

“Innovative Method to Improve Reading Fluency for the Primary School Level”

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Abstract

This paper discusses about the innovative methods to improve reading skill for primary school level. Aim of this study was to explore reading skills of class 5 students and to develop a programme for improving reading skill of class 5 students. For this research 25 students of class 5th were selected. Data was collected with the help of interview and self made questionnaire containing questions regarding reading skill. It was found that reading skill of students improved due to developed programme.

KEYWORDS:- innovative method, improve reading fluency, primary school.

1.1 INTRODUCTION

As educators, we want students to enjoy reading so that it promotes an interest in other subjects of the curriculum. They should leave the school as lifelong readers, writers and learners. Over many decades, educators have been drawing attention to the need for effective reading programmes. The purpose of an effective reading programme is to develop the child's ability to grasp the meaning of what is read, by teaching him or her how to analyse a sequence of ideas and make logical conclusions (Irwin, 1967). The programme should apply to every child, meeting his or needs, abilities and interests by constructing a positive attitude towards reading (Irwin, 1967). Teachers should be able to develop clear learning objectives, and the scope and sequence of a reading programme that should lead to achieving them.

Suggestions are approved on how to prepare pupils to learn to read, and how to develop and maintain reading achievement. The manual explores various methods and activities that help pupils to maintain and continue to develop reading comprehension. Suggestions are made on how to create teacher-made diagnostic and reading comprehension tests. Strategies are given for using assessment as a guide to instruction. The teachers have to diagnose, correct and prevent reading difficulty constantly, and/or enrich and refine reading abilities. Teachers are also responsible for assessing new methods and approaches to reading against the experiences and abilities of their pupils. At the primary level, all teachers must be teachers of reading. Teachers can, and should, be trained to prepare reading material along with their pupils.

In a recent article entitled “What students Want From Teacher ” (2008), students identified what they needed in order to be engage in the classroom. Their comments fell into the following categories (pp. 48 -51):

- Take me seriously
- Challenge me to think
- Nurture my self –respect
- Show me I can make a difference

- Let me do it my way
- Point me toward my goals
- Make me feel important
- Build on my interests
- Tap my creativity
- Bring out my best self

1.2 NEED OF THE STUDY

- Provide a wide variety of reading material in the classroom and library.
- Allow students choice in their reading.
- Select books that reflect students' image of themselves.
- Include graphic novels.
- Include books in series.
- Provide a balance of non-fiction and fiction.

1.3 SIGNIFICANCE OF THE STUDY

By promoting and motivating the pupil constantly to improve the reading skills, Pupils react willing to the text when they are motivator. When pupils are models it encourages self – empowerment. New words are introduce and taught through phonetics and written activities. The pupils vocabulary is the basis of the material produce in the class room word are recognized as whole and their relationship in combinations.

1.4 STATEMENT OF THIS PROBLEM

To introduce innovative methods to improve reading skill for primary school level.

1.5 OPERATIONAL DEFINITIONS OF KEY TERMS

- 1) **INNOVATIVE METHODS:** To introduce New and Unique methods of teaching to improve the level of education at the primary school level.
- 2) **READING SKILLS:** To improve the reading fluency and to help students to achieve the Excellency in reading.
- 3) **PRIMARY SCHOOL LEVEL:** Learners or students of the age group 6 to11.accuring the formal knowledge in a formal environment.

1.6 OBJECTIVES OF THE STUDY

- 1) To explore reading skills of class 5 students.
- 2) To develop a programme for improving reading skill of class 5 students.
- 3) To implement and study the effectiveness of the programme.

1.7 ASSUMPTIONS

Children knew that reading an important part of education & syllabus.

1.8 HYPOTHESIS OF THE STUDY

Research Hypothesis: There is a significant difference in the achievement score of fluency in students reading skill.

Null Hypothesis: There is no significant difference in the achievement score of fluency in students reading skills

1.9 SCOPE AND LIMITATIONS OF THE STUDY

1) This study had been taken up to find innovative methods to improve reading skills in primary school level students.

2) This study is limited to students of class 5.

1.10 REMEDIES (Programme)

1) **Bulletin Board-** For posting any assignments.

2) **Weather -** to enable pupils to monitor the changes in the weather daily.

| | | | | |
|--------|---------|-----------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| SUNNY | SUNNY | SUNNY | CLOUDY | RAINY |

3) **Current Events Board** – to highlight certain positive things going on in the community and in the world.

4) **Globe (and/or world map)** – enables pupils should be able to see where they live and their relationship to other relationships.

5) **Health Bulletin** – a poster, either developed by health officials or the teacher, to inform pupils about healthy eating habits or to encourage positive health behaviors in pupils.

6) **Monthly Calendar** – of the current year. Pupils may be responsible for updating the calendar each month. It may be helpful to make a ‘shell’ of a calendar (the chart with no month, no numbers, only days of the week and have removable numbers and months (on cards, for example. This prevents having to use a new sheet every day; it can be used for every month and every year.

7) **Duty List** – Pupils share responsibilities for classroom management.

| Name | Activity |
|--------|--|
| Joshua | Cloudy the Meteorologist (manages the weather chart) |
| Carol | Calendar Captain (changes the calendar for the next month) |
| Sharon | The Journalist (posts current events on the board or wall) |

| | |
|----------|--|
| Benny | Attendance Captains (take class attendance) |
| Brian | The Environmentalist (Manage classroom sanitation) |
| Melvin | The Homework Officer (collects the homework for the teacher when necessary) |
| Cynthia | Class Parliamentarians (help teacher maintain discipline in the classroom, for example by showing a sign or symbol that means to be quiet) |
| Pricilla | The Substitute When a pupil is absent, the substitute performs the duty of that person. |

Assessment is a tool that measures a learner's knowledge and ability. It shows the areas in the reading programme where learners have weaknesses and strengths.

1.11 IMPLICATIONS

1. This study helped student to read in fluently
2. To show the areas in the reading programme were learners weakness and strengths and create interest in them to improve their reading.

1.12 METHODOLOGY

This is experimental study to introduce innovating methods to improve reading habits at primary school level students.

1.13 DATA COLLECTION:

In this research data was collected with the help of interview and self made questionnaire containing questions regarding reading skill.

1.14 LIMITATION:

The Researcher has limited this study to the primary level students.

1.15 DELIMITATION:

1. The study was conducted only on the student's primary classes.
2. The study was delimited to children of the Age group 6-11.

1.16 POPULATION:

The Child between age 6-11 of the primary level classes were considered

1.17 SAMPLE:

The study is applicable to 25 students of class 5th were selected purposively.

1.18 SAMPLING:

Students from the primary classes were selected for this observation.

1.19. RESEARCH METHOD:

Experimental Method

1.20 Statistical Tool used for research:

Tool used for data collection

- 1) Mean 2) S.D 3) t test

1.21 Data Interpretation:

| TEST | No | Mean | SD | t |
|-----------|----|------|------|------|
| Pre-Test | 25 | 13 | 1.15 | 5.77 |
| Post-Test | 25 | 15 | 1.34 | |

Critical Value=2.58

1.22 Conclusion :

The experimental study proved to be a great success. Students of class 5 were able to read fluently by this method. They showed tremendous interest towards reading. They were able to choose the appropriate reading material. I recommend teachers to make use of such innovative approaches to improve the reading fluency of students.

- 1) The calculated T Value 5.77 is greater than Critical Value 2.58. So the null hypothesis is rejected and research hypothesis is accepted .
- 2) There is found a difference in mean score of Pre-Test and Post-Test.
- 3) Due to implementation of the programe to improve reading skill the scores in Pre-Test are raised.

1.23 Recommendations:

- 1) To improve the reading skills the given activities can be used:
 - a) Current Event Board.
 - b) Health Bulletin Board.
 - c) Weather Chart.
 - d) Globe and Map.
 - e) Students Personal Library.

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