

SUGGESTION FOR THE IMPROVEMENT OF PROFICIENCY IN ENGLISH

Dr. LIQUA US SYEDA PATEL

Assistant Professor

Dept. of English

Dr.Rafiq Zakaria College for Women,

Aurangabad,Maharashtra, India.

In a heterogeneous class - like the one we usually have in the Junior colleges – we may find three categories of students viz; below average, average and above average. This categorization is made from the point of view of their proficiency in English, general proficiency, at the time of leaving school, their reading habits. Accordingly the teacher we may have different types of courses designed to help students develop the reading skills. Those who are below average will require special attention and a long term reading course spread over the entire year. The average and above average students may respond to a short-term intensive course in reading.

The important problems in remedial work are those which are concerned with arousing interest and maintaining effort. Without proper motivation a remedial programme is sure to be ineffective. The motivation for remedial work depends largely upon getting pupils to an active mental set towards overcoming their difficulties.

On a remedial course our main task should be to arouse motivation to develop the required reading skills and to help students to restore confidence in themselves.

Vocabulary is easier skill to develop than the other skills. The skill to locate facts involves memory. Memory helps comprehension. It is a fact that 'factual' questions test memory. We expect a student to remember and sometimes retain information in their memory to recall what is read whenever necessary this goes to suggest that it is impossible to eliminate completely. The memory factor from comprehension and we need to give our students training in sharpening their memoires. A number of techniques have been evolved by experts in this field. Two widely used techniques are the PQRST and SQ3R techniques which are very effective to increase vocabulary.

The PQRST technique was introduced by George D. Spache and Paul C, Berge.

By PQRST they mean:

Preview: Read the title, first and last sentences of paragraphs. The introductory or concluding paragraphs should be read.

Question: Ask as many questions as possible on the contents during the preview. Read the heading s and turn them into questions. Think of the possible answers that are expected to be answered by the writer.

Read: Read the contents and answer the questions written down during the preview and question steps.

Summarize: Prepare a summary based on the answer to the questions one has written earlier. Most of the questions should be answered by recognizing the central idea in each paragraph. The writer's main idea should be determined and written in brief.

Test: Test one understands of the selection by attempting to answer question which were written during the preview. This should be done without referring to the selection or the notes one has written earlier.

Another technique SQ3R has been suggested by Frances P. Robinson. Edward Fry advocates this technique for the improvement of study, reading and development of memory.

SQ3R technique involves the following steps.

Survey: Survey of the chapter being studied to get general idea of the contents of the chapter.

Questions: Questions should be written on the main points in the chapter. This should be done by skimming.

Read: Read the chapter once again to answer the questions written during the second step.

Recite: Answer the questions orally to some other person or in writing. The answer should be in one's own language.

Review: Read the chapter after some days. This should be done quickly re-reading the chapter.

These study techniques can help our students to become conscious and systematic readers and can go a long way in improving their study reading habits. They can retain the content of the test much longer.

Reference:

- Gates Arthur I: "The Improvement of Reading", New York: The Macmillan Company, 1927.
- Ibid.
- Spache G.D. and Berge P.C: "The Arts of Efficient Reading", New York: The Macmillan Publishing Co. Inc 1966.
- Cited by Ahuje C C and Ahuja Pramila: "How to Increase Reading Speed", Opcit.
- Fry Edward: "Teaching Faster Reading" Opcit.
- Haris Albert J. and Sipay Edward R: "How to Increase Reading Ability", New York: David McKay Company, Third Printing April 1977
- Lado Robert, "Language Teaching", Avin Arbot 1957.
- Thompson and Wyatt, "Teaching of English in India" London: Oxford University press, XII impr, 1964.
- Yardi V.V, "Teaching English in India Today", (Aurangabad Parimal Prakashan 1977)