

## A Study on Problems of Reading Ability of Primary School Students in English

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### Abstract

No one can deny the fact that English has become the language of globalization for almost two centuries now, English has been playing an important role in our educational system as well as our national life. It has been recommended by the official Language commission, English is to be taught in our schools primarily as a 'language of comprehension'. The psychology of language learning tells us about four basic language skills namely, listening, speaking, reading and writing. Among these four languages skill, reading is a complex skill involving a number of simultaneous operations. By reading good English we can develop such feel, and insight into the working of the language that we can even hope to surpass the native speaker. Reading therefore holds the key to the development of real communicative competence in English.

**KEYWORDS:** Reading Ability, Primary School, Student in English Odisha, India

### INTRODUCTION

English is used nearly one third of the world's largest population. The origin of the English is from Latin in 15th century and its scripts in Roman. English gained its importance as result of political changes in Europe. It is a flexible language has rich literacy heritage. It has its own system of words, phrases and sentences in the world of Macaulay's.

"English standard pre-eminent among the language of the west, whoever knows that language has ready access to all the vast intellectual wealth which all the wisest nations of the earth have created". The political awakening and national unity of our country was possible only because of the study of English language. It also raised the Indian morale in the international field. Among the language used in India, English occupies a dignified but delicate position. Since the advent of independence a great deal of controversy exists about the place of teaching English in the school curriculum. In fact, there has been a regular battle among languages. Because of historical causes, English has enjoyed and still enjoys a unique place in our school curriculum. It is still used as the official language of our country, i.e. the language of administration, of judiciary and legislature, of inter-state and international communication and of trade and commerce.

The continuation of the study of English, it both desirable and necessary in India. Study of English helped us in bringing about the unity of our country and for the growth of nationalism. Knowledge of English helped the Indians to study the political thinkers like Abraham Lincoln, John Steward Mill, Burke, Macaulay etc. who stimulated independent thoughts among our people. As a result the attainment of independence became easier. Maulana Abul Kalam Azad, therefore said in a press conference, "So far as general studies are concerned it was never my intention to suggest that there should be any falling in the standard of English, one hundred and fifty years of intimate contact has made English an integral part of our national system and this cannot be changed without injury to the cause of education in India."

## REVIEW OF REALTED LITERATURE

The Study of the related literature occupies an important chapter in any of the research project. It implies locating, reading and evaluating report of research as well reports of usual observation and opinion that are related to the individuals planned research project. As observed by J.W. best “Particularly all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavor.”

Reviewing the literature bas two phases, The first phase includes, identifying all the relevant published materials in the problem area and reading that part of it which the individual thoroughly familiar He develops the foundation of ideals and results on which be built his own study.

The second phase of the review of literature involves writing this foundation of ideals into a section of the researcher report This section is for the point benefit of the researcher and readers for the researcher it establishes the background in the field. For the readers it provides a summary of thinking understand the study.

### 2.2 PURPOSE OF THE REVIEW OF RELATED LITERATURE

- (1) A review of related literature gives opportunity to study the previous work in relating to the present piece of research.
- (2) It allows the researcher to acquaint himself with current knowledge in the area in which he is going to conduct his research.
- (3) A thorough review may develop the insight of the investigation.
- (4) It enables the researcher to know the assumptions or theoretical rational of different studies conducted earlier to make his research planned, systematic and scientific.
- (5) A review of the literature helps the researcher to know the gaps or thrust areas in the field of research.
- (6) It enables the researcher to define the limits of his present research.
- (7) It helps the researcher to avoid duplication, imitation or cramming.
- (8) The review provides the researcher with an opportunity of gaining insight into Methods measures, subjects and approaches employed by other research workers.
- (9) It gives adequate background to prepare an appropriate research design for the present piece of research.
- (10) It helps the researcher to identify important variables, the relationship and distinguishing nature what has been done from what needs to be done.

## 2.3 STUDIES IN INDIA

### Study - 1

**Agrawal, V.R. (1981) : *A Study of Reading Ability in Relation to Certain Cognitive and Non-cognitive Factors.***

#### ***Objective:***

- (i) To examine the role of some of the personal, cognitive and non-cognitive factors in reading ability.

#### ***Findings :***

1. Males and females differed significantly in reading ability, study habits, academic achievements, neuroticism, extraversion, parental attitude and ideal self (females scored higher than males only on reading ability and academic achievement).
2. Males and females differed significantly in terms of their frequencies on high and low reading ability scores.
3. High and low reading ability groups among males differed significantly in ordinal position, economic status and father's or guardian's educational level; and among females they differed significantly in father's or guardian's educational level.
4. High and low reading groups did not differ statistically in caste and father's or guardian's occupation.
5. ANOVA results indicated that the main effect of sex was significant in study habits, academic achievement, verbal and non-verbal intelligence, anxiety, neuroticism, parental attitude and ideal self.
6. Personal and cognitive factors were more meaningful in the context of reading ability scores than the non-cognitive factors considered in the study.

### Study - 2

**Das, P.A. (1984) : *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.***

#### ***Objectives***

- (i) To construct a test for measuring the reading comprehension of pupils of standard X.
- (ii) To establish norms for reading comprehension for students of English medium schools in Central Gujarat.

- (iii) To study whether there were any sex differences with regard to reading comprehension.
- (iv) To study reading comprehension in the context of SES and certain Socio-psycho factor, viz. test anxiety, emotional stability, leadership and radicalism.

**Findings :**

1. The mean score of girls was higher than that of boys. There were sex differences with regard to reading comprehension in English.
2. The mean difference of reading comprehension scores was in favor of students with high SES.
3. The mean difference in reading comprehension scores was in favor of students having high leadership traits.
4. Emotional stability was not found to influence reading comprehension.
5. Students 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 better reading comprehension than those with a high anxiety level.

**Study - 3**

**Dhanger, S.S. (1985) : *A Comparative Study of the Reading Ability of the B.C. and Non B.C. Pupils of Grade X in the Context of their Intelligence, Anxiety, n-Ach and Certain Demographic Variables.***

**Objectives:**

- (i) To compare the reading ability of the backward class (B.C) pupils with that of the non B.C. pupils.
- (ii) To compare the reading ability of the B.C. and non B.C. pupils from rural areas with that of the B.C. and non B.C. pupils from urban areas.
- (iii) To compare the reading ability of the B.C. and non B.C. pupils having intelligence with that of the B.C. and non B.C. pupils having low intelligence.
- (iv) To compare the reading ability of the B.C. and non B.C. pupils having low anxiety.
- (v) To compare the reading ability of the B.C. and non B.C. pupils having high n-Ach with that of the B.C. and non B.C. pupils having low n-Ach.
- (vi) To compare the reading ability of the B.C. and non B.C. pupils from small families.

- (vii) To compare the reading ability of the B.C. and non B.C. pupils with that of the B.C. and non B.C. pupils in relation to their 1st, 2nd and 3rd birth order.
- (viii) To justify the effect of interaction among the various independent variables and the dependent variables incorporated in the study.

***Findings:***

1. There was a significant difference between the mean scores on the reading ability test given to B.C. and non B.C. pupils and it was in favour of non B.C. pupils.
2. The pupils from urban areas were significantly better in their reading ability than those from rural areas.
3. The pupils having high intelligence were significantly better in their reading ability than those having low intelligence.
4. The pupils having low anxiety were significantly better in their reading ability than those having high anxiety.
5. The pupils having high n-Ach were significantly better in their reading ability than those having low n-Ach.
6. The pupils from small families were significantly better in reading ability than those from large families.
7. The pupils who were first in birth order were significantly better in reading ability than those second in birth order, and the pupils who were second in birth order were significantly better in reading ability than those third in birth order.

**Study - 4**

**Srinivasa Rao, R. (1986) : *Nature and Incidence of Reading Disability among School Children.***

***Objectives:***

- (i) To examine and analyze the reading disability cases.
- (ii) To identify the reading disability cases in a typical school population.
- (iii) To examine whether rural /urban differences existed in reading ability of school children.
- (iv) To examine sex differences in reading disability of children.
- (v) To examine relationship between language deficiency and reading disability in school children.
- (vi) To identify the factors operating in specific cases of reading disorders.

***Findings:***

1. Reading disability was found in about 20 per cent of students in primary schools.
2. Sex differences were not significant with regard to reading disability.
3. Students in rural areas were significantly backward when compared to the students in urban areas in reading skills.
4. The reading disability was closely related to language deficiency in school children.
5. The disabled readers were found to be very poor in the sub-skills of language development, namely, word meanings in isolation and context, and word synthesis; in some grammatical aspects of the language; and in paragraph comprehension.
6. Besides the language deficiency poor socio-cultural background of the family, poor study habits and lack of motivation for reading were found to be the causal factors of reading disability.
7. Low reading achievement was found not to be the evidence of low reading potential, and the reading deficiency of children in several cases could be improved by remedial teaching and constant practice.

**Study - 5**

***Shanthakumari, S.K. (1987) : Development of Strategies for Improvement of Reading Skills in English at Middle School Level.***

***Objectives:***

- (i) To identify the tasks involved in reading and comprehension.
- (ii) To develop strategies, this would help students perform the tasks, involved in reading and comprehension.
- (iii) To develop the skills of reading and comprehension through these strategies.
- (iv) To find out the effectiveness of the strategy by an experiment.

***Findings:***

1. There was a significantly higher reading ability score for boys, students with English as the medium of instruction and students from urban areas.
2. The intervention strategy helped to improve the reading ability of the students both the high and low groups, the increase in the low group being higher than that in the high group.

3. The increase in the achievement of reading ability as a result of intervention strategy was significantly high in literal comprehension and in inferential comprehension for both high and low group students.
4. The increase in the achievement of reading ability as a result of intervention strategy was significantly high in appreciation and reorganization levels in the low group students.

## 2.4 FOREIGN STUDIES

### Study - 1

**Lucia Maria (1991) : *The Role of Early Linguistic Awareness in Children's Reading and Spelling.***

#### **Objective:**

- (i) To investigate the possibility of two met linguistic factors, one operating at the level of the word, namely phonological awareness and the other operating at the level of the syntactic and semantic constraints of sentences which may interact in the initial stages of reading.

#### **Findings:**

1. Children's knowledge of the alphabetic codes develop gradually and that incomplete knowledge of word spelling may interact with sentence level information to help children read unfamiliar words.
2. Phonemic awareness is the met linguistic factor affecting word level processes.
3. Contribution of the syntactic and semantic awareness measures was specific to the use of contextual information in reading.

### Study - 2

**Timothy V. Rasinski (1992) : *Relationships among Teacher Attitudes, Teacher Theoretical Orientation to Reading, Student Attitudes toward Reading, and Student Reading Achievement in Urban Elementary Grades.***

#### **Objectives:**

- (i) To determine if relationships existed among teacher attitudes toward instruction and reading, teacher theoretical orientation to reading, student attitudes toward reading, and student reading achievement.
- (ii) To investigate whether theoretical orientation to reading, teacher attitudes, and student attitudes combined were predictors of reading achievement in urban elementary grades.

***Findings:***

1. Direct relationships were found between teacher attitudes and student achievement.
2. No relationships were found for theoretical orientation.
3. No direct relationships were found between student attitudes and teacher attitudes.

**Study - 3**

***Naji Ibrahim (1996) : Factors causing Reading Difficulties for Saudi Beginning Students of English as a Foreign Language.***

**Objectives:**

- (i) Exploring the reading difficulty which Saudi male beginning EFL students perceive that they face when reading English as a foreign language.
- (ii) Investigating some of the cultural, schematic, linguistic and attitudinal factors that could cause reading difficulty for Saudi beginning EFL students.
- (iii) Helping ESL/EFL teachers, ESL/EFL text book writers and concerned educational establishments understand some of the reading difficulties and factors which affect Saudi EFL students.
- (iv) Helping Saudi beginning EFL students understand some of the reading difficulties which they could face in reading English as a foreign language, and to be aware of factors causing these reading difficulties.

***Findings:***

1. High percentage of students reported that they face difficulties when reading English as a foreign language.
2. Most of the reading difficulties reported by the students were attributed to linguistic factors.
3. Majority of the students have positive attitudes toward EFL reading in particular and learning English in general.

**Study - 4**

***Rosalie White way A (1996) : A Study of the Interrelationships among Fifth Grade Students' Concepts of Parental Relationships, Peer Relationships, Readers' 'Self', Gender, Reading Attitude and Comprehension.***



**Objective:**

- (i) To investigate the interrelationships among various self-concepts, gender, reading attitude, and reading comprehension in a group of grade five students.

**Findings:**

1. It was confirmed that there are significant relationships among reading attitude, self-concept and reading comprehension.

**Study - 5**

**Ranfen (1996) : *Home Environment and Chinese Children's Reading Achievement.***

**Objectives:**

- (i) To study how variations in the home environment explain the variability in the reading achievement of Chinese children in the United State.
- (ii) To examine family's status, structural and educational process as they relate to reading achievement.
- (iii) To explore how family status and structural characteristics influence on children's reading achievement.

**Findings:**

1. Parents with higher educational backgrounds provided more educational experiences and reading opportunities at home, which in turn affected the higher reading achievement of their children.

**Study - 6**

**Lou Ellen (1997): *A Quantitative and Qualitative Study of the Reading Attitudes, Behaviors, and Interest of Middle School Students exposed to Three Instructional Methods.***

**Objectives:**

- (i) To examine the extent to which middle school students' reading attitudes, behaviors, and interests differ when exposed to literature either through Paideia, whole language, or traditional language arts instruction.
- (ii) To examine the extent to which gender differences are reflected in the reading attitudes, behaviors, and interests of middle school students who have been exposed to literature through either Paideia, whole language, or traditional language arts instruction.

**Findings:**

1. The analyzes indicated that no interaction was present between the methods factor and the gender factor.

**2.5 SUGGESTION AND CONCLUSION**

The following observations are made from the studies of a Reading comprehension collected from Indian universities and abroad. Most of the Indian studies are found to be survey in nature; however the foreign studies are mostly experimental. Another important feature noted in Indian studies is that Reading comprehension is not the prime focus in many, though they aim at studying the language abilities developed in English. In the process of investigating the problem, many of the investigators have developed their own tools for assessing the skills of comprehension. Nevertheless the validated tools are not found to be very helpful for the present investigation, as many of the items in them are culture based. A noteworthy feature identified in the Indian studies is that they have studied Reading comprehension along with several background variables, influencing the language ability of the students at the secondary level of schooling. This has greatly assisted the present investigation to fix on environmental variables not yet much investigated. Moreover in many of the Indian studies, Reading comprehension was not studied in relation with psychological variables as such. The only psychological factor often studied is the Cognitive style of the subjects. Some of the Indian studies have established the relationship between Reading achievement and gender; and Reading achievement and Cognitive style.

In the case of foreign studies, environmental variables such as Reading problems, library use, Reading habit, skill based instruction and reading programmes are found to have been used often Reading skills as such were studied in greater depth. Due to this, varied psychological variables such as Reading attitude, motivation cerebral investigation, self-concept etc., were studied as factors affecting one's skill of Reading comprehension. This has made the investigator to fix certain psychological variables for the skill of Reading comprehension in the present study. Thus the studies reviewed, helped the investigator in several ways to design and carry out the investigation on scientific lines.

**NEED OF THE STUDY**

India is a country of many states with wide expansion of its vast territorial boundaries and with a great literacy tradition and cultural heritage. People living in different parts of India use a variety of languages and number of dialects. This has caused serious linguistic problems for them. The important Indian languages are not highly developed and infact, they do not make their impact on our national life. People representing the various states and regions face the problem of expressing themselves before other people in different linguistic areas. Therefore, no substantial gain could be achieved by the more learning of regional languages, i.e. a language commonly understandable by people of other states. English has this function to perform.

English has been become the medium at all relevant social interaction and the ability to use English effectively is considered an absolute essential for honorable existence. In the present scenario, we find language difficulties of English in different school levels, basically reading difficulties. One of the three R's of

learning, “Reading” is an important skill that children are expected to acquire fairly in school. Reading is not merely a part of gaining language proficiency. It is essential for learning even after the school years. Reading helps one acquire knowledge and constantly update oneself. Reading occupies a special place in the complex of language skills. Reading proficiency is the Royal road to knowledge. It is essential to success in all academic subjects. Reading involves the recognition of printed or written symbols, which serve as stimuli for the recalls of meanings built up through the reader’s past experience.(Guy bond & mile A. Tinker, 1973)

Dr West says, “A Bilingual child does not need much to speak in the second language. He only requires reading ability”. Reading holds the key to the store house of information. Reading extends the boundaries of knowledge; it is a part of language refinement and development. It should not be thought as an isolated skill. Reading is taught to pupils with two objectives :-

- (i) To enable them the power of gaining pleasure and profit from the printed page.
- (ii) To train them in the quick comprehension of a passage

Today, the school students at primary level are facing many problems in the learning process, especially in reading skill. Therefore identification of children at an earlier stage in reading is necessary and this will help frame new guidelines in the convectional area with reference to English language teaching. These children who are unable to progress satisfactory in school and later because of severe retardation in reading are unlikely to find suitable employment. The investigators attempted to study the reading difficulties faced by the students, which involve early identification of reading problems at primary school level. Taking into consideration “Reading as a basic language skill and Primary level as the basic level of school education, the present study is going to be conducted to know the different problems of reading in English among primary school students.

#### **STATEMENT OF THE PROBLEM**

The present study will be restated as “***PROBLEMS OF READING ABILITY OF PRIMARY SCHOOL STUDENTS IN ENGLISH***”

#### **OPERATIONAL DEFINITION**

In the present study “Reading ability” refers to pronunciation ability, fluency in reading and correct reading ability of the students.

#### **OBJECTIVE OF THE STUDY**

- (i) To identify students having reading problems in English.
- (ii) To study the pronunciation ability of students in reading English.
- (iii) To study the fluency of students in reading.
- (iv) To study the errors relating to punctuation marks by students for reading English.
- (v) To find out the factors responsible for poor reading ability.

- (vi) To provide suggestion in improving reading ability.

## **DELIMINATION OF THE STUDY**

The study will be delimited to students of Class-V in Baranga Block of Cuttack district.

## **DESIGN OF THE STUDY**

This section explains the design of the study in details. It includes a detailed description of the matter in which decision have made about the type of data needed for the study, the tools and devices for collection of data and the method by which collected data shall be interpreted, it also present the procedure of the study.

A design of the study is the planning stage of research. Design of the study is concerned with how the researcher's work is being carried out in the actual field. The procedure adopted to realize the set objectives in a comprehensive and clear way is dealt in the present chapter. The research design includes the components like -

- (i) Method
- (ii) Population
- (iii) Sample
- (iv) Tools
- (v) Description of Tools
- (vi) Data Collection

### **3.1 METHOD OF THE STUDY**

In the field of Educational research, the method of the study plays an important role. Hilway (1956) mentioned, "If the scholar can't clearly describe his method, the chances are that it is too vague and general to yield him satisfactory results". So, there is a need to describe the method used in research work clearly.

Method is the approach of attacking a problem. Selecting an appropriate problem is the task of an investigator. Therefore the investigator selects an appropriate method for the problem. There are various methods of research techniques such as Survey method, Experimental method, Historical method, Descriptive method, Co-relational method.

In the present study Descriptive survey method was followed to solve the problem. It is the most popular and widely used method in the field of Educational research. Descriptive means through which opinion, attitude and suggestions for improvement of educational practices.

### **3.2 POPULATION**

Population means the entire mass of observations, which is the parent group from which a sample is to be drawn. Population is based on the entire group of individuals that have one or more characteristics in common that are of interest to the researcher.

The population of the present study was constituted all Class-V students having reading problems in English, of primary schools situated in Baranga Block of Cuttack district.

### 3.3 SAMPLE

A sample is relatively small group of subjects or objects chosen from the population which represents all characteristics of the population. It is the part of the population. It is also known as the representative of the whole population which is used in research activities to provide information about the whole group. The sample of the present study was constituted 10 primary schools of Baranga Block. The investigator had selected 100 students of Class-V having reading problems on the basis of purposive random sampling procedure as the sample of the study. All the teachers, teaching English were also constituted sample of the study.

**TABLE NO. 3.1**  
**SAMPLING TABLE**

<b>S.L NO</b>	<b>NAME OF THE SCHOOL</b>	<b>TOTAL NUMBER OF STUDENTS TAKEN AS SAMPLE</b>	<b>TOTAL NUMBER OF TEACHERS TAKEN AS SAMPLE</b>
1	Narangapada Primary School	10	1
2	Maheshpur Primary School	10	1
3	Jiginipur Primary School	10	1
4	Nagari Primary School	10	1
5	Gobabasta Primary School	10	1
6	Sainso Primary School	10	1
7	Ullar Upper Primary School	10	1
8	Rahura Upper Primary School	10	1
9	Andhoti Upper Primary School	10	1
10	Purusottampur Upper Primary School	10	1

### 3.4 TOOLS

Tools are the most important and useful part of the research. They are like LEGS and HANDS and without these research activities can't be conducted properly and accurately. For the present study the following tools were used by the investigator keeping in view the scope and objectives of the study.

- (i) Questionnaire for the teachers
- (ii) Interview schedule for the students
- (iii) Observation schedule
- (iv) Reading of the texts

### 3.5 DESCRIPTION OF TOOLS

#### (i) Questionnaire for the Teachers

Questionnaire is treated as “The heart of the survey operation.” Questionnaire is a popular means of collecting all kinds of data in research. Questionnaire intends to collect opinion and attitude of an individual or group.

*According to Barr (1953):*

“Questionnaire as a systematic compilation of questions that are administered to a sample of population from which information is desired”.

A questionnaire is a form from which the respondents are collected through a set of questions. Questionnaire is the most common instrument in survey research. A questionnaire is a tool consisting of a number of questions.

**GOODE & HATT** define, “It is a device for securing answers to questions by using a form which the respondent fills in him.”

For the present study the researcher had developed the questionnaire in consultation with the guide and by getting information from different educational magazines, English method books and journals and periodicals keeping in view of the scope and objectives of the study. After initial construction of the items, it was discussed with experts in English in order to seek their valuable information and suggestion. The investigator prepared a questionnaire for the teachers to know the problems of reading ability of primary school students in English. It constituted of 22 items which were both Open ended and close form type of items. The questionnaire had two parts like- PART-I and PART-II. In PART-I, it is intended to collect general information about the teacher. There were 6 items. These were- Name of the School, Name of the Teacher, Designation, Qualification, Subject Taught and Teaching Experience.

PART-II of the questionnaire is consisting of 22 items regarding the research problem. The items were arranged in a systematic and logical manner to know the views and opinions of teachers, teaching English. They were requested to put a tick mark to “YES” if their answer is Affirmative and “NO” if their answer is Negative.

#### (ii) Interview Schedule for the Students

In Interview schedule the investigator collects data directly from others in face to face contact. The interview is a process of communication or interaction where the interviewer gets sample opportunity to give desired information verbally in face to face situation.

*According to W.J. GOODE and P.K. HATT -*

“Interviewing is fundamentally a process of social interaction.”

*According to Mrs.P.V. YOUNG-*

“The interview may be regarded as systematic method by which a person enters more or less, imaginatively into the inner life of a comparative stranger.”

Interview schedule is an important and more useful tool research activity. A set of questions were designed by the researcher and asked to the respondents in a logical manner- keeping in view the scope and objectives of the research work.

In this present study, interview schedule was made by the researcher to know the problems of reading ability of primary school students in English. The students were divided into two groups as – (i) Average learners and (ii) Slow learners. Each group was interviewed separately by the researcher to know their views and opinions, regarding reading problems. They were asked various questions keeping in view the various areas of reading problems like- pronunciation ability, use of punctuation marks, fluency in reading etc. There were 15 numbers of items on these problems areas.

### **(iii) Observation Schedule**

Observation is the most popular and commonly used techniques in the field of research in order to collect information about the overt behavior of an individual or variable. In an observational study, the current status of a phenomenon is determined not by asking but by observing. More objective information also probably obtained by this method. A good observation requires proper planning, execution, accurate recording, interpretation of the observed fact and generalization of the overt behavior of the individual student or variable observation is a scientific for data collection for the field of researcher especially in social science.

In this present study, the researcher conducted observation schedule to observe the real fact of the classroom teaching.

### **(iv) Reading of the Texts**

It is also another tool used by the researcher for the present study. The researcher selected a paragraph from English textbook of Class-V students. Then the researcher marked out 20 words from the selected paragraph. The researcher asked students one by one to read the selected paragraph.

## **3.6 DATA COLLECTION**

The researcher went to the selected sample primary schools and explained about the present study. The questionnaires were given to the teachers, teaching English of the schools. They were requested to go through all the items with questionnaire thoroughly and put their views as per the instructions given in the body of the questionnaire by encircling against the abbreviation (YES/NO) of each item. Students were also interviewed to give their opinion regarding reading problems. Observation schedules also conducted by the researcher to know the real fact of the problem. Then some selected words also given to the students to read and to know their reading problems. The students and the teachers were given assurances that their opinion and response will be kept secret. The researcher personally moved from one

school to another school for the purpose of collecting data for his study. All the data were collected by the investigator by following correct procedure and in a systematic manner. After completing all the procedures of data collection, all the data and information were grouped for analysis and interpretation.

### **ANALYSIS AND INTERPRETATION**

Analysis and interpretation of data is the most important task involved with research work. The mass of data collected is raw. The collected data needs systematic organization to become meaningful. Analysis involved breaking down the existing complex factors into simple parts and putting these parts together for the purpose and interpretation. Therefore proper care should be taken while proceeding for the analysis and interpretation of data.

In the present study the researcher tabulated the responses obtained from the students and teachers for easy interpretation. The researcher analyzed the data by tabulating them separately. The researcher analyzed vividly all the concerned data and interpreted them with present status. The researcher counted the tick marks in the form of questionnaire was given to the students and English teachers. Investigator analyzed the data by using simple percentage.

**TABLE NO. 4.1**

#### **TEACHER'S OPINION REGARDING READING PROBLEMS**

<b>ITEM NO.</b>	<b>ITEMS</b>	<b>FREQUENCY</b>	<b>NO. OF POSITIVE RESPONSE</b>	<b>NO. OF NEGATIVE RESPONSE</b>
1	Teacher ask students to read loudly in English Class	10	10 (100%)	-
2	Teacher ask each and every students to read loudly	10	8 (80%)	2 (20%)
3	Most of the students are able to read fluently	10	5 (50%)	5 (50%)
4	Most of the students are able to read correctly	10	6 (60%)	4 (40%)
5	Students are able to read with correct pronunciation	10	5 (50%)	5 (50%)
6	Students are able to read correctly with punctuation marks	10	4 (40%)	6 (60%)



It is observed from the Table-4.1 ,that 100% teachers ask students to read loudly in English Class.

It was said by 80% teachers that they ask each and every students to read loudly in their class.

About 50% teachers expressed that most of the students able to read loudly whereas 50% teachers said that most of the students are not able to read fluently. It was expressed by 60% teachers that most of the students able to read correctly but 40% students denied the fact.

About 50% teachers opined that students are able to read with correct pronunciation, whereas 50% teachers said that students are not able to read with correct pronunciation. According to 40% teachers view, students were able to read correctly with punctuation marks whereas 60% teachers denied the fact.

It is concluded from the opinion of majority of teachers that students were not able to read either fluently or correctly. Majority of students have also pronunciation problem in reading. Majority of students have also problems of understanding, punctuation marks while reading.

**TABLE NO. 4.2**

**TEACHER'S OPINION REGARDING READING PROBLEMS**

<b>ITEM NO.</b>	<b>ITEMS</b>	<b>FREQ- UENCY</b>	<b>NO. OF POSITIVE RESPONSE</b>	<b>NO. OF NEGATIVE RESPONSE</b>
1	Teacher practice reading everyday	10	10 (10%)	-
2	Teachers are trying to rectify their pronunciation	10	10 (10%)	-
3	Teachers have developed some technique to develop reading ability of students	10	6 (60%)	4 (40%)
4	Teachers are teaching English through translation method	10	10 (100%)	-
5	Most of the times teachers are using Odia in English Class	10	10 (100%)	-
6	Teachers are taking remedial Class in English	10	7 (70%)	3 (30%)

Table No.4.2 reveals the opinion of teachers regarding their strategy to develop reading ability of students.

All the teachers expressed that they are practicing reading of text everyday in English Class.

All the teachers were trying to rectify the pronunciation of students while practicing reading.

It was viewed by 60% teachers that, they have developed some techniques to improve reading ability of students.

It was observed and expressed by 100% teachers that, they are teaching English through translation method. Most of the time teachers are teaching through Odia language in English Class.

About 70% teachers expressed that they are taking remedial classes in English to improve the reading ability of students.

Thus it is concluded that all the teachers were following translation method in English class. Majority of teachers were trying to improve the reading ability of students.

**TABLE NO-4.3**  
**READING PROBLEMS OF STUDENTS**

ITEM NO.	ITEMS	FREQUENCY	NO. OF POSITIVE RESPONSE	NO. OF NEGATIVE RESPONSE
1	Students have interest for English like other subjects	10	5 (50%)	5 (50%)
2	Students are attentive in English Class	10	6 (60%)	4 (40%)
3	Students have interest for reading English text	10	7 (70%)	3 (30%)
4	Students have problems in reading	10	9 (90%)	1 (10%)
5	Students fail to recognize letters	10	1 (10%)	9 (90%)
6	Students do not have practice in reading	10	8 (80%)	2 (20%)
7	They have fear for reading	10	3 (30%)	7 (70%)
8	They fail to understand meaning of the words	10	7 (70%)	3 (30%)

Table No.4.3 reveals the opinion of teachers regarding reading problems. It was expressed by 50% teachers that students have interest in English like other subjects whereas 50% students have no interest in reading.

About 60% teachers said that students are attentive in English class., whereas 40% teachers were not in favor of this view.

It was opined by 70% teachers that students have also interest in reading English text; where as 30% teachers denied this fact. According to 90% teachers students have problems in reading.

Only 10% teachers expressed that students fail to recognize letters whereas 90% teachers were not in favour of this statement. About 80% of teachers viewed that students do not have practice in reading whereas only 20% students said that students have practice in reading.

About 30% teachers said that students have fear for reading. It was expressed by 70% of teachers that students fail to recognize letters. Only 30% of teachers denied the fact.

It was interpreted from the above table that, students have likeness in English and they are attentive in English class.

Majority of teachers expressed that, students fail to understand meaning of words while reading. Majority of teachers also expressed that students have no practice in reading which a threat to poor reading ability.

**TABLE NO. 4.4**  
**INTERVIEW SCHEDULE TABLE OF STUDENTS**

ITEM NO.	ITEMS	FREQUENCY	NO. OF POSITIVE RESPONSE	NO.OF NEGATIVE RESPONSE
1	Likeness towards the model loud reading of teacher	100	98 (98%)	2 (20%)
2	Practise of reading by the teacher everyday	100	20 (20%)	80 (80%)
3	Every students are asked by the teacher to read	100	10 (10%)	90 (90%)
4	Correction of pronunciation by the teacher while reading	100	70 (70%)	3 (30%)
5	Separate class taken by the teacher for correction of pronunciation	100	----	100 (100%)
6	Correct practise of wrongly Pronounced words by the teacher	100	90 (90%)	10 (10%)
7	Able to understand meaning of the words while reading	100	52 (52%)	48 (48%)
8	Students are asked by the teacher to read story books or comics beside the text book	100	----	100 (100%)
9	Confusion in identifying similar letters like- p,q,b,d	100	53 (53%)	47 (47%)
10	Recognition of punctuation marks like- ? ;: , .	100	55 (55%)	45 (45%)

11	Unable to understand the passage because of insufficient knowledge of vocabulary	100	85 (85%)	15 (15%)
12	Unable to understand the passage because of difficult sentence construction	100	91 (91%)	9 (9%)
13	Any other problems while reading	100	7 (7%)	93 (93%)

It was observed from the above table that 98% students have likeness towards model loud reading of teacher.

But 80% students opined that their teachers did not practice reading in the class.

About 90% of the students said that they are asked by the teacher to read every day in English class.

It was expressed by 70% students that the teacher corrects their pronunciation during loud reading in the class.

But 100% (all the students taken as sample) told that no separate classes are taken by the teacher for correcting their pronunciation.

It was said by 90% students that the teacher correctly practice the wrongly pronounced words by them.

Only 52% of the students told that they are able to understand the meaning of the words while reading.

But 100% of the students opined that their teachers did not encourage them to read comics, storybooks beside the textbook.

About 53% of students said that they have confusion in identifying similar letters like p, q, and b, d.

It was expressed by 55% of students that they know about the punctuation marks like-  
? ; : , .

It was opined by 85% students that they are unable to understand the passage because they lack knowledge of vocabulary.

About 91% students opined that they are unable to understand the passage because of difficult sentence construction.

It was observed that 93% of students have some personal problems, classroom environment problem etc for which they lack ability to read.

It was interpreted from the opinion of majority students that teachers are not practicing reading in the class. But simultaneously students have expressed that teachers asking students to read in English class but practice of reading was not done. It was also expressed by students that teachers have correct their pronunciation while reading English text in the class. Majority of students expressed that teachers are not encouraging reading extra books like story books, comics other than text book. Some students have also confusion in identifying similar letters like p, q, b, d etc. Majority of students unable to understand passages because of difficulty in sentences. Students have also some personal problems for which they lack reading ability.

**TABLE NO. 4.5  
READING TEST**

<b>S.L NO.</b>	<b>WORDS</b>	<b>FREQUENCY</b>	<b>NO. OF STUDENTS CORRECTLY PRONOUNCED</b>	<b>NO. OF STUDENTS INCORRECTLY PRONOUNCED</b>	<b>CORRECTLY PRONOUNCED AS</b>
1	MERCHANT	100	10 (10%)	90 (90%)	MERC-HANT MERCH-ANT
2	VILLAGE	100	15 (15%)	85 (85%)	VIL-LAGE VILL-AGE
3	DONKEY	100	13 (13%)	87 (87%)	DONK-EY DON-KEY
4	NARROW	100	10 (10%)	90 (90%)	NAR-ROW NARR-OW
5	BRIDGE	100	16 (16%)	84 (84%)	BRI-DGE BRID-GE
6	SLIPPED	100	8 (8%)	92 (92%)	SLIP-PED SLIPP-ED
7	WASHED	100	12 (12%)	88 (88%)	WAS-HED WASH-ED
8	DREAM	100	6 (6%)	94 (94%)	DRE-AM
9	MONEY	100	17 (17%)	83 (83%)	MO-NEY
10	FAILED	100	8 (8%)	92 (92%)	FAI-LED FAIL-ED
11	HARDLY	100	18 (18%)	82 (82%)	HAR-DLY HARD-LY
12	LIGHTER	100	7 (7%)	93 (93%)	LIG-HTER LIGH-TER
13	CROSSING	100	15 (15%)	85 (85%)	CROS-SING CROSS-ING
14	PURPOSELY	100	5 (5%)	95 (95%)	PUR-POSELY PURPO-SELY
15	WEIGHT	100	9 (9%)	91 (91%)	WEI-GHT WEIG-HT
16	RELAXED	100	4 (4%)	96 (96%)	RELA-XED RE-LAXED
17	LESSON	100	12 (12%)	88 (88%)	LES-SON LESS-ON

18	SPONGE	100	19 (19%)	81 (81%)	SPO-NGE SPON-GE
19	CARRYING	100	15 (15%)	85 (85%)	CAR-RYING CARR-YING
20	CAUGHT	100	16 (16%)	84 (84%)	CAU-GHT CAUG-HT

The table No.4.5 reveals the selected words taken as samples and wrong pronunciation of these words by the students.

It was observed from the table that 10% of students were only able

To pronounce the word ‘MERCHANT’ correctly, whereas 90% of students wrongly pronounced the word as ‘MERC-HANT’ and ‘MERCH-ANT’.

The word ‘VILLAGE’ was pronounced correctly only by 15% of students, whereas 85% of students pronounced the word incorrectly as ‘VIL-LAGE’ and ‘VILL-AGE’.

It is observed that 13% students were able to pronounce the word ‘DONKEY’ correctly, whereas 87% of students wrongly pronounced the word as ‘DONK-EY’ and ‘DON-KEY’.

The word ‘NARROW’ was pronounced correctly only by 10% of students, whereas 90% of students pronounced the word incorrectly as ‘NAR-ROW’ and ‘NARR-OW’.

It is observed from the table that only 16% of students were able to pronounce the word ‘BRIDGE’ correctly but 84% of students were failed to pronounce the word and wrongly pronounced the word as ‘BRI-DGE’ and ‘BRID-GE’.

The word ‘SLIPPED’ was pronounced correctly only by 8% of students, whereas 92% of students pronounced the word incorrectly as ‘SLIP-PED’ and ‘SLIPP-ED’.

It is observed that only 12% of students were able to pronounce the word ‘WASHED’ correctly, whereas 88% of students were failed to pronounce the word and incorrectly pronounced the word as ‘WAS-HED’ and ‘WASH-ED’.

The word ‘DREAM’ was pronounced correctly only by 6% of students, whereas 94% of students pronounced the word incorrectly as ‘DRE-AM’.

It is observed from the above table that only 17% of students were able to pronounce the word ‘MONEY’ correctly but 83% of students were pronounced the word incorrectly as ‘MO-NEY’.

The word ‘FAILED’ was pronounced correctly only by 8% of students, whereas 92% of students pronounced the word incorrectly as ‘FAI-LED’ and ‘FAIL-ED’.

It is observed that only 18% of students were able to pronounce the word ‘HARDLY’ correctly, whereas 82% of students were pronounced the word incorrectly as ‘HAR-DLY’ and ‘HARD-LY’.

The word ‘LIGHTER’ was pronounced correctly only by 7% of students, whereas 93% of students pronounced the word incorrectly as ‘LIG-HTER’ and ‘LIGH-TER’.

It was observed from the above table that only 15% of students were able to pronounce the word ‘CROSSING’ correctly, whereas 85% of students were pronounced the word incorrectly as ‘CROS-SING’ and ‘CROSS-ING’.

The word ‘PURPOSELY’ was pronounced correctly only by 5% of students, but 95% of students were failed to pronounce the word and wrongly pronounced the word as ‘PUR-POSELY’ and ‘PURPO-SELY’.

It was observed that 9% of students were able to pronounce the word ‘WEIGHT’ correctly, whereas 91% of students were pronounced the word incorrectly as ‘WEI-GHT’ and ‘WEIG-HT’.

The word ‘RELAXED’ was pronounced correctly only by 4% of students, but 96% of students failed to pronounce the word and wrongly pronounced the word as ‘RE-LAXED’ and ‘RELA-XED’.

It is observed that 12% of students were able to pronounce the word ‘LESSON’ correctly, whereas 88% of students were pronounced the word incorrectly as ‘LES-SON’ and ‘LESS-ON’.

The word ‘SPONGE’ was pronounced correctly only by 19% of students, but 81% of students were pronounced the word incorrectly as ‘SPO-NGE’ and ‘SPON-GE’.

It was observed from the above table that only 15% of students were able to pronounce the word ‘CARRYING’ correctly, whereas 85% of students were pronounced the word incorrectly as ‘CAR-RYING’ and ‘CARR-YING’.

It is observed that only 16% of students were able to pronounce the word ‘CAUGHT’ correctly, whereas 84% of students were failed to pronounce the word correctly and they pronounced it as ‘CAU-GHT’ and ‘CAUG-HT’.

It is concluded that majority (90%) students have reading problems. They are not able to correctly pronounce the words in English. About 5 to 10% of students are able to read correctly.

**TABLE NO. 4.6  
OBSERAVATION TABLE**

ITEM NO.	ITEMS	FREQUENCY	NO. OF TEACHERS DONE	NO. OF TEACHERS NOT DONE
1.	Model loud reading by the Teacher	10	7 (70%)	3 (30%)
2.	Reading practice by the Teacher	10	8 (80%)	2 (20%)
3.	Encouraging all students to read	10	6 (60%)	4 (40%)

It is observed from the above table that the investigator observed 10 English classes where 7(70%) teachers have done loud reading.

Similarly only in 8(80%) classes teachers were encouraging reading practices whereas in 2(20%) classes teachers were not encouraging reading practices.

It was observed that out of 10 classes in 6 (60%) classes teachers were encouraging reading of all students whereas in 40% classes’ reading was not encouraged by teachers.

**TABLE NO. 4.7  
OBSERVATION TABLE**

ITEM NO.	ITEMS	TOTAL NO. OF OBSERVATION	DONE BY THE STUDENTS	NOT DONE BY THE STUDENTS
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1.	Loud reading of the students	10	7 (70%)	3 (30%)
2.	Correct reading of the students	10	5 (50%)	5 (50%)

The investigator observed 10 English classes to know about loud reading of the students and correct reading of the students.

It was observed that in 7(70%) of classes students read loudly whereas in 3(30%) classes students were not reading loudly.

In 5(50%) classes students read correctly whereas in 5(50%) students were not reading correctly.

**TABLE NO. 4.8**  
**OBSERVATION TABLE**

ITEM NO.	ITEMS	TOTAL NO. OF OBSERVATIONS	VERY GOOD	GOOD	AVERAGE
1.	Teachers pace in reading	10	5 (50%)	1 (10%)	4 (40%)
2.	Pronunciation of the Teacher	10	4 (40%)	3 (30%)	3 (30%)

The investigator observed the pace in reading and pronunciation of the teacher in classroom.

It was observed that in 5(50%) classes pace of reading of teachers was very good, in 10(10%) classes it was good, in 4(40%) classes reading pace was average.

Pronunciation of English teacher was observed in 10 classes. It was found that 4(40%) classes pronunciation of teachers was very good, in 3(30%) classes pronunciation was good whereas in 3(30%) classes pronunciation was average.

## **5.10 MAJOR FINDINGS**

### **(1) FINDINGS RELATING TO TEACHERS OPINION-**

- ⇒ About 50 percent of teachers expressed that students are not able to read fluently.
- ⇒ Most of the students have pronunciation problem in reading for which they are not able to read correctly.
- ⇒ Majority (60%) of students have problems of understanding punctuation mark while reading.
- ⇒ All the teachers expressed that they are encouraging reading of text in English class.
- ⇒ All the teachers are trying to rectify the pronunciation of students while practicing reading in class.
- ⇒ Teachers have developed some techniques to develop reading ability of students.
- ⇒ All the teachers are following translation method of teaching English. They are following bilingual method in the class. As teachers are using Odia



language in the class most of the time, students fail to listen correct pronunciation repeatedly.

- ⇒ Majority (70%) of teachers expressed that they have taken remedial classes to develop the reading ability of students.
- ⇒ It was expressed by 50% Of teachers that students have interest for English like other subject.
- ⇒ Majority (60%) of teachers expressed students are also attentive in the class.
- ⇒ It was expressed by 90% of teachers that students have problems in reading because they do not have practice in reading at home. Similarly very few teachers expressed that students have fear for reading in classroom.
- ⇒ Most (70%) of students failed to understand meaning of the words while reading.

### **(1) FINDINGS RELATING TO STUDENTS VIEW**

- ⇒ Majority (98%) of students expressed that teachers are not practice of reading in class regularly.
- ⇒ Most (70%) of students opined that teachers have corrected their pronunciation while reading English text.
- ⇒ Majority of students unable to understand meaning of the passages because of difficulties in sentences.
- ⇒ Most of the students viewed that teachers are not encouraging reading of extra books like- story books, comics which can develop the reading ability of students.

### **(2) FINDINGS RELATING TO READING TEST**

- ⇒ Majority of students (90%) have reading problems as it is found that they are not able to correctly pronounce the words.

Thus the major causes of reading problems are wrong pronunciation, lack of fluency in reading, lack of recognize the punctuation marks, lack of understanding the meaning of the words. Again the students have no interest for reading storybooks comics etc.

### **(3) FINDINGS RELATING TO OBSERAVATION SCHEDULE**

The investigator also used one observation schedule to observe English classes and observed 10 English classes in each school to know about the reading ability of students.

- ❖ The investigator observed that most (60%) of the teachers were encouraging the students to increase their reading ability.
- ❖ Majority (60%) of students were reading loudly.
- ❖ It was also observed that, only 50% of students were reading correctly.

### **5.11 SUGGESTIONS FOR IMPROVEMENT**

- ❖ English teacher conveyed that students should be motivated towards English.
- ❖ Congenial environment should be should be created for students by parents and teachers to encourage reading.
- ❖ Students should speak loudly for proper way of reading in English.
- ❖ Extra periods should be allotted to give equal opportunity to each and every student to read English in the class.
- ❖ Through proper exercise of the skill of reading, the students should be exposed to the correct pronunciation pattern of English language.
- ❖ Reading habits of students should be extended to the story books, magazines in English other than the prescribed text book of English.

- ❖ Teachers of English should introduce some sort of word making and spelling games to encourage pupils for developing their correct reading habits.
- ❖ More practice should be done in pronunciation of difficult words.
- ❖ More practice of reading should be done to read fluently.
- ❖ More stress should be given on individual reading and pronunciation.
- ❖ Remedial classes in English should be taken to develop the reading ability of students.

### 5.12 CONCLUSION

English being a foreign language has its unique importance and status in our day to day life. In the modern information technology no doubt, English language is playing a very vital role. The teacher and parents should provide special attention to their children in reading. So the teacher should encourage all the students to develop positive attitude towards reading English. English teacher should be devoted time to assist students in every phase of their reading difficulties.

Teaching-learning process of English in India is never concerned with a conscious planning and drive for tackling the reading problems. A rational thinking and an approach based upon such a thought shall certainly help to come out of the reading difficulties.

### 5.13 EDUCATIONAL IMPLICATION

It is observed that majority of students have reading problems. Students have problems in loud reading, pronunciation, understanding and reading with punctuation marks. On the basis of the findings of the study and suggestions, the teachers should adopt remedial measures to reduce the reading problems.

Today Education gives more importance to learning difficulties especially the reading difficulty. More intensive research and study in this field could help to develop a remedial process among teachers, parents, administrators and curriculum planners and Educationists.

### 5.14 RECOMMENDATIONS FOR FURTHER STUDY

- ❖ “An investigation in to the linguistic ability of student in English at pr level”.
- ❖ “Problems of students in English pronunciation at primary level”.
- ❖ “Problems of students in listening ability in English”.

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