

DEVELOPMENT OF A DIAGNOSTIC REMEDIAL PROGRAMME FOR ATTAINING LEARNING OUTCOMES IN BASIC READING AND COMPREHENSION FROM INITIAL LEVEL UP TO CLASS IV

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ABSTRACT

Reading, writing and counting /arithmetic are the base of the primary education. Through good reading skill students can learn everything, grasp everything. Due to good reading and comprehension skills positive effect can be put on other subject's achievement. According to various surveys and assessment programmes the primary level students are weak in this basic skills. Hence the aim of the present study was DEVELOPMENT OF A DIAGNOSTIC REMEDIAL PROGRAMME FOR ATTAINING LEARNING OUTCOMES IN BASIC READING AND COMPREHENSION FROM INITIAL LEVEL UP TO CLASS IV. " For that researcher prepared 40 hours basic reading and comprehension programme. The basic components of reading and comprehension were included in this programme. Forty –two (42) types of activities were constructed in this programme. The reading test and comprehension test were developed by researcher for the study to the effect of remedial programme on attaining learning outcomes in basic reading and comprehension from initial level up to class IV. This is an experimental study with an integration of quantitative as well as qualitative methods of interpretations. One group pretest-posttest design was accepted for this study. There were a pre-test, treatment and post-test and delayed post test for the experimental group. Various descriptive techniques were used for logical analysis and interpretation of qualitative data and t-test for quantitative data. Conclusions of the study suggested that the present Reading-Comprehension remedial programme was significantly effective for attaining learning outcomes in basic reading and comprehension from initial level up to class IV and sustainable too.

Key-words: Diagnostic remedial programme, learning outcomes

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INTRODUCTION

Education is the process of enhancement and development of human life. The beginning of formal education of child is from primary education. The base of holistic development of students is put on by primary education and then it can be strengthened by higher education. Reading, writing and counting /arithmetic are the base of the primary education. Through good reading skill students can learn everything, grasp everything. Due to good reading and comprehension skills positive effect can be put

on other subject's achievement. So it is required to give attention on this side in teaching- learning process. Great amount of attempts has been done to improve reading, writing and arithmetic in primary education. Yet, various surveys and assessment programmes point out this weakness. Children's University is also working for quality improvement of education. If Research based innovative methods and techniques and materials can be developed for the problem solving of reading at primary education level then it can be given new horizon to entire state

level education. Therefore the researcher needs to undertake a study in this area through children's University.

Significant of study

Language learning is most essential for formal education of the students. Due to proper knowledge of language student's interaction become easy and he/she can gain achievement in any field. They can solve difficult problems. For that reading is basic education. Reading skill is more important among four skills of language. It is the gate way of Knowledge consuming. Hence it is important for students to achieve reading skill from initial stage. Script and signs can be understood by reading, different punctuation mark can be understood, and comprehension can be doing through word and sentence form. Personality can be developed. Social communication becomes easy. Writing skill can be developed. It is necessary but nowadays students are weaker in reading at initial level up to IV. So they could not do reading comprehension. For their improvement in this area the Children's University needs to undertake a research. Through this study Children's University will contribute to the improvement of reading skill and reading comprehension level up to standard IV pertaining to the efforts of the Gujarat government. Reading and Comprehension programme can be useful for the text book writer to develop reading and comprehension techniques for initial level language books. The teaching-learning techniques of this reading

comprehension programmes will help the teachers for attaining learning outcomes of basic reading and comprehension. thereby it will prove helpful for their students.

Concept of Reading

Richard Anderson and the Commission on Reading (1988) define

“reading as the process of constructing meaning from written texts. Skilled reading is

constructive: *learning to reason about written material using knowledge from everyday life and from disciplined fields of study;*

fluent: *mastery of basic processes to the point where they are automatic so that attention is freed for the analysis of meaning;*

strategic: *controlling one's reading in relation to one's purpose, the nature of the material and whether one is comprehending;*

motivated: *able to sustain attention and learning that written material can be interesting and informative; and*

a life long pursuit: *continuous practices, development, and refinement. ”*

Thus, reading is a process of constructive, fluent, strategic, motivated and a lifelong pursuit. Reading means not only written sentences but reading of thought in it.

Characteristic of reading skill

Dechant (1964) remarks that it is quite difficult to give one comprehensive definition of reading that would suit everybody and thus there are as many

definition of reading as there are reading experts.

He has given eight characteristics of reading.

- 1) *“Reading is a sensory process”* By this he wants to say that the reader must have the sense of vision so that he / she could be able to react visually to the graphic symbols.
- 2) *“Reading is a perceptual process”* Here he wants to say that meaning does not exist in the text itself but it is the reader who brings meaning to the text in the process of reading comprehension. The process involves looking at the word, word recognition; meaning awareness, and relating the word to its context.
- 3) *“Reading is a response”* By this he means that in the process of reading, some responses are made by the reader to the printed words which include vocal and / or sub vocal muscular responses, eye movement, the critical and evaluative responses, reader’s emotional involvement and meaningful reactions to the text.
- 4) *“Reading is a learned response”* By this he means, reader must learn to respond to the reading; and it should be controlled by some sort of motivation and reinforcement.
- 5) *“Reading is development task”* By this he means that there should be a sort of readiness for reading in a learner. It is a task, and the required / specific skills should be taught to the learners to grow and develop reading in them.
- 6) *“Reading can be an interest”* By this he wants to say that, a teacher should develop a

kind of interest in his / her learners for reading so that successful comprehension could be achieved.

- 7) *“Reading is a learning process”* Here he describes reading as a medium of learning. According to him, reading helps in acquiring knowledge and develops the reader socially and intellectually.
- 8) *“Reading is communication”* Here, he defines reading as an active process of communication where there is a communication between a reader and a writer; and the communication can be a success only if the reader can make meaning from the printed page.

(Adapted from Dechant 1964:1-2).

Importance of Reading

Patel N. (2010) describes importance of reading

Script and signs may be understood.

Various punctuation signs can be understand.

Comprehension can be done through understanding of words and sentences.

Unfoldment of personality

Knowledge and information can be achieved.

Protection of Cultural heritage.

Social communication may be easy.

Development of writing skill.

Components of Reading

Learning Point Associates (2004) presents a review of the five essential components of Effective Reading Instruction, which is based on the report presented by The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000).

The components presented are:

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

Above all components are included in the present study.

Process and Product View on Reading

The two most important views for reading skills are the 'process' and the 'product' view of reading. Alderson (2000) gave a thorough description about the process and product views of reading. According to him the product is basically a result of the process of reading. And the process of reading means 'reading proper' (ibid, p. 3). In other words the 'process' of reading may be understood as a sort of communication between a reader and the text; where the reader is not only involved in the process of eliciting meaning out of the text, but also relates the text to his/her prior knowledge; gives judgment about the usefulness, theme and tone of the text and also counts the difficulty level of the text. The process of reading can be dynamic and varied for the same/different reader on the same/different text at the same/different time or with a same/different purpose in reading. "The process is normally silent, internal, private" (ibid, p. 4). Research in 'introspection' has identified various strategies that are used by good and poor readers in the process of reading. Researchers have also looked at the textual problems and the affective issues that arise for readers in the process of reading. Researchers supporting the

process view have suggested that the reading teacher should distinguish between the processing of good and poor reading among the students and when the students are able to understand the process thoroughly, they may be able to search out for other existing strategies which may help them. Thus through the help of different strategies a poor or an average reader can improve his/her reading. He/she can choose the appropriate way to approach the text. A good reader can watch his/her progress of reading comprehension process and can choose the appropriate strategy in order to be a successful reader. Thus the reading comprehension process is a complex process which involves various strategies to figure out the intended meaning from the text. Alderson (2000).

At the same time the product view of reading has not been set apart. It is always there in the light. In order to support the product view, it has been said that whatever be the process of reading, the outcome, that is, the product, will always come as the same. "What matters is not how you reach that understanding, but the fact that you reach it,or, what understanding do you reach" is more important (Alderson 2000:4).

In a second language reading class, students can be given certain tasks with a fixed outcome (product) and with some particular skill or strategy as a way/method (process) to achieve that outcome. Here the tasks are itself the purpose of reading and so should be closer to real life purposes. Such tasks motivate the students; generate their interest and take them into the real world, outside the class and also present a valid picture of the particular type of read-

ing. After analyzing the task, the teacher will come to know that whether it is the language of the text, or the task which is difficult for the learners or whether the learner's background knowledge is the factor, which influenced the reading ability. This means that both the process and product of reading are affected by the difficulty level, type, organization, genre and language in which the target text is written, by the learner's prior knowledge related to the subject/topic or theme of the text; and by the task itself (Alderson 2000). Thus both the process and product of reading checks the reader's efficiency and ability to read appropriately and reading comprehension may be viewed as a product of the reading process.

The attentions of earlier research and teaching have swung towards the product of reading because of the fact that the process of reading is a highly complex phenomenon and has variations. But then it was realized that variation may occur in product too as different readers have different background knowledge and experience. Meaning does not reside in the text rather it is created by the readers on the basis of their interaction with the text and their own background knowledge (Alderson 2000). This shows that readers' background knowledge and the knowledge of the target language affects the product of reading to a large extent. Now the question arises as to which interpretation/understanding the "product" is to be accepted. To this there are as many explanations as there are approaches. According to post modernists "all products are possible and equally correct, or that none are correct, and that the notion of correctness is inappropriate, or theoretically misguided" (ibid, p.6). Hence "the

problem remains, for researchers, theorists and test constructors alike: how to decide which interpretations are acceptable and which are not?" (ibid, p.6). Alderson (ibid) has tried to solve this problem by distinguishing between different levels of understanding / interpretation / product of a text. He calls upon the literal understanding as the least difficult product, the more deeper and difficult is to infer the meaning which is not stated directly in the text, and the most difficult is to approach the text critically; then to evaluate and so on. Here, he comes closer to Gray's (1960) concept of reading "the lines"; "between the lines"; and "beyond the lines". So for Alderson (ibid) both process and product are important aspects of reading and he views "reading as a process, or to examine the product of that process" (ibid, p.7)

Concept of Reading Comprehension

"Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message."

- Keith Rayner, Barbara Foorman, Charles Perfetti, David Pesetsky, and Mark Seidenberg (November 2001)

"Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics."

"It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences."

-Tompkins, G.E. (2011)

“Proficient reading depends on the ability to recognize words quickly and effortlessly.”

-Adams, Marilyn McCord (1994)

Types of Comprehension Strategies

According to Harvey and Goudvis (2000) there are six main types of comprehension strategies.

1. **Make Connections**—Readers connect the topic or information to what they already know about themselves, about other texts, and about the world.
2. **Ask Questions**—Readers ask themselves questions about the text, their reactions to it, and the author’s purpose for writing it.
3. **Visualize**—Readers make the printed word real and concrete by creating a “movie” of the text in their minds.
4. **Determine Text Importance**—Readers (a) distinguish between what’s essential versus what’s interesting, (b) distinguish between fact and opinion, (c) determine cause-and-effect relationships, (d) compare and contrast ideas or information, (e) discern themes, opinions, or perspectives, (f) pinpoint problems and solutions, (g) name steps in a process, (h) locate information that answers specific questions, or (i) summarize.
5. **Make Inferences**—Readers merge text clues with their prior knowledge and determine answers to questions that lead to conclusions about underlying themes or ideas.
6. **Synthesize**—Readers combine new information with existing knowledge to form original ideas, new lines of thinking, or new creations.

Students quickly grasp how to make connections, ask questions, and visualize. However, they often struggle with the way to identify what is most important in the text, identify clues and evidence to make inferences, and combine information into new thoughts. All these strategies should be modeled in isolation many times so that students get a firm grasp of what the strategy is and how it helps them comprehend text.

Interactive Process of Reading Comprehension

The ability to recognize words rapidly and accurately was then regarded as an important predictor of reading ability chiefly with younger L1 readers as well as for college level students. However, it was felt later that neither the bottom – up nor the top –down approach is sufficiently accountable for the reading process, and hence this resulted in the proposition of the interactive model which incorporates both the bottom –up (lower level) and the top –down (higher level) processing skills of reading. The credit of interactive model goes to Rumelhart (1977). According to Grabe, W. (1991:383) “interactive approaches can refer to two different conceptions,

- i) It can refer to the general interaction which takes places between the reader and the text.
- ii)refers to the interaction of many component skills potentially in simultaneous operation; the interaction of these cognitive skills leads to fluent reading comprehension. “..... reading is interactive; the reader makes use of information from his / her background knowledge as well as information from the printed page. Reading is also interactive in the

sense that many skills work together simultaneously in the process”

In this model every component in the reading process can interact with any other component, be it “higher up” or “lower down” (Alderson 2000:18). The reader uses different kinds of information from multiple knowledge sources which interact simultaneously.

Overall it concludes that reading involves both lower - level rapid automatic identification skills and higher – level comprehension / interpretation skills (Carrel 1988b, 1989a; Eskey and Grabe 1988; Rayner and Pollatsek 1989; Samuels and Kamil 1984; Grabe 1991).

Stanovich (1980) has introduced a model and has named it as an **interactive compensatory model**. In this model readers have an opportunity to compensate their weaknesses in one area by their strength in another area. For example poor/weak orthographic knowledge may be compensated by good / strengthful syntactic knowledge. These models were widely accepted as they gave innumerable range of models and also they “posit an interaction of a variety of processes” (Day and Bamford 1998).

Objectives of the study

- To construct reading test and reading comprehension test for standard 1,2,3,4 saperately
- To diagnose present competencies of reading and reading comprehension
- To develop programme for basic reading and reading comprehension skills
- To study the effect of reading – comprehension programme in reference to reading and reading comprehension learning outcomes
- To prepare guideline for basic reading and reading comprehension skills for teachers
- To develop teaching-learning material for reading – comprehension programme

Main Hypotheses

1. There will be no significant difference between the scores on the pre –test of Reading test std. 1,2,3,4 and the scores on the post-test of Reading test std. 1,2,3,4.
2. There will be no significant difference between the scores on the pre –test of Reading test std.1-4 and the scores on the post-test of Reading test std. 1 - 4.
3. There will be no significant difference between the scores on the post –test of Reading test std. 1-4 and the scores on the delayed post test of Reading test std. 1-4.
4. There will be no significant difference between the scores on the pre –test of Comprehension test std. 1,2,3,4 and the scores on the post test of Comprehension test std. 1,2,3,4.
5. There will be no significant difference between the scores on the pre–test of Comprehension test std.1-4 and the scores on the post-test of Comprehension test std.1-4.
6. There will be no significant difference between the scores on the post –test of Comprehension test std.1-4 and the scores on the delayed post test of Comprehension test std. 1-4.

7. There will be no significant difference in the post-test mean scores on Reading Comprehension test in the experimental group in relation to school type and gender.

Variables

1. Independent variables :
 - 1.1 Remedial programme for basic reading and comprehension skills
2. Dependent variables :
 - 2.1 Learning outcomes in basic reading and comprehension skills

Research Methodology

This is an experimental study with an integration of quantitative as well as qualitative methods of interpretations.

The one groups pretest-posttest design was accepted for this study. There were a pre-test,

treatment and posttest and delayed posttest for the experimental group.

1. Population

All the students studying in standard 2-5 in Gujarati medium primary schools of Gandhinagar city was the population of for this study.

2. Sample

A group of 30 students studying in Borij government primary school and 29 students studying in Prerana private primary school of Gandhinagar were selected as experimental group. Thus the total sample size was of 59 students. The sample was selected by 'convenient sampling' method. Both the schools are affiliated with Children's University as Vidyaniketan.

Table: 1 Sample size for experimental work

No.	School's Name	Std.-2		Std.-3		Std.-4		Std.-5		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	Borij P.school	01	07	02	01	04	05	05	05	12	18
2	Prerana P. school	06	02	06	02	06	00	04	03	22	07
	Total	07	09	08	03	10	05	09	08	34	25
	Total(B+G)	16		11		15		17		59	

3. Tools for the study

Tools for qualitative data :

- 3.1 Teacher's diary developed by the researcher
- 3.2 Observer's report developed by the researcher

Tools for statistical data:

- 3.3 Reading test developed by the researcher
- 3.4 Comprehension test developed by the researcher

4. Development of Remedial programme for basic reading and comprehension skills

Reading and review of related books on reading-comprehension skills & Educational methodology and related researches.

Selection of basic components of reading and comprehension based on expert's opinions and books and researches.

Adopted of an activity package for basic

reading and comprehension developed by Chaudhary H. at primary level.

Reformation of an activity package for reading and comprehension at secondary level.

Validation of an activity package for reading and comprehension through experts.

This was developed meticulously and carefully to achieve students basic reading and comprehension skills. It consisted exercises, pair work, group work, collective and individual activities, observation picture reading, discussion and questions, signs identity and make a pair, picture and word game, follow reading technique, word reading, sentence reading, paragraph reading, alphabet reading, word construction, pictures, songs and poems, games, tablet games, synonymous word, questions on sentence, fill the blanks and stories and questions. It was based on the practical aspects of reading and comprehension skills components at conscious cognitive and affective level. The package included print and interesting visual materials. It was validated by experts and a sample testing in the classroom. The programme contained 42 types of activities in total and 25 periods of 90 minutes.

5. Implementation of Remedial programme for basic reading and comprehension skills

The study was conducted under two major parts. First was development of the programme and second was its implementation. The implementation also intended for quality

improvement of the programme. The programme was implemented in two primary schools at the same time. So there were two experimental groups. The experimental groups consisted of boys and girls students of standard 2-5. Based on the pre-test of Reading and comprehension, the poor boys and girls in reading and comprehension skills from standard 2-5 were selected as a sample. The implementation started from 12 August 2014 and completed 16 October 2014. The execution of whole programme consumed 40 hours. The programme was implemented by two ladies teacher in both the schools. Both the teachers were worked in two different groups. One group consisted of slow learners and second group was fast ahead in learning. After the implementation of remedial programme, the post-test was conducted on sample. Two month later delayed post-test was also conducted.

6. Data collection

Multiple techniques were used for data collection to catch wider view of the reality. The data collection work was done throughout the study, i.e. before, during and after implementation of programme. Various tools and techniques were used for quantitative and qualitative data collection. They are as under:

1. Teacher's diary - Qualitative data
2. Observer's report - Qualitative data
3. Reading test – Quantitative data
4. Comprehension test – Quantitative data

7. Data analysis and Interpretation

Various descriptive techniques were used for logical analysis and interpretation of Qualitative data. Moreover verbal and non verbal expressions were taken in to consideration for interpretation. The following techniques were used for data analysis.

Techniques for qualitative data analysis :

Language analysis

Content analysis

Analysis of likes and dislikes

Non verbal expression i.e. gestures,
body expression, face expression

Techniques for quantitative data analysis :

The hypotheses were tested with the help of the t-test.

Table-2 Effect of Reading –comprehension remedial Programme on scores of Reading test in different level in experimental group

Std.	Test	N	score	Mean	Std. deviation	Df	Co-relation	T-value
1	pre-test	16	21	7.56	3.14	1.39	0.86	4.40**
	post-test	16	21	13.68	8.04			
2	pre-test	11	20	0	0	1.90	0	3.33**
	post-test	11	20	6.36	6.32			
3	pre-test	15	15	3.06	3.41	0.65	0.71	8.20**
	post-test	15	15	8.46	3.04			
4	pre-test	17	15	0.41	1.17	0.60	0.27	9.11**
	post-test	17	15	5.88	2.52			
1-4	pre-test	59	71	2.94	3.89	0.55	0.72	10.43**
	post-test	59	71	8.74	6.15			
1-4	post-test	59	71	8.74	6.15	0.72	0.77	0.08
	de. post-test	54	71	8.68	5.24			

** 0.01 level significant

Table-2 suggested that obtained T-value of std. 1,2,3,4 and 1-4 is significant at 0.01 level. The mean of post-test is higher than the mean of pre-test. There is no significant difference between the mean

of post-test and the mean of delayed post test. It shows that the effect of Reading-comprehension programme remains for long time. It means it is sustainable development about reading skills.

Table-3 Effect of Reading –comprehension remedial Programme on scores of Comprehension test in different level in experimental group

Std.	Test	N	score	Mean	Std. deviation	Df	Co-relation	T-value
1	pre-test	16	15	0.25	0.77	1.11	0.27	5.41**
	post-test	16	15	6.31	4.62			
2	pre-test	11	17	2.09	2.21	0.95	0.37	1.92**
	post-test	11	17	5.45	3.23			
3	pre-test	15	20	3.73	3.86	1.78	-0.10	2.65**
	post-test	15	20	8.46	5.13			
4	pre-test	17	22	2.64	3.46	1.12	0.05	5.22**
	post-test	17	22	8.52	3.29			
1-4	pre-test	59	74	2.16	3.10	0.64	0.12	8.01**
	post-test	59	74	7.30	4.24			
1-4	post-test	59	74	7.30	4.24	0.65	0.32	2.99**
	de.post-test	54	74	5.35	4.25			

** 0.01 level significant

Table-3 suggested that obtained T-value of std. 1,3,4 and 1-4 is significant at 0.01 level. The mean of post-test is higher than the mean of pre-test. There is no significant difference between the mean of pre-test and the mean of post test of std. 2. It shows that the effect of Reading-comprehension programme on std.2 is no more. It should be improved for std. 2. There is significant difference

between the mean of post-test and the mean of delayed post test of std. 1-4. The mean of post-test is higher than the mean of delayed post-test of std. 1-4. It shows that the effect of Reading-comprehension programme is no more for a long time. It means the activities of comprehension should be improved.

Table-4 Effect of Reading –comprehension remedial Programme in reference to school type and gender

Variables	Test	N	Mean	Std. deviation	Df	Co-relation	T-value
School Type	Gov.	30	17.4	8.27	2.48	-0.23	1.10
	Private	29	14.65	8.89			
gender	Boys	34	14.21	8.44	2.18	0.02	1.98*
	Girls	25	18.56	8.36			

* 0.05 level significant

Table-4 suggested that obtained T-value of school type is not significant. It means Reading-comprehension programme works on both the type of school government as well as private school is same. There is significant difference between the mean of Boys and the mean of Girls. It shows that the effect of Reading-comprehension programme is more on

girls than boys.

Findings of the study

Findings on the bases of statistical data analysis

1. Reading-Comprehension remedial programme is effective for attaining learning outcomes in basic reading from initial level up to class IV and sustainable too.

2. Reading-Comprehension remedial programme is effective for attaining learning outcomes in basic reading-comprehension from initial level up to class IV. The sustainable development comprehension activities should required more practice.
3. There was no significant difference between the post-test mean scores of government school and private school. Reading-Comprehension remedial programme works on both types of schools with the same intensity.
4. There was significant difference between the post-test means' scores of Boys and Girls. The post-test means' scores of Girls is higher than that of boys. Reading-Comprehension remedial programme works more on Girls than Boys.

Findings on the bases of qualitative data analysis

1. It can be said on the basis of the teachers' note that the Reading-Comprehension remedial programme is very effective on students of standard 2-5.
2. Students like most of activities of Reading-Comprehension remedial programme. Students had a very positive feedback on majority of tasks. Students' reading interest grows up.
3. It can be said on the basis of the teachers' note that the method of learning – reading and comprehension during the programme was very good.
4. Students were doing good reading through follow/further reading.

5. Different physical-mentally typical students can also achieved learning outcomes of reading and comprehension through this programme.
6. Reading and Comprehension related unexpected result was found in students through different techniques of programme.
7. Continuous practice and revision became helpful in learning at initial level
8. It can be said on the basis of the teachers note that teachers also felt happiness during the teaching-learning process because of interesting and varieties of activities of the Reading-Comprehension programme and their different abilities were also developed.
9. Students learnt without fear and happily due to free classroom atmosphere and students teachers relation became soulful.
10. Students could learn better in peer and group learning.
11. Students felt difficulty in acquaintance and utterance of similar type of alphabets and complex words, fill in the blanks in sentences, sentence construction, sign pictures and some activities of comprehension.

Conclusion

Reading and Reading comprehension skills are very important skills during entire education and whole life. The present study has tried to strengthen these skills centering upon the initial level up to standard IV's students of Gandhinagar city. On the basis of these findings and its analysis we can say that reading and reading comprehension skills can be developed through

this remedial programme from very beginning stage of formal education in language weaker students also. Moreover the study also suggested that different teaching – learning techniques should be developed for reading and reading comprehension skills and they should be applied in classroom teaching.

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