



## REMEDIAL TEACHING TECHNIQUE TO OVERCOME READING COMPREHENSION DIFFICULTIES IN ENGLISH

V. JELSIA JABAMANI, RESEARCH SCHOLAR, DEPARTMENT OF EDUCATIONAL TECHNOLOGY, BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 6200 23.

Dr. S. SENTHILNATHAN, PROFESSOR, DEPARTMENT OF EDUCATIONAL TECHNOLOGY, BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 6200 23.

**Abstract-** Reading is an imperative skill that provides a fundamental way for individuals to exchange information. Research suggests that one of the best ways to help students increase their language proficiency is to encourage them to read extensively. It is also a means by which much of the knowledge presented in school is learned. Therefore, reading becomes the academic area most often associated with academic failure. It is estimated that as many as 90% of students with learning disabilities have reading difficulties, and even the low estimates are approximately 60% (Bender, 2001). Researchers, clinicians and educators would agree that, among learning disorders, reading disorders have a significant impact on educational achievement throughout life. Broadly, there are two forms of reading disorder: difficulties with decoding (dyslexia) and difficulties with comprehension (Cain, 2010; Hulme & Snowling, 2009).

Reading comprehension refers to a student's ability to understand what he or she is reading. Some students with reading comprehension difficulties are able to read a passage so fluently that might assume they are highly proficient readers. However, when they are asked questions about what they have read, they have little or no understanding of the words. Students with this problem sometimes are referred to as word callers (Friend, 2005). It is always necessary to assess not only decoding but also the ability to understand what is being decoded.

Hence, the present investigation has been undertaken to diagnose and to provide remediation for the difficulties in Reading Comprehension with the help reading interventional strategy so as to overcome the Reading Comprehension Difficulties of the Higher Secondary School students in English.

**Keywords:** Reading skill, Remedial teaching technique, English.

### I. INTRODUCTION

English has been playing an important role both in our educational system and in our national life. In the pre- independence India, English was the language of administration, a compulsory subject at the school and college level, and the medium of instruction for some subjects at the school and college, and for all subjects at the university level. English still occupies an important place in our educational system and life of our country.

It occupies an important place in courts, commerce and industry. Besides being a link and library language in India, it is a major window to the modern world. Just after independence, the primacy of English was subjected to series of challenges from a few Indian. These people advocated that English language should quit India along with the rulers. But today, English is once again on the progressive curve in our country. It plays an important role in India's national life and educational system, in various capacities as detailed below:

- ❖ English as an official language
- ❖ English as a court language
- ❖ English as a language of Trade and Industry
- ❖ English as a social language
- ❖ English as a link language
- ❖ English as a library language
- ❖ English as Medium of Instruction
- ❖ English as a window of modern world
- ❖ English as a world language

### Statement of the problem

Among the LSRW skills, reading is considered as a basic life skill, which is also the cornerstone for a child's success in school, and, indeed, throughout life. Moreover, reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (i.e.,) reading comprehension. For most of the students, reading comprehension is more than a problem. There are numerous of factors that contribute to reading difficulties for many students and the primary ground of their reading problems are mostly unknown. In this backdrop, the present study focuses on some of the typical reading comprehension

difficulties encountered by the learners of English and also suggests remedial measures for the same. Hence, the problem taken by the investigator has been stated as **“REMEDIAL TEACHING TECHNIQUE TO OVERCOME READING COMPREHENSION DIFFICULTIES IN ENGLISH”**.

**Objectives and hypothesis of the study**

The main objective of the present experimental study is to find out the effectiveness of Remedial strategy of reading over the Conventional Method of teaching reading in English to the students of higher secondary. The specific objectives of the study are-

✓ To study the level of gain of the Experimental Group over the Control Group with regard to Reading Comprehension.

The specific hypothesis formulated in tune with the objectives is given below:

✓ There will be significant difference between the mean achievement scores of the Experimental and Control Group students in the sub tests on Reading Comprehension.

II. METHODOLOGY

Pre-test Post-test Equivalent-Groups Design was adopted for the study in which the participants were randomly assigned either the experimental group or the control group.

Two groups of I year higher secondary (i.e) XI std students were equated on the basis of their marks in the English Language paper of the SSLC/Matriculation examination to form the experimental and control groups. One group was treated as Experimental Group (EG), which was taught reading through remedial teaching technique. The other group was treated as Conventional Method Group (CMG), which was taught reading through conventional method of teaching.

**Selection of the skills to be measured,**

Efficient reading implies clear comprehension of the communication presented in print or writing form. Comprehension, rate of reading and answering the questions are the main factors leading to efficiency in reading. Reading efficiency involves a whole repertoire of skills. The major skill to be tested by the investigator is the Reading comprehension

III. ANALYSIS OF DATA AND FINDINGS

**Null Hypothesis: 1**

*There is no significant difference between the means of the Reading Comprehension scores of the Control Group and the Experimental Group students as measured by the pre-test.*

<b>Table 1.1</b>					
Significance of Difference between the means of the Reading Comprehension scores of the Control Group and the Experimental Group students as measured by the Pre-Test					
Group	N	Mean	S.D	S.E	t
Control Group	100	3.25	1.56	1.61	0.12*
Experimental Group	100	3.01	1.64		

\* Not Significant at 0.05 level

From the above table, the mean Reading Comprehension score of the Control Group stood at 3.25 while the mean Reading Comprehension score of Experimental Group was 3.01. The mean scores of the control and experimental group students is not significant at 5% level. Hence, the Null Hypothesis is not rejected. This indicates that the control and experimental group students did not differ much in their Reading Comprehension scores before the remedial treatments.

**Null Hypothesis: 2**

*There is no significant difference between the means of the Reading Comprehension scores of the Control Group and the Experimental Group students as measured by post-test.*

<b>Table 1.2</b>					
<b>Significance of Difference between the means of the Reading Comprehension Scores of the Control Group and the Experimental Group students as measured by the Post-Test</b>					
<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>S.E</b>	<b>t</b>
Control Group	100	4.40	1.35	1.54	2.00
Experimental Group	100	7.30	1.52		

From the above table it is revealed that, the mean Reading Comprehension score of the Control Group student at 4.40 while that of the Experimental Group stood at 7.30. The computed 't' value (2.00) reveals that the difference between the means of the Reading Comprehension scores of the Control Group and Experimental Group students is significant at 0.05 level. When compared with the control group, the experimental group students have performed better in the subtest on Reading Comprehension. This indicates the effectiveness of Remedial Teaching Technique over the conventional method. Hence, the formulated null hypothesis is rejected.

### **Null Hypothesis: 3**

*There is no significant difference between the means of the Pre and Posttest Reading Comprehension scores of the Experimental Group students.*

<b>Table 1.3</b>					
<b>Significance of Difference between the means of the Reading Comprehension scores of the Experimental Group students in the Pre and Post Tests</b>					
<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>r</b>	<b>t</b>
Pre Test	100	3.02	1.65	0.83	4.87
Post Test	100	7.30	1.54		

A close perusal of the mean scores of the pre-test and the post-test in Reading Comprehension for the Experimental Group students shows that they were 3.02 and 7.30 respectively. The coefficient of correlation is 0.83. The average scores of the two tests indicated that it was higher in the case of the Post-Test than the Pre-Test. Hence, the Null Hypothesis is rejected and it is concluded that there is a significant difference between the Pre and Post Test Reading Comprehension scores of the Experimental Group students. This establishes that the effectiveness of Remedial Teaching Technique is significantly higher than that of the conventional method.

### **Null Hypothesis: 4**

*There is no significant difference between the means of the Reading Comprehension scores of the Rural and the Urban students of the Experimental Group as measured by post-test.*

<b>Table 1.4</b>					
<b>Significance of Difference between the means of the Reading Comprehension Scores of the Rural and the Urban students of the Experimental Group as measured by the Post-Test</b>					
<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>S.E</b>	<b>t</b>
Rural Students	48	6.67	1.62	1.43	0.86*
Urban Students	52	7.92	1.15		

\*Not Significant at 0.05 level

From the above table, it is revealed that the mean Reading Comprehension score of the Rural Students stood at 6.67 while that of the Urban Students stood at 7.92. The computed 't' value (0.86) shows that the

difference between the means of the Reading Comprehension scores of the Rural and the Urban Students of the Experimental Group is not significant. Hence, the null hypothesis is not rejected. This reveals that Remedial teaching technique effects uniform changes in both Rural and Urban students.

#### IV. MAJOR FINDINGS OF THE STUDY

From the analysis of data, it is evident that

- ✓ The students of the control and experimental groups did not differ significantly in their pre test reading comprehension scores.
- ✓ The students of the experimental group have recorded a higher mean achievement score in the sub-test on Reading Comprehension in the post test and there is a significant difference between the means of Reading Comprehension scores of the control group and the experimental group students.
- ✓ Though there is a difference between the pre and posttest mean Reading Comprehension scores of the control and the experimental group students, the significance of difference is more pronounced in the case of the experimental group students.
- ✓ The effectiveness of the Remedial Teaching Technique is equally high in both rural and urban students of the experimental group. The differences between the means of the rural and urban students' post experimental Reading Comprehension Scores are not significant.

#### V. CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

From the quantitative and qualitative analysis of various types of data, obtained from the research tools, classroom observation, interviews with the teachers and students and expert opinions, the following conclusions emerged :

- ✓ The Remedial Teaching Technique could be used as a mechanism for staff development wherein the text to be read could be read in small groups using Remedial Teaching Technique.
- ✓ The Remedial Teaching Technique could be taught to students and parents alike, as regular applications of the technique both in the school and at home would generate positive returns.
- ✓ Interventional programmes with Remedial Teaching technique as the strategy could be arranged keeping in mind the deficiencies of the existing reading skill development programmes. In other words, intervention programmes have to be diagnostic and curative rather than penal and mechanical.

#### REFERENCES

1. Alex Granzin. (n.d.). Traumatized Learning: The Emotional Consequences of Protracted Reading Difficulties.
2. Adler, C. R. (2017, August 23). Seven Strategies to Teach Students Text Comprehension. Retrieved from <http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension>
3. Chao Zhang. (2010). The Teaching of Reading Comprehension under the Psychology Schemata Theory. *Journal of Language Teaching and Research*, Vol. 1, No. 4(July 2010), 457-459., doi:10.4304/jltr.1.4.457-459
4. Characteristics of Children with Learning Disabilities. (2013). *National Association of Special Education Teachers NASET | Characteristics of Children with Learning Disabilities 1 NASET LD Report #3*.
5. Charles Perfetti, A., Smelser, N. J., & Baltes, P. B. (2001). Reading Skills. *International encyclopedia of the social & behavioral sciences*, (pp. 12800-12805)..
6. Charles Perfetti, Joseph Stafura, & Suzanne Adlof. (n.d.). Reading Comprehension and Reading Comprehension Problems:A Word-to-Text Integration Perspective.
7. Chiu, M. M., McBride-Chang, C., & Lin, D. (2011). Ecological, Psychological, and Cognitive Components of Reading Difficulties: Testing the Component Model of Reading in Fourth Graders Across 38 Countries. *Journal of Learning Disabilities*, 45(5), 391-405. doi:10.1177/0022219411431241
8. Gustavo Hernández López, María Magdalena Cass Zubiría, & Guadalupe Vázquez Granados. (n.d.). *Ten suggestions for solving reading problems in English*. University of Colima.
9. Handbook of Research on Teaching the English Language Arts. (2013). doi:10.4324/9780203839713
10. Joyclin Shermila. (2006). *A study of the skills of Reading Comprehension in English developed by students of Std IX in the schools in Tuticorin district*.
11. Keith Rayner, & Erik D. Reichle. (n.d.). Models of the Reading Process.

12. Margaret J Snowling, & Charles Hulme. (n.d.). Annual Research Review: The nature and classification of reading disorders – a commentary on proposals for DSM-5.
13. Nell Duke K. (n.d.). Comprehension Difficulties.
14. Reading Difficulties. (2005). *NCSALL Seminar Guide*.
15. Samantha Hornerya, Marjorie Seaton, & Danielle Tracey. (2014). Enhancing reading skills and reading self-concept of children with reading difficulties: Adopting a dual approach intervention. *Australian Journal of Educational & Developmental Psychology*, 14, 131-143.
16. Sonali Nag, & Margaret J. Snowling. (2013). Children's reading development: learning about sounds, symbols and cross-modal mappings. *CHILDREN'S READING DEVELOPMENT*.
17. Woolley, G. (2011). *Reading comprehension: Assisting children with learning difficulties*. Dordrecht, LA: Springer.
18. Emily Listmann. (2019, March 29). How to Teach Reading Comprehension. Retrieved from <https://www.wikihow.com/Teach-Reading-Comprehension#references>
19. Elosúa, M. R., García-Madruga, J. A., Vila, J. O., Gómez-Veiga, I., & Gil, L. (2013). Improving reading comprehension: From metacognitive intervention on strategies to the intervention on working memory executive processes. *Universitas Psychologica*, 12(5). doi:10.11144/javeriana.upsy12-5.ircm
20. A.D.D. (1997). Common Causes of Reading Problems, Symptoms and Remedial Strategies. In *The A.D.D. Guidebook: A Comprehensive, Self-Directed Guide* (pp. 75-80). Canada: Scholten.
21. Bell Masha. (2008, July 30). Home -Reading problems beyond phonics. Retrieved August 16, 2014, from <http://www.englishspellingproblems.co.uk>
22. Common Reading Problems in Children | Gemm Learning. (n.d.). Retrieved May 12, 2014, from <http://www.gemmlearning.com/reading-problems.php>
23. Felton Rebecca. (n.d.). *Causes of Severe Reading Difficulty and the Impact on Reading*, 3. Retrieved from <http://www.ncsip.org/reading/Causes-for-Severe-Reading-Difficulty.pdf>
24. Georgios D. Sideridis,, Angelik i Mouzaki, Panagiotis Simos, & Athanassios Protopapas. (2006). *Classification of students with reading comprehension difficulties: the roles of motivation, affect, and psychopathology*. Retrieved from [http://www.soc.uoc.gr/psycho/Documents/Sideridis\\_papers/Sideridis%20et%20al,%20classification%20of%20RD%20\(LDQ\).pdf](http://www.soc.uoc.gr/psycho/Documents/Sideridis_papers/Sideridis%20et%20al,%20classification%20of%20RD%20(LDQ).pdf)
25. Guadalupe Vázquez Granados, Gustavo Hernández López, & María Magdalena Cass Zubiría. (2008). *Ten suggestions for solving reading problems in English* (pp. 427-435). Colima: University of Colima.
26. Learning RX. (n.d.). *Reading Problems – Are You a Part of the Reading Crisis in America?*. Retrieved from <http://www.learningrx.com/reading-problems.htm>
27. Miscese Gagen R. (2007). Common Reading Problems How to Identify Common Reading Problems and Target Instruction to Help Struggling Readers Develop Necessary Skills. Retrieved from <http://www.righttrackreading.com/readproblem.html>
28. Osborne Paul. (2010). LD SAT Study Guide. *Reading Difficulties and Solutions*. Retrieved from [http://www.ldonline.org/article/Reading\\_Difficulties\\_and\\_Solutions\\_for\\_Passage-Based\\_Reading\\_on\\_the\\_SAT?theme=print](http://www.ldonline.org/article/Reading_Difficulties_and_Solutions_for_Passage-Based_Reading_on_the_SAT?theme=print)
29. Ratnawati Mohd Asraf, & Ismail Sheikh Ahmad. (2003). Reading in a Foreign Language Volume 15, Number 2, October 2003 ISSN 1539-0578. *Promoting English language development and the reading habit among students in rural schools through the Guided Extensive Reading program*, 15(2). Retrieved from <http://nflrc.hawaii.edu/rfl/October2003/mohdasraf/mohdasraf.html>
30. Snow Catherine E, Burns Susan, & Griffin Peg. (1998). *Preventing Reading Difficulties in Young Children*. Retrieved from <http://files.eric.ed.gov/fulltext/ED416465.pdf>
31. University of Michigan Health System. (2008). Your Child Development & Behavior Resources A Guide to Information & support to Parents. *Dyslexia and Reading Problems*. Retrieved from <http://www.med.umich.edu/yourchild/topics/dyslexia.htm#signs>