

*Full Length Research Paper*

# **Evaluation of the reading habits of Indian students (reading aloud and reading silently) from low, middle and high class schools**

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Language acquisition and memory models are created more quickly in the brain in early childhood. If reading habit is cultivated in children early, it will enhance their language skills and perception. This study aims to evaluate the conventional practices of reading habits in Indian children from lower, middle, and upper socio-economic backgrounds and to suggest some new methods based on the results of a survey using semi-structured questionnaires. Generally, reading habits comprise: 'reading aloud' and 'silent reading'. Surprisingly, parents do not know the minuscule details of these two categories of reading habits like the power of reading to build confidence in children or to improve their comprehension of books and many matters in life. This study reviews recent research work in this direction and recommends that there should be strong consciousness to develop children's reading habits, and help them to know first and foremost the vocabulary of all subjects before dealing with the contents of the subjects. It also recommends 'Intensive' and 'Extensive' studies for children to develop reading habit and linguistic competency for comprehending English as Lingua Franca.

**Key words:** Reading, perception, language, learning, vocabulary, libraries, visual Thesaurus, picture perception, parenting.

## **INTRODUCTION**

Reading habit can help children to break through class barriers at different stages of their life. It is a foundational tool for both early education and higher education. National Reading Panel in India is informative on Sustained Silent Reading and shows the substance of reading habit (National Institute of Child Health and Human Development, 2000). A child generally shifts from an early-age conventional loud reading to the quiet

reading stage. Hence, it is important to know the features of both. Reading aloud is central for developing oratory skills. In extensive technique of reading, a reader does not think about the grammar or vocabulary of the text but only focuses on the flow to move over the text quickly. In intensive reading, it is not doable to read aloud word to word as the locus remains on vocabulary and grammar, so silent reading comes into practice unanimously. Loud

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reading is slower and silent reading is speedy in nature. Loud reading and silent reading have high magnitude and mostly go hand in hand. For instance, to remember facts, reading aloud is preferred for all the age groups. whereby children can be instructed to read their lessons silently or run over the material in low voice for rapid reading of bulky narrative material.

It is advisable for a child to read aloud until he becomes proficient in reading, thereby can develop strong comprehension and the art of pronouncing words. Moreover, this. This enables children to develop strong concentration power. After a child is perfect in reading out loud, he can then enjoy silent reading, which is incredibly faster and fruitful. One of the most famous silent reading approaches is Drop Everything and Read (DEAR) by Daniels et al. (2000). In this approach, a teacher gives a fixed time for voluntary reading under supervision and later probably gets feedback from it. Observing the decline in reading habit, according to Osborn and Lehr (2003), is called 'the Matthew effect. The Matthew effect is a theory that affluent readers become more productive, and poor readers have constant poor perception of their reading ability. Therefore, children, who are good readers, in all probability read more, whereas children with poor reading habit read a little. This theory seems very true to approach as this tendency is common among children.

Kaisen (1987) defines Sustained Silent Reading (SSR) as a "supplemental reading program in which teachers and students alike choose and read books silently for a specified period without giving reports to prevent them from enjoying the reading." This kind of practice enhances the opus of personality. There are various vital experimental assertions popularly linked to reading aloud and silently. Some people believe that reading aloud is a waste of time because it may cause the reader not to comprehend what is being read. But other views claim that silent reading causes distractions. However, it is interesting to debate over the best practices to adopt for the development of children. This research provides empirical and coveted facts based on current reviews to derive and emphasize some stratagems. Therefore, this work aims to find the impact of reading habit on children's growth, the role of parents in inculcating reading habits in children, the importance of teachers in supporting children to read chosen materials, the connection between the habit of reading aloud and silently and the latest tools and techniques used for reading aloud and silently.

Grey (1885-1960) was an American educator and literacy advocate. Gray said that reading is a form of experience and identified 289 factors which affect the readability and they were categorized under four headings, Content, Style, Format and Feature of organization (Grey and Bernice, 1935). Indeed, good reading habit promotes promotes 'self-education.' Besides, other studies vocalize that reading habits

influence writing skills, improve one's acumen and right attitude. Gray infers readers by their eye movements while they read something. This assertion is given in his research work, *The Teaching of Reading* (1957). It says that "An analysis of records of eye-movements in reading reveals that the key attitudes and skills involved in reading are similar all over the world irrespective of differences in language and culture."

Intonation is important while reading out loud. It helps one to learn something with solidarity and it improves the flow of the written text. Tone pumps up life into spoken words. It is challenging to maintain the desired mood of content while uttering without sifting the meaning. Intonation carries broader cultural meanings. People do not like to use intonation in speeches because they do not want to be censured for using the wrong tone. They follow the grave tone of their speech.

It is said that, 'Every utterance always puts the speaker in a position of 'ally or witness,' friend, or enemy...The voice can produce itself on the basis of 'different fundamental tones' that depend on the power relations in the 'public space' where it evolves' (Lazzarato, 2009). These are aspects of reading aloud and silently: including punctuation marks and writing style like italics and bold used to emphasize a particular word or phrase or any specific articulation like tilde or emphasis mark over words. The knowledge of diacritics is crucial to acquire good reading skill with good intonation. Reading aloud makes the effects of tone to become more pronounced, which is not possible in silent reading. Except for emoticons (used in internet surfing) and diacritics, punctuation marks are used to indicate a lot of things. Thus, it produces even the silent text aloud without voice or sound. So, what is needed is to identify all the things which can only be reflected by reading aloud and those things which still have effects when we are reading silently. The second is the aural of memories evoked in us while listening to a word the second or third times at a different place or anywhere like TV or Radio. Reading aloud helps us to keep the memory of the word for a longer time than silent reading. Therefore, any critical words can be memorized for high retention.

The third is an intonation-architectural pattern in which if we are familiar with the syntactic design of a language, then it is even easy for us to comprehend the meaning of new words which we are not familiar with. This is the native approach for a learner. Thus, identifying the signs and symbols is important for reading aloud or silently, like punctuation marks, italicizing, emoticons including memory retention by reading aloud and intonation for communicating the real meaning without knowing the tough words (as in Extensive reading). These are the watermark areas in the process of reading aloud or silently. The processes of reading aloud and silently are intertwined factors that unquestionably affect each other. For a model, reading something to try out its conversational power by repeating it aloud will improve

the easiness in reading the text. If we do not get the feel-good flavor in the mouth and ears while reading any text, then the text will not be simple.

Elbow (2010) mentions John Schultz in his constructive work *Story Workshop* that reading aloud improves written texts. Andrea Lunsford has been teaching "Writing for Radio" at Stanford about the culture of Great Britain; "'her reading aloud' improves her listeners' reading skills. Jenifer Auger has a straightforward technique where if any student is found writing silently, then she compels this student to read aloud while writing. On the other hand, the great philosopher Plato stopped poetry recitation because he foresaw the danger of distraction readers under the force of rhyme and rhythm for a reader.

Reading aloud has its pros and cons, as in the case of reading silently. None can be ignored by just preferring one over the other. Finding the inter-dependence between reading aloud and reading quietly can produce good results. The interconnectivity between reading aloud and reading silently also touches upon the aspect of likeness. A reader might like the harsh words of rapping; other persons might dislike them. Sometimes, reading aloud proves to be a bottom-up approach due to the pressure of mugging up everything. In searching the different types of reading styles, the conventional methods are found in the form of Loud Reading (Extensive), Silent Reading (Intensive) and Supplementary Reading (Extensive).

Indian Education Commission (1964-66) prefers Extensive Reading, according to Kothari (2016). This type of reading is also known as rapid reading or independent reading. While reading aloud, the adequate pace works as a critical factor to become an excellent loud reader or silent reader because one has to set the variation in reading speed based on the complexity of the text. A report on the portal of [bhojvirtualuniversity.com](http://bhojvirtualuniversity.com) mentions Prof. Palmer stating that the word is too small as a unit of speech, and the sentence is too long as a unit to be read at a time. It shows that we need proper training to improve our reading skills. There are three popular techniques used to improve children's reading skills: first, pace and pause; second, correcting pitch range, and third, proper articulation.

Biemillera renowned researcher in the field of children's reading habits. Biemiller's work on reading is the most cited in the Reading Research Quarterly (Geva (2009). Biemiller and Levin did a research on "reading speed." Biemiller's six years' research shows that students who read slowly pronounce and comprehend text better. Children who take a longer time to identify words may find reading to be more difficult. Soboleski (2011) quoting Juel (1988) reveals how poor readers tend to become poor writers and poor listeners. Pikulski and Templeton (2004) citing Cunningham and Stanovich (1998) showed there are strong connections between vast reading and vocabulary knowledge. They say that children acquire more vocabulary from children's books than from adult

books or television programmes. Bryan et al. (2003) citing Daniels et al. (2000) say that fluency in reading, vocabulary development, and intelligence can be enhanced when readers read more. There are several aspects of reading habit but the major debate is on reading aloud and silent reading.

## MATERIALS AND METHODS

### Sample and population

This work surveys the lower, middle, and upper-class students learning at different environments in India. In this research work, the reading habit of these different classes of children (Lower, middle and upper) will be analyzed. Data were collected from the various economic classes of schools in Rajasthan, India. 10 students were selected from each socio-economic section and in total 30 students are selected for the survey. A wide data collection from many students was avoided for the sake of in-depth details and time constraint.

### Method

A longitudinal study was done to obtain qualitative data. Samples were taken from the same children or teachers at two different time periods, and they were compared. If there was any significant difference in the collection of two samples, then the data were discarded. If the two collected samples are almost the same, then the data was processed.

The samples were taken at two different time periods. This made the respondents not to remember the previous data given earlier. In November 2018, the first sample was collected from the schools, and then in February 2019, the second sample on the same questionnaire was collected. Around 20% of the samples did not match with the first survey data when compared. These data were removed from the processing to obtain accurate results.

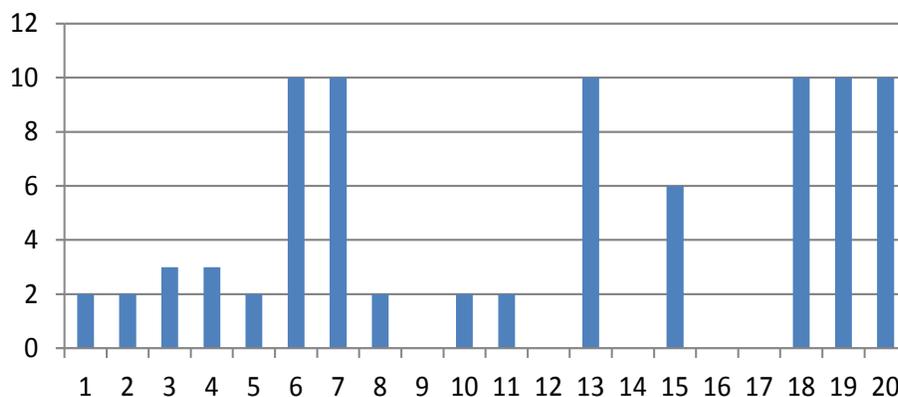
### Impact of reading habit on children

Cultivating reading habit in children increases their vocabulary, helps them read a new text well and develops their understanding of worldly affairs. The way around approach can be used where children are given related vocabulary beforehand. An initial experiment was done with the children before the data were collected twice. Students from the different schools (6 to 9 years old) were told a story. They were given a hint of the story plus its essential vocabulary in a handout. Also, they were asked some open-ended questions to prepare them for the experiment. The facilitator read the story loudly using the proper intonation. This process of providing related vocabulary in advance to these children led to excellent responses from them. It was a kind of pre-activity with the students. Providing related vocabulary to the students arose their interest in knowing the entire story and participating in the experiment. Also, the right intonation used by the story teller improved their comprehension. Their familiarity with the tale motivated them to want to learn and participate in the experiment. It is worth mentioning that pre-availability of data works universally for all irrespective of any standard or level of education.

Children adopt pristine vocabulary easily as they register new things fast. Similarly, bedtime stories play a key role in the development of anyone's language competency. Storytelling habit of parents helps their children to comprehend the outer world easily with a balanced perspective than their own first-hand unguided

**Table 1.** Result of rural area test of 10 selected students.

Questions	Q.1	Q. 2	Q. 3	Q. 4	Q. 5	Q.6	Q. 7	Q. 8	Q. 9	Q.10
Number of students who gave the correct answer	2	2	3	3	2	10	10	2	0	2
Questions	Q. 11	Q. 12	Q. 13	Q. 14	Q. 15	Q. 16	Q. 17	Q. 18	Q.19	Q. 20
Number of students who gave the correct answer	2	0	10	0	6	0	0	10	10	10

**Figure 1.** Number of total students who gave the correct answer: (Rural Background Students) X: Qs Y: no of students.

premature approach. In the beginning years of a child, a child is prone to receive conceptual thoughts which may get perfected with experiential learning later on in life. After this functional beginning, samples were collected from the students of decided age- group to draw meaningful data.

Gillett and De Luce (2019) shows that in America, especially the low-income families are more interested in the reading habit of their children and this is which is totally in contrast with India. In USA, parents tell stories at least four days in a week. This is a conscious effort made by American parents, which a developing country like India needs urgently. Vocabulary has a considerable role in developing the reading habit of children. Technology has also paved the way for children to expand their reading habits. There are many devices that promote shared reading habit such as Vocabulary Acquisition Devices based on useful conceptual thoughts; for instance Noam Chomsky gave the concept of Language Acquisition Device (LAD) in 1960 for the cognitive development of children.

With support from trained teachers, parents, or librarians, children perform better in their reading practice. Nicole (2012) quoting Whitehurst et al. (1988) developed a system to train adult facilitators to give a reliable leaning platform to children. This study prefers dialogic reading where a child is exposed to open-ended questions. The trained teachers, parents, and librarians were better motivators but the result obtained was not very optimal.

Reading aloud becomes obligatory for children under the age of five. This is because the sounds they hear in any animated video or from their teachers in a story like the sound of a bird or any animal leaves a lasting impression on their psyche during childhood. If you produce the sounds of a mouse or squirrel "Squeak ...Squeak", bees or flies "Buzz....Buzz" , fox or puppy 'yelps' bird or nightingale "Warble... Warble" before kids, it makes the birds, animal and things real to them. The whole process ultimately

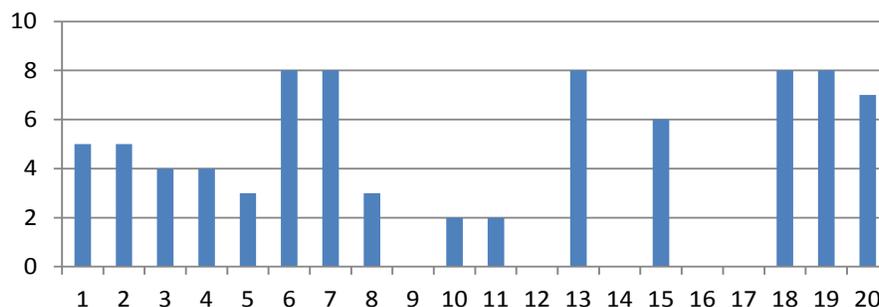
contributes to make children interested in reading the text aloud. Producing awkward sound is precarious for the leaning of children as they must learn universal concepts. In Indian families, the parents are unaware of the English sounds of animals and birds and knowing the correct meanings and sounds of words increases their chances of getting connected to reading material and helps them to know all subjects better. A vocabulary test in the form of semi-structured interview was conducted to know whether the students recognize the name of off-springs of animals or not for primary school children (Annexure 1).

## RESULTS

It is observed in the test that the students who know useful vocabulary are the children of well-educated parents, and these children are in the habit of reading. Moreover, they do not fear public speaking or to give their opinion on any situation. From the test it is seen that the lower class students are sure of the common questions they were asked, they could not answer the tough questions at all and have good knowledge of ground-level things (Table 1 and Figure 1). It was found that the middle class students could answer a few tough questions, they were less sure of few common questions and had insufficient mixed knowledge of tough questions (Table 2 and Figure 2). For the high class students, some of them could answer all the tough questions, they were sure of common questions and were not ignorant students (Table 3 and Figure 3).

**Table 2.** Result of middle-class school's test of 10 selected students.

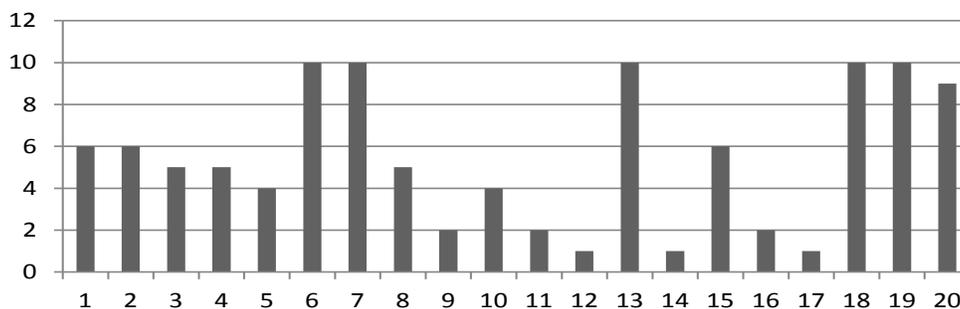
Questions	Q.1	Q. 2	Q. 3	Q. 4	Q. 5	Q.6	Q. 7	Q. 8	Q. 9	Q.10
Number of students who gave the correct answer	5	5	4	4	3	8	8	3	0	2
Questions	Q. 11	Q. 12	Q. 13	Q. 14	Q. 15	Q. 16	Q. 17	Q. 18	Q.19	Q. 20
Number of students who gave the correct answer	2	0	8	0	6	0	0	8	8	7



**Figure 2.** Number of Total Students Who Gave the correct Answers: (Middle Class Family Students)X: Qs Number No. Y: No of students.

**Table 3.** Result of high-class school's test of 10 selected students.

Questions	Q.1	Q. 2	Q. 3	Q. 4	Q. 5	Q.6	Q. 7	Q. 8	Q. 9	Q.10
Number of students who gave the correct answer	6	6	5	5	4	10	10	5	2	4
Questions	Q. 11	Q. 12	Q. 13	Q. 14	Q. 15	Q. 16	Q. 17	Q. 18	Q.19	Q. 20
Number of students who gave the correct answer	2	1	10	1	6	2	1	10	10	9



**Figure 3.** Number of total students who gave the correct answer: (Rich Background Students) X: Qs numbers Y: No of students.

The result of the three-level tests shows that students who perform well are those taught by their parents and learned teachers. There is no lack of talent in any of the social classes in India. But, those children whose vocabulary is well developed in primary school do better and also perform well at the secondary and tertiary levels. To inculcate reading habit in children, vocabulary development plays a vital role. It is not limited to learning

English language alone but to all subjects, be it Mathematics or History. The students from all the social classes could answer the universal basic questions, but the middle class students could answer them slightly; the high-class school could answer the tough questions greatly. The middle or lower - middle class students who unexpectedly could answer the tough answers show that they have good reading habit. This helps to set them

apart from their peers.

In primary school, a kid must know the vocabulary of all the distinct subjects more than any other details of the respective development. Mere teaching of the child cannot help to develop his reading habit. Teaching children words with their real etymological meanings can help to build in them confidence. Semi-structured interviews were also conducted with the same group of students' (Annexure 2).

## DISCUSSION

In response to question no 1, "Are you in the habit of reading general articles?", most of the students said "no" except few. It is a clear sign of poor reading habit at the early age of a child. Regarding question 2, "Do you indulge in in-depth reading for hours?", the rural and semi-urban school students did not understand the meaning of in-depth reading. A few students from the high-class expensive school understood it.

Regarding question 3, "Do your parents like to read a lot?" the students said their parents do not know the importance of reading. Their parents do not read enough and also do not encourage their wards to form good reading habits. The parents of the expensive school students read different kinds of books as their regular habit, unlike the low-income families where the priority of earning a livelihood reduces the chance of developing any such intellectual habit of reading. When asked question 4, "Do you like reading aloud?" primary school pupils said that they love reciting nursery rhymes with good music. That means that at early stage, all the categories of students like to read aloud, and this is a positive point. In the later stage, they feel shy to read out loud their books as they are not rhythmic. The content is more prosaic with complex content which needs intense silent reading.

The students displayed total disinterest when asked question 5, "Do you like reading silently?" the students said they are not interested at all in reading silently. It was observed that they like oral practices more. So, it is recommended that a new curriculum full of phonics can be generated with the preciseness of vocabulary for the primary class students for all subjects.

Students expressed helplessness when confronted with question 6, "Do you collect or find good books and articles to read?" the students said no, as the primary and secondary schools do not have rich libraries explicitly developed for kids in all the three different levels of schools. Children's libraries at home or schools would bring a revolutionary change in developing reading habits.

Students responded positively to question 7, "Do you think reading habit can give you more confidence?" the students said that they feel good whenever their teachers guide them in reading story books. They get easily distracted and lose interest in reading if the reading exercise is not moderated by a teacher with relevant

pictures and sounds.

Students seemed to be perplexed by question 8, "Do you think reading habit can give you the right attitude to live a prosperous life?" the students answered that they do not know the connection between reading habit and prosperity. We qualitatively observed that if children get ample support from parents and teachers then they surely perform well. In this study, it is discussed below the materials, methods and techniques that can be used to build and develop the reading habits of students.

The correct answers of the questionnaire (Annexure 1) are in Table 5. Focusing on the building confidence in the children can be easily achieved using the simple model (Figure 4) which connects the reading habit to the confidence and to prosperous life.

## Study materials

Promotion of mutual reading devices, advocating team writing, access to children specific libraries, access to vocabulary building laboratories, access to home libraries, authentic books for picture perception like Van Leeuwen and Jewitt's (2000) 'Handbook of Visual Analysis' is beneficial to theoretical and methodological development', Online Visual Thesaurus (<https://www.visualthesaurus.com>).

## Models

Formation of some models to show children that reading habit can make them more confident and prosperous. In fact some stories can be weaved from this (Figure 4). The government can provide children-oriented software(s) or web portals free to schools as well as parents. For instance, "Dell Foundation" has made its first two investments in education-based startups: Report Bee and Guru-G. Kumar (2016) says that electronic governance (e-governance) has played a crucial role in the enhancement and development of the higher education system of Uttarakhand in India. This concept can also be used for children's literature.

## Teaching techniques

There are several teaching techniques that can be used to enhance children's reading like Assumption Busting, Brain-Storming, Reverse Brain-Storming, Concept Mapping, Story Boarding on Walls, Incubation, Random Input, Questioning, Slip Writing, Laddering, Brain-Sketching, and Mystery Spot. For new teaching techniques, Loreto Day School, Calcutta, India won the Padam Shree Award in India. In this school, a teacher can be found teaching English with printed material on the wrapper of a toffee or morphed Hindi names in English sentences as 'Manju, the hen....' at the place of 'Mary, the hen...'.

**Table 4.** British National Corpus (BNC).

Functional words	Type	Frequency
The	Determiner	61847
Of	Preposition	29391
And	Conjunction	26817
A	Article	21626
To	Infinitive	16284
It	Pronoun	10875
To	Preposition	9343

**Table 5.** Answers of the Annexure 1 question paper.

Q.1	Q. 2	Q. 3	Q. 4	Q. 5	Q.6	Q. 7	Q. 8	Q. 9	Q.10
A	B	C	D	A	B	C	D	A	B
Q. 11	Q. 12	Q. 13	Q. 14	Q. 15	Q. 16	Q. 17	Q. 18	Q.19	Q. 20
C	D	A	B	C	D	A	B	C	D



**Figure 4.** Model for inculcating reading habits.

**Tricks for reading aloud**

To support reading aloud at the early stages of learning, “Infographics or VAK (Visual, Audio, and Kinesthetic-Kinesthetic) can be used. They are materials that can be felt. BBC recommends that students use Prezi software to prepare presentations rather than using traditional software. The web portal of Pinterest is also good to do group tasks.

There is an official list of word frequency that can be useful for children to deal with only those words, which are frequently used in writing and speech to improve their reading skills. The corpus tools of frequency lists and online concordances are used to get the natural collocation pattern of high-frequency lexis. British National Corpus (BNC) frequency list given by Leech et al., (2001) is convenient to find the list of words that have high frequency (Table 4). The most common colligations and collocations can be easily traced with this from the list of those lexical words which are used at high frequency. There is concordance software of Brigham Young University (2012). It shows the highest collocation and colligation of the top most frequency words. Thus, there are various activities that are based on the most commonly used words for the students, and it affects their reading speed. New Total English Starter Student's Book, written by Jonathan Bygrave, Pearson Education Limited (2012) is highly used for such activities. Synthetic phonics is also used to help students pronounce words

clearly while reading aloud like:

/w-air-d-i-j-uh-h-oh/ - Where do you go?  
 /h-ue d-i-j-uh-g-oh-w-i-th/ - Who did you go with?

A Bulgarian psychotherapist, Dr. Georgi Lozenoves developed a teaching method called ‘Suggestopedia’ (Georgi, 2013). It is also known as pseudoscience. It helps students to learn by eliminating barriers out of their mind. It is the application of suggestions for students. A show organized in Las Vegas Called Consumer Electronics Show (CES) showed the range of devices from 3d printer to smart watches that can be used for students. Compressed archive scanners like Doxie Flip Cordles Flatbet Photo and scratch pad scanner are utilized to arrange notes. Different gadgets like duplicate and Olympus which accompany voice recorders can be used to record all the English addresses. The broad level cognitive philosophies like Vygotskian, Chomskyan, and Piagetian principles are also used to improve reading skills of students.

A pragmatist approach can be used while reading aloud to get a positive result rather than getting exhausted and being distracted by the loud voice. Pragmatists are keen on trying out ideas, theories, and techniques to see if they work in practice. They positively search out new ideas and use every opportunity to experiment with applications” (Cantina and Flores, 2017). The following techniques are useful to develop high-level reading skills:

Use of one's natural pace, stressing a particular word, using pauses, maintaining fluency, keeping the pronunciation correct, getting the rhythm (Neither fast nor slow), and avoidance of long pauses.

### Tips for reading silently

The popular technique used for Sustainable Silent Reading (SSR) is also called DIRT (daily independent reading) or DEAR (drop everything and read). According to Ray (2012), there is no scientific study that can prove the benefits of SSR. It is a technique where every day or every week, a child chooses any material to read for 10 to 15 min. According to our teaching and reading experience, this method can help children gain confidence and have awareness of the outer world.

### Recommendations for parents

Parents should play the following roles in inculcating reading habit in their children:

- 1) Parents should build a small library at home age appropriate material (that is, children's books).
- 2) They should take their children to different libraries for a visit.
- 3) They should generate some extraordinary vocabulary archives for the children or use ready-made authentic materials.

### Recommendations for the school

The school should do the following to build confidence in children to read more

- 1).The school should establish a children-oriented library.
- 2). It should conduct activities connected to the cultivation of reading habits.
- 3). It can develop a specific vocabulary room that shows essential words on the walls and provide devices for improving vocabulary with pictures.

Specific children's libraries should be developed. The selection of books must be made by the team of children education experts or researchers with national societies like NCERT in India. Schools can develop vocabulary developing laboratories for children, providing all the possible pictorial materials or in the form of audio-video focused on improving the children's vocabulary.

### General recommendations

- 1). Good vocabulary increases reading habits, so new ways to form vocabulary like visual thesaurus can be

generated to arouse children's interest.

2). The reading materials should consist of the country's history created for the early stage of learning. This would help the students to know more about their own country and at the same time improve their English language competency. At the later stage, the child should be exposed to world literature. This would be the inductive style of learning, which moves from a smaller part to the broader role of learning about one's culture.

3). Some videos can be generated on the exact sound of birds and animals to give a loud rhythmic leaning.

4). A slight touch of humor is a must for primary and secondary students to learn.

5). The materials used for teaching should contain an equal ratio of pictures and text for the children. First, some photographs can be shown, and then the text should be emphasized.

6). A new phonic-curriculum can be generated with the preciseness of vocabulary for primary school students.

### Conclusion

It is important to understand that loud reading is important at primary level education, and silent reading is unavoidable at secondary or tertiary level of education. Loud reading helps a child to focus on the reading script and keeps the outer world silent. Silent reading makes the subconscious mind more active though there looms a danger of getting distracted from the external world in the form of physical barriers. Reading silently opens the inner conscience to talk loudly without using any word.

### CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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## ANNEXURE

### Annexure: 1

Test Question Paper: Created by the author.

(1) What is the young of donkey?

A Foal/Colt/ Filly B. Cub C. Caterpillar D. Heifer

(2) What is the young of Bear?

A Foal/Colt/ Filly B. Cub C. Caterpillar D. Heifer

(3) What is the young of Butterfly?

A Foal/Colt/ Filly B. Cub C. Caterpillar D. Heifer

(4) What is the young of Cow?

A Foal/Colt/ Filly B. Cub C. Caterpillar D. Heifer

(1) What is the young of Deer?

(a) Fawn/Calf/Kid/Pricket/Brocket (M)  
(b) Pup/Puppy/ Whelp C. Duckling D. Foal

(1) What is the young of Dog?

(a) Fawn/Calf/Kid/Pricket/Brocket (M)  
(b) Pup/Puppy/ Whelp C. Duckling D. Foal

(1) What is the young of Duck?

(a) Fawn/Calf/Kid/Pricket/Brocket (M)  
(b) Pup/Puppy/ Whelp C. Duckling D. Foal

(2) What is the young of an Elephant?

(a) Fawn/Calf/Kid/Pricket/Brocket (M)  
(b) Pup/Puppy/ Whelp C. Duckling D. Foal

(1) What is the young of Fish?

(a) Minnow B. Tadpole C. Cub D. Kid, Yearling

(1) What is the young of a Frog?

(a) Min now B. Tadpole C. Cub D. Kid, Yearling

What is the young of Fox?

(a) Minnow B. Tadpole C. Cub D. Kid, Yearling

(1) What is the young of Goat?

(a) Minnow B. Tadpole C. Cub D. Kid, Yearling

(1) What is the young of Goose?

(a) Gosling B. Leveret C. Chicken, Pullet D. Colt, Foal(M) Filly(F)

(1) What is the young of Hare?

(a) Gosling B. Leveret C. Chicken, Pullet D. Colt, Foal(M) Filly(F)

(1) What is the young of Hen?

(a) Gosling B. Leveret C. Chicken, Pullet D. Colt, Foal(M) Filly(F)

(1) What is the young of Horse?

(a) Gosling B. Leveret C. Chicken, Pullet D. Colt, Foal(M) Filly(F)

(1) What is the young of Kangaroo?

(a) Joey B. Cub C. Peachicken D. Pigling/Piglet/Shoat/gilt(f)

(1) What is the young of Lion?

(a) Joey B. Cub C. Peachicken D. Pigling/Piglet/Shoat/gilt(f)

(1) What is the young of Peacock?

(a) Joey B. Cub C. Peachicken D. Pigling/Piglet/Shoat/gilt(f)

(1) What is the young of a Pig?

(a) Joey B. Cub C. Peachicken D. Pigling/Piglet/Shoat/gilt(f)

## **Annexure: 2**

### *Research Questions*

Semi-Structured Interviews of students

#### *Sample Questions of Annexure 2.*

Q1. Are you in the habit of reading general articles?

A Yes

B NO

C. thinking to Start

Q2. Are you interested in doing in-depth reading for hours?

A Yes

B NO

C. thinking to Start

Q3. Do your parents like to read a lot?

A Yes

B NO

C. thinking to Start

Q4. Do you like reading aloud?

A Yes

B NO

C. thinking to Start

Q5. Do you like reading silently?

A Yes

B NO

C. thinking to Start

Q6. Do you collect or find good books and articles to read?

A Yes

B NO

C. thinking to Start

Q7. Do you think reading habits can give your confidence?

A Yes

B NO

Q8 Do you think reading habits can give you the right attitude to live a prosperous life?

A Yes

B NO