

A Study of Role of the Teachers In Developing Reading and Writing Skills at the Secondary School Students

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Introduction

The man, who was like a beast, became cultured human being, by adopting speaking skill and after imbibing reading and writing skills he became a civilized man. Hence, secondary school students were taught reading and writing skills. Without the knowledge of reading and writing skills in their mother tongue students will not understand different subjects. In this regard in Karnataka state all the secondary school teachers have to give training in reading and writing skills. Many useful programmes to develop these skills should be organised effectively. But most of Kannada teachers teaching in secondary schools are not organising such language activities in the secondary schools. Even the programmes suggested at the end of each Kannada lesson are also not organised systematically.

Need and Importance of Study

The researcher who was going to secondary schools for observing lessons given by the B.Ed student teachers. He discussed with Kannada teachers and headmasters of secondary schools relating to training in reading and writing skills. Through discussion the researcher came to know that most of the secondary school teachers teaching Kannada are not organising effective programmes to train Kannada students in reading and writing skills. Hence, study of this problem is important.

Objectives of Research

1. To study the programmes suggested to develop reading and writing skills for secondary school students.
2. To analyze the action oriented programmes organized to develop reading skill.
3. To analyze the action oriented programmes organized to develop writing skill.

Statement of problem

“A Study of Role of the Teachers In Developing Reading and Writing Skills at the Secondary School Students.”

Research Method

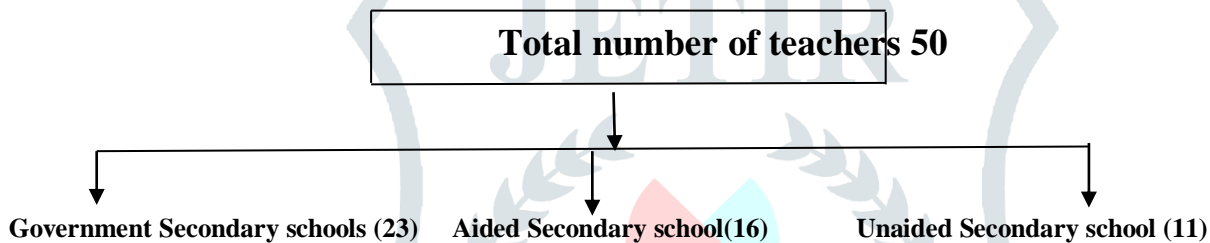
To analyze the data percentage method is used.

Tools Used

To achieve the first objective of the study the researcher studied the syllabus of Kannada language subject prescribed for secondary school students, He discussed with the senior Kannada language teachers about the language activities and use of local resources to teach Kannada. After listing the literary activities organized in secondary schools the researcher decided to prepare a questionnaire for teachers. After referring to the research studies conducted in this area the questionnaire was prepared. The questionnaire included open type questions. The questionnaire was sent to senior Kannada teachers of secondary schools and experienced lecturers of Colleges of Education who are teaching Methods of Teaching Kannada to find our reliability and validity.

Sample

It was decided to give questionnaire to 50 senior Kannada teachers of government, aided and unaided secondary school teachers as mentioned below



Analysis of Data

I. Organizing Activities to Develop Reading Skill.

1. Which kinds of activities do you organize to improve Reading skill among the students of your secondary school?

Table 1.1 : Response of Teachers Relating to Organizing Speaking Skill Activities in Their Schools.

Sl.No	List of Activities Organized	Responses	Percentage
1	Conducting fishpond competition relating to current events.	30	60
2	Organizing debate and logical competition.	29	58
3	Organizing elocution competition related to universal issues.	28	56
4	Narrating life stories of the great leaders.	25	50
5	Organizing quiz competition concerning with Kannada language.	22	44
6	Performing dramas on historical events.	20	40
7	Byhearting the selected stanzas of the poems.	15	30
8	Participating in conversation relating to different issues.	12	24
9	Organizing seminars regarding textual points.	10	20
10	Organizing model of mock parliament .	10	20
11	Suggesting to byheart the selected parts of the poems.	8	16
12	Getting answers by asking questions.	6	12

13	Reading the daily news paper captions every day .	6	12
14	Organizing singing and rhyming competition.	5	10
15	By giving new words suggesting to construct their own sentence.	4	8
16	Suggesting to collect 5 new words and to explain the meaning.	2	4

Sixty per cent of the teachers suggested to conduct fishpond competition, 58 per cent of teachers suggested to conduct debate and logical competition, 56 per cent of the teachers organized elocution competition on global issues, 50 per cent of the teachers suggested to narrate the life stories of the great personalities of the world, 44 per cent of the teachers organized quiz competitions related to Kannana literature, 40 per cent of the teachers conducted performance of the plays concerning with historical incidents, 30 per cent of the teachers suggested to memorize the parts of the poems, 24 per cent of the teachers suggested to participate in the discussions related to different contexts. 20 per cent of the teachers conducted seminars on textual points and organized model mock parliament, 16 per cent of the teachers suggested to read loudly, 12 per cent of the teachers asked questions and received answers from the students and also instructed them to read daily news paper captions every day, 10 per cent of the teachers conducted singing and rhyming competition, 8 per cent of the teachers gave new words and suggested the students to construct their own sentence and 4 per cent of the teachers suggested the students to collect 5 new words every day and to write their meaning. It is really appreciable thing that secondary school teachers are organizing different kinds of programmes and activities related to speaking skill.

2. What kinds of activities you have organize to improve reading skill among your students ?

Table 1.2 : Response of the Teachers Relating to Develop Reading Skill in Their Students.

Sl. No	List of Activities Organized	Responses	Percentage
1	Fluent reading of the selected part of prose.	26	54
2	Reading news paper captions loudly everyday during the prayer .	25	50
3	Loud reading of selected part of the prose.	22	44
4	Singing selected parts of poem.	20	40
5	Expansion of proverbs.	20	40
6	Reading the new book and explaining the gist.	18	36
7	Conveying language content through the alphabet method .	18	36
8	Reciting Vachanas with tone and intonation.	15	30
9	Conducting story telling competition.	12	24
10	Suggesting to read and write the good quotes.	11	22
11	Conducting fish pond competition.	10	20
12	Suggesting to construct sentences during teaching.	8	16
13	Finding the meaning of difficult words by referring dictionary.	7	14
14	Explaining stories relating to literature and details of novels.	6	12
15	Suggesting to read Kannada books in the library.	4	8
16	Getting the answer by asking questions.	3	6
17	Suggesting to follow the reading style of teacher.	3	6
18	Reading the subject matter of calendar.	2	4

Fiftyfour per cent of the teachers have suggested to read/recite a piece of a prose, 50 per cent of the teachers suggested to read important matter loudly from the news papers during the prayer, 44 per cent of the

teachers suggested the students to read a piece of prose loudly, 40 per cent of the teachers suggested to byheart selected part of the poems and suggested to expand proverbs, 36 per cent of the teachers suggested to read new books and explain the gist and suggested to convey the subject matter through alphabet method, 30 per cent of the teachers suggested the students to recite vachanas with proper tones and intonation. 24 per cent of the teachers have conducted story telling competitions, 22 per cent of the teachers guided the students to read good quotes, 20 per cent of the teachers organized fishpond competition, 16 per cent of the teachers suggested to practice construction of own sentences, 14 per cent of the teachers suggested the students to find meaning of difficult words by referring dictionary, 12 per cent of the teachers suggested students to explain stories relating to literature and details of novels, 8 per cent of the teachers suggested to read Kannada books in the library, 6 per cent of the teachers got answer by asking the questions and suggested to follow the reading style of teacher and 4 per cent of teachers suggested to read the subject matter of calender. It is happy to note that most of the teachers conducted different programmes related to reading skill.

The programmes developed interest in Kannada language, literature and helped the students in providing variety of learning experiences in learning Kannada language.

Other remaining secondary school teachers may also plan for organizing such kinds of programmes in their secondary schools. It will definitely help to develop the feeling of proud for Kannada language.

II. Organizing Activities for Developing Writing Skill.

4. What kinds of activities you have organized for developing the writing skill among the students? List.

Table 1.3 : The Reactions of the Teachers about the Programmes Organized for Development of Writing Skill.

Sl.no	List of Activities Organized	Responses	Percentage
1	Writing essays on the selected topics.	40	80
2	Writing neatly one page evarday.	35	70
3	Introducing and using writing signs.	30	60
4	Writing prose or poetry parts neatly after looking at the script.	25	50
5	Writing small poems.	22	44
6	Expansion of proverb.	20	40
7	Completing home work relating to the writing skill.	19	38
8	Designing the alphabet chart.	18	36
9	Conducting letter writing competition .	15	30
10	Writing words by matching alphabets.	12	24
11	Writing different activities related to language exercises.	10	20
12	Telling story and writing it in their own sentence .	8	16
13	Writing details of assignments.	8	16
14	Designing chart and writing its details.	6	12
15	Writing vowels and consonants without any mistakes.	6	12
16	Writing details of a picture.	4	8
17	Guiding to take down notes neatly.	2	4

Eighty per cent of the teachers suggested to write an essay on selected topic, 70 per cent of the teachers suggested to write neatly one page every day, 60 per cent of the teachers introduced and usage writing signs marks, 50 per cent of the teachers suggested to write neatly after looking at the script, 44 per cent of the teachers suggested to write small poems, 40 per cent of the teachers to suggest to expand the proverb, 38 per cent of the teachers to complete home work concerning to writing skill, 36 per cent of the teachers suggested to design alphabet chart, 30 per cent of teachers conducted letter writing competition, 24 per cent of the teachers suggested write to words by matching alphabets, 20 per cent of the teachers suggested to write different activities related to language exercises, 16 per cent of the teachers suggested to tell story and write it in their own sentences and write the details of assignments, 12 per cent of the teachers suggested to design chart and write its details and suggested to write vowels and consonants without any mistakes, 8 per cent of the teachers suggested to write details of a picture and 4 per cent of teachers guided students to take notes neatly. It is the most happiest thing that most of the teachers are helping secondary school students to develop writing skills.

4. How did you identify the ability of writing poetry /poems in the students ? Explain.

Table 1.4 : Activities Organized to Identify the Ability of Writing Poetry/Poems and Reactions to Recognize the Ability in the Students.

Sl.no	List of the Activities Organized	Responses	Percentage
1	According to different situations encouraging the ability of writing poems.	41	82
2	Encouraged to participate in writing lyric, folklore, ballad, competitions.	25	50
3	Organizing different types of writing competitions to encourage competitive nature.	20	40
4	Introduced different kinds of methods to study poetry.	15	30
5	By giving training to write poems guided them to participate in the sessions of reciting poems.	12	24
6	Suggested to study the poems written by many poets.	10	20
7	Trained them to write summary of poems after reading poems.	8	16

Eighty per cent of the teachers encouraged the ability of writing poems according to different situations/context, 50 per cent of the teachers encouraged to participate in the competitions like lyric, folk and ballad, 40 per cent of the teachers organized different types of competitions to develop competitive spirit, 30 per cent of the teachers introduced different kinds of the method to study poetry, 24 per cent of the teachers trained them to write poems and guided them to participate in the poetry recitation programmes, 20 per cent of the teachers suggested to read the different types of poems written by many poets and 16 per cent of the teachers trained them to write summary of poems after reading of poems.

It is happy to note that the writing skill programmes organized by the secondary schools teachers helped students to get different kinds of learning experiences.

If other secondary school teachers organized such training activities relating to writing skill definitely those secondary school students will get experience of writing ability.

Findings of the Study

Most of the teachers of secondary schools told that they have organized different kinds of activities like fishpond, expansion of proverbs, debate, elocution, quiz, memorization of the poems and drama competitions. Very few teachers informed that they have organized activities like singing and rhyming competitions, story telling, reading calendar and writing meaning of five words everyday.

Most of the teachers informed that they have organized activities like writing essays, writing neat handwriting and expansion of the proverbs in developing writing skill among the students. Very few teachers informed that they have organized the programmes like designing the alphabet chart, matching the words, descriptive writing on various activities, story writing, designing the charts and writing its details and writing vowels and consonants neatly given to the students to develop writing skill.

Conclusion

Kannada language is taught in secondary schools of Karnataka as it is the mother tongue of the Karnataka state. In the Gokak Committee report submitted to Karnataka government on 21st January 1981, stressed the importance of mother tongue policy and providing training to students relating to the Kannada language skills. If systematic training in reading and writing skills is given to all the secondary school students they will get useful learning experiences in developing the writing and reading skills in Kannada language.

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