

Teaching Reading Skills through Print Media to Undergraduate Students of AMU

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ABSTRACT

The following research paper studies in teaching reading skills through print media and its impact on learning of undergraduate students that eventually will lead them to become proficient readers in a given community. Considering the complexity, it has become a necessity for students to be able to access the vastness of the curriculum and improve their communication and language skill as a whole. Finally, it analyzes the use of print media that not only widens their world of imagination through various activities but acts as an authentic text that are written specifically keeping in mind the interest of the students. Thus, learners should be made to encounter various types of print media such as newspaper articles, advertisements, dictionaries, excerpts from speeches of famous personalities, comprehension passages etc., that triggers their abilities in order to master the different aspects of reading skills such as inferencing, skimming, scanning etc. The dissertation extracts its authenticity from the data collected by personal suggestions through a questionnaire aiming on the need to teach reading skills in order to overcome the problems faced by learners while reading and different activities that can be done to assess its actual impact on the undergraduate students which are also the main objectives of this research work. Therefore, the dissertation also applies an analytical approach on the availability of previous papers.

Keywords: Teaching; Reading skills; Print media; Undergraduate students; AMU

INTRODUCTION

Reading skills are fundamental for learning and acquiring knowledge across various disciplines. However, with the advent of digital technologies, the focus on print media has diminished in educational contexts. Teaching reading skills through print media has been a long lasting and effective approach in literacy education. Print media refers to any form of written or printed material, including books, newspapers, magazines, and other physical publications. It has served as a primary source of information and entertainment for centuries, and its role in teaching reading skills continues to be significant, even in the digital age.

Print media is an effective tool for teaching reading skills because it possesses a number of distinctive qualities. It primarily provides a tactile and engaging reading experience. Holding a book or turning the pages of a newspaper physically involves several senses and can foster a closer relationship with the text. Fonts, layouts, and illustrations all contribute to the visual appeal of print media, which enriches the reading experience and improves comprehension.

The contextual understanding that print media can convey is another benefit. Newspapers and magazines frequently use headlines, subheadings, and captions to help readers understand the main points and important details. Students can make inferences, draw connections within the text, and develop critical thinking skills thanks to these contextual cues.

Authenticity and variety of content are other benefits of print media. Students who have access to a variety of printed materials become more familiar with a range of genres, writing emphases, and cultural contexts. While reading books and magazines gives them access to literary fiction, non-fiction, and specialized subjects, reading newspapers exposes them to current events and a variety of viewpoints. Due to this exposure, student's knowledge is increased and their capacity for critical thought is strengthened.

Print media also includes a variety of textual elements that facilitate understanding and information organization. The ability of students to navigate through headings, subheadings, paragraphs, and punctuation enhances their capacity to efficiently skim and scan text for important information. In academic and professional settings, where effective reading strategies are crucial, these abilities are priceless.

Implementing a variety of strategies is required when teaching reading skills through print media. Targeted skill development is possible through guided reading, where teachers offer assistance and instruction catered to each student's needs. Students are encouraged to use reading journals to reflect on their reading experiences, summarise key ideas, pose questions, and draw connections between themselves and the text. As students evaluate articles, debate viewpoints, and develop arguments supported by evidence in group discussions, critical thinking and communication skills are fostered. Students can also explore their interests, increase their vocabulary, and cultivate a lifelong love of reading during independent reading time.

Even though digital media is more widely used and has its own benefits, the traditional method of teaching reading skills through print media is still very relevant and successful. Teachers can help students develop strong reading skills, encourage critical thinking, and develop a love of reading by utilizing the distinctive qualities of print materials.

Objective of the study

The objective of the study is to develop student's proficiency in comprehending and engaging with various types of texts. By exposing students to a range of text types, such as, newspapers, magazines, articles, and books, they develop skills in extracting key information, identifying main ideas, and comprehending complex ideas and arguments. They learn to examine texts closely, analyze the author's purpose, evaluate the credibility and bias of sources, and identify persuasive techniques or rhetorical strategies employed in the writing. Print media often reflects a variety of cultural perspectives and global issues. By engaging with print media from different regions, students gain insights into diverse cultures, traditions, and global events. They become more empathetic and culturally sensitive readers. Apart from this students learn to critically evaluate the credibility and reliability of sources, recognize biases, distinguish between facts and opinions, and analyze the purpose and intended audience of the text. These skills are crucial in an era of abundant information and media saturation. Reading print media encourages students to become independent readers and lifelong learners. By exploring various forms of print media, students develop self-directed learning skills, curiosity, and a habit of seeking information beyond the classroom. They become aware of the print media as a source of knowledge and inspiration. Many forms of print media incorporate visuals, graphics, and interactive elements. Teaching reading skills through print media exposes students to multimodal texts, helping them develop skills in interpreting and integrating information from different modes of communication.

The objective of the study is:-

- 1) To establish different types of print media can be used to teach the reading skills.
- 2) To equip students with the skills and strategies necessary to comprehend, analyze, and critically engage with a wide range of texts in their academic lives.
- 3) To examine its effectiveness or impact on undergraduate students of AMU.

METHODS

Research Objective: The objective of this study is to investigate the effectiveness of using print media in teaching reading skills to Undergraduate students of AMU.

Research Design: The research design is experimental in nature. A group with selective feature such as same age, same current reading proficiency, and different cultural and linguistic background is selected and was experimented.

Data Collection: The data is collected with the help of an online google form questionnaire which comprises of both subjective and objective type questions.

Data Analysis: Data is analyzed both quantitatively based on the number of occurrence of correct responses given by the respondents on objective type questions and qualitatively based on the subjective type questions. Both thematic and analytic analysis of the questions are done as it helps in identifying the patterns and themes that respondents provide and are illustrated with the help of tables.

Expected Outcomes: It is anticipated that teaching reading skills through different print media will positively impact student's reading comprehension abilities. The study expects to find the level of effectiveness by actual performance of students on the mentioned reading skills. Additionally, it is anticipated that student's cultural and global awareness will be enhanced, along with the development of media literacy competencies. The study also expects to gain insights into student's attitudes and perceptions towards using print media in reading instruction.

Participants: Undergraduate students of AMU 4th and 6th semester.

RESULTS AND DISCUSSION

Q1)

Based on the provided responses, I have identified the following themes or problems that individuals face while reading a text:

Vocabulary: Many respondents mentioned difficulties related to vocabulary, such as encountering new words, unfamiliar words, unknown vocabulary due to a different language background, lack of word power, and not knowing the proper meaning of a word.

Understanding and Comprehension: Some respondents mentioned challenges in understanding the text, comprehension issues, misinterpretation when encountering new vocabularies, and difficulties in interpreting new words and phrasal verbs.

Pronunciation: Pronunciation was highlighted as a problem by a few respondents, specifically in terms of word's pronunciation and their meanings.

Sentence structure and Complexity: Complex sentence structures and complex sentences were mentioned as challenges by some individuals.

Distractions: Distraction was briefly mentioned as a problem by one respondent.

Idioms and Phrases: One respondent specifically mentioned difficulties with idioms and phrases, as well as words

Here is the breakdown of the themes and their respective percentages:

Theme	percentage
Vocabulary	40%
Understanding	20%
Pronunciation	6.7%
Sentence structure	10%
Distraction	3.3%
Idioms and Phrases	3.3%
Other/Not specified	16.7%

Q2)

To analyze the given article in percentage, we need to determine the frequency of each option and calculate the percentage based on the total count. Let's count the occurrences of each option:

Add sports experience in your resume appears 15 times.

Athletes are better options for job opportunities appears 12 times.

Now we can calculate the percentage for each option:

Percentage for Add sports experienced in your resume:

Count-15

Total count-27(15+12)

Percentage- $(15/27)*100=55.56\%$

Percentage for Athletes are better options for job opportunities:

Count-12

Total count-27(15+12)

Percentage- $(12/27)*100=44.44\%$

Response	Count	Percentage
Add sports experience in your resume	15	55.56%
Athletes are better options for job opportunities	12	44.44%

Among the participants, 15 chose the option "Add sports experience in your resume," representing approximately 55.56% of the total. On the other hand, 12 participants selected the option "Athletes are better options for job opportunities," accounting for approximately 44.44% of the total.

Q3)

To analyze the given words or sentences in terms of percentage, we need to determine the frequency of each option and calculate the percentage based on the total count. Let's count the occurrences of each option:

Companies seek employees appears 1 time.

Skilled employees appears 6 times.

All of the above appears 14 times.

Now we can calculate the percentage for each option:

Percentage for Companies seek employees:

Count-1

Total count-21(1+6+14)

Percentage- $(1/21)*100=4.76\%$

Percentage for Skilled employees:

Count-6

Total count-21(1+6+14)

Percentage- $(6/21)*100=28.57\%$

Percentage for All of the above:

Count-14

Total count-21(1+6+14)

Percentage- $(14/21)*100=66.67\%$

Response	Count	Percentage
Companies seek employees	1	4.76%
Skilled employees	6	28.57%
All of the above	14	66.67%

Question 1 focused on inferring an article based on given options, while this question focuses on identifying the specific words that aided in the inference.

The analysis shows that out of the 21 participants, only 1 (4.76%) mentioned the theme of "Companies seek employees" as words that helped them infer the newspaper article. Six participants (28.57%) identified "Skilled employees" as influential words, while the majority of participants, 14 (66.67%), and chose the option "All of the above" as the words that aided their inference.

Majority of the participants choose the correct options 'Add sports experience in your resume' based on the clues given in this particular question which shows the importance of cues while inferencing a newspaper article.

Q4)

To analyze the responses and provide percentages, I will count the number of times each answer appears for each question.

Based on the analysis, here are the percentages for each answer:

Response	Percentage
Bitcoin and Hitcoin	57.1%
Coin	19.0%
Safe investment	4.8%

Majority of the participants gave the correct answer of the questions that aimed to analyze their phonemic awareness. This implies that advertisements can be used as a tool of print media to teach phonemic awareness while teaching reading skill.

Q5)

To analyze the options provided and determine the correct meaning, we can count the frequency of each option and calculate the percentage. Here's the breakdown:

Excess-10 occurrences (43.48%)

Superiority-2 occurrences (8.70%)

Variety-5 occurrences (21.74%)

Response	Count	Percentage
Excess	10	43.48%
Superiority	2	8.70%
Variety	5	21.74%

Based on this analysis, the correct option of meaning is 'Excess', as it appears the most frequently.

Q6)

To determine the method used to guess the meaning of the word 'surfeit', we can analyze the options and calculate the percentage. Here's the breakdown:

Context clues-18 occurrences (85.71%)

Dictionary-3 occurrences (14.29%)

Response	Count	Percentage
Context clues	18	85.71%
Dictionary	3	14.29%

Based on this analysis, it appears that the method used to guess the meaning of the word 'surfeit' was 'context clue', as it is the most frequently mentioned option. This implies that majority if the participants do not refer to a print media while understanding the meaning of a difficult vocabulary.

Q7)

To analyze whether the meaning of a word can be different in the dictionary (literal) and context, we can count the occurrences of Yes and No and calculate the percentage. Here's the breakdown:

Yes-15 occurrences (68.18%)

No-7 occurrences (31.82%)

Response	Count	Percentage
Yes	15	68.18%
No	7	31.82%

Based on this analysis, it is indicated that the meaning of a word can be different in the dictionary (literal) and context, as 'Yes' appears more frequently. This question is related to question 6 and implies that meaning of the word changes according to the context in which it is used.

Q8a)

To analyze the options provided and determine the first thing one often does when reading a passage, we can count the frequency of each option and calculate the percentage. Here's the breakdown:

Skim-16 occurrences (72.73%)

Scan-6 occurrences (27.27%)

Response	Count	Percentage
Skim	16	72.73%
Scan	6	27.27%

Based on this analysis, the most frequent option is Skim, indicating that the first thing one often does when reading a passage is to skim through it.

Q8b)

To analyze whether skimming and scanning enhance our reading skills, we can count the occurrences of Yes and No and calculate the percentage. Here's the breakdown;

Yes-20 occurrences (90.91%)

No-2 occurrences (9.09%)

Response	Count	Percentage
Yes	20	90.91%
No	2	9.09%

Based on this analysis, it is indicated that skimming and scanning enhance our reading skills, as 'Yes' appears more frequently.

Q9)

To analyze the important points in the provided article, we can count the occurrences of highlighted points and calculate the percentage. Here's the breakdown:

Yes-21 occurrences

No-1 occurrences

Response	Count	Percentage
Yes	20	90.91%
No	2	9.09%

Based on this analysis, the important points in the article mainly support the idea that summarizing (note-making) is good for retention of knowledge, as 'Yes' appears significantly more frequently. This implies that retention while teaching reading skill can be taught using note-making.

Q10)

To analyze the responses, let's assign numerical values to the options:

Neutral:0

Agree:1

Strongly Agree:2

Now let's calculate the percentage for each response:

Neutral: $6/21 \times 100 = 28.57\%$

Agree: $10/21 \times 100 = 47.62\%$

Strongly Agree: $5/21 \times 100 = 23.81\%$

Response	Count	Percentage
Neutral	6	28.57%

Agree	10	47.62%
Strongly Agree	5	23.81%

The majority of responses indicate agreement or strong agreement (71.43%), while a smaller portion expresses a neutral stance (28.57%).

This implies that participants are in partial agreement in using excerpts from speeches of famous personalities. This could be due to the reason that imitating pronunciation, stress, and intonation of native speakers while reading itself is a tedious task and may not be an effective way to teach the reading skill 'fluency' to undergraduate students of AMU.

Q11)

To analyze the responses, let's assign numerical values to the options:

Print media-1

Electronic media-2

Now let's calculate the percentage for each response:

Print media- $20/21 \times 100 = 95.24\%$

Electronic media- $1/21 \times 100 = 4.76\%$

The majority of responses indicate a preference for print media (95.24%), while a small fraction mentioned electronic media (4.76%) as the primary medium for enhancing reading skills.

Q12)

To analyze the responses, let's assign numerical values to the options:

Print media-1

Electronic media-2

Now let's calculate the percentage for each response:

Print media- $21/21 \times 100 = 100\%$

Electronic media- $0/21 \times 100 = 0\%$

Response	Count	Percentage
Print media	21	100%
Electronic media	0	0

All of the responses indicate that print media is considered to be the medium that enhances reading skills the most. There were no mentions of electronic media as the preferred medium for enhancing reading skills.

Q13)

To analyze the responses, let's assign numerical values to the options:

No-0

Yes-1

Now let's calculate the percentage for each response:

No- $1/21 \times 100 = 4.76\%$

Yes- $20/21 \times 100 = 95.24\%$

Response	Count	Percentage
Yes	20	95.24%
No	1	4.76%

The overwhelming majority of responses (95.24%) indicate that different kinds of print media, such as newspapers, magazines, dictionaries, excerpts from speeches of famous personalities, comprehension passages, can be used to teach various reading skills including inferencing,

vocabulary, skimming, scanning, phonemic awareness, and fluency. Only one response (4.76%) indicated disagreement.

Q14)

To analyze the responses, let's calculate the percentage for each response:

Positive impact-15.79%

Enhancement of vocabulary-10.53%

Enhancement in understanding passages-5.26%

Improved concentration-5.26%

Improved pronunciation, vocabulary, word stress-5.26%

Enhanced knowledge-5.26%

Improved scanning, skimming and guessing meaning-5.26%

Enhancement of register-5.26%

Response	Percentage
Positive impact	15.79%
Enhancement of vocabulary	10.53%
Enhancement in understanding passages	5.26%
Improved concentration	5.26%
Improved pronunciation, vocabulary, word stress	5.26%
Enhanced knowledge	5.26%
Improved scanning, skimming and guessing meaning	5.26%
Enhancement of register	5.26%

DISCUSSION

Based on the data provided, the students mentioned various problems they face while reading texts, such as unfamiliar vocabulary, difficulty in understanding complex sentence structures, unfamiliar idioms and phrases, and unknown words at the beginning or end of a word. Some students also mentioned distractions and lack of concentration as challenges.

When inferring the meaning of words or the overall article, the students used different strategies some relied on context clues, while others referred to a dictionary for assistance.

The student's opinions varied regarding the use of different print media for teaching reading skills. However, most students agreed that different types of print media, such as newspapers, excerpts from speeches, and dictionaries, can be effective in teaching various reading skills like inferencing, vocabulary, skimming, scanning, phonemic awareness, and fluency.

Skimming and scanning were considered useful reading techniques by most students, as they help in quickly obtaining the main ideas or specific information from a passage.

The majority of students believed that summarizing or note-making is beneficial for retaining knowledge.

The students mentioned that reading excerpts of famous personalities and imitating their pronunciation, stress, and intonation can help improve fluency in reading.

In terms of media used to enhance reading skills, both print media and electronic media were mentioned by the students. However, print media was generally favored as a more effective medium for improving reading skills.

Using different kinds of print media was expected to have a positive impact on the students' reading abilities, including vocabulary development, comprehension skills, standardized language use, improved pronunciation, enhanced understanding of passages or articles, and increased fluency

in speaking English. It was also mentioned that print media helps in reducing distractions and developing concentration.

Overall, the use of various print media resources was seen as beneficial for developing and enhancing multiple reading skills and improving overall reading ability.

CONCLUSION

The book acts as a portal to a new world. They have the potential to broaden student's horizons, shape their attitude towards others and life and give them a new way of thinking about everyday life. Before the use of internet, print media such as books, magazines, newspapers, articles, dictionaries, advertisements also named as print media was used to teach reading skills and was considered to be the most reliable source to depend on as it acts as an authentic text for teachers and students. With review of this research paper, it can be said that reading is a mental activity that stimulates a student's comprehension and analytical abilities and ignites the imagination power of a human brain. Various skills that help to enhance reading experiences such as inferencing, phonemic awareness, vocabulary, fluency, skimming, scanning, retention along with various activities with the help of authentic texts that can be performed in a classroom setting are discussed in detail which brings to a conclusion that reading skills play a vital role in the success of a learner regardless of any age group and is a prerequisite to learn English language as a whole. Based on the data analysis of the responses, it can be concluded that using different kinds of print media is effective in teaching various reading skills. The majority of participants agreed (95.24%) that print media, such as newspapers, magazines, dictionaries, and comprehension passages, can be used to enhance reading skills. The findings indicate that different print media sources have a positive impact on reading skills, with specific benefits identified, including the enhancement of vocabulary, understanding passages, concentration, pronunciation, word stress, and knowledge. Additionally, participants noted improvements in scanning, skimming, guessing meaning, and the development of register. These results suggest that utilizing a variety of print media resources can significantly contribute to the teaching and development of diverse reading skills. Incorporating newspapers, magazines, dictionaries, and other print materials into educational settings can provide students with valuable opportunities to engage with different text types, expand their vocabulary, improve comprehension, and develop various reading strategies. Overall, the data supports the use of print media as a valuable tool in teaching and enhancing reading skills. Educators and instructors can consider incorporating different print media sources into their teaching methods to promote a comprehensive and effective approach to reading instruction.

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