

Chapter - I

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1.1.0 INTRODUCTION :

In our country, we have different states with different regional languages. People living in these states use their own languages for conversation, discussion etc. But English is a language which links them together. In the words of Pt. Nehru, "The language line is a great link between us and English speaking people than political link or common wealth link, English is spoken and understood all over the globe, so it has go international importance. It is a first language in U.K., U.S.A., Canada and Australia and second language in India, Russia, France, Pakistan etc. Thus it is English and other language which can serve the purpose of linking together people living in different countries of the world. English is a official language in our country. At every level of administration we find English language. English plays an important role in the industrial and commercial life of the country. M.K. Gandhi said in thoughts of national language. I regard the English language as an open window for peeping into western thought and science, majority of educated people use this language for correspondence.

Kothari education commission has suggested that English should be made a library language in our country that way our scholars who are doing advanced studies in the field of science, medicine, Engineering etc. will be able to consult library looks. Advanced knowledge and excellent literature of the world is in English medium. Indian readers must have at least as much knowledge of English as is required to understand the books lying in the library. Only the study of English books reveals the degree advancement that has taken place so

far in the world. Our scholar by the study of those books, can acquaint themselves fully with the subject matter and they may think of going ahead in that direction or new era of researchers may be found out by them.

Thus Kothari education commission has said that it is rather advisable to make it a library language. In fact, making English a library language in the country will be nothing sort of accepting defeat in the teaching of this language. which should help them to understand the subject matter contained in library books. They may not even acquire the ability of writing nicely in correct English.

Reading is one of the most useful skills in learning of foreign language. It serves as a means by which the "unbounded field of knowledge" lies open before use and we are able to know new facts and relationship. Lord Bacon was surely correct when, in one of his essays, Our studies, he wrote, "Reading make that full man..." Others like W.S. Gray have also supported this view. According to Gray, Reading is a form of experience." It is not only by direct experience that we learn and can learn all the things. Indeed, good reading habits promote 'self education' which helps in the modification of personality. Reading is an activity which is not confined to school life alone. It is an activity which becomes a part of man's life. We read in our hours of leisure's, beside we read from the point of utility also. Reading, trains out mind and broadens our outlook. If one has developed a 'taste' for reading in his school days, he will realise that nothing but reading is the best utilization of his hours of leisure. Someone has rightly said that if one wants to form a hobby be must form the hobby of reading books and their reading get interwoven with life and man and books become inseparable and never failing friends.

This statement gets its support from the concept that education is a life long process. Some hold that real education starts, after one

leaves his schooling. Hence the significance of reading, for it is by one's independent reading that the learns what he desires to fulfill the commitments of his life.

Of all the linguistic skills, reading is perhaps one that requires our attention most and lacking which we find that there are great retardation in reading activities of our pupils. That is why there is retardation in reading activity.

1.2.0 Newspaper :

A medium of mass communication : a fact or incident is received in written form, it is origin of newspaper. One reaches out to society with the help of a newspaper.

Use of Newspaper Information

- i. To get current knowledge.
- ii. For students in various fields.
- iii. To enrich general knowledge.
- iv. To attract attention to neglected people and their problems.

A Newspaper covers various kinds of information :

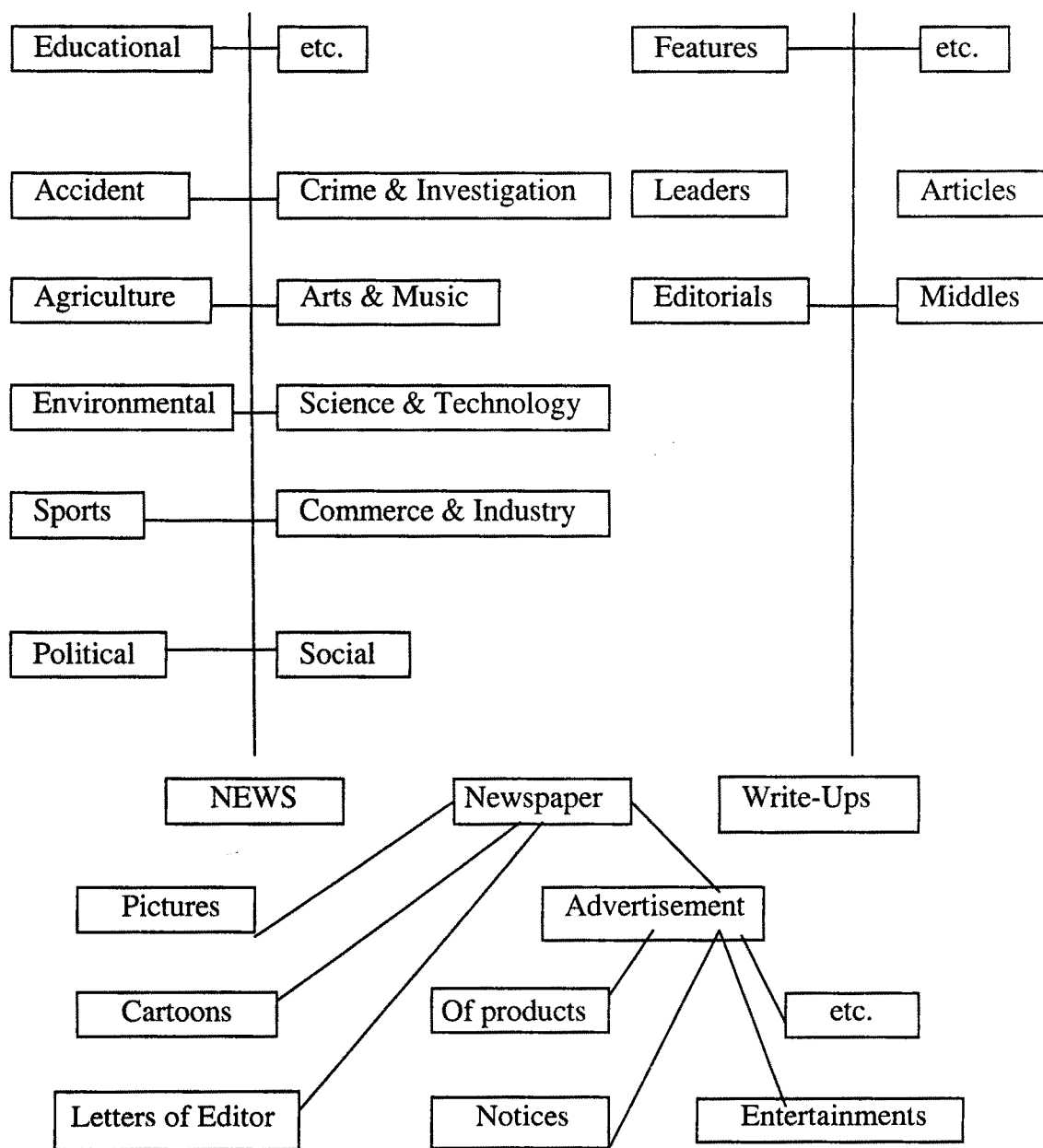


Figure 1 Yuvakbharti XII English

1.3.0 Reading defined:

The reader is translating written symbols into a language from which he already derives meaning. This translating or decoding process, although done more swiftly by the adult stands at the core of

reading. Learned early in school, decoding skills have many purposes; learning other subject matters, skimming, Newspaper, headlines, amusing oneself with a murder mystery, analysing stock market transaction.

Learning to read then can be defined as learning to translate from written symbols into that from of language from which the child derive meaning already, usually the spoken language (Miller and McNeill, 1969; venezky, Calfee and Chapman 1968).

S.L. Rubinstein emphasised that "for the formation of any significant ability, a vital need for a definite type of activity must first be created." (351, P 294)

1.3.1 TYPES OF READING:

According to F.G. French, "The teacher acts as a guide showing his class how to uncover all that there is in the subject matter, all that there is in the words chosen by the author and all that is to be examined in the construction patterns and planned paragraph in which material is presented."

For doing this job efficiently, the teacher must know the types of reading which led to comprehension.

There are mainly six types of reading.

- 1) Oral Reading or Reading Aloud.
- 2) Silent Reading.
- 3) Intensive Reading or Teaching of prose-text .
- 4) Extensive Reading or Rapid Reading.
- 5) Supplementary Reading.
- 6) Library Reading.

In attempting to define reading one must consider the reader's purpose since what is referred to as reading varies with the intent of the reader.

At its lowest mechanical level, reading is the interpretation of printed or written symbols into speech or its mental equivalent. The very young child being initiated in to the reading process operates at this level although, as we shall see, many teachers even for the initial reader. Proof-readers also operate at this low-level mechanical concept of reading. They are not concerned with the meaning of the passage, only with mechanical details of spelling and grammar. Some linguists also consider reading to be no more than discovering the symbol / sound association.

A second conceptual level of reading incorporates the idea of literal meaning. The reader must not only be able to read aloud the words on the page it called on to do so, but be able, it necessary, to react to them in the same way as it they had been spoken to him. Most children in infant schools read in this no evaluative way, although again, many teachers feel that children should have a deeper understanding while reading.

A third conceptual level of reading involves on active, outgoing attitude on the part of the reader. He attempts to relate the current reading material to other writings related to the topic, his own experience, the times in which the author wrote the material and the author's probable intent in writing. The college instructor compares a new text with his own personal knowledge, the way in which he feels the books will meet the needs of his students.

A final concept of reading is the personal meaning that reading a particular books has for a particular person. Is there anything in this books that has made me more competent? Give me more understanding of the nature of human beings? Give me more insight into myself as a

person. It is this level of learning that is so very important and yet which is so very frequently ignored.

The overview indicates the central importance of the teacher. He stands between the child and all the instructional preparations. Whatever programme is selected is conveyed through he. He also figures very largely in the Post-Reading Activities Recognition of the importance of the teacher should suggest the great responsibility that he carries to be truly effective the teacher must be aware of the individual needs of his children, select the most appropriate reading programmes and arrange an organisation plan that will permit the effective functioning of the programmes to meet the needs of all the children in his care. He must also monitor the post-reading activities and adopt or discard procedures that turn out to be little value.

1.4.0 READING SKILL IN THE FOREIGN LANGUAGE

In considering the problem of developing reading skill in the foreign language. You should consider what the reading process involves and how it relates to the teaching of reading skill in another language. Reading has been called a process of decoding a particular writing system into language-the transference from the written to the oral form. It has also been referred to as getting meaning from "talk written down" and as a substitute for the "understanding of talk".

Reading is essentially a language-related process, fundamentally and primarily audio-lingual. Its graphic forms are mere representations of the oral language. In order to learn to read with understanding. It is essential to master audio-lingually the oral counterpart of the material to be read.

In other words, the oral language is the constant factor in the reading process, and it is the reading teacher's primary task to insure mastery of related audio-lingual exercises as a prerequisite to the

introduction of reading. This aural-oral mastery will aid students in learning to recognize the written forms. Through the perception of the visual forms via the eye, the student must establish a relationship of meaning based on auditory signals.

Sometimes during the reading process (the process of decoding) the student's recognition of the graphic symbols goes through a kind of "transfer" stage which stimulates his recognition of meaning through of oral language. Students learning to read are learning to perform linguistically, and they must develop automatic habits of accurate response in recognizing the visual forms and in bringing meaning to them through previously established oral language.

For every visual symbol the students see, they, should be able to recall the pronunciation of the word for which it stands and to recognize its concept as expressed in the arrangement of the sentence pattern. They need a great deal of organized and intensive oral practice to sharpen their visual perception and discrimination in order to build up the high-speed recognition necessary to develop efficient reading habits.

(The Art of TESOL, The English Teaching forum part - II)

1.5.0 TYPES OF READING SKILLS

1. Intensive reading
Reading carefully for maximum information
2. Extensive reading
Reading for pleasure

1.5.1 Sub-skills of reading :

Scanning

Go quickly through the passage to find the exact answer hunt with a clue, look for key words, search for marks or figures, avoid

reading of complete clauses / sentences, set a time limit, give a purpose for reading.

Sub-skills of reading :

Inference

- Draw conclusions
- Get to the message or the theme of the passage
- Use of logic and reasoning capacity to reach at the conclusions

Guessing

- What is going to happen next
- Higher level of comprehension

Reading is a very complex but imp. skill. Reading involves decoding print or deciphering print. Reading is basically comprehension, interpreting or making sense of a given text, etc. Jene will is (1981) gives a list of reading skills which are as follows:

- 1) Recognizing words and phrases in English script.
- 2) Using one's own knowledge of the outside world to make predictions about and interpret a text.
- 3) Retrieving information stated in the passage.
- 4) Distinguishing the main ideas from subsidiary information's.
- 5) Deducing the meaning and the use of unknown words, ignoring unknown words / phrases that are redundant i.e. that contribute nothing to interpretation.
- 6) Understanding the meaning and implications of grammatical structures e.g. cause, result, purpose, reference in time (e.g. verb, tense)
- 7) Recognizing discourse markers, e.g. therefore + conclusion, however + contrast, that is + paraphrase, e.g. + example.

- 8) Recognizing the function of sentences even when not introduced by discourse markers, e.g. example, definition, paraphrase, conclusion, warning.
- 9) Understanding relations within the sentences and the text (words that refer back to a thing or a person mentioned earlier in the sentence or the text e.g. which, who, it)
- 10) Extracting specific information for summary on note-taking.
- 11) Skimming to obtain the gist and reorganization of ideas within the text.
- 12) Understanding implied information and attitudes.
- 13) Knowing how to use an index, a table of contents etc.
- 14) Understanding layout, use of headings etc. (Jane will is 1981. 142).

The ability to read English intelligently and imaginatively.

The skills of Reading (aloud and silent).

1. The learner develop correct reading habits.
2. Grasps meanings of words and sentences from the an text.
3. Follows sequence of ideas and facts.
4. Forms the habits of reading for pleasure and information.

1.6.0 THE STATEMENT OF THE PROBLEM

The problem for research is stated and explained as follows:

DEVELOPMENT OF A PROGRAMME TO IMPROVE ENGLISH, NEWSPAPER, READING, ABILITY, IN B.ED. STUDENTS.

1.6.1 Definition of Terms used in The Title of the Study.

The various terms used in the statements of the problems are defined for the sake of clarity and also limiting the scope as follows:

1.6.2 Newspaper :

A periodical printed in the format of a few folded sheets, devoted primarily to news and other material of general interest, numbered serial and published at stated intervals, usually daily or weekly in the commercial fields but perhaps fortnight or monthly in the scholastic field.

For the purpose of this research, 'Newspaper' means a proper published daily giving latest news in English.

1.6.3 Reading Ability :

For the purpose of this research, reading ability means to know related vocabulary, understanding phrases, sentence meaning and comprehension of given text related to English newspaper reading ability.

1.6.4 Development Of A Programme :

For the purpose of this study Development of Programmes means preparation of remedial programmes. To organize material on topic, Vocabulary, sentence meaning, phrase, comprehension of text etc. to achieve specified objectives.

1.6.5 B.Ed students :

For the purpose of this study B.Ed. student means. A student who is learning to teach i.e. going through a teacher training (Bachelor of edu.) course, one year duration.

1.7.0 OBJECTIVE OF THE STUDY

- 1) To study the reading ability of B.Ed. students in English newspaper reading.
- 2) To develop the programmes to improve English newspaper reading ability.

- 3) To check the effectiveness of the reading programme.

1.8.0 ASSUMPTION :

- 1) B.Ed. students have poor English newspaper reading ability.
- 2) Poor English newspaper reading ability can be enriched by proper programme.

1.10.0 NULL HYPOTHESIS :

There is no significant difference in the achievement of experimental group and control group.

1.11.0 SCOPE AND DELIMITATION OF THE STUDY

- 1) The scope of study is related to only B.Ed. students.
- 2) The study is delimited to B.Ed. colleges in Bhudargad Taluka.
- 3) It is limited only English Newspaper reading ability of B.Ed. students.
- 4) It is limited only five types of news appeared in The Times of India Pune, Edition i.e. social news, educational news, political news, environmental news and sports news only.
- 5) Loud reading of English newspaper is not expected.

A media has been playing an important role in Adult Education, Life-long Education and Non-formal Education. In Media include Radio, T.V. Internet, Cable, Magazines and Newspaper etc. Newspaper is the cheapest and effective medium which reaches to common people.

1.12.0 NEED OF THE STUDY

It is observed that English Newspaper reading ability of B.Ed. students is poor in this geographical area. The English Newspaper reading ability developed at B.Ed. level is not adequate to their needs. English Newspaper reading ability is important. In this research their

reading ability is tested, common errors detected and programme will be suggested to improve the English Newspaper reading ability of B.Ed. students.

B.Ed. students have a poor vocabulary. So they can not read English Newspaper.

Reasons of poor English Newspaper reading ability.

- 1) Lack of related vocabulary.
- 2) They don't understand meaning of words, phrases and sentence structure etc.
- 3) Lack of comprehension of text etc.

B.Ed. students are tomorrow's teachers. They play important role in educational systems they must be able to face world of Liberalization, privatization and globalization. So, the need of improving their English Newspaper reading ability.

1.13.0 SIGNIFICANCE OF THE STUDY

The improvement of English Newspaper reading ability is very important. By this study researcher try to improve English newspaper reading ability of B.Ed. students by developing a programme. After this study of following benefits will come out which would be useful to B.Ed. Students.

1. Increase in vocabulary.
2. Knowledge of sentence structure.
3. It helps to understand different phrases.
4. It helps to understand meanings and frequently occurring words, phrases etc.
5. It helps to increase general knowledge.
6. It helps to use in day-to-day life.
7. It helps at time of practice-teaching and regular teaching etc.

This English Newspaper reading ability will also lead B.Ed. students towards successful life in the present competitive world, and therefore the significance of the present study.

1.14.0 TIME SCHEDULE

Proposal	-	3 months (August 2006 to October 2006)
Review of Literature	-	November 2006 to December 2006
Data Collection	-	4 months, (January 07 to May 2007)
Scoring, Analysis and	-	3 months, June 2007 to August 07
Interpretation	-	(September 2007 to December 2007)
Report writing and submission-		3 months (January 2008 to June 2008)