

## READING AND REFLECTING SKILL DEVELOPMENT PROGRAMME AND IS EFFECTIVENESS

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### Abstract

*The focus of this paper is development of a reading and reflecting skill enhancement programme (RRSEP). The skill enhancement programme has a strong theoretical base. It provides a standardized strategy to develop reading and reflecting skills. The effectiveness of the programme was tested at two levels – at attitude level and achievement level. The programme showed positive and significant changes at both levels. The success of this programme will certainly contribute in the professional development of teachers.*

**Key Words:** skills, strategies, text, teacher education



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### 1. Introduction to the Research

World civilizations involve some degree of reading. They grow and prosper due to the skill of reading. Every aspect of social life grows and progresses due to reading skills. From learning current events to enjoying literature, reading allows us every bit of it. An individual with very limited reading skills is called a functionally illiterate person due to the inability to accomplish basic things like filling forms or slips. Unemployment, receiving lower wages becomes inevitable due to this functional illiteracy.

The topic of developing a programme to enhance reading and reflecting skills is very debatable amongst researchers, yet there are evidences to show they are important for developing readership.

### 1.1 Theoretical Background of the Study

According to **Padmakar M. Sapre**, in his book entitled **Rewards of Teaching**, Researchers should recognize that theory need not always be the starting point for research. Analysis of practice also can be a useful approach to identifying research problems. None the less, the current research is based on the following theories:

**Table no. 1.1 Theory, Author and Research Relation**

Author	Theory	Research Relation
<b>Vygotsky (1962; 1978)</b>	Cognitive Developmental Theory	The goal of reflection is to develop higher order thinking skills. It's a process that consists of extended periods of thinking, linking new experiences to old ones to promote a more complex interrelated mental schema. During the designing of the intervention programme and its execution, central idea of all the above mentioned theories were kept in mind. This made the programme very effective and successful.
<b>Jean Piaget</b>	Constructivism	
<b>Gunning (1996)</b>	Schema Theory	
	Mental Modal Theory	
	Propositional Theory	
<b>Rosenblatt</b>	Transactional Theory	Transactions during reading and reflecting on text

### 2. Need and Importance of the Study

#### Need of the study:

The current study is needed to:

- Find out gaps between knowledge, self-practice and classroom implementations
- Make student-teachers understand the process of reading and reflecting
- Design a strategic approach to reading and reflecting on text
- Overcoming challenges in reading and reflecting on text

- To provide a ready to use programme to pedagogically untrained teachers in schools
- Ultimately improve the quality of school education

#### **Importance of the Study:**

- **Student-Teachers** will be well-equipped with new strategies to improve reading & reflecting skills in their students
- **Students** will benefit continuously and learning will become more meaningful to them due to improved critical thinking
- Better understanding of **All Subjects** will happen due to improved reading & reflecting skills
- **Language Development** will happen in the true sense because gaining fluency in reading is not the sole purpose of language but also learning to analyse inner meanings.

#### **3. Relevance of the Research:**

The current study is very significant because during the review of related literature it was observed that no such research has taken place in the Indian context. But studies on reading and reflecting text has been happening outside India for the past four decades at least. The inclusion of reading and reflecting text has been taken care of in the new B. Ed. Syllabus (2014), which signifies that there is a dire need for this topic to be thoroughly researched and a strong, wholesome programme to be developed that can be administered to all pre and in service teachers, if we as educators intend to develop students' capabilities in reading and reflecting.

#### **4. Statement of the Problem**

**"To Develop a Programme on Reading and Reflecting Skill and study its Effectiveness."**

#### **5. Operational Definitions**

- **Reading and Reflecting –**

The skill of decoding written or printed symbols loudly as well as silently and appropriately, comprehending it, thinking critically and actively analyzing, interpreting and representing any form of text.

- **Programme (RRSEP – reading and reflecting skill enhancement programme)**

For the purpose of the current study, Programme has been defined as a planned series of activities like reading to check reading speed, discussions to comprehend the text and reflect on it, skimming and scanning for key words and ideas in order to develop reading and reflecting on **text from academic and non-academic books of higher secondary level in English Language** for second year B. Ed. students studying in colleges affiliated to SavitribaiPhule Pune University.

- **Student-Teachers –**

Female and male second year students undergoing a teacher training programme in colleges of education under SPPU, Pune in the year 2018-2019.

- **Text in English Language –**

Written or printed text in the form of prose, poetry, pictures and graphical representations in higher secondary level academic and non-academic books related to science and humanities in English language.

## **6. Objectives of the Study**

- i. To develop a programme for improving reading and reflecting on English language text.
- ii. To test the effectiveness of the programme.

## **7. Assumptions**

- i. Student-teachers require a reading and reflecting skill development programme. (Hermida Julian, 2009)
- ii. Through guided reflection student-teachers can bring their beliefs about reading and reflecting to a conscious level. (Trujillo Pino Sandra Marcela, 2015)
- iii. Reading skills are not focused properly at school level. (Kamille Kay Q. Tamor,2017)

## **8. Null Hypothesis**

- i. There is no significant difference in the mean scores of attitude of the experimental group, after the administration of the RRSEP.

- ii. There is no significant difference between pre and post test scores of reading and reflecting skills of experimental group of student-teachers after the administration of the RRSEP.

**9. Research Methodology**

**a. Type – Multi Method**

- Product Development
- Experimental

**b. Objective wise Research Methodology:**

**Table no. Objective wise Research Methodology**

Sr. No.	Objectives	Research Method	Tools	Sample	Sampling Method	Statistical Technique
1.	To develop a programme for improving reading and reflecting on language text	Product Development Method for developing intervention	Intervention Programme	-	-	-
2.	To test the effectiveness of the programme	Experimental (Single group design)	40 marks Achievement Test, Attitude Scale	30 student-teachers out of 100 (30%) from one B. Ed. college in Pune city under SPPU	Purposive Sampling	Mean and 't' test

**Objective 1** was to develop a programme for improving reading and reflecting on text. For this product development method was used by researcher. The programme was based on the results obtained from the surveys.

**Objective 2** was to test the effectiveness of the programme. Researcher has used experimental research method. Experimental group had 30 student-teachers. Single group pre-test post-test was planned and conducted. After conducting pre-test the Programme on Reading and Reflecting Skills was organized for the experimental group with a systematic schedule. The post-test was conducted and the results were calculated by statistical analysis of the collected data. Comparison of pre and post text scores proved that the programme was very effective. Pre and post attitude of science-non-science and male-female students also showed a positive change in the mean scores.

**10. Variables**

- Independent variable – Reading and Reflecting text Programme
- Dependent Variable – Reading and Reflecting Skills of student-teachers
- Control Variables – Interest of student-teachers (interest can be controlled by motivating them so that it doesn't decrease and will be helpful if it increases)

**11. Experimental Design**

**The Single-Group, Pretest-Posttest Design**

O<sub>1</sub>    X    O<sub>2</sub>  
O<sub>1</sub> = pretest    O<sub>2</sub> = posttest

**12. Population and Sample:**

• **Population**

Second year Student-Teachers form B. Ed. Colleges under Savitribai Phule Pune University, Pune city.

• **Sample**

A sample size of 30 out of 100 student-teachers were received by purposive sampling method from one college of education as the experimental group.

**Table no. 12.1 Population and Sample**

Objective	Research Method	Sample Size	Sampling Method
2	Experimental (student-teachers)	30	Purposive

**13. Scope, Limitations and Delimitations of the Study:**

**a. Scope of the study**

- The conclusions and findings of the research are applicable to all student-teachers in Pune city.

**b. Limitations**

- The conclusions of the study depended on the responses given to the Achievement Test and Attitude Scale.
- The effectiveness of the skill development programme depended on the interest and ability of student-teachers to grasp and implement it.

**c. Delimitations**

- The survey was delimited only to B. Ed. Colleges under SPPU, Pune city.

- Study was delimited only to English language.
- Text was delimited to course books of secondary school level and non-course books were considered for the study.
- Text was delimited to science and humanities and in the form of prose, poetry, graphics and pictures.
- Student-teachers were delimited only to Second year B. Ed. Students.

#### 14. Tools For Data Collection:

i. **Achievement Test:** To test the effectiveness of the programme achievement test was designed based on reading and reflecting skills. It was a 40 marks test, 20 marks for reading test and 20 marks for reflecting test was given.

**Reliability and Validity:** Items in the test could be scored only on the basis of correct or incorrect response. So there was no ambiguity and objectivity was maintained

ii. **Attitude Scale:** A researcher made Survey Questionnaire to check the attitude of student-teachers about reading and reflecting on text was used. The attitude scale was designed on the basis of Likert's Co-relational Method to complete the objective. There were total number of 37 items on the scale. Attitude towards reading reflection scale reliability was measured. Cronbach's alpha for 39-attitude item were tested on the samples. Cronbach's alpha for student teacher 0.94. This is strong reliability coefficient, reliability coefficient of above .70 is accepted and considered as strong reliability. In the present Cronbach's scale alpha coefficient was .94 hence it is above the acceptable range.

iii. **Intervention Programme** for developing reading and reflecting skills in student-teachers of B. Ed. colleges under SPPU: The RRSEP was based on four types of academic and non-academic texts, namely – prose, poetry, pictorial and graphical representations. RRSEP constituted of strategies, skills and sub-skills of reading and reflecting on language text

**15. Procedure of The Reading and Reflecting Skill Development Programme (RRSEP)**

**Table no. 15.1 Procedure of The Reading and Reflecting Skill Development Programme (RRSEP):**

WEEK	DATE & DURATION	TOPICS COVERED	THEORY
1	3 <sup>rd</sup> -7 <sup>th</sup> Sept 2018 2 hrs. 5 days a week	Reading, meaning, aims and objectives, skills required, discussion and feedback, home assignment	Cognitive Developmental Theory Schema Theory Mental Model Theory Proposition Theory
2	10 <sup>th</sup> – 14 <sup>th</sup> Sept 2018 2 hrs. 5 days a week	Components of reading, variety of texts, types of reading, reader's capacity building, effective reading, fluency and accuracy, text forms	Constructivism
3	17 <sup>th</sup> – 21 <sup>st</sup> Sept 2018 2 hrs. 5 days a week	Reading development, stages of reading development, reading problems, reading difficulties, main reading difficulties	The dual route theory of reading, Psycholinguistic Grain Size theory, Translanguaging theory, Emergent Literacy theory, The Traditional Bottom-up view, Cognitive or Top-down Processing and Schema theory
4	24 <sup>th</sup> – 28 <sup>th</sup> Sept 2018 2 hrs. 5 days a week	Reading comprehension, comprehension skills, focus on key words, comprehension and retention strategies	Schema Theory
5	1 <sup>st</sup> – 5 <sup>th</sup> Oct 2018 2 hrs. 5 days a week	Reading proficiency, building blocks of reading proficiency, elements of reading proficiency	Schema Theory
6	8 <sup>th</sup> – 12 <sup>th</sup> Oct 2018 2 hrs. 5 days a week	Reading fluency, decoding, word recognition, long and short vowels, high frequency words, consonant blends, diagraphs, diphthongs, multi-syllabic words, contractions	Constructivism and Schema Theory
7	15 <sup>th</sup> – 19 <sup>th</sup> Oct 2018 2 hrs. 5 days a week	Reflection, meaning, reflection as a process, models of reflection	Schema Theory
8	22 <sup>nd</sup> – 26 <sup>th</sup> Oct 2018 2 hrs. 5 days a week	Strategies of reflection, skills of reflection with examples and teaching ideas	Schema Theory
9	29 <sup>th</sup> – 31 <sup>st</sup> Oct	Process of reflection, making	Schema Theory



	2018 2 hrs. 5 days a week	a good reflective thinker, work place reflections, personal reflections	
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## 16. Analysis And Interpretation Of Data

Researcher has explored the different strategies for the data analysis and its interpretation. Objective wise data analysis was presented with statistical tables. Null hypothesis was tested with the help of statistical functions like mean, S.D. and 't' value.

Objective wise findings and conclusions based on the statistical analysis given as:

### Objective 2: To test the Effectiveness of the RRSEP

**Table No. 16.1 Test of Normality:**

	N	Mean	SD	Shapiro Test	P-Value
Reading	30	13.40	2.53	0.612	0.317
RF	30	11.73	2.91	0.631	0.285
Total Scale Score	30	25.13	3.43	0.582	0.178

#### Observation:

From above table it can be observed that mean of total scale score for normality of reading and reflecting test was 25.13 and SD was 3.43. P-Value is 0.178.

#### Interpretation:

Shapiro-Wilk Test is used to test the normality of reading score data. P Value is greater than 0.05. Hence we can conclude that observations are normally distributed.

#### A. Effectiveness at Attitude level of student-teacher-

To test the effectiveness of the programme a group of thirty student-teachers was created and were given a survey questionnaire to check the attitude about reading and reflecting on text before and after the implementation of the RRSEP.

#### Pre-Post Comparison of Attitude score in Science and Non-Science Students:

**Table no. 16.2 Pre-Post Comparison of Attitude score in Science Students:**

Science	Mean	N	SD	SE	t-Value	P- Value	Result
Pre	109.00	7	22.32	8.43	8.320	0.000	Sig
Post	136.86	7	18.77	7.10			

**Observation:**

Table number shows that the pre-test mean of attitude of science student-teachers was 109.00 and post-test mean attitude score increased to 136.86. t-value was 8.320 and P value was 0.000, result was significant.

**Interpretation:**

Paired t-test is carried out to test significant change in pre and post test score. From above table we can interpret that, P-Value is less than 0.05. Hence, we can conclude that, there is significant change observed in pre-test and post test score. Mean value is significantly increased post-test.

**Table no. 16.3 Pre-Post Comparison of Attitude score in Science Students:**

Non Science	Mean	N	SD	SE	t-Value	P-Value	Result
Pre	101.83	23	11.58	2.42	20.435	0.000	Sig
Post	130.35	23	9.62	2.01			

**Observation:**

Table number shows that the pre-test mean of attitude of non-science student-teachers was 101.83 and post-test mean attitude score increased to 130.35. t-value was 20.435 and P value was 0.000, result was significant.

**Interpretation:**

Paired t-test is carried out to test significant change in pre and post test score. From above table we can observe that, P-Value is less than 0.05. Hence, we can conclude that, there is significant change observed in pre-test and post test score. Mean value is significantly increased post-test.

**B. Effectiveness at reading and reflecting test on English language text:**

**Table No. 16.4 Total Reading and Reflecting Pre-Test and Post-Test Comparison**

Total Scale Score	Mean	N	SD	SE	t-Value	P-Value	Result
Pre	25.13	30	3.43	0.63	8.532	0.000	Sig
Post	34.40	30	2.54	0.46			

**Observation:**

Table no. 4.87 shows mean of pre-test reading and reflecting score is 25.13 and mean of post-test reading and reflecting score is 34.40. SD in the pre-test was 3.43 and SD of the post-test was 2.54. t-Value is 8.532 and P-Value is 0.000.

### **Interpretation:**

Paired t-test is carried out to test significant change in pre and post-test reading and reflecting score. From above table we can interpret that P-Value is less than 0.05. Hence, it is concluded that, there is significant change observed in pre-test and post-test reading and reflecting scores. Mean value is significantly increased post-test.

### **17. Findings of the Research-**

**Objective no. 2:** To test the effectiveness of the RRSEP

- i. There is significant positive difference in the mean scores of attitude of the experimental group, after the implementation of the RRSEP.
- ii. There is significant positive difference between pre and post test scores of reading and reflecting skills of experimental group of student-teachers after the implementation of the RRSEP.

### **18. Conclusions of the research**

Following are the objective wise conclusions:

**Objective no. 2: To test the effectiveness of the RRSEP**

- The Reading And Reflecting Skill Enhancement Programme is effective to enhance knowledge about skills and strategies of reading and reflecting on language text.
- The RRSEP is effective in positively changing attitude about reading and reflecting on language text.
- The RRSEP is effective in solving problems related to reading and reflecting on language text.

### **19. Discussion :**

- Findings of the current study an intervention program indicate a positive change in the attitude of student teachers towards reading and reflecting skills.

Comparison of the pre-intervention and post-intervention scores also show clearly that is solid programme covering all skills, sub-skills and strategies of reading and reflecting need to be taught freshly to student-teachers. After testing the effectiveness of the programme it has been clear that the RRSEP has been very successful.

Milaghardan, R.H. (2016), designed, implemented and evaluated a set of strategies to enhance comprehension achievement in reading. Pandey, M.H. (2016), dealt with the idea of promoting critical reflection amongst inservice teachers. Pandey did so by modifying an existing tool.

Whereas, current research was done by preparing fresh tools and a fresh, all-inclusive intervention programme to improve the reading and reflecting skills on language text amongst student-teachers.

- According to the current research, mean scores have significantly increased in the post intervention test.

The intervention programme in the current study was based mainly on strategies of reading and reflection. Apart from teaching the strategies to student-teachers, they were made to practice them through various activities on reading and reflecting on text. It implies that apart from just gaining knowledge and understanding of reflective strategies and reading skills, it is important that they are practiced continuously and unconsciously.

KüçükogtuHiilya, 2012, Improving reading skills through effective reading strategies, *Procedia – Social and Behavioral Sciences* 70 (2013) 709-714. This study aims to study the effective reading strategies in order to improve reading skills in language classes. The study is an action research applied to a number of 14 students in an intermediate level integrated skills course. The main question of the study is, “would reading strategies help my students’ reading comprehension studies?” The results of the study indicate that the students had an improvement to a great extent have been tutored about the reading strategies.

Thus the practice given to the experimental group on usage of strategies of reading and reflecting on language text during the intervention programme have proved to be successful.

- The current study has established the need of a systematic programme to develop the reading and reflecting on text skills of student-teachers in particular and all students in general for better achievement in academic concerns.

Similarly, the above mentioned has been stressed upon by Hermida Julian, 2009, The Importance of Teaching Academic Reading skills in first year university courses, The international journal of research and review, vol. 3. This paper discussed the need of teachers to teach the proper reading strategies to help students use a deep approach in reading academic texts. The objective of the study is to evaluate students approach to reading by assessing the quality of their learning outcomes.

The post intervention scores have shown significant improvement thus establishing the success of the RRSEP.

## **20. Knowledge Contribution**

- The study will help find out problems faced by student-teachers in reading and reflecting text and providing solutions through the programme.
- If the programme proves effective, it will certainly help in improving the reading and reflecting skills in teachers, student-teachers and students.
- The study will provide directions and adaptable solutions on the techniques of reading and reflecting language text.
- The future professional will get an opportunity to be able to enter the globalized world which requires well prepared people.

## **21. Recommendations for further Research**

The current study is motivated by the fact that reading deficiencies are found at student-teacher level and there is tremendous scope to develop reading and reflecting skills in them. The intervention programme designed for the study can be used as is or be modified as per the target audience. Based on the findings of the study, the following recommendations can be made-

- To improve attitude towards reading and reflecting on text standup and extempore talk shows and competitions can be organized frequently within the college campus.
- Teaching the skills and strategies of reading and reflecting should be a part of compulsory subjects.

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