

**Role of English Language Learning Strategies to Improve the Reading Skills with
Special reference to Middle School Students**

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Abstract

Education is the process of systematically developing a person's skills and potential via training and instruction. The educational system, like the ocean, is complex and multifaceted. The political, economic, cultural, religious, artistic, and social sectors are only a few more. Education is the process of gaining the knowledge and abilities required to conform to cultural expectations. Learning, which may be thought of as a change in behaviour, depends on several factors, such as the teacher, the subject matter being studied, and the student themselves. Acquiring new knowledge improves one's cognitive abilities, broadens one's perspective, and eradicates ignorance. Fostering students' emotional and intellectual growth has always been a primary purpose of education, despite shifts in emphasis throughout time and among countries. The methods used at different times may change, but the essential part remains the same. It is important to highlight a few of the many definitions and reports of the different shades of education that have been developed by various learned scholars and education commissions in order to better understand the nature of education and to improve the teaching-learning behaviour.

Keywords – English language, Reading Dskills, Middle School Students, Teaching - Learning Behaviour.

Introduction

Middle school pupils may benefit greatly from English language teaching techniques that focus on reading comprehension. Positive learning environments and increased reading skills may both be achieved via the use of tactics that are specifically designed with middle schoolers in mind. Key ways in which language-learning practises might benefit middle school kids' reading abilities are as follows: Improved Understanding - Middle school students may improve their understanding and retention of what they read by using comprehension tactics including previewing, questioning, and summarising. These tactics stimulate active involvement with the subject, leading to increased understanding.

Learning New Words: Explicit teaching, contextual learning, and word mapping are just a few of the language learning tactics that help kids gain a larger vocabulary. They will be better able to understand more intricate texts if they have a larger vocabulary. Being Aware of Your Own Thinking: In order to assist middle school kids become more self-aware readers, it is important to introduce them to metacognitive skills like self-monitoring and adapting. This awareness helps pupils to detect obstacles, make changes, and establish good reading habits autonomously.

Fostering Analytical Reasoning: Middle schoolers may learn to think critically about the material they read by using strategies such as inferring and questioning. These abilities are fundamental for delving further into texts via analysis and interpretation. Building Reading Muscle: The ability to maintain reading requires children to read for longer and longer periods of time. Reading over longer periods of time is a skill that may help middle schoolers prepare for more challenging reading in later years. Combining Technologies: Middle school kids may be more engaged in their education by embracing tech-based tactics including instructional applications, online resources, and interactive platforms. Support, practise, and a wider variety of reading materials may all be obtained via the use of digital resources. Customised Lessons: It is crucial to acknowledge that pupils in middle school have a wide range of learning preferences and methods. Whether via the use of visual aids, group activities, or individualised reading materials, adapting teaching to match the requirements of students may improve the success of language learning practises.

Encouragement of a Love of Reading - In middle school, it is essential to encourage a love of reading. Students may develop a lifelong passion for reading by engaging in individual reading, book groups, and debates of many literary genres. Involvement of Parents: Involving parents in helping their child's language learning journey is vital. Middle school pupils are more likely to achieve reading achievement as a whole if parents are given tools and tactics to help their children practise language arts at home. Evaluation and Critique: Middle schoolers may better gauge their success and pinpoint areas for growth with the support of regular exams and constructive comments. Teachers may utilise assessment results to modify lessons and give individualised assistance.

The reading abilities of middle school kids are significantly influenced by the methods used to study English. Teachers may set the stage for their students' future academic and professional success by using a variety of tactics that strengthen their reading comprehension, vocabulary, metacognition, and use of technology.

Review of literature

Susan Main (2023) investigates how to best teach struggling readers in secondary school. Reading problems have been related to low academic accomplishment and associated social and emotional implications, such as stress and a lack of desire. A recent investigation on the effect of the COVID-19 outbreak on schools indicated that pupils with poorer reading abilities were disproportionately impacted. Secondary schools, where teachers already face difficulties in reading instruction due to topic and teacher scheduling constraints, will need to successfully adopt alternatives if a growing number of students are to escape long-term disadvantage. This study looked at the feasibility of continuing a Direct Instruction curriculum in a secondary school context over the long term. The student's reading proficiency was evaluated using a tried and true method. Staff interviews, classroom observations, and field notes were used to track how the programme was carried out. These results showed that over the course of three years, despite obstacles in the integrity of programme execution, pupils' reading ability and self-confidence both grew.

The effects of metacognitive strategies on AP science students' achievement and engagement were investigated by Ibe (2019). Research has revealed that TPS (Think Pair Share) and metacognitive strategies are the most effective ways to improve student

achievement. Researchers recommend using metacognitive strategies and questions to improve students' ability to learn, remember, and transfer knowledge from one context to another.

How to better educate primary school kids to read and understand texts published in English is the topic explored by Yadav, Surenda (2023). This article has focused on the relevance, tactics, and particular measures to build English reading skills and reading strategies in light of the issues and difficulties experienced by primary school kids. All of the advice and methods presented in this article came from social media sites, search engines like Google and YouTube, and the author's own experience. While the students who are the focus of this paper's suggestions will ultimately benefit from the recommended measures, a teacher's role as facilitator and constant guide is more important.

Liu, Fang (2021) used big data and the lens grading system to investigate whether or not Chinese college students may benefit from improved English reading skills. In the United States, the vocabulary system is by far the most used method of classification. It provides significant reference value for classroom resources, assessment tools, and test questions by using "vocabulary" as a unit to gauge students' reading proficiency and text complexity. This article uses information from a university in Xi'an to describe the REACHE3000 system and scoring method, both of which were built on the digital Lexile framework.

Kleitman and Stankov (2017) looked at self-assurance, focusing on how it relates to other measures of intelligence and character. They offered 296 respondents a battery of seven cognitive tests meant to assess accuracy, speed, and self-assurance. Results suggest that self-confidence and metacognition are affected by separate factors and have a somewhat weak relationship (0.41].

Objectives of the study

- Training the chosen tactics and incorporating them into regular classroom activities.
- Identifying the learning strategies best suited to middle school students.
- Assessing the learning type most suited to middle school students.

Research Methodology

Participants in this study will be middle schoolers from an Ayodhya school. Eighty pupils from a middle school where Hindi is used as the medium of teaching participated in this study. A control group and an experimental group, each with 40 members, are created from the total of 80 pupils. Both the schools and the students are chosen at random. This study used an experimental methodology. An educational experiment is one in which the researcher takes an active role in shaping the outcomes. In experimental studies, subjects get treatment only after their behaviour upon entering the lab has been evaluated. The results of any tests administered before and after the trial or treatment should be recorded. There are two key distinctions between experimental research and other methodologies. Since it entails actively attempting to modify a particular variable, only experimental research can really evaluate hypotheses.

Result analysis and discussion

Statistical analysis is a scientific method used to examine large amounts of data in order to derive conclusions or broad generalisations from specific studies. The phrase "data analysis" refers to the act of delving through information to unearth hidden truths or hidden meanings. You need to break down the apparently impenetrable barrier and reassemble the parts in creative ways in order to comprehend it. The present research is an experiment in data analysis, with the aim of establishing the effectiveness of reading approaches in the learning of English by students in the eighth grade.

Table-4.1

mean,SDand't'valueofcontrolgroupandexperimentalgroupin termsofoverallpre-test

Group	N	Mean	SD	't'	Result
Control	40	24.175	6.072	0.725	NotSig
Experimental	40	25.075	4.982		

Analysis and Interpretation

Since the obtained 't' value (0.725) is only slightly higher than the critical value at both the 0.05 and 0.01 levels of significance, the null hypothesis that there is a statistically

significant difference between the means of the control group and the experimental group on the overall pretest is accepted. This suggests that both groups performed equally on the pretest, given the minor difference.

Pre-test scores, a widely used tool, have been utilised to compare and contrast several features of the Control and Experimental groups. The term "scores" is often used to refer to numerical representations of relationships between variables. Mean, Standard Deviation, t-Test, and Significance Analysis are all computed by this systematic employment of score. Means, standard deviations, coefficients of variation, correlations, regressions, multiple correlations, and the student's t-test are only some of the statistical tools that have been used to the data in this study.

Mean,SDand't' valueofcontrolgroupandexperimentalgroupintermsofoverallpost-test

Group	N	Mean	SD	't'	Result
Control	40	26.925	5.747	13.635	Sig.
Experimental	40	52.325	10.285		

Analysis and Interpretation

The estimated t-value of 13.635 is larger than the essential value at both the 0.05 and 0.01% levels of significance, as indicated in table 4.2. That leads us to reject the null hypothesis and conclude that there is a significant difference between the experimental and control groups on the post-test. Overall, the experimental group performed better than the control group on the post-test.

Post-test, a well-known tool, has been used to compare and contrast several aspects of the designated Control and Experimental groups. "Test" refers to a "quantitative or numerical relationship between two variables." Mean, Standard Deviation, t-Test, and Significance Analysis are all computed by this systematic employment of score. Means, standard deviations, coefficients of variation, correlations, regressions, multiple correlations, and the student's t-test are only some of the statistical tools that have been used to the data in this study.

Education is the invaluable resource that improves one's IQ, ensures his financial stability, and opens the door to a richer, fuller life. Therefore, in modern society, investing in people's education is considered morally commendable. Most children begin their educational careers in primary schools, and it is the duty of these institutions to equip their students with the basic literacy, numeracy, and social-emotional competencies they will need to succeed in secondary and even higher education. In elementary schools, teachers have a crucial role in their students' academic growth. Students' contributions here are equal to, if not larger than, those of the professors. All parents want their children to have the best education available. When taken together, these factors make it very evident that primary education needs an overhaul. The researcher is passionate about improving the educational experience for middle school children and the English language arts curriculum in particular, having previously worked as an elementary school teacher.

Conclusion

The success of our pupils in learning English depends in large part on how well they comprehend and react to texts. Despite the study's limited sample size, we were able to get some valuable early information into how readers achieve understanding. These results seemed to back up the theory that rapidly evolving technology may actually train readers to absorb content in a more targeted manner than conventional methods. This type of education could be promoted through group work, increase student autonomy and acceptance of difference, exalt organising one's time, and encourage strong connections between students, educators, and parents if strategic reading assignments were implemented across all subject areas. The potential future benefits of such a comprehensive reading technique surpassed the existing problems and limits of the current investigation.

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