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“A Study on Teachers’ Readiness to Use Innovative Methods While Teaching
Reading Skills in Sarvajanika P.U.College, Channapatna.

Abstract

India is the second fastest growing economy in the world and now India as a nation is at an advanced level in the minds of the people of other countries, commanding great respect among other developing nations. In recent scenario, India has made and showed its importance to other countries all over the world and day by day its quality of importance is increasing and therefore, now it is more identifiable nation in the world. The present research article aims to provide a detailed account of the evolution of language forms, its origins, as an object of study, and strategies of language teaching in Sarvajanika P.U. College in Channapatna. The teaching learning process is a dynamic process and therefore it keeps changing as the civilization demands. The teachers keep reforming and reapplying their knowledge in order to keep abreast with the changing techniques. An attempt has been made in this research article to suggest ways and means to improve teaching of English in changed conditions of today. The problems related to methods, approaches, reading, writing, listening and speaking skills, teaching of prose, poetry and grammar, testing and evaluation systems, have been discussed in the background of present situation.

Keywords: deficit, reading strategies, Innovative Methods.

Introduction

Teaching is highly regarded and widely used in the non-English speaking countries as an approach to develop English as a second language. Teachers can sometimes adopt some new techniques to their teaching methods. They can bring some books written in English as

par the students' interests. Students will get motivated thus, and pick books according to their own wish. It is a good way to improve their reading skills. For the writing skills teachers may ask them to write on any interesting topic they wish. In this way they will get motivated towards writing also. Before doing these, teachers need to identify the students' weaknesses towards learning a foreign language.

There are number of teaching methods. Everybody has their own way of teaching English language. Learners mind will never be static it is ever growing and ever changing. Whatever the teaching methodology can be, but teaching must be learners centered. It is said that lesson itself is not interesting; in fact, it is teacher who makes the lesson enjoyable using various teaching methods that fascinate the students. Students not only learn the lesson effectively but activity based knowledge further enhance their ability to solve real life problems, and enrich their understanding at highest level.

For practical purposes such objectives need to be set within a framework which allows English departments to plan their work in some detail. It is not possible or desirable to make such subdivisions into wholly separate, watertight compartments. In teaching and learning they are very closely interdependent: pupils will, for example, talk and read in preparation for writing; they read what others have written; and they write about what they have heard or watched in performance. In particular, talking and listening are so intimately linked that some English syllabuses treat them as a unity called oral skills or, simply, talking. The texts which teachers use need to be suited to their readers' interests and stages of maturity.

Problems students often encounter with reading and writing in English

It has been observed that students face many difficulties while using English as a foreign language in reading and writing. These difficulties include lack of vocabulary, lexical inefficiency, weaknesses at sentence level, language inaccessibility, poor reading skills, fear of writing, lack of interests, lack of schemata, and so on. Dechant (1982: 73) has expressed the same opinion and stated that achievement in reading is dependent "upon the pupil's motivational readiness, and poor reading or reading and writing failure may be caused by lack of interest." He (p. 79) has also mentioned another cause of failure and explained that difficulties in adjusting to a new environment, poor parent-child relationships, lack of encouragement from home, negative attitudes of parents to learning in general' etc. 'may all

lead to failure'. This is why innovative teaching techniques should be used in order to develop the overall situation and generate new ideas for reading and writing skills.

Lack of vocabulary

It is the most mentionable cause of students' poor reading and writing. Students from primary level to even higher level are suffering from this problem. Almost in every sentence they come across new words. This inadequate vocabulary makes them fall at each sentence, and soon they begin to lose their patience in reading. It destroys their language learning ability. Long and complex structure of sentences often cause reading barrier for most of the students. Students of primary level often fail to understand the proper subject-verb relationship in a long or complex sentence. To solve this problems of the students they must asked to use dictionary while reading.

Words having multiple meanings

Students are often unable to adopt the right meanings. Sometimes, they do not understand any meaning at all. As a result, they develop a negative impression about the text, or even about their ability to read and write.

Lack of concentration

It is another mentionable reason for students' poor reading and writing skills. Shaw (1959) stated that "Comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading, or they cannot hold their attention for a long time due to their lack of practice and patience. The situation results in the frustration and unwillingness, and prevents them to read further which causes in inefficiency in writing skill also.

Improper classroom activities

Teachers are also responsible for students' poor reading and writing skill. In India students get little or no opportunity to read and write themselves at their primary level in schools. Most of the schools are focusing memorization at this level. Lesson plans are not focused

enough to develop reading and writing ability properly in the class. So, the students should be allowed to come with interesting topics and materials in the class and the lesson plan should allow the students to be creative and thoughtful.

Classroom procedure

Is teacher centered at the primary level in our country although the communicative teaching method was introduced in the country 20 years ago? Guardians of the children still are not positive towards student centered classroom activities where student will participate actively and the teacher will encourage only.

Statement of the Problem

It has already been stated that this research article seeks to investigate the problems students face during their reading and writing in English as a foreign language, examines the actual state of teaching of reading and writing skills at the primary level in India, find out the extent to which Innovative Teaching Techniques are implemented in the teaching of reading and writing skills in India. The study also tries to know whether the English syllabus at the primary level is providing the teachers with the right to use new teaching techniques or not. It will also examine the level of using innovative teaching materials in the classroom. So it's a great concern that the teaching techniques adopted by the teachers are helping the students to improve their reading.

Objectives

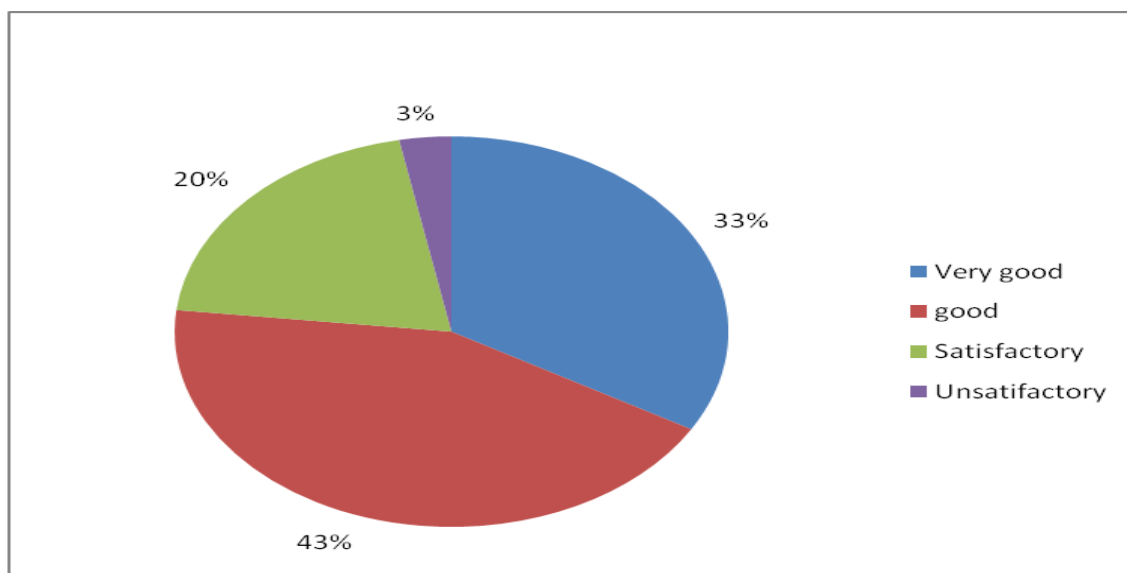
- Do the reading components of the English syllabi provide the teachers with the right to use their own teaching techniques?
- How far the Innovative Teaching Techniques helps the students to improve their interest in reading in the classroom?
- To what extent the Innovative Teaching Techniques are being implemented on the students by the teachers

Methodology

The methodology of the study and discusses issues pertaining to the nature of the study, theoretical framework, data collection procedure, and data analysis procedure. To conduct this research a questionnaire had been prepared; the questionnaires do not include any ambiguous words, double- barrelled questions, and bias. To obtain the information, questions are designed in simple way to elicit the genuine data and in non-threatening way. While designing questions for the questionnaire survey, respondents' intelligibility and their level of vocabulary have been considered. To make a purposeful questionnaire, the researcher has taken care of it sincerely. And after the questionnaire was circulated, group discussion was conducted to know the actual perception of the students.

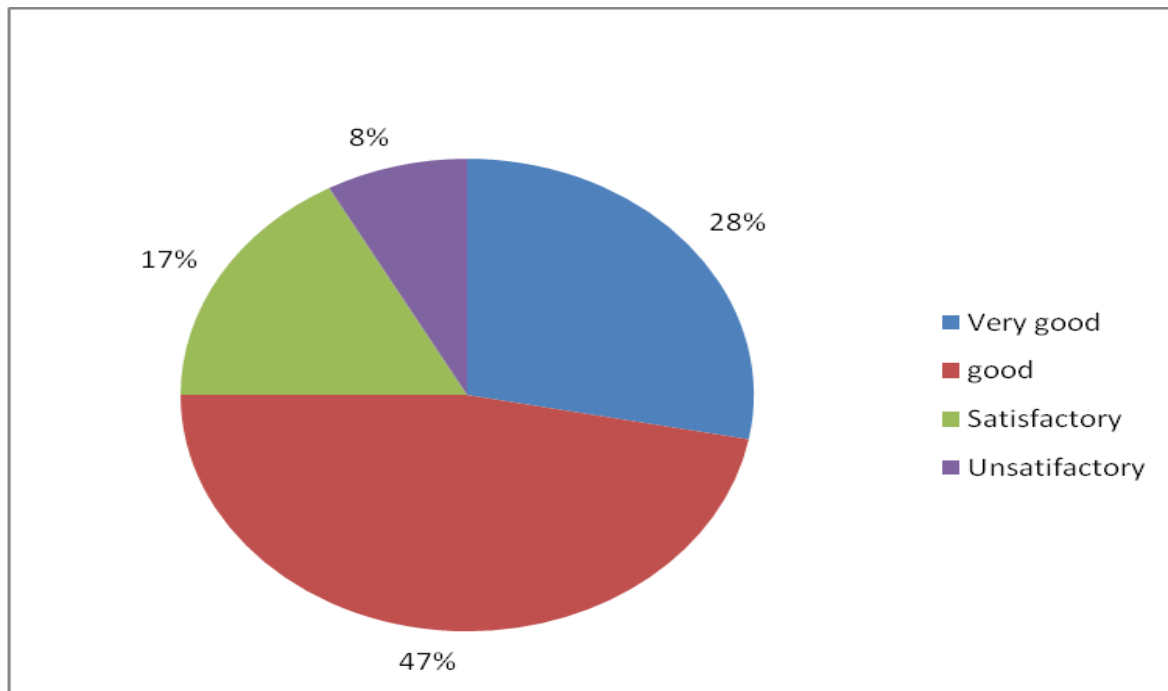
Findings

This research gives a detailed analysis of the data collection and the interactions done with the teaching faculty members in the given sample. The graphs clearly indicate the metrics provided by the teachers self analysis and thus contributes on their readiness to teach Reading skills.



In the above chart the teacher's opinion in Sarvajanika P.U College, Channapatna is represented. It was found they felt about that Classroom teaching strengthens the desire to

learn. Out of 20 teachers surveyed, 33 % of teachers were felt they strongly agreed with question and remarked very good, 43 % of teachers also agreed with the concept and gave good, 20 % of teachers disagreed with the fact of classroom teaching strengthens the desire to learn and marked satisfactory and there were 3 % of teachers who could not decide on the concept and marked unsatisfactory.



According to the study it was found that the teachers in Sarvajanika P.U. Collage Channapatna , It is good that attitude of students is given importance in creating innovative methods. . Out of 20 teachers surveyed, 28 % of teachers were felt they strongly agreed with question and remarked very good, 47 % of teachers also agreed with the concept and gave good, 17 % of teachers disagreed with the fact of it is good that now a day's attitude of students is given importance and marked satisfactory and there were 8 % of teachers who could not decide on the concept and marked unsatisfactory.

Conclusion

The purpose of education is to make good, independent and active thinkers and learners. A blind cannot lead a blind. In order to develop our present condition of reading and writing in our classroom, our teachers should be given the knowledge and training of the philosophy of education, teaching methods and approaches properly. The knowledge of education not only

gives us knowledge, skills and values but also gives us the power to create and discover things in the world. But this creativeness that already exists in humans are not practiced or given importance nowadays. This is a crucial truth in India. The innovativeness in teaching reading are hardly seen in the primary schools in India. As a result the students are suffering from severe tension with learning English.

The present study refers to the needs of reading and writing skills for the students of India and finds out that students are weak in reading and writing and fully lack their interest in these two major tools of learning. The teachers are not trained properly and it seems that they only come to this profession to earn money. At the same time the study has also proved that the teachers and teaching methods are mostly responsible for the students' poor proficiency in reading and writing. The problems of the students regarding reading and writing are multifaceted. The study has tried to identify these problems and examine the nature of the present teaching process in our country in some details. The study helps to get some insights into the weaknesses of our teaching system and think of some Innovative Teaching Techniques that are found in modern approaches to teaching reading and writing that are currently in use in advanced countries with success. The recommendations of the findings of this study discussed earlier in previous chapter should be taken into careful consideration, and steps should be taken to implement those in our classrooms. If implemented, it is expected that the state of the teaching and learning of reading and writing skills in our country will improve remarkably.

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