

***Developing Reading Skills through effective Reading Strategies on the
Lower Secondary Students***

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Abstract

The reading skills play an important role in the life of every person. English language is more difficult one for the second language learners. Especially school students find it difficult to understand. There are several activities that help students to read the text and it will help to enhance their comprehension, such activities motivate and activate student's schemata or background knowledge. Researchers have found that teaching the reading strategies is a key element in developing the comprehension skills of the students. Teachers need to prepare and plan how to design the effective comprehension strategies and knows how to teach these type strategies to their students. Therefore this study helps to improve reading strategies to the students. Researchers have to improve the reading strategies to student comprehension. Sometimes students are struggling to grasp the language classes. Teachers help their students to overcome the language barriers. These types of activity indicate that the students will improve to a great extent in reading strategies.

Keywords; Reading skills; Reading strategies;

Definition of Reading:

Language learning is a challenging and difficult process. It includes learning the language and its structure, vocabulary items, certain idiomatic expressions, and cultural aspects but also needed to expertise in the effective understanding and communicating in the target language. There are different skills required for learning a language but the major skills are listening, writing, and speaking. Listening and speaking are the receptive skills while the reading and writing are the productive skills are difficult to achieve.

Reading is the highly important receptive skills in language teaching and learning. There are lots of reasons to improve one's reading skills. First, in their daily lives, learners have come across many things to learn. Second one is the students in the research who are lower secondary schools students. They learn English for educational purpose; they will certainly have to read many books in their school.

Reading occupies the third position in four major skills of learning a language, there are:

1. Listening
2. Speaking
3. Reading
4. Writing

Seven Strategies of Highly Effective Students

1. Activating

"Priming the cognitive pump" in order to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from text.

2. Inferring

Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text.

3. Monitoring-Clarifying

Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups.

4. Questioning

Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering.

5. Searching-Selecting

Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information.

6. Summarizing

Restating the meaning of text in one's own words--different words from those used in the original text

7. Visualizing-Organizing

Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text.

Strategies for Developing Reading Skills

Strategies that can help students read more quickly and effectively

- **Previewing:** reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading.
- **Predicting:** using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension.
- **Skimming and scanning:** using a quick survey of the text to get the main idea.
- **Paraphrasing:** stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Scanning

Scanning means to read a text easily and locate specific information, including figures or names. It can be contrasted with skimming, which reads quickly, to get a general idea of significance. A learner looking to take reading tests requires rapid scanning of a text at population level to find out whether a series of statements about population statistics are true or false. The above techniques are learned in the classroom.

Skimming

Skimming is one of the tools that learners can use it to read more in less time. Skimming refers only for the seeking generals or major thoughts, and works best non-fiction content. With skimming, learners cannot read everything. Readers read only the essential things based on their intent. Skimming takes place while reading and enables students to search in additional information.

Importance of Reading

Dr. West says after an extensive study on second language pupil suggested that reading should be given the key place in the total scheme of the teaching English as a foreign language. Teaching of reading is important because reading denotes one's perception of the language. It helps in knowing about the occurrence around the world. The source of recreation is an activity of leisure hours one go through the books, journals, and magazines, etc. Reading is a good source of help for self education.

Before Reading

There are many activities students can do before read a text. It helps to enhance their reading comprehension. Teachers ones activate the student's background knowledge and schemata. These help to inspire their interest in the topic or prepare the text. This activity helps students what they find out already know about the topic and their shared ideas about the topics. Before reading anything the students will develop their interest in reading and concentrate in the work.

Words and Pictures

Listening skill is more important before reading and other skills. First students listen for what is inside the text, and find the concept. Show the images that are connected to the text and students work together to write down all the words they can see in the images or related to the images. Students improve their memory span and easily identify the words similar into helps for the images. Picture is remains the letters, words, sentence and what is inside the text; they were easily recalled the concept and the message. Then they change their piece of paper other group and write synonyms, antonyms, vocabulary or related letters, words in a different color next to the other groups words. This type of activity helps to improve words that might appear in the text and extents students' vocabulary.

Vocabulary

A typical vocabulary activity carried out after reading a text is 'Find the words in the means' Students look for words in the text for these synonyms or definitions. This activity can be taken one stage further by asking students to replace the words in the text with the synonyms and make the necessary changes to the syntax and grammar. This helps young students to develop their abilities in paraphrasing. But they typically learn the meaning of words through everyday experience and also by reading. Everyday students try to include new words and ideas. Sometimes telling jokes and playing word games, puzzle games, word building...etc are some if the funny way to build the skills.

Every day reading together with the friends it will helps to improve vocabulary. When reading aloud, find new words and define them. Teachers encourage their students to read alone. Even without hearing a definition of a new word. Teachers can many ways to help their students. They can choosing interesting words carefully and teach them give explicit instruction. They can motivate and encourage their students in communication process. And they can make learning vocabulary fun by playing word games in classroom.

Exercise for Eyes

This type of activity is one of important thing in reading, because students increase their eye-span or the number of words that reader can grasp at a glance. Students would know how to increase their reading skills and getting knowledge for the manuscript. The author Terry O'Brien says, there are two basic methods for improving the reading.

1. The first method stresses the training of eyes.
2. The second method stresses the training of the mind.

These are the two type methods are more helps for the students.

Increasing your eye-span

Try to see more within a glance. For example, a great cricketer sees not only the players in front of him but also those far to the around the ground and left and right. Good readers do the same. The author Terry O'Brien says "The biggest stumbling block" If students read moving the lips when they read, what happens? This slows the reading process to the pace of speaking.

Sample this

Word	by	word
reading	is	like
inch by inch	walking.	Unfortunately
many	of	us
do	this	since
this	was	the
way	we	learned
to	read	but

what is good
for the child
is disastrous for
the adult.

“Develop a rhyme and read smartly. Look out for the exercises which will show you how your eye works, how to increase your eye-span, and how to develop greater rhyme and speed in getting meaning from the printed page”.

Practice in small groups

The teachers forms a small learning group of six or eight or ten students and they are asked to stand in a circle in the class, In each group one bright learner (BL) reads aloud the words, sentences, paragraphs once or twice. The teachers given the small learning groups are only three to five minutes for practicing the sentences. After the time complete teacher asking question for the small learning groups and asks each student in the circle to go to another student. The author S. Thangasamy says “When the students finish whispering sentences in the small group, the teacher calls upon a few brighter students to say aloud the sentences that they **have just heard** and remember to the whole class” these type of activity more help to increase the reading knowledge.

Self Monitoring

Hanson (1996) views that the ability of a student to self-monitor his or her performance is a natural step toward becoming independent, which can only happen when students take responsibility for their own behavior and essentially become "agents of change". Furthermore, self-monitoring can be used both to assess where students are functioning academically and behaviorally and to improve academic or behavioral performance (Carr, Punzo, Rutherford, Quinn & Mathur, 1993).

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