



## DEVELOPMENT OF A PROGRAMME FOR DEVELOPING THE SILENT READING OF THE 5TH STANDARD STUDENTS AND STUDY OF CORRELATION BETWEEN SILENT READING ABILITY AND SYMBOLIC COGNITION

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### **Abstract:**

*Language is not just a subject for study; so it is a medium for studying all subjects. To master a language, it is important to master the basic skills of the language. Reading skill is important skill to acquire knowledge, so the program was developed to develop silent reading ability and its effectiveness was studied.*

*Students of class 5 were selected to implement this program. The main reason is that class 5th is the last class at the primary level. Up to this level the student is expected to master the silent reading ability, but the reality is different. A number of surveys have shown that even students at the upper primary level cannot read, and this was noted in the 2005 Education Commission.*

*In the present research, it has been seen after the implementation of the silent reading ability development program was effective for 5th std. students. As the letters in the language are symbols indicating the meaning of the word, the correlation between symbolic comprehension and silent reading ability was studied and the correlation was also found to be positive*

**Key words:** *silent reading ability, symbolic cognition, self learning material, program*

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### **Introduction**

Reading is an acquisition skill. Mastery on this skill is need of knowledge. Considering this necessity, this study will have undertaken to develop the reading ability among the students. In this study self learning material will develop for 5th std. students. Co- relation between silent reading ability and semantic cognition will have also studied.

Experimental method will use for this study. Incidental sample will select for implementation of the program and Non –equivalent control group design will use.

**Selection of research problem:-** According to knowledge commission student become knowledge worker, who can create and re- create knowledge. For that he must have a stock of experience, the development of linguistic skill and communication skill to contact the outer world.

Students get experience through language. Language is a medium through which knowledge is constructed. So it is necessary to develop basic linguistic skills of the student; such as listening, speaking, reading and writing at the primary level only.

Abilities of expression, such as speaking and writing depend upon the listening and reading abilities. Reading is

the first formal basic ability. In National Curriculum frame work 2005, reading is considered as a general ability. It is also major device of acquiring knowledge. Therefore, this study intends to develop a programme for the development of silent reading ability of the student.

#### **Review of related Research:-**

➤ Experimental studies for developing silent reading ability

#### **Ph.d. Level studies in India:**

There are only three experimental studies related to reading Marathi. Deshpande Vasant (1973) developed a programme to teach reading to beginners. Bhishikar L. (1980) developed a training programme for developing silent reading ability of 8th std. students'. Implementation of this training programme proved that significant role of intelligence in the acquisition of reading skill. Aher M. (2010) developed silent reading programme for developing silent reading ability of 7th std. students'. Implementation of this programme proved that there is co-relation between silent reading ability and verbal intelligence.

Kotgira (1981) developed an auto instructional course in English for 11th std. students. Two experimental study have been done in Gujarati language for developing silent reading ability by Shelat M.H. (1984) for 6th studnts and By Kachhia M.J. (1986) for 5th Std. students. All these programme were successful in developing silent reading ability of the students.

#### **Aboard:-**

Shelly Tremblay, john and Authelet Ann. (2007) prepared a programme which included D. Code, word memory, and comprehension power for 2nd std. students. Authelet, Ann. (2007) prepared programme which included word memory, reading around words, comprehension power for 4th Std. students.

Solon Harold , A Shelley- Tremblay John, Larsen S. and Mounts J. (2006 ) studied the relationship between students reading ability .

Hülya Küçükoğlu (2013) prepare strategies for improving reading skill for 4th std. student and researcher have found that teaching reading strategies is a key element in developing student comprehension, it is an action research.

#### **Survey related to factors affecting silent reading ability:-**

English language: - Alavandar R. (1992 found that there are sex difference in silent reading ability.

Hindi Language: - Agrawal (1981) studied reading ability in relation to certain cognitive and non- cognitive factors such as – study habits, academic achievement and parental ideal-self. Gaur P.K. studied economic status, educational background of the parts, students' intelligence co-relation with reading speed comprehension and vocabulary of students.

#### **Studies on standardization of tool for measurement of silent reading ability:**

Khanapurker U.H. (1984) standardized a test in Marathi, for measuring 7th std. students silent reading ability with comprehension. Ahuja and Ahuja Pramila (1988) standardized test for measuring silent reading ability of 8th 9th and 10th std. students.

**Title: - Development of a programme for developing the silent reading of the 5th standard students and study of co- relation between silent reading ability and symbolic cognition.**



**Functional definitions of important terms:**

**Silent reading ability:** Reading in mind without making any audible sound with total comprehension of the intention of the writer (Reading ability measured in terms of mean-gain score on pre test and post .Both tests were developed by researcher)

**Symbolic cognition:** - Scores on symbolic cognition tests in PRAJNAMANKASOTIMALA based on Guilford's structure of intelligence theory and developed by Jnana prabodhini.

**Programme :-** A special programme of 50 session, was developed by researcher including inputs for expanding visual capacity, cognition of letter, word, phrases, proverbs, passage , poem, maps and graphs,

The Steps in implementing the programme were –

- Orientation
- Guidance
- Providing self study material and
- Practice to the students

**The student in 5th std.:** 5th standard students in Marathi medium school.

**Effectiveness:** - Effectiveness of silent reading programme means positive difference in mean-gain scores on post-test as compared to that on pre-test of silent reading ability.

**Objectives:**

1. To develop pre and post test (Both will parallel to each other)
2. To develop programme for developing silent reading ability of 5th std. students
3. To study effectiveness of programme.
4. To study co-relation between silent reading ability and symbolic cognition

**Hypothesis**

1. There will be significant difference between mean-gain scores on pre –test and post -test of control and experimental groups.
2. There will be positive co-relation between students' silent reading ability and symbolic cognition.

**Need of the study:-**

The student has to acquire knowledge through reading, for learning to know. Hence it is essential to develop his silent reading ability. Surveys bring out that some students from 4th Standard cannot read. This reading inability of the student is the one of the reasons for failure and drop out. National curriculum framework (2005) mentions that there are only two studies on teaching reading skill in India. Dr. Swarnlata Bhisikar (1980) had developed a training programme for the development of reading ability of the 8th std. students. And Dr. Meena Aher had (2011) developed a training programme for the development of reading ability of the 7th std. students. There is only two research work done on this topic. There is need to do research on this topic.

**Method of research:**

**Design:**

Considering the objectives of the present study used experimental method and used following design.



### **The Non- equivalent control group:**

Non- equivalent control group design was used for testing effectiveness of the self learning programme.

### **Variables:-**

#### **Independent Variables:**

1. Silent reading programme which was develop by researcher for 5th Std. student.
2. Symbolic cognition (was consider at the time of data analysis)

#### **Dependent variable:**

1. Silent reading ability of 5th std. student

#### **Control variables:**

1. The same pre-test and post test of silent reading comprehension administered to experimental and control group.
2. Symbolic cognition tests were same for both groups.
3. All the tests were administered to both groups with uniform procedure.

### **Sampling:**

Sample was selected through incidental sampling method

66 students in Marathi medium school: - 33 in experiment group and 33 in control group

### **Data Collection Tools:-**

Pre-test and post- test which were developed by researcher and symbolic cognition tests (developed by Jana prabhodhini)

### **Utility of the study:-**

1. A systematic and well planned programme would be available for developing silent reading ability of 5th Std. student for teacher of mother tongue.
2. This programme will guide the parents to develop silent reading ability of their children.
3. This self learning programme will help the student develop independently silent reading ability.

### **Scope of the Study:**

- Present study will be helpful for teacher to develop silent reading ability of 5th Std. students in Marathi Medium School.
- Present study will be helpful for 5th students of Marathi Medium School to develop their silent reading ability

### **Delimitation**

Present Study delimited to the following factors.

1. The sample confined to only 66 students of std. 5th
2. The Present study only be conducted in the Marathi Medium School which selected by the researcher
3. It confined to Pune District

### **Limitations**

1. The sampling design that of convenience

Verification of Hypothesis 1:-

**Null hypothesis:** - there will be no significant difference between mean-gain scores on pre –test and post -test



of control and experimental groups

**Table No 1.**

‘t’ value on pre-test of silent reading ability of experimental and control group

Groups	No. of student (N)	Mean of Mean gain score $X_1, X_2$	SD	Df= $N_1+N_2$	‘t’ Value
Experimental	33	28.02	7.74	64	21.36
Controlled	33	01.76	4.34		

As shown in the above table, the mean of the of mean gain score of the experimental group is 26.26 higher than the mean of mean gain score of the controlled group. The ‘t’ value was calculated to see if the difference between the means of mean gain score of the experimental and the controlled group was statistically significant. ‘t’ value = 21.36 and degree of freedom (df) is =  $N_1+N_2-2=64$ . The value of ‘t’ at 0.05 level is 1.67 and the value of ‘t’ at 0.01 level is 2.31 for a one tailed test means the value of obtained ‘t’ 21.36 is higher than the value of ‘t’ at the level of 0.01 therefore accepted research hypothesis .

**Verification of Hypothesis 2:-**

Null Hypothesis: - There will be no positive co-relation between students’ silent reading ability and symbolic cognition.

**Table No.2**

Product movement Co-relation between mean – gain scores of silent reading ability and mean scores of symbolic cognition tests of students from experimental group

Group	No. of students	Sum of deviation from mean-gain score	Sum of deviation from mean gain on symbolic cognition tests	Product movement correlation
Experimental	33	62.57	1.13	0.77

As per above table 2 Product movement Co-relation between mean – gain scores of silent reading ability and mean scores of symbolic cognition tests of students from experimental group (r) += + 0.77

Refer Person’s co-relation to verify whether this Product movement Co-relation is real:-

For df’  $N-2 = 31$ , the value of ‘r’ at 0.05 level is 0.361 and at the level of 0.01 it is 0.463, so the obtained ‘R’ 0.77 is greater than the value of at 0.01 level . Therefore Accepted Research Hypothesis. Now we can say that there are positive correlation between silent reading ability and symbolic cognition

**Finding:-**

1. The program developed for the development of silent reading significantly increased the silent reading ability of the students in the experimental group, which means that the program developed by the researcher was effective.



2. The correlation between the increase in silent reading ability and the score on the symbolic cognition test was found to be significant; therefore there is a correlation between silent reading ability and symbolic comprehension.

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