
ENHANCING THE READING SKILLS OF THE TECHNICAL UNDERGRADUATES OF COASTAL AREA OF ANDHRA PRADESH WITH THE ADMINISTRATION OF (WPM WORDS PER MINUTE) TEST IN ACADEMIC LEARNING ENVIRONMENT (ALE)

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Abstract

The concept of English Reading Comprehension (RC) skills is a broad area in the English Language Teaching (ELT) domain. As the famous essayist Francis Bacon quotes "*Reading maketh a full man; Conference a ready man; and Writing an exact man.*" It means that Reading makes a man and woman as a Man of integrity and a Woman of integrity. This research paper focuses one of the best methods in Reading Comprehension (RC) Words per Minute (WPM) Pedagogical model adopted to test the (1) Reading Comprehension levels and (2) SA levels (*Speed and Accuracy*) of reading, (3) the CCC levels (*Concentration, Comprehension and Composition*), (4) the RRR levels (*Read, Recall and Retain*), among the Non-native Readers of English who pursue their Technical Undergraduate and Post Graduate courses in the engineering colleges at Coastal Andhra Pradesh. The objective of my research is I am going to introduce to all the Teachers in English one of the best ELT Pedagogical platforms that is WPM to teach Reading Comprehension in English. On one hand the methodology of research is comparing current practices of teaching Reading Comprehension (RC) with WPM to draw the retention levels of the readers. With WPM we make the readers reflective with 3 R's. Read, Recall, Retain. So that we can empower the retention levels of the readers with WPM.

Keywords: WPM (Words per Minute) RC (Reading Comprehension) SA (Speed and Accuracy)

1. Introduction

Reading with comprehension is an art in our academic studies. To get the art of reading to fine art (to make it perfect) and impeccable we need to adopt an appropriate pedagogy for adaptable (suitable) academic reading environment. Currently, there have been plethora of theories and methods have been working to make our reading environment more receptive and reciprocal. My sincere appreciation to all the Reading experts who have been

engaged in searching and researching the holy grail of perfect reading since decades and centuries. I have been fortunate enough to join with the team with my present research reading comprehension theory as I call it *TULR (Thinking, Understanding, Learning and Remembering) WPM (Words per Minute) model*.

Let me to define and discuss the parameters of WPM (Words per Minute) in brief. Reading comprehension with WPM (Words per Minute) concept is one of the best reading models in my findings with much significance in the case of visual learners. So let us ponder over what is receptive reading? How it works out for the benefit of technical undergraduates who pursue their studies? Receptive reading includes RRR (Read, Recall, and Retain). My empirical research is

- a) How many words *a Reader can comprehend* while visualizing them on print page and on the computer screen within a minute?
- b) How many words *a Reader can recall* the same words same phrases same chunks of sentences within a minute?
- c) How much the content and information *a Reader can retain*?

2. Review of Literature

The unflinching supporters of *Reading Comprehension (RC)* task achievement with Words per Minute (WPM) are listed below as the substantial evidence to foster my present research.

It is also likely that tasks vary in terms of the ease with which participants can achieve communicative effectiveness and that this may serve as a way of measuring task complexity. For example, Native speakers of English find it easier to perform a task that requires the participants to simply utilize an interpretation than a task where the participants have to construct an interpretation, as in a storytelling or in *a reading task* involving events that were capable of more than one interpretation (Brown, 1995). However, easier tasks tend to result in more fluency, since cognitive and processing demands are low, whereas, tasks that are more complex force learners to attend to *the language used on task*, resulting in less fluent but more complex and accurate production. *Therefore, tasks can foster both fluency and accuracy.*

Most English as a Second language Learners (ESL) possesses lower levels of language proficiency and has divergent and heterogeneous needs. For such learners, it is Hobson's choice to design tasks that build up incrementally to reflect more directly to the complexity of the real world. Besides, if tasks are to be seen as units of syllabus design, they should sequence based on their difficulty. Since, in my thesis I have sequenced the *Words per Minute (WPM)* task based on *NEEDA (Narrative, Expository, Explanatory, Descriptive and Argumentative)* scripts from News papers articles and from the abstracts of scientific journals. This calls for certain criteria to sequence tasks. However, sequencing tasks faces several problems, in particular the grading criteria to be used. For example, as task will be

easier if students are permitted to rehearse some of the linguistic and cognitive complexity prior to being asked to carry out a particular task, if they are first given a chance to practice the mental operations (in my thesis they are *WPM TULR -Words per Minute Thinking, Understanding, Learning and Remembering*) involved into achieving a successful outcome (Willis & Willis, 2001, p.177)

Equally important, the grading and sequencing criteria of the tasks should also have a focal attention on code complexity, communicative stress, and cognitive complexity for analyzing different kinds of tasks (see Beglar & Hunt, 2001, pp.103-104). *Code complexity includes such factors as Reading Comprehension (RC) Task achievement with Words per Minute (WPM) activities.* This can be dealt with by encouraging them to use different types of support, for example, in my testing of *Words per Minute (WPM) Thinking, Understanding, Learning and Remembering (TULR)* I have asked my students to practice skimming and scanning the given passage within a minute by reading the whole chunks of sentences with one spanning of eyes during producing student script as the part of *Original Script, Suggested Script, Evaluation Script and Suggested Script (OSES)*. Therefore, they become *Words per Minute (WPM) Thinking, Understanding, Learning and Remembering (TULR)* task-oriented learners to improve their fluency and accuracy in Reading Comprehension (RC).

In my thesis, Communicative stress refers to different factors. These may be time limits and time pressure (like WPM), the type of responses expected, the speed of presentation, the length of the reading the reader is involved in the opportunities the readers have to control the interaction with the given passage for one minute.

Cognitive complexity involves the type of thinking required for accomplishing the task which involves cognitive familiarity and cognitive processing. *In my thesis Cognitive familiarity refers to familiarity with the subject, the discourse genre, Narrative, Expository, Explanatory, Descriptive and Argumentative (NEEDA) the task (TULR Task achievement with WPM activity), and the topic predictability.* While, cognitive processing includes the organization of the information, clarity and sufficiency of the information provided, amount of computation necessary, and the type of information provided. The following factors introduced by Robinson (2001) may be incorporated into the cognitive complexity of the tasks.

1. Planning time (*In my research findings task like Words per Minute (WPM) Thinking, Understanding, Learning and Remembering (TULR) with planning time are easier than those without planning time*)

2. Single versus dual tasks (Tasks making only one demand, such as Receptive Reading Comprehension (RRC) and Productive writing like students script on my *OSES* Pedagogical platform.

3. Prior knowledge (task like providing NEEDA scripts (*Narrative, Expository, Explanatory, Descriptive and Argumentative*) from daily news papers and abstracts of the scientific journals to predict the given task in order to achieve the reading abilities incrementally and to attain 'can do confidence' in all his voracious reading in the versatile writing ELT Platforms.

3. Methodology

3.1 Participants

The participants in this research work are those who are pursuing their Technical Undergraduate and Post Graduate courses at Gudlavalleru Engineering College (participants-around 600) and V.R. Siddhartha Engineering College (participants-120).

I have chosen the *OSSES* methodology (Original Script, Student Script, Evaluation Script and Suggested Script).

3.2 Procedure

First, the participants are given the original scripts of News papers and the abstracts of the Scientific and Technical journals in their respective class rooms in a congenial reading atmosphere. They are asked to go through the original scripts which are meticulously selected and categorized as *NEEDA* (*Narrative, Expository, Explanatory, Descriptive and Argumentative*) scripts - only for a minute (*WPM*). As soon as they finished their reading within a minute, they are instructed to start writing their own script (Students Script, Descriptive) of what they understood and comprehend from the given original scripts of news papers and abstracts of scientific and technical journals. When they finished writing their Student Script, I have tested their *RRR* (*Read, Recall and Retain*) levels as well as *SA* (*Speed and Accuracy*) levels. When they finished the Students Script, they are provided an Evaluation Script (Objective) prepared on the Original Script (OS) to choose the options. When they finished choosing the options, I have tested their *CCC levels* (Concentration, Comprehension and Composition levels) as well as *SA levels* (Speed and Accuracy).

Finally, Suggested Script (*SS*) in my methodology of *OSSES* is a quintessential suggestion box for the basic level readers, as well as for advanced level readers and for the language teachers besides the language researchers to know how to use *TURL WPM RC Pedagogical platform* to empower and galvanize reading abilities from basic level reading to advanced level reading.

4. Findings and Results

In the conclusion the findings and results are given in the form of suggestions to Reader and Language teacher.

Suggestions to the Reader

The present reader of Words per Minute (WPM) Reading Comprehension (RC) activity is an advanced reader which is inferred from his written script. He worked diligently on active

reading and productive writing. His skills are manifested in paraphrasing the original content without changing the meaning. His assimilation of information from the original content which is frequented with skimming and scanning methods in the corridors of academic reading is apparent.

Moreover, he is good at Concentration, Comprehension and Composition (CCC) skills and Reading, Recalling and Retaining (RRR) skills and he has to shine upon these areas. So that it could be major path breaking, linguistic achievement.

Suggestions to the Language Teacher

The language teacher who engages reading classes for the present reader should encourage him in the linguistic horizons of listening, speaking, reading and writing (LSRW) skills following workshops, seminars, symposiums, conferences. So that the present reader enable himself to be exposed vehemently.

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