

STUDY OF STRATEGIES FOR ENHANCEMENT OF READING SKILLS: PERCEPTIONS OF PRIMARY SCHOOL TEACHERS

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ABSTRACT

This study investigated that Pakistan Reading Project (PRP) investment the reading technique of the native language in early grade of primary schools of Sindh. The study aimed on requiring that to establish the objectives; to investigate the reading skills of students in class one; to assess the students reading components of class one reading-comprehension: To evaluate the students understanding in the readings facilitated from the teacher. A sample of twenty five senior primary school teachers. A population selected of 100 senior primary school teachers for respondents to randomly (sampled) in study. The data were collected on using questionnaires on special statics on SPSS software and analyzed. In the findings, the study concluded of reading techniques in students, which reading components' support in provision requirements for free primary education program. Finally, the study recommends that the government should offer continuous teachers on teaching skills in management to keep in all primary schools with grade one to two of early age in effectively reading.

Keywords: Pakistan Reading Project, reading technique, native Languages, availability of resources.

INTRODUCTION

The public education has seen some dramatic changes in teacher accountability for literacy instruction. Recent education policies such as the implementation of the Common Core Standards, focusing on primary and career readiness for early stage, students as well as revisions to individual states professional teaching standards suggest reading. Given this, the act of learning to read and the ability to effectively use reading skills in all content areas has become more important than ever, particularly as children progress through the grade levels. According to the Act (NCLB, 2001, & IDEIA, 2004) “No Child Left Behind” calls for general education teachers to revise aspects of their teaching so they account for all students in their classrooms regardless of ability, ethnicity, and other identifying diversity factors, including students with improving reading. There is require of students with instruction in the “core academic areas” and are accountable to the same performance goals and indicators as the general education population. The implications of such legislation (IDEIA, 2004; NCLB, 2001) and the findings of the National Reading Panel (2000) along with the adoption of the Common Core suggest that teachers of students with need include in their instruction the development of literacy skills such as reading comprehension. This expectation dictates general education teachers to have the knowledge and skills to assist students with providing effective instructional practices and accommodations (Gagnon, 2006). Teaching in content areas such as social studies that includes providing knowledge and thinking skills development needed by productive, engaged citizens typically involves students reading textbooks, answering questions about what they are reading and understanding. These

practices are particularly evident in primary school classrooms, which are often text-based. Although, the teachers are prepared in a variety of different programs and may have discipline-specific expertise, for the most part they have lack of knowledge how to develop comprehension or use reading strategies in their instruction (Rickelman, 2007). The benefits of using reading comprehension in evidence throughout the importance of different types of instruction, such as explicit instruction of reading strategies within the content curriculum, is an area that has been shown to improve the reading skills and understanding of the contents for many types of learners (Scruggs, 2009), yet little is known about how especially at the early grade level, implement such instruction. As the accountability for all learners' achievement and for the specific content of instruction, it is important for primary school teachers to use evidence-based practices for content area reading, particularly to develop reading comprehension.

REVIEW OF LITERATURE

Strategies and Reading Progress

When considering the topic of reading strategies and interventions, researchers, along with the research has reflected upon the idea how to address the concerns of reading comprehension for struggling readers (Corrin, et al., 2010). Out of that analysis two interesting approaches have come to light which, attacking the reading comprehension problem at a school.

Classroom Specific Approaches

The primary literacy education should be characterized by instruction that allows students to gain comprehension/literacy within the content area, rather than just learning about the content within the various disciplines (Moje, 2008). Educators should apply as much or more focus on ensuring that students can comprehend the language and context of discipline specific materials as they do on specific content and information within the discipline (i.e. dates of events in history or steps of the scientific method in science). Educators should focus upon comprehension strategies that support understanding of material within their discipline. More cognitive based strategies should be the center of comprehension instruction at the primary level (Fang, 2010). Students should learn new ways to disseminate the complex language and principles, such as word study activities to learn unfamiliar context specific vocabulary.

Due to the complexity of contents specific texts, simple comprehension in the elements of literacy that are found in the primary grades seems to be inadequate more specialized comprehension strategies that focus on content specific material will allow for better knowledge acquisition and retention (King & Bowman, 2010).

Reading comprehension strategies employed by teachers in primary content classes should focus on providing access to content through self-monitored comprehension of reading materials, additionally, teachers must be certain to be explicit in their instruction and usage of the strategies they utilize to improve comprehension (Reed & Vaughan, 2012). Meaning that simply providing students with tools such as graphic organizers to fill in or complete is not enough; teachers need to instruct the students about the reason for why the strategy is important and how it can help them understand the reading materials (Reed & Vaughan, 2012). Tell students why they are doing and what they are doing.

When students understand the reading strategies and how they do work; they can more readily, use these strategies independently in future interactions with content specific texts (Reed & Vaughan, 2012). Teachers need to involve their students in discussion of the specific

the contents they are reading (Settlement patterns in social studies or formulas in science and math) and allow them to ask and use content specific vocabulary in discussion (Reed & Vaughan, 2012).

Providing opportunity for students to analyze content specific materials in discussion, oral or written, allows them to gain familiarity with the subject matter leading to greater comprehension of content specific materials (Boardman et al., 2008). Teachers need to be cognizant of the idea that students need guidance not only of the material, but how to access the material taught in their classrooms.

RESEARCH OBJECTIVES

1. To investigate the reading skills of students in class one.
2. To assess the students reading components of early class one reading-comprehension.
3. To evaluate how the students understand in the reading facilitated from the teacher.

RESEARCH QUESTIONS

1. What are the reading skills to facilitate the students in class one?
2. What are the reading components to facilitate the students of class one in reading-comprehension?
3. Which skills facilitated from teacher to understand the students in readings of lesson?

RESEARCH METHODOLOGY

Research Design

The descriptive survey design with concern data collection from senior teachers of the primary schools of Shaheed Benazir Abad. The close ended questionnaire design for data collection from the respondents as a sample of 100 senior teachers of primary schools in randomly selected from 25 for selected sample for data analysis and interpretation with SPSS software. This study is conducted to determine the study of strategies for enhancement of reading skills: perceptions of primary school teachers of District Shaheed Benazir Abad.

Population

The population of this study was 25 senior primary school teachers covered by study of strategies for enhancement of reading skills: perceptions of primary school teachers of District Shaheed Benazir Abad.

Sample and Sampling

The sampling population was senior primary school teachers of District Shaheed Benazir Abad used samples of 25 respondents consider an adequate respectively in represented a population. The selected data analysis in terms of the necessary details of senior primary school teachers includes in simplified. This detail were obtained the selected theme of sample schools.

Data Analysis and Interpretation

The close ended questionnaires was appropriately designated for data collection. This information on various aspects of the reading procedure of early classes at primary level in

aimed for testing the appropriateness for answering the questions regarding the respondents of District Shaheed Benazir Abad. Data was obtained and analyzed descriptively using combined methods to refer a systemic description of the objectives which certain theme would have been comparing the sample in results of frequency and percentage in interpreting.

Table 1. Comparison of the sample in results of frequency and percentage

S. No.	Items	Yes	No.	Undecided	Percentage
1	Print concept	19	4	2	76%
2	Phonemic	20	2	3	80%
3	Letter name recognize	21	3	1	84%
4	Reading Syllable	20	2	3	80%
5	Vocabulary	22	2	1	88%
6	Fluency	19	4	2	76%
7	Comprehension	18	3	4	72%
8	Reading long vowels	15	5	5	60%
9	Reading short vowels	17	4	4	68%
10	Reading passage	20	3	2	80%

FINDINGS AND DISCUSSION

The study was influenced by increased concern study of strategies for enhancement of reading skills: perceptions of primary school teachers of Shaheed Benazir Abad District. During their proceeding study in the school environment and reading skills of students of early grade one. The tested of the students on the reading concepts of print concept, phonemic, letter name recognize, reading syllable, vocabulary, fluency, comprehension, reading long vowels, reading short vowels and reading passages during the test. The classroom conducted and teaching completely study managed of ten primary schools and 25 senior teachers in respondents for the answers of the questionnaires items. The perceptions of the senior teachers were so better for this reading skills and reading improvements in early grade learning environment. The study established on the objectives were; to investigate the reading skills of students in class one; to assess the students reading components of early class one reading-comprehension; to evaluate how students understand the readings facilitated from the teacher. A sample of twenty five public primary school senior teachers from a population was randomly selected for the study. The senior teachers were selected from (sampled) schools. The data collection was done using questionnaires with five Likert items of (1-strongly agree, 2-agree, 3-undecided, 4-strongly disagree 5-disagree). When data was analyzed using descriptive statistics with SPSS software in frequency and percentage. From the findings, the study concluded that the majority of the senior teachers of Shaheed Benazir for data collection. Finally, the study recommends that the government of Sindh should offer continuous training, of senior teachers to improve the reading skills for implementation in the early classes. The government should facilitate all the primary schools with reading comprehension to improve the contents in one grade reading books.

CONCLUSIONS

The reading skills considered on the ten points for students tested and respondents of the senior teachers for data collection on the study of strategies for enhancement of reading skills: perceptions of primary school teachers of Shaheed Benazir Abad District. The result showed in frequency and percentage. The students learning skills depends upon print concept, phonemic, letter name recognize, reading syllable, vocabulary, fluency, comprehension, reading long vowels, reading short vowels, reading passages and based on their knowledge of

students' in learning process. The senior teachers' perceptions were in largely strongly agree and data showed in tables.

RECOMMENDATIONS

This study recommended on the strategies for enhancement of reading skills, perceptions of senior primary school teachers are as under:

1. The study recommends that the senior teachers should facilitate in training of reading skills.
2. The government may provide the complete facilitation of public primary schools' on betterment reading materials.
3. The government may offer a modern classrooms in study control of the teaching learning investment from the teachers.
4. The public primary schools may full protocol and facilitation multimedia and A.V aids for teaching learning materials.
5. The public primary senior teachers may facilitate endeavor to develop the moral values among students on reading comprehension.

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