

Enhancing Reading Competency Through Psycholinguistic Strategy Among Undergraduate Student Teachers

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Abstract: The present study focuses on enhancing reading competency through psycholinguistic strategy among undergraduate student teachers. Generally students at all level experience some difficulty in reading competency. Especially, for the undergraduate teacher trainee's reading competency is very important quality. For communicating well everyone required four skills they are reading, listening, writing, and speaking. Particularly the basic skill of language is reading. This skill can be enhanced through psycholinguistic strategies. The investigator adopted the Experimental method for the present study. The undergraduate student teachers in Sivagangai district constitute the sample of the present investigation. As per the objectives framed in the present investigation, the 20 teachers with different variables were selected as a sample of the present study by using purposive sampling technique. A questionnaire with open ended items has been established as a tool for the present study. The measures of central tendency mean and differential studies such as S.D. and 't' – test were used as the statistical techniques for the present study. Then the researcher interpreted the findings and drew a conclusion on the basis of findings.

Key words: Enhancing, Reading Competency, Psycholinguistic Strategy, Undergraduate Student Teachers.

1. Introduction

Man is a social being who lives in a society, interacting with others, expressing his feelings and exchanging his ideas. His involvement and participation in the society widens his knowledge and develops his overall personality including mind. He observes, imitates and recalls what he sees and hears around him and thus his progression begins with his perception and experience of the outside world. Language is the important tool of communication to express one's own ideas, views and feelings. Communication takes place in order to convey some message by the encoder and the message has to be understood by the decoder. Any language study will be definitely incomplete if proper importance is not given to what message is encoded and how the message is decoded.

Learning a human behavior and learning a human language both share the same phenomenon. Conversely, learning a second language is quite different because most of the learners are not exposed to the native-like environment. However, learning a second language benefits its learner in many ways. It improves the learner's mental ability, gives him confidence and encourages him to participate in many knowledge sharing interactions and builds his life personally and professionally. At times when they are forced to speak in their second language, they feel as if they are laid in darkness and fear of losing their self-esteem grips them. They

fail in their endeavor due to lack of communicative competence even though they have good subject and social knowledge.

2. Statement Of The Problem

English is the second language for most of the Indian learners and communicative competent in English is the most required quality of the Indian students as well as the professionals. Generally students at all level experience some difficulty in reading competency. Especially, for the undergraduate teacher trainee's reading competency is very important quality. For communicating well everyone required four skills they are reading, listening, writing, and speaking. Particularly the basic skill of language is reading. This skill can be enhanced through psycholinguistic strategies. So in the present investigation, the investigator intends to improve the reading competency among undergraduate student teacher through the psycholinguistic strategies. Hence, the problem for the present study is stated as follows: **ENHANCING READING COMPETENCY THROUGH PSYCHOLINGUISTIC STRATEGY AMONG UNDERGRADUATE STUIDENT TEACHERS.**

NEED AND SIGNIFICANCE OF THE STUDY

There has been many methods and approaches introduced in the teaching of English from the school education. But, the students are not effective communicators in English. It is in the hands of proficient teacher to enhance language competencies of the students. Hence, the researcher has chosen the pre-service teachers as sample for the present study. If teachers' reading competencies are good, it will make impact in the young minds automatically.

The Undergraduate teacher trainee's trainees opting for English as an optional subject are selected as per norms prescribed by NCERT (national council for teacher education) and the state government. Even though the trainees satisfy these norms, there are inadequacies in their communications. The skills they have sufficient background in English language and literature. So it is the job of the teacher educator to address the felt needs of the trainees and improve their needs of the trainees and improve their reading competencies before training them in the skills of teaching. The present study is significant as it benefits the learners by making them realize the ways in which they can improve their learning activity. The study also provides special guidance to the language teachers and they can repeat the learning methods and enhance their students' reading competence. The study also focuses on the cognitive benefits that the learners receive in their learning process. According to Yoshida, language and thought are interrelated and she suggests, "While teaching foreign languages, educators must train students to develop their linguistic as well as cognitive skills". It is important not only to develop the reading ability of the students but also the cognitive skills to make them more bold enough to handle any situation.

3. Objectives Of The Study

- To identify the level of achievement in reading competency among undergraduate teacher trainees.
- To develop psycholinguistic strategies for improving reading competency.
- To implement psycholinguistic strategies among undergraduate teacher trainees.
- To find out the effect of psycholinguistic strategies in enhancing reading competency.

4. Hypothesis Of The Study

- There is a significant mean difference between pre and post test scores of reading competency of undergraduate teacher trainees.
- There is a significant mean difference between pre and post test scores of psycholinguistic strategies undergraduate teacher trainees.
- There is significant correlation between pre test scores on overcoming reading competency and psycholinguistic strategies.
- There is significant correlation between post test scores on reading competency and psycholinguistic strategies.

5. Delimitation of the study

- The research study confined only 20 samples were selected for experimentation.

- The researcher selected Alagappa University College of Education undergraduate teacher trainee's students only.
- The research study confined to only Undergraduate teacher trainees English optional students only.
- The investigator have chosen only reading competency.

6. Experimental Method

SINGLE GROUP PRE-ASSESSMENT, POST-ASSESSMENT DESIGN

6.1 Selection Of The Sample

The investigator used purposive sampling technique. So the investigator selected only the English pedagogy first year under graduate teacher trainees. Only 20 undergraduate teacher trainees are the sample of the study. Single group pre test treatment post test design and purposive sampling techniques were followed.

6.2 Tools of The Study

- Psycholinguistic strategy scale
- Achievement test

6.3 Descriptive Analysis

The mean and standard deviation statistics were used in the analysis.

Table 1: Mean and standard deviation scores of pre and post assessment on achievement test on reading competency

S.NO	NO	ACHIEVEMENT TEST	MEAN	STANDARD DEVIATION
1.	20	PRE ASSESSMENT	14.42105	2.063
2.	20	POST ASSESSMENT	17.05263	2.247

From the above table it is observed that the mean score of achievement test in post assessment (17.05) is greater than the mean score of achievement test in pre assessment (14.105). It may be due to the reflection of reading competency.

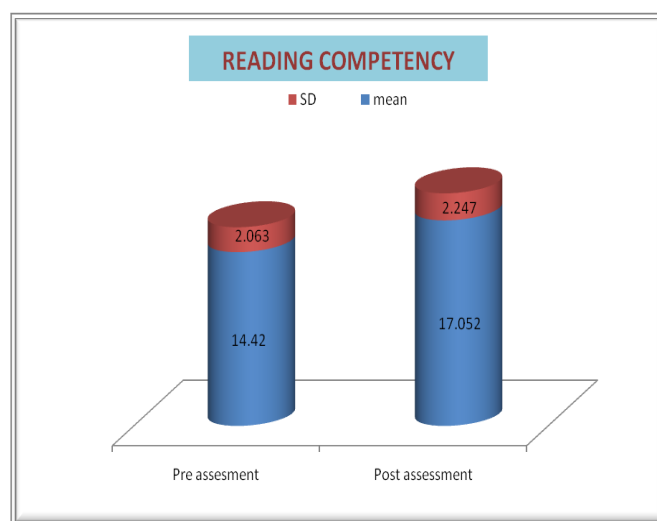


Fig 1: Mean and S.D scores of pre and post assessment on achievement test

Table 2: Mean and standard deviation scores of pre and post test assessment on achievement test on psycholinguistic strategies.

S.NO	NO	ACHIEVEMENT TEST	MEAN	STANDARD DEVIATION
1.	20	PRE ASSESSMENT	41.947	6.204
2.	20	POST ASSESSMENT	43.052	12.602

From the above table it is observed that the mean score of achievement test in post assessment (43.05) is greater than the mean score of achievement test in pre assessment (41.052). It may be due to the reflection of psycholinguistic strategies.

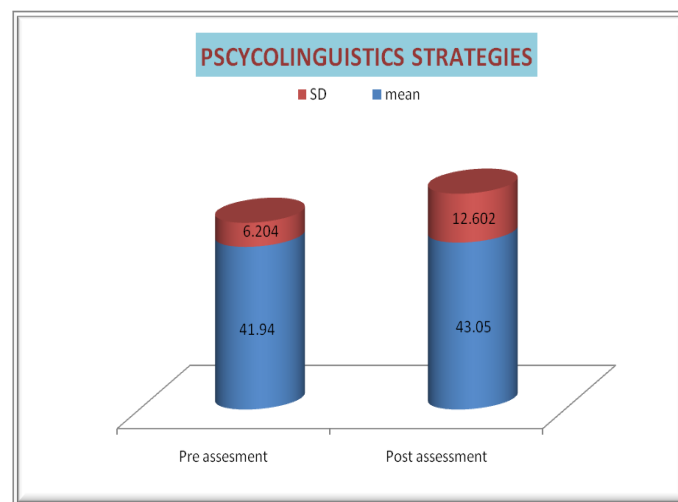


Fig 2: mean and S.D scores of pre and post assessment on achievement test

6.4 Correlation Analysis

The function of correlation statistics is to describe the strength and direction of a relationship between two or more variables. The Karl Pearson correlation CO-efficient is used in the correlation statistics. It is a statistical measure which gives the relationship between the two sets of scores or values of any two variables.

Table 3: 'r' between the pre-test and post-test psycholinguistic strategies and reading competency of undergraduate teacher trainees.

S.NO	VARIABLE	TEST	'r' value	TEST	'r' value
1.	PSYCHOLINGUISTIC STRATEGY	PRE TEST	0.425 *	POST TEST	0.612*
2.	READING COMPETENCY	PRE TEST		POST TEST	

Significant at 0.05 levels

From the table value (0.612*) shows that there is strong positive relationship between the post-test of psycholinguistic strategies and reading competency of undergraduate teacher trainees.

6.5 Differential Analysis

The differential analysis is attempted in order to find out whether there is difference between the scores within one variable on among different variables. This can be found by comparing the mean scores that were obtained in the different test of the same variable r among different

Table 4: 't' value between the pre-test and pre-test and post-test mean score of undergraduate teacher trainees on reading skill.

S.NO	ACHIEVEMENT TEST	't' VALUE	Level of significant
1.	Pre test	0.218	Not significant
2.	Post test		

Degrees of freedom =18 (critical value $2.08 < \text{calculated value } 0.218$ at 0.05 level)

The calculated value 0.218 is less than that the critical value 2.08 at 0.005 level of significant.

Hence it is found that, there is significant difference between the pre-test and post test mean scores of undergraduate teacher trainees on reading competency.

Table 5: 't' value between the pre test and post test mean scores of undergraduate teacher trainees on psycholinguistic strategies

S.NO	ACHIEVEMENT TEST	't' VALUE	Level of significant
1.	PRE TEST	0.161	NOT SIGNIFICANT
2.	POST TEST		

Degrees of freedom =18 (critical value $2.08 < \text{calculated value } 0.161$ at 0.05 level)

The calculated value 0.161 is less than that the critical value 2.08 at 0.005 level of significant.

Hence it is found that, there is significant difference between the pre-test and post test mean scores of undergraduate teacher trainees on psycholinguistic strategies.

7. Findings Of The Study

The calculated mean score of achievement test in post assessment (17.05) is greater than the mean score of achievement test in pre assessment (14.105). It may be due to the reflection of reading competency.

The calculated mean score of achievement test in post assessment (43.05) is greater than the mean score of achievement test in pre assessment (41.052). It may be due to the reflection of psycholinguistic strategies.

The calculated value 0.161 is less than that the critical value 2.08 at 0.005 level of significant, hence there is significant difference between the pre-test and post-test of undergraduate teacher trainees in psycholinguistic strategies.

The calculated value 0.218 is less than that the critical value 2.08 at 0.005 level of significant, Hence it is found that, there is significant difference between the pre-test and post test mean scores of undergraduate teacher trainees on reading competency.

Correlation value is (0.612*) strong positive value relationship between the post-test of psycholinguistic strategies and reading competency of undergraduate teacher trainees.

8. Educational Implications

The investigator has established the fact that if the undergraduate teacher trainees are oriented with psycholinguistic strategies, they will able to overcome the difficulties in reading competency and also they can also apply these strategies among the school students because they are the future teachers. It is proven that psycholinguistic strategies are highly effective in improving reading competency.

9. Suggestions For Further Research

1. The present study was carried out only in teaching reading competency similar studies may be carried out in teaching writing, listening and speaking skills of communication competency.
2. The present study may be conducted in urban area.

3. This study may be carried out for undergraduate arts and science colleges.

10. Conclusion

In the process of psycholinguistic strategies, when the psycholinguistic strategies suggested are carried out successfully and efficiently, the student's psycholinguistic strategies and reading competency improve significantly. Therefore, in improving reading competency among undergraduate teacher trainees should be provided with activities to proceed in psycholinguistic strategies that enriched with psycholinguistic strategies activities. The importance of taking systematic steps in psycholinguistic strategies process should be emphasized for the undergraduate teacher trainees. Hence there is a need to steer our efforts towards the implementation of psycholinguistic strategies in improving the reading competency among undergraduate teacher trainees.

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