researcher observed that the overall status of reading ability in the English subject of IX standard students of Gujarati medium schools of Bharuch city.

Table 4.3.7 Mean, standard Deviation and Achievement of Reading ability of IX Standard students

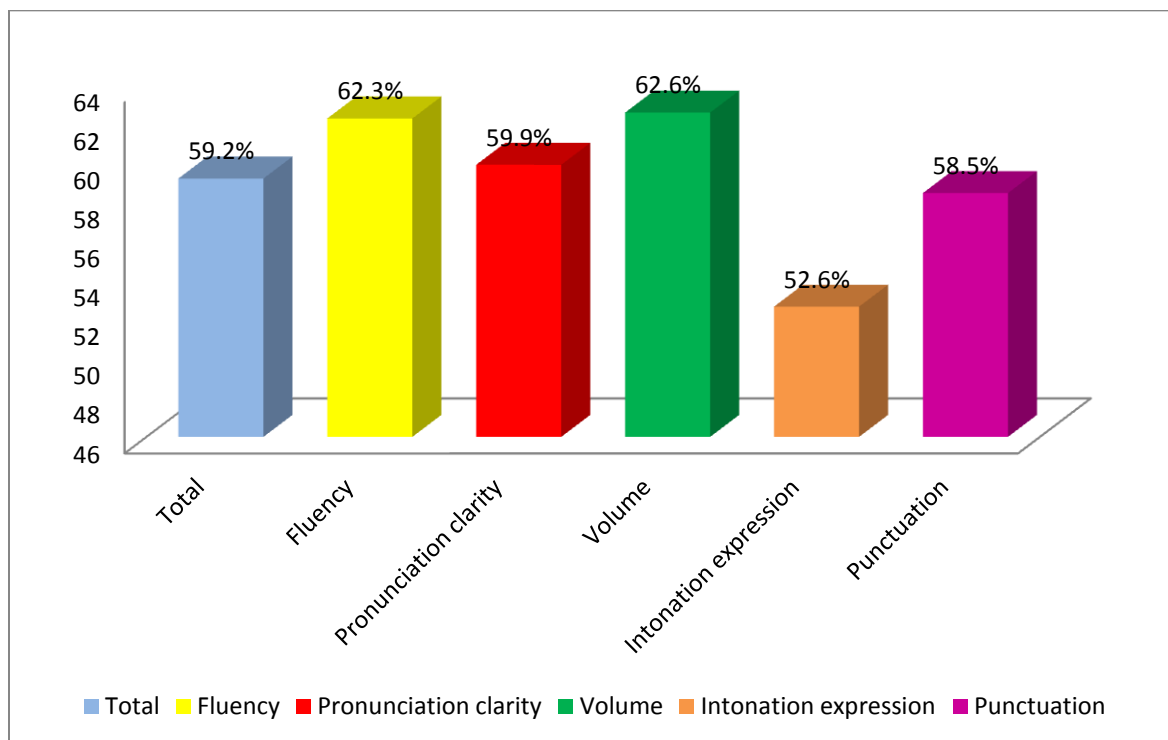
	Total Marks of Reading ability (20)	Fluency (4)	Pronunciation (4)	Volume (4)	Intonation (4)	Punctuation (4)
N	497	497	497	497	497	497
Mean	11.849	2.493	2.398	2.505	2.107	2.340
S.D.	3.293	0.816	0.745	0.850	0.764	0.818
Percentage %	59.2	62.3	59.9	62.6	52.6	58.5
Minimum	5.000 (20)	5.000	5.000	5.000	5.000	5.000
Maximum	20.00(100)	20.00	20.00	20.00	20.00	20.00

The investigator analysis the test of students' achievement score was used by statistic Mean, Standard Deviation, Average. Given marks the test was a total of 100 marks. The test was divided into three parts. Achievement marks also write in this analysis.

From table 4.3.7, it was seen that the overall test was conducted for 497 students of the Gujarati medium Grant in aid schools which was located in Bharuch city. It was found that the mean achievement score of reading ability test 59.245 % standard IX students respectively. The standard deviation of mean was found to be 3.293 in reading ability respectively. All indicators have the same value of Maximum and Minimum.

Comparing the Means, it was found that the Mean of Volume score 62.6 % was achievement higher than other indicators and the lowest reading paragraph with intonation expression was 52.6%. It means standard IX students were average in reading with intonation expression. 497 numbers of students were average in the English language of reading ability.

Graph 4.1 Analysis of Mean Achievement scores of reading ability in English subject of IX standard students



From below Graph 4.1, it can be seen that the analysis of mean achievement scores of reading ability in English subject of IX standard students with indicators such as Fluency, pronunciation clarity, volume, intonation expression, punctuation.

Graph no.4.1, showing the values of mean achievement. It found that higher score of volume in the reading paragraph. Consider that the difference in the mean achievement of the score was near each indicator. It was seen that 59.2% score of achievement in reading ability of Gujarati medium Grant in aid schools in English subject of Bharuch city. It can be seen that students reading with fluently (62.3%), and voice clearly (62.6%). It was the very nearest Mean of achievement in the reading.

Chapter Five:

Finding and discussion

Chapter Five:

Finding and Discussion

5.0 Introduction

The importance of this chapter in the pace of research work in the form of a dissertation can never be neglected. The major findings and discussion wherein the researchers are free to open her heart out, presenting not just the finding but also the context, the probable reason is for it, the process, the feedback, and expressions of the sample group in the process of implementation which otherwise the scientific paradigm does not provide scope to the researcher to break the shackles and freely flow through the different aspects of research from the researcher's eye keeping in view the previous researchers in the area as also the potential researches to follow.

5.1 Status of English subject reading ability through the test and observation

The investigator carried out this study to investigate poisons the Reading ability in English subject. And mainly the investigator wanted to study different aspects of the students in Reading ability in English subject. After the implementation of the plan and procedure and application of the suitable tool the investigator was able to study different aspects of Reading ability in English subject. To reveal a clear picture of finding, the investigator will categorize the finding objective wise as follow. Finding the perception of the students of secondary classes concerning.

5.2 Finding of Reading ability in English subject of IX standard students of Gujarati medium schools

- As per the investigator, observation students were up to a high level in Reading ability in English subject

- Reading ability was found more learning in this indicates. Investigator took a total of five indicators for this test. These indicators were Fluency, Pronunciation clarity, Volume, Intonation expression, Punctuation.

Through there was the positive response about the Reading ability in English subject of IX standard students, many students not able to read properly that why he/she don't know how to read properly that why they not able to give the response.

5.2.1 Finding of the indicator of Fluency

- In this indicator the investigator was found that students good in Fluency out of these indicators were Pronunciation clarity, Volume, Intonation expression, Punctuation. Students were in this part reading with fluently in this test.
- Through the test observation in Receptive Capacity students' highly positive achievements score in the fluency of reading passage.
- So, this indicator was the positive response given by students.

5.2.2 Finding of the indicator of Pronunciation clarity

- This indicator gives an above-average response, so the teacher can try to increase the reading ability in the English subject of their schools.
- Through the observation status of pronunciation clarity students were not pronounce proper with spelling in English.
- In this indicator, many students not given proper response because of them were not read properly.
- Through the test, the status of pronunciation clarity of the students 59.9 % of students was given proper responses for the test.

5.2.3 Finding of the indicator of Volume

- Through the test observation in Receptive Capacity students' highly positive achievements score out of other indicators.

- In this item's students have been reading with through clear voice.
- Investigator observes that students were read audible and. The intensity of the
- Voice is clear and audible. No fluctuations were perceived.

5.2.4 Finding of the indicator of Intonation expression

- Through the test observation in Receptive Capacity students get up to below-average achievement scores out of all indicators, so teachers can try to increase the intonation expression in the reading of the English subject of their schools.
- Through the test observation in Receptive Capacity students get out of a hundred percentages, and fifty-two in this indicator.
- In this item's students have been Fluency, Pronunciation, volume, and punctuation with reading passage outcome.

Investigator observes that students were adequate tone some of the time. Occasionally does sound monotone, artificial or exaggerated.

5.2.5 Finding of the indicator of Punctuation

- This indicator gives an above-average response. Students were good at writing but not in reading because they didn't know where they stop and put proper punctuation in their reading. So the teacher can try to increase the reading ability in the English subject of their schools.
- In this indicator, many students not given proper response because of them were not read properly.
- Through the test, the statuses of the Punctuation of the students 58.5 % of students were given proper response for the test.

5.2.6 Finding of Total of Achievement of the Reading ability of IX Standard students

- In this the investigator found that the mean achievement score of reading ability test 59.245 % standard IX students respectively
- All indicators have the same value of Maximum and Minimum.
- Comparing the Means, it was found that the Mean of Volume score 62.6 % was achievement higher than other indicators and the lowest reading paragraph with intonation expression was 52.6%.
- Through the observation the investigator saw that volume highly positive in comparison to other indicators.

5.3 Discussion

In the discussion, the above findings, which are the testimonies of student average reading ability, can be attributed to certain factors.

One of them can be teachers less focus on the reading aspect. If language teachers, especially English teacher does not make the students realize the importance of reading naturally the students would concentrate less as a result reading ability suffers. Another reason can be the inattentive tendency of students. No Matter how much a teacher is effective in teaching but when students themselves do not pay attention to what is taught in the class, obviously their learning would be affected. It is very difficult to estimate reading ability in the English subject and it is next to impossible to assess the reading ability in the English subject. As investigator has already provided detail of her finding in analysis and interpretation of data in the fourth chapter, and have also presented the just of her finding in the above discussion. But there is some discrepancy found in the finding and investigator is attempting to discuss those discrepancies in detail and also do a comparison of finding with an earlier study of Kumar, Ansari & Shukla (2010) major findings of their study were 1) students read the materials related to their subjects, 2) students use the materials from the library of the school, 3) students prefer to read the materials and the newspaper in their mother tongue or English only. The investigator

found that the study was highly positive of reading ability in the English subject of IX standard students. Ravalji (2010) a study focusing on the reading skills of standard VII, who were studying in GSHEB schools. The major findings were that there was a significant change observed after the program for reading comprehension between the pre-test and post-test means. This study found that students learn more if they are provided an opportunity for peer discussion and by creating a conducive environment for learning. The researcher wants to provide an opportunity for peer discussion and some instruction. Student reactions were found that strongly positive towards the development package. Most of the students also reacted favorably towards the activities in the package asserting that the package helped them to read skills in English. As per the investigator's finding she gave more focus on fluency, pronunciation clarity, volume, intonation expression, punctuation. Students' reactions found that strongly high positive in fluency and volume in reading passage. The investigator taking Gujarati Medium schools at secondary level students of IX standard, but secondary IX standard students face many problems. Few students are not able to read properly, they are not able to understand and to read. The investigator finding in this study students are more score in reading with fluently, but getting less score in intonation expression. Even such lack of seriousness and readiness was found during the analysis of data, as there when students were asked whether they faced any problem related to reading test in English subject, 59.2% students reading test. Kanavi (2007) study the effect of co-operative learning approach on reading comprehension in English of IX standard students, to study the effect of traditional approach on reading comprehension in English of IX standard students and to compare the effect of co-operative learning approach and traditional approach on reading comprehension in English of IX standard students. The investigator found that the co-operative learning approach is more effective than the traditional approach in reading comprehension.

During the data collection the investigator interacted with the students and found that majority of them go for English tuition as well. Despite that, their reading ability truly suffered. May be because students themselves do not seriously learn how to read or the tutor may not consider it important. Behind such poor reading ability, students' indifferent attitude towards language, especially towards the English language can be

responsible. If students themselves are not interested in learning a language, no external force can make them learn it. Lack of language laboratory is or can be another responsible factor behind the deficiency of reading ability. Learning about any language laboratory plays an important role. In that laboratory several masterly read pieces in the audio form are available. The environment of such a laboratory is as such as that it avoids the disturbance. As a result language can be learned effectively. But the absence of such a language laboratory denies all these advantages. Consequently, not only reading but all the aspects of language suffer. Thus, these few and many more than these reasons can be considered liable for this reading deficiency.

In this study investigator main focus on reading ability in English subject test for IX standard students only and check achievement score positive in the study.

Chapter Six:

Summary and Implications

Chapter Six:

Summary, Implications and suggestions

6.0 Introduction

Government of India (2009) has recognized the significance of Language, not only as a medium of instruction of communication but also a determinant of access, An understanding and command over the English Language is most determinant of access not adequately trained in English as a Language is always a handicap in the world of higher education. There will be no exaggeration if it is said that the English language has become a common medium of communication. The acquisition of this language, on the part of learners, generates a possibility of the attainment of the world's knowledge. Along with this, the user of the English Language can create his or her accessibility to the world as well. This implicitly iterates that the dependence of learning English, along with other skills, is heavily on reading skills.

A plausible assumption can be made that if Reading Skills is effectively taught in the school, it will assist the students in their higher education. The importance of reading skills at school level has been thrown light upon here. "In secondary school Education, teaching reading is a very important linguistic activity. It is the most important activity because they are in a stage where they start learning for storing the information in their academic colleges they have to read and read for better assimilation so developing reading skills among the learners is important in secondary schools" Pathak (2005). Here the author concentrated upon the importance of Reading skill at the secondary school level but the investigator strongly felt that the importance of Reading skill at elementary school level should not be or is not less because elementary Education provides a base for secondary Education which further facilitates higher Education. Since standard 8 is the last grade in Elementary Education, it can be assumed that Reading skill in the English language concerning components such as pronunciation, pause, intonation, comprehension, pace, and interpretation is developed to a noticeable extent. Therefore the investigator liked to evaluate the Reading skill of 8 standard students in the English language keeping in mind the above-mentioned components of the Reading skill. Since

the evaluation of the majority of these components is possible only with the help of loud reading which is one of the techniques of reading, therefore, the investigator focused on the loud reading of students of standard 8 in the English language. As loud reading encompasses components like fluency, pronunciation, intonation, volume and punctuation.

According to Pathak (2005), "There are specific advantages of teaching reading aloud:

1. This is a very useful exercise in which the learners learn to reproduce the sounds.
2. The learners are having the practice of articulation.
3. They have been trained for reading and pronouncing words perfectly,
4. It makes the reading activity enjoyable as the teacher uses the techniques of reinforcement while teaching reading aloud.
5. The learning Language is imitation so the learners try to imitate the teacher so the teacher having good innovative ideas, can make this activity effective and meaningful.

Considering this reflection in mind, the investigator asked a question to himself. In the classroom, are these advantages gained by the students? And this very question prompted the investigator to undertake this study. The reason behind laying this much of emphasis on such aspects is that they not only sharpen the pronunciation, but also the emotions, the mood and attitude of the textual characters such as his or her joy, sadness, frustration, aggression, arrogance, politeness, bravery and many more can very well find expression through the reader if he or she takes care of these dimensions while reading and then only one is said to be an effective reader.

But it is usually found that in loud reading, aspects like fluency, pronunciation, intonation, volume and punctuation. are overlooked by the students and sometimes by the teachers as well. This view can be further proven in the words of Davison & Dowson (2005) "Many boys and girls who do complete their elementary programs however, enter higher school with inferior reading ability even in the large cities." There can be numerous reasons for this such as incompetency of the Language teacher especially in reading. One of the ways of learning Language is imitation students imitate their teacher and learn Language. If the teacher mispronounces words, if he or she forgets when to

make use of rising and falling tones, if he or she overlooks when to take pauses and produces a flat reading before students. Students, especially students of elementary school would imitate such reading and as a result they learn ineffective reading. Unavailability of Language laboratory can be cited as one of the factors behind faulty reading. Through Language laboratory, a conducive environment for learning Language can be prepared and provided to the students. Students are made to listen to masterly read passages in the audio form as well as such a laboratory is structured in such a way that extraneous variables in the form of outside noise can be avoided. Consequently, the reading aspect can be very well dealt with. But this fact also cannot be undermined that many schools do not have a language laboratory. Due to which unnecessary perturbation in the form of noise, is not reduced. Required facilities in learning language are not prepared and provided. This ensues into the deficient acquisition of not only reading but also all the aspects of language.

Another cause behind this faulty reading can be uncultivated listening. Always and only blaming teachers for students' inefficient learning is perhaps not judicious. The same case applies to a Language teacher, many times the teacher perfectly reads with apt fluency, pronunciation, intonation, volume and punctuation. Still students, due to their unfocused listening produce a faulty reading. Overcrowded classrooms cannot be ignored as one of the antecedents for deficient reading usually the strength of Indian classrooms is more than 50. Now allowed everyone to read is thwarted consequently, individual attention is not paid on all the students and it is not seen that which student reads how. The responsibility of completing the syllabus in time on the part of the teacher is also an impending factor. In the haste of finishing off with the syllabus teacher perhaps cannot meticulously concentrate on all the aspects of reading consequently effective reading suffers. The investigator wanted to undertake such a study to ascertain how far these assumptions were valid.

6.1 Statement of the study

A Study of Reading Ability in English subject of IX standard student of Bharuch City.

6.1.1 Objectives of the study

- a) To identify the indicators to measure reading ability in English subject of IX standard students.
- b) To prepare a test to evaluate the reading ability in the English subject of IX standard students.
- c) To study the reading ability of IX standard students in English concerning its components such as Fluency, pronunciation clarity, volume, intonation expression, punctuation.

6.1.2 Explanation of the terms

- ❖ Study: In this study the term study was considered to evaluate reading abilities of the students in English language by keeping in mind component such as Fluency, pronunciation clarity, volume, intonation expression, punctuation.
- ❖ Ability In this study, the term ability was used as competency of students to read English language by taking care of components like Fluency, pronunciation clarity, volume, intonation expression, punctuation.

6.1.3 Operational Definition of the terms

Reading ability: Reading ability is the score obtained by the students in a reading ability test prepared by the investigator.

6.1.4 Delimitation of the study

- The present study was delimited to Gujarati medium Government Secondary Schools situated in Bharuch city during the academic year or 2019- 2020.
- The present study will be delimited to reading ability of secondary school's students.

6.2 Methodology of the Study

Design of the study

- The present study was carried out to know the status of SCE in the school of Bharuch city. Hence, the design of the study is descriptive survey which is quantitative in nature.

- Proposed study will be of Survey type and quantitative in nature.

6.2.1 Population

The population for the present study consisted of all 50 Gujarati Medium secondary schools' of 9th standard students following syllabus prescribed by Gujarat State Education Board.

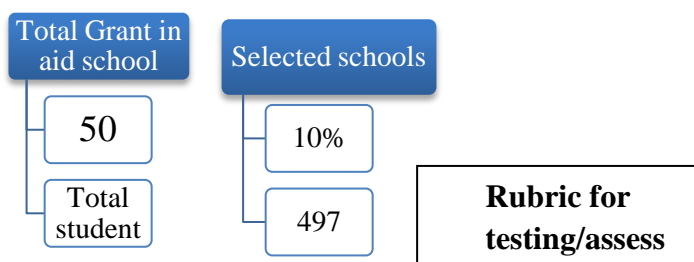
(Source: D.E.O. Bharuch)

6.2.2 Sample

The sample was drawn random sampling method. From the list obtained for the Gujarati medium schools grant in aid schools of Bharuch city. Out of all the schools 10% of schools were selected from Bharuch city. The total number of Gujarati medium grant in aid schools in Bharuch city is 50 out of these **ten schools** were selected for the study. Most of these schools have multiple sections out of those I have selected one out of all 9th standard division students for my study. Thus, **approximately 497 students** were selected for the sample of my study. To draw out a sample from the population, a stratified random sampling technique was used. As there were fifty (50) secondary GSHSEB schools in Bharuch city. I used the lottery method to select 10% of schools from each division and thus 10 schools were selected as a sample. A list of all 10 schools has been attached in annexure four. After selected 10 schools as a researcher, I have divided each school with a minimum of 50 students,

Investigator got 497 students as a sample for her present study.

Chart 3.1 Total schools of Grant in aid



6.2.3 Source for data

For present study, to collect data regarding above mentioned objective, students of secondary section used as a source for data collection and to get data from student's tests was given to them.

6.3 Tools and techniques

For the collection of data regarding the present study, the investigator prepared indicators for the students, who were selected as the sample of the study. For the preparation of tools, Investigator also went to the D.E.O office to get a list of Grant in aid secondary Gujarati medium schools, and based on that she prepared the list of schools. This was randomly initially classified into five categories and then given to the experts (Annexure 2) for validation. After the preparation of the indicator, it was given to experts for validation and then as per the suggestions of experts further modification was done. The rating scale used by the investigator. Investigator selected one paragraph for the checked indicator. Investigator took individual observation by the rating scale and field data score sheet.

6.3.1 Rubric for Reading ability

In order to collect & record the data regarding the reading ability execution investigator has constructed a rubric for reading ability.

6.3.2 Observation technique

The data collected students with the help of indicators were analyzed and ability-wise by using rubric assessment. The observation technique was used to record the reading ability test when students were doing the reading.

Table 3.1 Data sheet of rubric assessment test of IX standard students

Sr. No.	code	Stud name	Fluency (4)	Pronunciation (4)	Volume (4)	Intonation (4)	Punctuation (4)	Total (20)

6.4 Procedure for data collection

The investigator visited D.E.O. office at Bharuch for a list of Grant in aid Gujarati medium schools. The investigator gets a list of schools. A total of 50 schools in Bharuch city out of 10% of schools were selected randomly using the lottery method. The investigator visited all selected 10 % secondary Gujarati medium schools of Bharuch city personally to collect data through the tool which was prepared by the investigator herself and to take permission investigator visited almost every school more than two-three times of tool. The investigator is first taken a pilot test on five students of Bharuch city. And finally the investigator could get permission to administer tools in ten (10) schools. Individual students were given the reading task which was received through observation from the investigator. Investigator tried to collect the tests from the schools on the same day but still she had to visit almost every school, for at least four to five times to collect back the tests. And thus, data, for the present study were collected. Even after making the best effort to get the data back, the investigator could get data from ten schools to sample size completed.

Data collection will be done by the researcher personally by employing the reading ability test on the samples.

6.5 Data Analysis

As per the nature of the data, it will be analyzed using frequently and percentage. Five indicators scores will be obtained by rubric scale.

6.6 Major Finding

Major findings have obtained on the bases of the test indicators, prepared under the constructed tool. Such as passage reading, sentence reading with punctuation, sentence reading without punctuation and word reading.

Findings of indicator of reading with fluency.

1. 62.3% of students can read the passage fluently properly.

2. 37.7% of students could not read the passage fluently.

Major findings in indicator of reading in Pronunciation clarity.

1. 59.9% of students reading the passage in Pronunciation clarity.

Major findings in the indicator of reading in Volume.

1. 62.6% of students reading a passage in voice clarity and audible and rising tone.

Major findings in indicator of reading with Intonation Expression.

1. 52.6 % of student reading keeps the required tone.

Major findings in indicator of reading passage with punctuation.

1. 58.5 % of students can read with proper pauses.

Major findings in indicators of total reading ability.

1. 59.9 % of students reading with Fluency, Pronunciation clarity, Volume, Intonation expression, and Punctuation.

Thus, the emerged finding from all the selected components clearly showed that the reading ability of the majority of students was severely deficient.

Major findings have obtained on the bases of the test indicators, prepared under the constructed tool. Such as passage reading, sentence reading with punctuation, sentence reading without punctuation and word reading.

6.6.1 Discussion

The investigator has gone through as many as 21 reviews, out of which, only 9 studies were conducted in the area of reading skills. Kopper (1979) conducted a study on an inquiry into factors affecting Reading comprehension (in English). Dass (1984) study was titled “A study of reading comprehension in English of students of English medium. Tiwari (2000) worked on testing pupils “English reading comprehension at S.S.C. level in Anand District. Vaniya (2003) developed a strategy to enhance the rate reading in English of the students of Gujarati medium higher secondary school. Panchal (2006) conducted a study on evolving a strategy for enhancing reading comprehension at the secondary level. Kanavi (2007) studied the co-operative learning approach to reading comprehension in English of IX standard students. Anika (2009) conducted ‘a study to examine in literature as a complex problem of reading and teaching’.

Kumar, Ansari & Shukla (2010) studied Reading Habits of senior secondary students. Ravalji (2010) carried out a study focusing on the reading skills of standard VII. She studied reading ability in the English subject of IX standard students and the teachers teaching English to the same standard. Having gone through these reviews, the investigator has found only a single study that addressed the reading aspect and that also of Primary school students. The investigator has not come across any study which focused on reading ability in the English subject of secondary school students. These reasons inspired the investigator to conduct a study relating to reading ability in the English subject of IX standard students.

The previous chapter, focused on the studies that the investigator reviewed and implications that she derived for the present study.

In the discussion, the above findings, which are the testimonies of student's poor reading ability, can be attributed to certain factors.

One of them can be teachers less focus on the reading aspect. If language teachers, especially English teacher does not make the students realize the importance of reading,

naturally the students would concentrate less as a result reading skill suffers. Another reason can be the inattentive tendency of students. No matter how much a teacher is effective in teaching, but when students themselves do not pay attention to what is taught in the class, obviously their learning would be affected. During the data collection the investigator interacted with the students and found that majority of them go for English tuition as well. Despite that, their reading skill truly suffered. May be because students themselves do not seriously learn how to read or the tutor may not consider it important. Behind such poor reading skills, students' indifferent attitude towards language, especially towards the English language can be responsible. If students themselves are not interested in learning a language, no external force can make them learn it. Lack of language laboratory is or can be another responsible factor behind the deficiency of reading skills. Learning about any language laboratory plays an important role. In that laboratory several masterly read pieces in the audio form are available. The environment of such a laboratory is as such as that it avoids the disturbance. As a result language can be learned effectively. But the absence of such a language laboratory denies all these advantages. Consequently, not only reading but all the aspects of language suffer. Thus, these few and many more than these reasons can be considered liable for this reading deficiency.

6.7 Implications for the present study

The investigator has gone through as many as 21 reviews, out of which, only 9 studies were conducted in the area of reading skills. Kopper (1979) conducted a study on an inquiry into factors affecting Reading comprehension (in English). Dass (1984) study was titled "A study of reading comprehension in English of students of English medium. Tiwari (2000) worked on testing pupils "English reading comprehension at S.S.C. level in Anand District. Vaniya (2003) developed a strategy to enhance the rate reading in English of the students of Gujarati medium higher secondary school. Panchal (2006) conducted a study on evolving a strategy for enhancing reading comprehension at the secondary level. Kanavi (2007) studied the co-operative learning approach to reading comprehension in English of IX standard students. Anika (2009) conducted 'a study to examine in literature as a complex problem of reading and teaching'.

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The previous chapter, focused on the studies that the investigator reviewed and implications that she derived for the present study.

6.8 Suggestions for further Research

In this particular research work, the investigator took fifteen schools as a sample. Therefore, it is very difficult to make a broad generalization that all students of all the schools must be reading in a deficient manner. Here, what is implied is that further research should take a larger or bigger sample and see whether the majority of findings appear to be a theme or not. If yes, that is, if the majority of findings say that reading ability truly suffers, then the further researcher should go for experimental research and give some intervention program so that, there is a possibility that reading can be improved

6.9 Suggestions for Teacher

In improving reading ability in English or any other language for that matter, a teacher essentially has to be effective in all these aspects of language. Not only this but he or she has to constantly motivate the students as well. The language teacher should make the learners realize the importance of language.

6.10 Suggestions for Students

In learning any language, students themselves have to be intrinsically motivated. They should not only focus on what is taught in the class, but also go for news paper reading, listening to English news, cricket commentary and many more steps the students can and should take.

6.11 Conclusion

In the present study was undertaken to assist the students of IX standard students to enhance the Reading ability in English subject. It was an endeavour to see whether such a programme could find a place in schools on a compulsory basis. The design and tactic programme was implemented for 2 month. The importance of this chapter in the pace of research work in the form of a dissertation can never be neglected. As it provides a summary of the entire research work that has been carried out by the investigator. If a reader, rather than going through the entire dissertation, reads only this chapter, he/she will get to know how the entire research work has been done. Following the same pattern, this chapter consisted of the objective of English language, Importance of reading skill, Rational of the present study, Specification of the problem, Statement of the problem, Objective of the study, Explanation of the Terms, Delimitation, Implications of the Reviewed Studies, Methodology, Design of the study, Population, Sample, Tools, and Techniques for the Data Collection, Procedure for data collection, Data Analysis, Major Findings, Educational Implications of the Findings, Suggestions for Further Study.

Subjectively speaking, the investigator learned a lot during the entire research work. Having seen deficiency in reading ability, it was strongly felt on the part of the investigator that solid efforts should be made in this area.

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Annexure



Department of Education (CASE & IASE)
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara – 390002
Phone No: 0265 2795516

From:
Vaishali Tandel
M.Ed. – II Year Student
The M S University of Baroda, Vadodara
Date :

To,
The Principal,

Subject: Permission for data collection for M.Ed. Dissertation 2019 – 2020.

Dear Sir/Madam,

I, Vaishali Tandel the student of the Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, pursuing My Masters of Education and conducting a dissertation work entitled “**A study of Reading Ability in English Subject of IX standard students of Bharuch city**” as partial fulfillment of M.Ed. degree for the year 2019-20. As a part of it, I want to collect the data from school as it is one of the sampled school in random selection. The students of any one section from IX standard in your school for one hour will be engaged by me for the purpose of data collection.

Requesting to kindly permit me for collecting data from your esteemed institution.

Your cooperation in this regard will be highly appreciated.

Thank You

(Vaishali Tandel)

Dr. Jyotsna Amin, (GUIDE)
Department of Education
Faculty of Education & Psychology,
The Maharaja Sayajirao University of Baroda, Vadodara.

List of Experts

An Experts opinion and suggestion through investigator selected indicators and made rubric scale for the study of reading ability in English subject of IX standard students.

Sr. No	Name of Expert
1.	Dr. Jyotsna Amin (Guide)
2.	Dr. Bhavin chauhan (Language Expert)
3.	Dr. Dipti Oza (Education Expert)
4.	Dr. Sudhir tandel (Formar guide)
5.	Dr. Anjali Mehta (subject Expert)

List of sampled schools

Sr.No.	Name of the Schools	Type of school	Medium of instruction
1	R. s. Dalal highschool	Grant in aid	Gujarati
2	V. K. Jaweri Shadhna Vidhyalaya	Grant in aid	Gujarati
3	B. E. S. Uniyar highschool	Grant in aid	Gujarati
4	Narayan Vidhyalaya	Grant in aid	Gujarati
5	Rukmanidevi Rungta vidhyalaya	Grant in aid	Gujarati
6	K. G. M. High school	Grant in aid	Gujarati
7	Payoniyar highschool	Grant in aid	Gujarati
8	Uniyar highschool	Grant in aid	Gujarati
9	Anjumane T Alim highschool	Grant in aid	Gujarati
10	shravan Vidhyalaya	Grant in aid	Gujarati

Received filled tools from these schools

Rubric scale for testing/ assessing of data collection

Reading ability test				
Criteria	Excellent (4)	Good (3)	Poor (2)	Needs/Improvement(1)
Fluency	Smooth, natural, rhythmic, no awkward moments pauses are consistently where they read.	Reading is often fluid and meaningful, but some pause occur unnecessarily	Reading is sometimes halting sometimes the reader does not pause effectively at sentences ends, or commas	Piece is hard to follow, with many stops and starts requires rereading to gain meaning.
Pronunciation clarity	Pronounces all words correctly and speak clearly	Pronounces most of the words correctly and speak clearly (1 – 2 error)	Speaks clearly; mispronounce some words (3 – 4 error)	Difficult to under, is struggling or mispronounces most words (more than 5 error)
Volume	The intensity of the voice is clear and audible all through the reading. No fluctuations are perceived	The intensity is clear and audible most of the time (1 – 2 error)	The intensity is somewhat clear and Audible but some words or sentences are barely imperceptible	The volume is not in the audible range, many words or sentences are barely imperceptible
Intonation	The students	Adequate	Adequate	Rarely adequate tone

expression	keeps The required tone	tone most Of the time. Does not overdo it or exaggerate. Does not sound monotone or artificial	tone some of the time. Occasionally does sound monotone, artificial or exaggerated	does sound monotone, artificial or exaggerated
Punctuation	Punctuation is utilized correctly and only when necessary	Some Punctuation is misused of the sentences	Most Punctuation is not used correctly	There is no Punctuation