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## **Effective and Ineffective Readers' Relate some Strategies of Reading Skill in Classroom**

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### **Abstract:**

The present study investigates on the deficit of reading strategies in classroom teaching. Reading skill in an English classroom is still being jammed and not taught. As a method, empirical research has been used to find out the hypothesis. Questionnaire and face to face interview is used for data collection. The findings revealed that teachers of English language are redundant and use outdated strategies in teaching reading comprehension and other sub skills. The results on the study show the lack of innovativeness and passion in teaching especially reading skill. Recommendations are provided to improve reading skill and enhance other sub skills by Metacognitive reading strategies. Content and language integrated learning plays a vital role in moulding the mind of youth.

**Keywords:** deficit, reading strategies, Metacognitive strategies.

### **1. Introduction**

Reading is a complex, "cognitive process" of decoding symbols to fabricate or decide. Reading is a method of comprehending the text between the reader and the author. Reading also challenges the skill of writing and speaking. There is complexity between the reader and the author, which can be facilitated only by the teacher in an ESL classroom. Reading is commonly an individual activity although on occasion a teacher or a facilitator is required to monitor or observe. Will reading activity thunder the advantage of other listeners? Reading out loud for ones possess use for outdistance percipience is a form of intrapersonal message. Reading to students are commended way to inseminate language and expression and to upgrade comprehension of text. Personalized books for students are recommended to improve engagement in reading by featuring themselves in the story. Being taught to read at a prematurely age does not eventually sequence in better reading skills and if it replaces more experimental appropriate exercise.

Reading requires imagination that is a student tries to connect the text read with a picture and tries to relate with his prior knowledge. As a student community progress in the school, they are asked to read more and more complicated facts and diagrams visual texts, the capability to decide and play the information in these texts is key to a student's consequence in learning. Successful learners have a supply of arrangements to picture upon and know how to use them in distinctive environment.

## **Background of the Study**

Ability in reading is needful for performing respectable in today's society in this admire it is critical to inspire student's high superior forms of reading encouragement and therefore. Foster students "love of reading" in order to fragment through the stooping trend in reading motivation throughout children's training scoot. Reading motivation investigation signifies that teachers can play a crucial role in sustainably stimulating their students to read for pleasure and information. The majority of kid self-reliant of their socioeconomic background in this respect, studying teachers wonderful in promoting autonomous reading motivation can reveal judgmental plan to raise reading motivation in education.

In classrooms from distinctive methodological perspectives to enrich data triangulation. Reading comprehension is a skill that is judgmental in the teaching winner of all idiomatic. Without acceptable reading comprehension skills, students can fight in many subject areas. Reading comprehension is an eventful skill needed for all areas of school. In the area of knowledge, many students, absence preeminent knowledge and reading project to catalyze conclusion. Thus, the students recognize texts poorly.

## **2. Literature Review**

This study is done to examine the strategies used by undergraduate students in an English Language classroom, to which effective and ineffective readers fluctuate in the obtained strategy through face to face interview and questionnaire methods.

Prior to a further discussion of how readers comprehend the written words and what the necessary conditions are to maximize comprehension, a broad analysis of the models of the reading processes proposed in reading research would be helpful in giving deeper insight into the nature of reading comprehension. Models of the Reading Processes Reading researchers have sought to identify how reading comprehension works and what processes are involved in comprehension. Interview is conducted to know the perception of the students regarding the strategies used in the classroom.

The most prominent example to state is, five major reading strategies were selected because they are viewed basic for learners to indefectible their ability to understand and procedure a reading substance or a text: Skimming is reading rapidly through a text to understand the main ideas and get an overview. Skimming is the act of going through the reading material rapidly in order to get gist of it, to get the overall of the text. It is appropriate when there is no time to read relatively carefully or when trying to decide if careful reading is merited.

Scanning is the act of reading a physical in order to locate remedy information of a detail immerse to the reader. Scanning is a fast reading with instant rejection of inapplicable data perhaps most of the text. It's a crucial skill that saves time when one is doing research because it puts a focus on the task "while scanning your mind will have to be very alert and active your eyes act only as the forwarding of information. Your mind must do the matriculating and analyzing".

Predicting is most researcher and psychologists agree the prognostic refers to the reader's use of their primary knowledge. Readers sometimes guess in order to understand what is being written, especially if they have first identified the topic learner looks forward trying to predict what is coming; learner guesses the content from their inaugural glance their subsequent reading helps them to confirm their expectation or to read just what they thought was going to happen. Therefore, it is affectionate to the giveaway and the analysis of the data obtained from both students and teachers through face to face interviews and opinions. As a first step, the study starts with introducing the population of the study. Second, is to describe analyze and explicate the results. Which in turn help as validate or disconfirm our hypotheses about using autonomous learning as a factor to enhance reading comprehension. At the end, mention some pedagogical implications because they are straightway affiliated to the result of explore. They reflect outcome of the research and recommendations to improve reading comprehension through using autonomous learning strategies.

Practitioners of linguistics have put great effort into turning students from passive into active learners and to enhancing students' confidence in a target language by promoting their active role in the learning process. However, teacher-centered language instruction has long dominated classroom practice. Teachers remain determiners, respected sages and sometimes facilitators who carry both ultimate responsibility and authority in classroom, while students tend to learn passively and have no active interactions for fear of making mistakes or suffering embarrassment in spite of the long-recognized significance of in-class engagement to the development of their linguistic proficiency and successful target language acquisition (1).

Other classroom research investigated the extent to which learner autonomy could be fostered in a blended learning situation involving the integration of a course management system into a traditional face-to-face English class (2). The research employed both qualitative and quantitative methods. The findings suggested that the course management system played a prominent role in the creation and development of four aspects of learner autonomy: perception, autonomous behavior, autonomous strategy and interdependence. The empirical knowledge based on the autonomy in English language education in relation to extensive reading and learner autonomy remains somewhat dearth. Therefore, more research should be conducted and this study was undertaken in responding to that necessity.

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should be conducted and this study was undertaken in responding to that necessity. Meanwhile, the latter may still need teacher coaching, especially the informed metacognitive strategy training course to lead them to think about their reading processes, identify their weaknesses, and take remedial measures kinds of channels such as Internet-based reading materials and English multimedia materials. Therefore, these findings may then reflect the benefit of the change of learning environment with poor language input to the one with active and more exposure input.

To sum up, the possession of reading strategies was an essential factor for students to be successful in reading activities and to have better reading comprehension. It may also be necessary for teachers to provide suitable guidelines and recommendations to students, especially those with lower reading proficiency. In particular, reading strategies may help promote students' learner autonomy because they may have greater enjoyment and motivation to read inside and outside the classroom once they possess more extensive knowledge of reading strategies. Apart from the improved reading proficiency, students may use those reading strategies while reading autonomously on their own resulting in greater learner autonomy in the long term.

Furthermore, teachers' activities to promote their students' volitional or autonomous reading motivation are of importance for achieving equal opportunities for all children, as teachers reach the majority of children independent of their socioeconomic background.

### **3. Methodology**

This study aims to identify overall strategy use in reading as reported by students. The study was also designed to determine the extent to which effective and ineffective readers differ in the strategies they reported using (obtained through a questionnaire) and appear to use while performing a reading task (obtained through stimulated recall). At last, the study talks about effective and ineffective readers who recollect previous strategy instruction. This descriptive case study, which employed quantitative data, was designed to see whether, or not, students learning English are ready to be involved in autonomous learning regarding four aspects: learners' motivation level in learning English, learners' use of metacognitive strategies in learning English, learners' perceptions of their own and their teachers' responsibilities in learning English, and learners' practice of autonomous language learning in the form of outside class activities.

First, the researcher finds that reading strategies are difficult to differentiate from other cognitive processes related to thinking, reasoning, studying or motivational strategies. The second problem is concerned with the scope of reading strategies. It is not clear whether these strategies are global or specific. The third problem is related to intentionality and consciousness.

## Sample of the Study

The sample of the present study consisted of 30 students and the selection of the sample was one third of the elementary level (C-level) and intermediate level (B-level) classes were selected randomly. The subjects displayed variety in gender, major field, proficiency level of English and foreign language background.

It is not uncommon, for example, to observe an individual with all the pre-reading skills, numerous comprehension skills, and simple decoding skills acquired during the student's progression through mechanical reading instruction. Because there may be a lack of understanding of the sophisticated decoding skills needed, reading with fluency suffers.

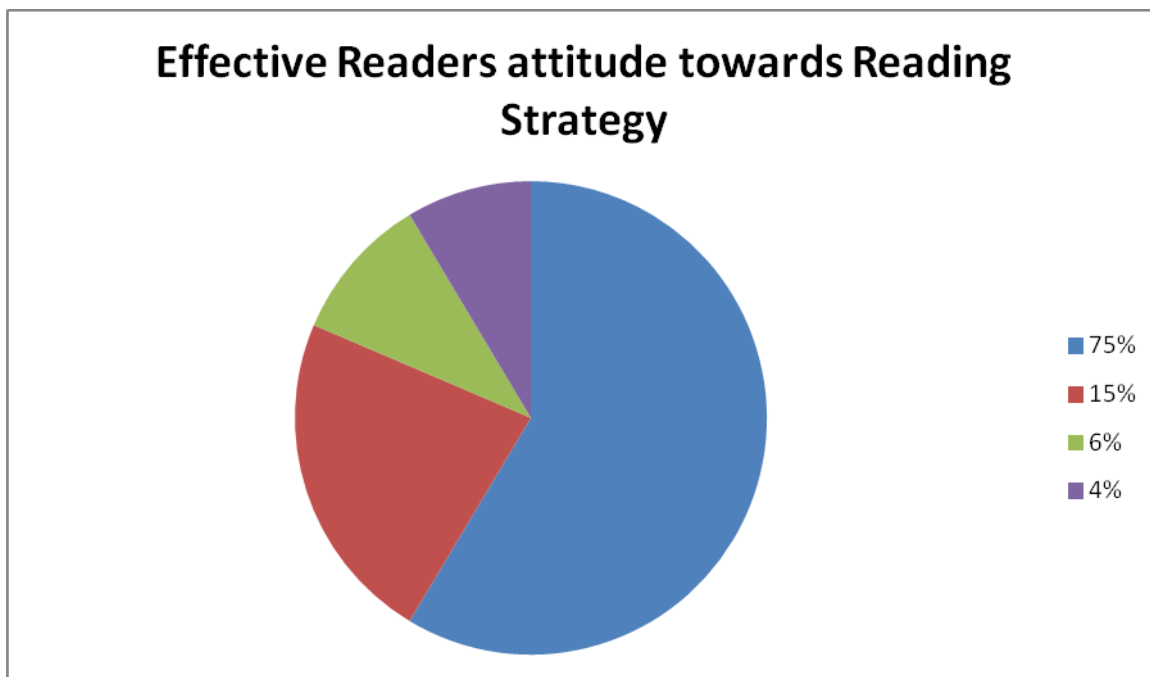
## 4. Findings - Effective and Ineffective Readers

Readers have usually been characterized based on their results on reading comprehension tests. However, these results do not provide sufficient information about what processes readers have gone through during reading. In the findings it was found that Effective readers:

- Keep the meaning of the text in their mind
- Read in detail and look for information
- Avoided words that were complex
- Had a positive attitude towards reading

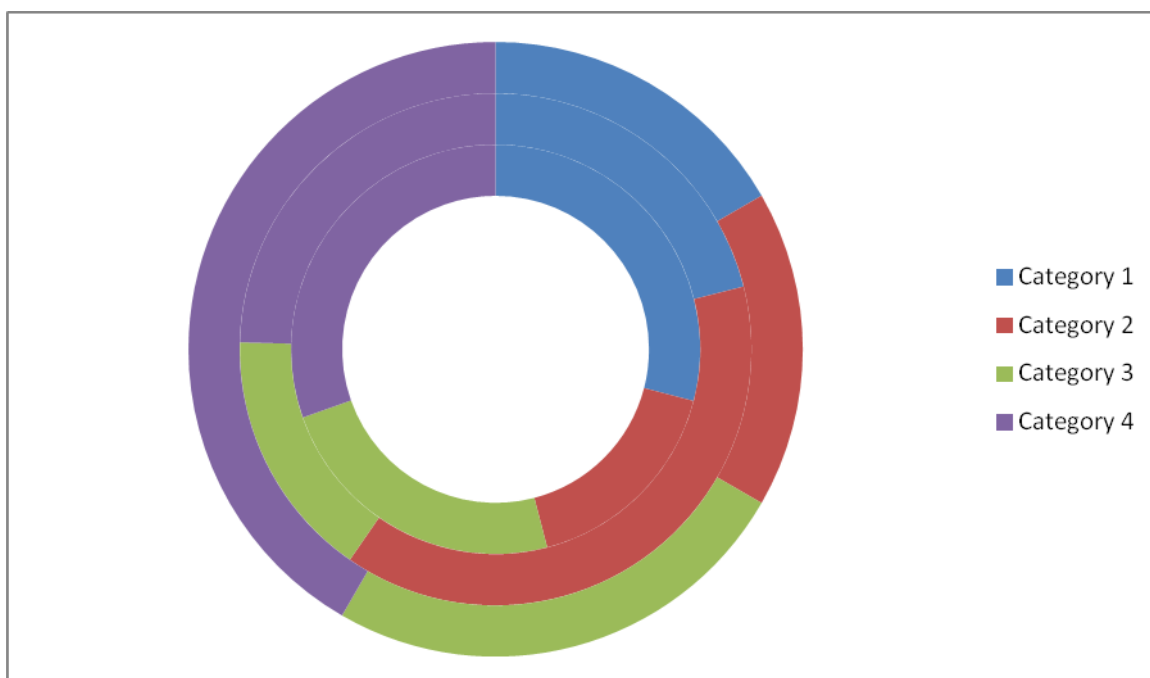
Unlike the Effective readers, the Ineffective readers:

- Could not understand the meaning of the word as soon they read
- Read in short and does not look for detail
- Unable to identify the words that were complex, to avoid.
- Had a negative attitude towards reading



The above graph mentions that about 75% keep the meaning of the text in their mind while reading a text, about 15 % of the learners read in detail and look for information, 6% of the learners avoided words that were complex and only 4% of the learners had positive mind about the reading strategy.

Where as in case of the ineffective readers the idea is totally different, they have their own inhibition and thoughts which does not allow them to grow.



Category 1- Could not understand the meaning of the word as soon they read

Category 2- Read in short and does not look for detail

Category 3- Unable to identify the words that were complex, to avoid.

Category 4- Had a negative attitude towards reading

The main objective of this study is to find out interests and challenges of learners especially in reading and comprehending, to enhance the habit of extensive reading other than academic writing and also to recommend activities and approaches that will benefit the learners. Although the subjects did not mention any concentration problems during the learning process, most of them pointed out having test anxiety and uncomfortable feeling while speaking English in front of the other class members. The former one can be explained by the pressure, which obliges preparatory students to pass the proficiency exam before starting their own departments. The latter one might not directly be related to learning a foreign language since there are some people feeling uncomfortable and having difficulties in expressing?

### **Conclusion:**

The study has given a good justification between the Effective and Ineffective reader. The result obtained from the questionnaire and the stimulated recall in reading strategy shows that the Teacher will be able to distinguish between the two types of readers and apply special strategy to make the ineffective reader read without any burden and enjoy the process of reading. The reading models and strategies employed definitely enhance the reading skill and other sub skills like vocabulary learning, grammar and writing composition. The students Reading accomplishment requires both time and work. Followed by the role of the teacher to enhance and emphasize its communicative functions. The teacher needs to teach the various sub-skills and deal with its different types. Moreover, the students' reading process should not end at the teacher's assessments and comments, but special correction sessions have to be devoted to discuss and remedy their reading weak areas, and consider their writing needs, styles and strategies(3). They also have to frame the teaching practices according to the quests of learner-centered education and collaborative teaching/learning, where they should act as facilitators and organizers of reading experiences and enable students to develop effective strategies. In fact the recommendations and pedagogical implications aimed to eliciting the roles of reading teachers and overcoming the students' shortcomings.

Academic Reading is formulated for study at a university and needs to read and comprehend different genres of English. Acquiring skills and knowledge in English language can create great opportunities in the job market. It not only provides job security but also enhances self confidence and self esteem within one self and in the society. Learners spend about three to five years learning English in a university system. However with redundant pedagogy, somehow there is a huge difference between reality and classroom learning and teaching. Students fail to enjoy the process of reading and hence life in a fantasy that reading is boring and passive task. Most of the students in the class when asked to read aloud or silent either neglect or discard the reading phase.



If a learner is confident in Reading, it empowers him to write well and gain all other skills receptively especially in a foreign language. And it is no surprise that the facilitators are insisted re-examine and revise the approaches of teaching model in English Language. Remodelling reading performance needs a lot of work and time. This paper aimed to imply some pedagogical insights that might cater for undergraduate students reading deficit, difficulties in reading, comprehending and writing it without diluting the context. The study also emphasizes on how reading and writing are inter related. Further a collaborative and multimedia approach is suggested to enhance the skill without making it a fantasy but a reality.

### **Recommendations:**

The study shows the use of reading strategies among effective and ineffective readers. There are many areas of study in reading strategies. But in this study the researcher focus on the effective and ineffective readers. This strategy can be employed among all English language learners, though the results may vary. And therefore this research can be used among all participants. The reading comprehension skills should be taught by activities and students should be able to comprehend and remember the context. Interaction and discussion should be part of the classroom and besides all this motivation, engaging the class with special attention should be part and parcel of the pedagogy.

Learner training helps learners think about the factors that affect their learning and find out the learning strategies that suit them best in order that learners may become more effective learners and take more responsibility for their own learning. A further research can be carried out as a survey study to investigate the language teachers' readiness for autonomous learning. Such research may provide teacher training curriculum with new implications for methodology and the role of the teacher in practical autonomous learning settings. Teachers in the primary grade levels focus on helping students develop a strong foundation, while teachers in the higher grades reinforce the foundation and by showing how reading is necessary in the real world(4).

Hence from the researcher's point of view it can be conform that through the implication mentioned above, and the various activities mentioned it can be concluded that EFL learners can definitely inculcate Reading Autonomy can be developed within the classroom set up and students enjoy the process of reading especially extensive reading without the intervention of the teacher. Also reading becomes enjoyable task not as a burden task.

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