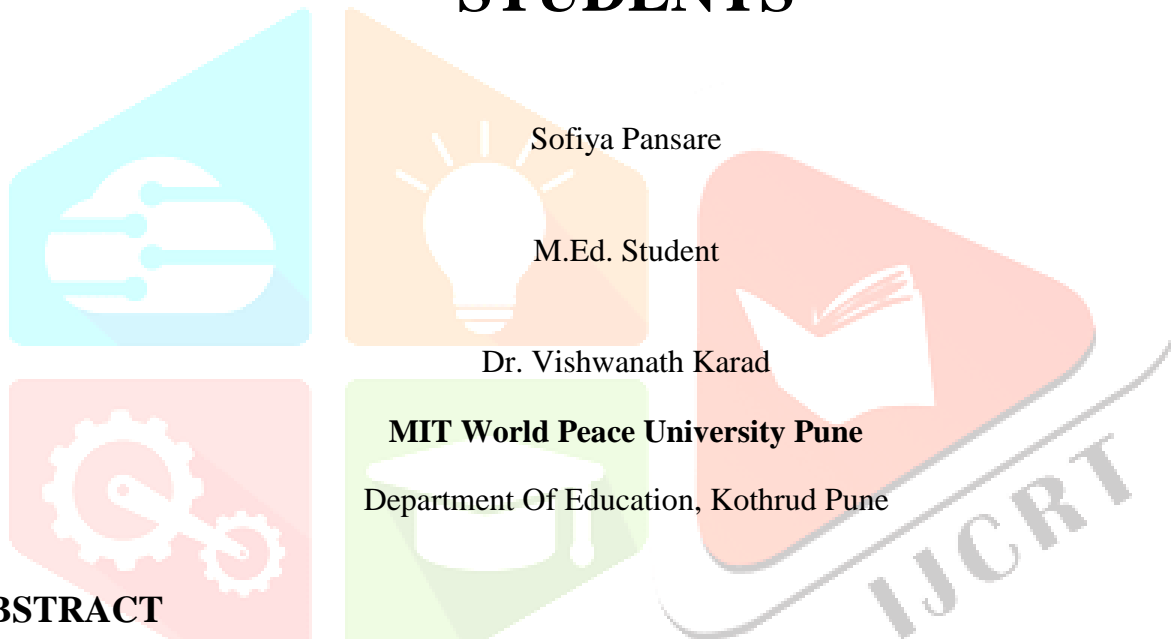




EFFECTIVENESS OF READING INTERVENTION PROGRAMME ON ENGLISH READING SKILLS OF CLASS VII STUDENTS



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ABSTRACT

This study investigates the effectiveness of a structured reading intervention programme in improving English reading skills among Class VII students. A quasi-experimental design using pre-test and post-test was adopted. The intervention included phonics instruction, vocabulary activities, guided reading, and repeated reading. The results showed significant improvement in students' reading performance. The study highlights the importance of structured teaching strategies in enhancing reading skills.

KEYWORDS

Reading Intervention, Fluency, Comprehension, Vocabulary, Middle School

INTRODUCTION

Reading is a foundational skill necessary for academic success. Many students at the middle school level struggle with reading due to lack of proper guidance and structured teaching methods.

In municipal schools, these challenges are more prominent due to limited exposure to English. Therefore, it is important to design effective intervention programmes to improve reading skills.

REVIEW OF LITERATURE

The National Reading Panel (2000) emphasized the importance of phonics, fluency, vocabulary, and comprehension in reading instruction.

Vygotsky (1978) highlighted that guided learning improves student performance.

Creswell (2014) emphasized the importance of experimental research in evaluating educational interventions.

OBJECTIVES

1. To identify reading difficulties
2. To implement intervention programme
3. To evaluate effectiveness

HYPOTHESIS

H₀:

No

significant

difference

H₁: Significant difference

METHODOLOGY

Research Design

Quasi-experimental (Creswell, 2014)

Sample

Class VII students

Tools

- Reading test
- Worksheets

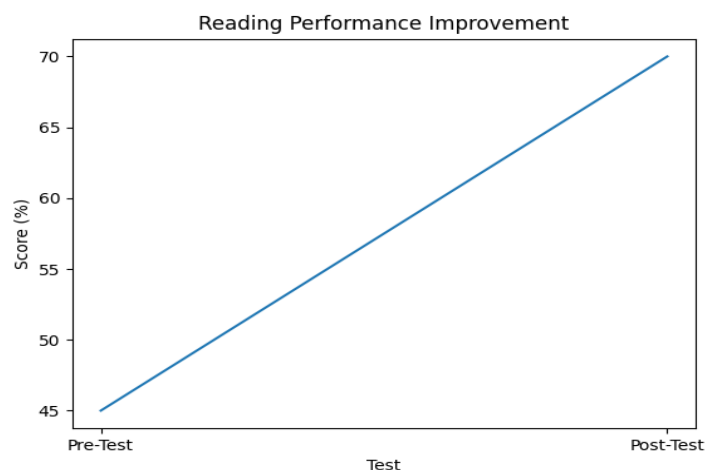
Intervention

- Phonics
- Vocabulary
- Guided reading
- Repeated reading

RESULTS

Test	Score
Pre-Test	45%
Post- Test	70%

The results show improvement, supporting earlier findings (Fuchs et al., 2001).



STATISTICAL ANALYSIS (t-test)

A paired sample t-test was applied to compare pre-test and post-test scores. Results indicate a statistically significant improvement ($p < 0.05$), suggesting effectiveness of intervention.

LIMITATIONS

Small sample size and short duration limit generalizability.

DISCUSSION

The intervention helped improve fluency and comprehension. This aligns with the findings of the National Reading Panel (2000).

CONCLUSION

The reading intervention programme was effective in improving reading skills among students.

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