

Effect of Psycholinguistic Strategies in Developing Comprehensive Reading Competency of the Students at Upper Primary Level

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Article Info

Volume 82

Page Number: 5902 - 5909

Publication Issue:

January-February 2020

Abstract:

The students have problems in understanding and comprehending the content. Importance should be given to the strategies to achieve instructional intentions. Teachers can implement the psycholinguistic strategies to make students perform certain cognitive processes in reading. Psycholinguistic is the most effective approaches for improving the comprehensive reading strategy in teaching learning process. Teaching strategies should be carefully matched with the teaching objectives. Although there are times when lecturing is the most appropriate method for disseminating information, current thinking in teaching learning suggest that the use of Psycholinguistic strategies positively enhance students learning and also positively enhance teachers teaching method. Psycholinguistic strategies help for explicit, systematic instruction to align with the Activity Learning Methodology. Psycholinguistic strategies provide consistent development of comprehensive reading strategies and emphasis students to move into next grades. Assessing or grading students is continuous throughout the teaching –learning process in activity learning methodology. When integrating Psycholinguistic strategies with teaching learning process certainly there will be improvement in language development of the students. Psycholinguistic strategies also help to make the teaching easier for the teachers. Psycholinguistic strategies can be applied to other languages and also for other subjects. It may be used for high school and higher secondary school students. so the researcher used these strategies for upper primary students in order to enhance the comprehensive reading competency in English language effectively. In the recent teaching methodology system , instruction in reading becomes essential part of language teaching at every level. Students use knowledge, skills and strategies which include linguistic competence, discourse competence, socio linguistic competence and strategy competence.

Article History

Article Received: 18 May 2019

Revised: 14 July 2019

Accepted: 22 December 2019

Publication: 29 January 2020

1. Introduction

Language is one of the pillars of the human intellect. It is an essential part of human life. It is the method of communication. Language is one of the most important and characteristics forms of human behavior. The advancement in science and technology, economic literature, culture knowledge and history has become possible today because of language. One cannot imagine the world without language. In the process of acquiring language, reading competency plays an important role. Students face many problems

to acquire the reading competency. Reading competency is important at upper primary level to develop all other skills of language. The teacher should adopt innovative strategies in the classroom to acquire the language by using psycholinguistic strategies. It helps to develop in all areas of curricular learning such as knowledge, understanding, comprehension, application, evaluation and creativity. Psycholinguistic Strategies help to develop maximum possibilities to enhance all skills of reading at upper primary level.

IMPORTANCE OF PSYCHOLINGUISTICS STRATEGIES

1. In order to make classroom effective, beneficial and interesting, a teacher should use psycholinguistics strategies.
2. The teachers should use Psycholinguistic Strategies to the learners to promote better knowledge and reading competency.
3. Teachers cannot enter the mind of the students and find whether they comprehend the reading process. In order to rectify problems, the psycholinguistics strategies are the fundamental tools for improving language competencies.

The students are trained on the Psycholinguistic Strategies not my perform better in competency but also to develop academic performance

EFFECT OF PSYCHOLINGUISTIC STRATEGIES ON READING COMPETENCY

It has impacted not only the teaching learning styles of the students but also enthused the teachers to assess students for learning. The PLS would facilitate teachers and students in the classroom in a fear free friendly and enabling environment Psycholinguistic Strategies facilitates the identification and nurturing of the innate potential of students. Each student becomes a confident, competent and contributive reader thro Psycholinguistic Strategies. Psycholinguistic Strategies help to develop all other skills of reading students here scope for self learning and peer learning through the psycholinguistic process they can understand not only status of reading and but enhance their reading students may be interested and getting involved in doing reading activities thro psycholinguistic strategies. Psycholinguistic Strategies to teaching reading has emphasized on the integration of all skills into the pedagogy of language teaching in classroom. The teacher can implement Psycholinguistic Strategies in their schools to make learning contextual and relevant.

Studies on psycholinguistic strategies enhancing Reading competency

BroadyDebrah(1973) found clues one of the psycholinguistic strategies helps to develop reading competency. Baldwin R.Scott(1977) found lause-analysis strategies help to develop reading competency. Sowell Virginia(1979), Fanny Epps(1981) Newman Harold(1982) investigated psycholinguistic methods to improve reading

competency. Viera Dianna Rivera(1986) found that the reading miscue inventory helps to develop remedial reading. Arra, Christopher, Faron(2001)used instructional strategies to develop reading competency. Karen Bromley (2013) found that smart phones develops reading comprehension. Herbert Micheal (2013) found that writing activities help to improve reading comprehension. Stanovich (1980) proposes an interactive /compensatory model where the intergradations between the linguistic level operate without the strict bottom of or top down order. Kintsch and Van Dijk (1978) found out that summary and text interact in reading Tauber and stoll (1982) found out that within and between sentence (i.e syntactical and textual) dimension influence text processing is an interactive way. Uljin (1980) found on the different linguistics levels of reading for successful communicative event. (Meijer etal 1980) Halliday and Hasan (1976) found provide a more linguistic description of the text with lower elements showing cohesion top elements showing coherence.

Second language learners used Explicit strategy Duffy(2002), Palinscar and Brown (1984), snow et al (1998), National Reading panel(2000), Fuchs (2000); Gersten et al(2001), Mastropieriet , Swanson,(1999); Monitoring comprehension strategies, (National Reading panel(2000), comprehension Monitoring (vaughn 2000); co-operative or collaborative learning kamil (2004), Palinscar& Brown (1984), pressley& Wharton-McDonald,(1997), vaught&klinger(1999), Fuchseta;(2000), Klinger & Vaught,(1996) Saenz(2005) (Vaughn et al.2000), fung.et al(2003)Graphic organizers (National Reading panel(2000) Williams, (2005), (Ae-Hwa et al.;2004) Generating question strategy, Bahmann& Bergeron 1993, Idol & croll (1987), The National reading panel(2000) Montagne, et al.:(1990), Multiple strategies, palinscar& Brown (1984), pressing & Wharton-Midonald; Vaughn &klingner (1999), Kamil(2004), Making connections Carlisle & Rice (2002), pre-teaching and rehearsal (burnset et al, 2004)

In the light of review of related literature, the investigator found that psycholinguistic strategies might enhance the comprehensive Reading competency. From the findings of the previous studies that investigator felt the need of psycholinguistic strategies in enhancing comprehensive reading competency. The effect of psycholinguistics strategies have not been studied in relation to reading competency especially for high school entrants. This research gap was identified by the investigator and an

attempt was made in these lines for the present investigation. The following chapter presents conceptual framework on Effect of psycholinguistics strategies in developing comprehensive reading competency of the students at upper primary level.

STUDIES ON PSYCHOLINGUISTICS ON ENHANCING READING COMPETENCY

Dunn, Lloyd M (1967) Differential effects of the ITPA The differential effects of the experimental revision of Level 1 of the Peabody Language Development Kits (PLDK) on the Illinois Test of Psycholinguistic Abilities (ITPA) profiles of disadvantaged first-grade children were studied. Contrasted with 203 control subjects were 529 experimental subjects who received a daily 30-minute oral language stimulation exercise from the PDK throughout the school year. The study took place in schools located in a southern inner-city where over three-quarters of the pupils were black. The program was differentially effective, having its greatest effects on associative and expressive components of the ITPA. The greatest gains were on the subtest which measures the ability to express ideas in spoken words and on the subtest which measures the ability to reason with analogies. It was weakest in teaching receptive and automatic (nonmeaningful) aspects of language. The failure to improve the syntactical skills of the pupils suggests that the PDK lessons need to be supplemented with grammatical exercises to correct a major oral language defect of disadvantaged children of the type studied in this investigation. (Author/TS)

Brody Deborah (1973) A psycholinguistic comparison of oral reading behavior of proficient and remedial readers. This study used the Reading Miscue Inventory (RMI) to examine and compare the reading strategies used by a group of proficient (P) readers and a group of retarded (R) readers, both of which were reading at the fourth-grade level. The purpose of the study was to determine whether qualitative differences in the reading strategies of these two groups of three students could be discerned by the RMI. Two passages for oral reading were chosen. "First Kill" was used for a pretesting session. The story "My Brother is a Genius" was used in the testing session. Prior to reading the story the subjects were informed that this was not a test which would be graded and were asked to read as best they could. Differences between groups were observed although the size of the groups was too small to permit statistical evaluation of these differences. Some of the results indicated; group R

made more miscues and showed less efficient use of graphic and phonemic cues; during the reading of the first third of the text, the R group showed strength in the use of syntactic and semantic cues equal to or greater than that of the P group; and in successive segments of the text, the R group's use of cueing systems declined markedly.

Baldwin R.Scott (1977) Psycholinguistic strategies as factor in estimating there adability of written texts. Fifty-six third graders were randomly assigned to two treatment groups, in a study of the relationship between clause structure and the readability of written texts. The treatment groups read sets of passages which were identical except for certain word-order modifications. The dependent variables were silent- and oral-reading comprehension, rate of oral reading, and number of intonation miscues generated at clause boundaries. Treatment groups differed at the .01 level in silent-reading comprehension and number of intonation miscues; no significant differences were obtained for rate or comprehension during oral reading. Specific clause-analysis strategies derived from speech perception theory were proposed, to account for the experimental effects. It was concluded that clause-analysis strategies should be a factor in explaining the syntactic complexity of written materials.

Kintsch and Van Dijk (1978) found out that summary and text interact in reading Tauber and stoll (1982) found out that within and between sentence (i.e syntactical and textual) dimension influence text processing is an interactive way.

Sowell Virginia (1979) the effects of psycholinguistic training on improving psycholinguistic skills. The Ss were 63 first graders with reading and school readiness problems. It was found that Ss who received psycholinguistic training did not show significantly more psycholinguistic improvement than did Ss trained using traditional methods.

The functioning of the different levels have been demonstrated in a number of recent experiments. On the level the operation of background knowledge has been evidenced in plans (Schank 1975)schemata (Anderson 1977) Kintsch and Van Dijk 1978 topics themes main ideas scripts (Brtansford and Johnson 1973 and so on readers build schemata to solve problems make comparison and draw conclusion on the textual level (Meijer etal 1980)

Fanny Epps (1981) Reading strategy lessons employing miscue analysis in psycholinguistics approaches to second grade reading instruction. Concludes that there was no significant difference in the reading proficiency of second grade students who were taught with an experimental reading strategy technique and those taught with a traditional method of reading instruction.

Newman Harold (1982) Utilizing psycholinguistic insights in teaching via the Basal reader. Ideas of educational psycholinguists Frank Smith and Kenneth Goodman can be combined with the ideas presented in current basal reader manuals to help teachers teach reading more effectively. Since reading and speaking are parallel processes, teachers may invite children to "read" with them, hearing the melody of language as they point to interesting or dramatic sentences in the text. Assisted reading, in which the child reads the same text after the teacher, is another useful device. Basal reader authors and psycholinguists agree on the need to continue to refine and enrich oral language competency. Even though we read for meaning more than for word identification, basal readers emphasize word identification as the foundation of comprehension. Basal readers stress phonics, but Smith and Goodman argue that teaching phonics makes it harder, not easier, for children to learn to read. Smith's view of the relativity of comprehension, however, is affirmed by the writers of most basal reader manuals. Both psycholinguists and basal reader authors recognize that reading involves using visual clues to predict meaning. The Directed Reading Activity, a series of steps used in basal readers to promote children's predictive strategies, is the best way not only of teaching reading skills but of stimulating student interest. Research also indicates the usefulness of miscue analysis and the questionable value of recall tests.

PirozzoloFransis (1983) construct validity of the illions test of psycholinguistics abilities for a clinic population. Investigated the construct validity of the 10 primary Illinois Test of Psycholinguistic Abilities subtests on a clinic population of 91 learning-disabled children aged 7 yrs to 10 yrs 3 mo. Construct validity was determined by the degree to which each subtest measured discrete, independent abilities and the extent of subtest relationship to academic subject areas. Results via factor analysis and correlational analyses generally support the independence of the channel dimension (i.e., visual vs auditory). While the process dimension (i.e., receptive, expressive, and associative) was not found to be an independent measure, the

dimension of levels (i.e., representational vs automatic) was substantiated for this clinical population.

Viera Diana Rivera (1986) Remediating reading problems in a Hispanic learning disabled child form a psycholinguistic The study examined the usefulness of the reading miscue inventory to develop a remedial reading with a Hispanic learning disabled 7year old male. The inventory aided in examination of the child's reading strategies leading to the selection of appropriate remedial reading activities.

Kampwrith Thomas (1989) Modality preference and word learning the predictive ability of the swassingBarbe modality index and the illions test psycholinguistic abilities. The relationship between modality styles and reading achievement was studied for 51 first graders given 2 subtests of the Swassing Barbie modality index 2 subtests of the illionis test of psycholinguistic abilities and 2 tests of nonsense words.

NEED AND SIGNIFICANCE OF THE STUDY

The aim of the study is to improve the reading competency of the students. Developing the reading competency will enhance the other skills of language. If the children are helped to develop Comprehensive Reading Competency their academic achievement also be developed. In today's educational field students should acquire all reading skills such as linguistic competence, discourse competence, sociolinguistic competence and strategic competence. Hence the teachers have to focus on teaching reading competency in the classroom. Keeping in view, the emerging trend in schools such as ALM (Activity Learning Methodology) in teaching and learning, and the recent evaluation system such as CCE (Continuous and Comprehensive Evaluation System) the researcher has chosen the Psycholinguistic Strategies in enhancing the reading competency of students.

SCOPE OF THE STUDY

Psycholinguistic is the most effective approaches for improving the comprehensive reading strategy in teaching learning process. Teaching strategies should be carefully matched with the teaching objectives. Although there are times when lecturing is the most appropriate method for disseminating information, current thinking in teaching learning suggest that the use of Psycholinguistic strategies positively enhance students learning and also positively enhance teachers teaching

method. Psycholinguistic strategies can be applied to other languages and also for other subjects. It may be used for high school and higher secondary school students. So the researcher used these strategies for upper primary students in order to enhance the comprehensive reading competency in English language effectively.

OBJECTIVES OF THE STUDY

1. To identify the level of reading comprehension among students at upper primary level
2. To assess the level of reading competency of the students in English
3. To identify the difficulties in developing comprehensive reading competency of the students in English
4. To analyse the importance of implementation of psycholinguistic strategies in enhancing reading competency
5. To implement the psycholinguistic strategies in developing reading competency
6. To study the effect of psycholinguistic strategies in developing reading competency

HYPOTHESES

The research hypothesis serves as a guide for the investigators to research design and procedures and as a touchstone to which the empirical data can be compared. Following are the hypotheses.

1. There will be significant mean difference between the pre assessment and progressive assessment scores on reading competency among upper primary level students.
2. There will be significant mean difference between the progressive assessment and post assessment scores on reading competency in English among the upper primary students.
3. There will be significant mean difference between the pre assessment and post assessment scores on reading competence in English.
4. Application of psycholinguistic strategies will significantly enhance the reading competence in English of upper primary students.

All the directional hypothesis converted into null hypothesis for the purpose of statistical analysis.

SAMPLING FOR THE STUDY

Location

The present investigation was carried out in government girls high school located at

Thuvankuruchy, Trichy District Government Girls High school is located Thuvankuruchy with a strength of 40 students studying in VII to X standard. Nearly 120 students are studying VIII standard in different sections of them, the students in section B were taken for investigation. All the forty students of VIII std B were selected for the study in Government Girls High School Thuvankuruchy.

Sampling technique

Purposive sampling was done and single group pretest -treatment post test design was done.

VARIABLES

The present investigation is an attempt to determine the effect of psycholinguistic strategies in developing comprehensive reading competency of students who are studying VIII standard and to identify the extent of relationship between selected variables.

Independent Variable

Psycholinguistic strategy is the independent variable for the present investigation

Dependent Variables

- a. Comprehensive Reading competency is the dependent variable
1. Gender – the study is conducted only with girls
 2. Maturation-Investigation is carried out with the duration of 2 months
 3. Age- students of the same age group have been chosen (13-15 years) for investigation
 4. Location – the investigation is carried out in the same class situation in the same school i.e Government, Girls High school, Thuvankurichy, Trichy district

RESEARCH PROCESS

The present investigation was carried out in government girls high school located at Thuvankuruchy, Trichy District Government Girls High school is located Thuvankuruchy with a strength of too students studying in VI to X standard. Nearly 120 students are studying VIII standard in different sections of them, the students in section B were taken for investigation. All the

forty students of VIII std B were selected in Government Girls High School Thuvankuruchi. Purposeful sampling was done and single group pretest -treatment post test design was done.

The investigator conducted the experiment for the duration of two months. The investigator identified the components of Psycholinguistic strategies and developed psycholinguistic strategies on comprehensive reading competency. Psycholinguistic strategies scale and comprehensive reading competency scale were developed by the investigator. Then the investigator administered pre-assessment on Psycholinguistic strategies and comprehensive reading competency.

Then the researcher gave theoretical orientation on Psycholinguistic strategies and comprehensive reading competency. After orientation the treatment was given to the student teachers. The investigator demonstrated on Psycholinguistic strategies on enhancing reading competency. Then the investigator administered progressive and post assessment on Psycholinguistic strategies on comprehensive reading competency. The investigator collected the data in pre, progressive and post assessment. The data were analyzed using appropriate statistical techniques. From the data analysis it was found that the student teachers comprehensive reading competency were improved through the Psycholinguistic strategies.

In experimental studies, observable changes take place, which help the researcher to establish a cause and effect relationship. It is the description and analysis of what will be or what will occur or what can be made to occur under carefully controlled conditions. Experimentation consists of the deliberate and controlled modification of the conditions determining an event and in the observation and interpretation of the changes that occur in the event itself.

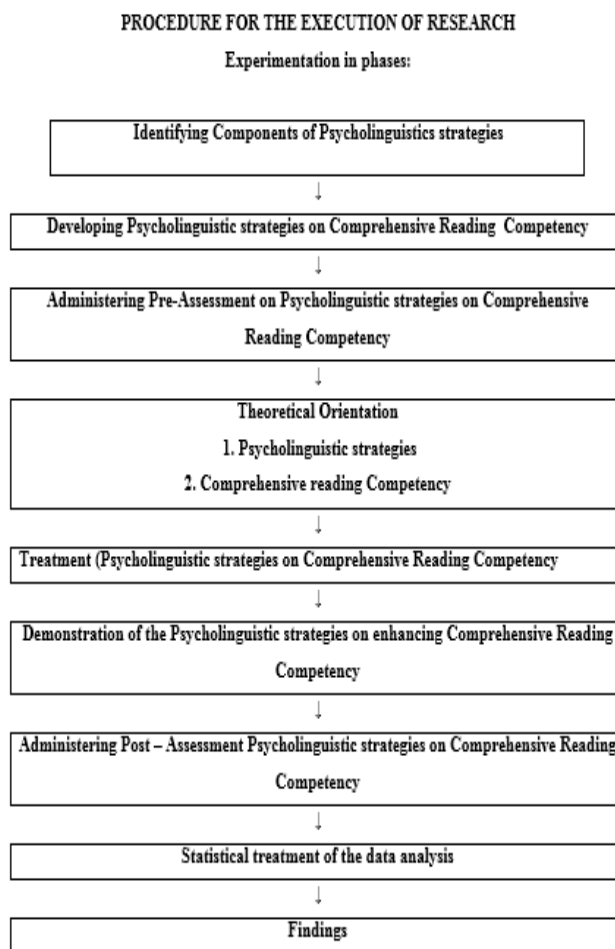
EXPERIMENTAL METHOD

Experimentation is defined as 'Observation under Controlled Conditions'. Experiments are studies involving intervention by the researcher beyond that required for measurement. The usual intervention is to manipulate some variables in a setting and observe how it affects the subjects being studied by the researcher, manipulate the independent or explanatory variable and then observe whether the hypothesized dependent variable is affected by the

intervention. Experimenters deliberately and systematically manipulate certain stimuli, treatment or environmental conditions and observe how the condition or behavior of the subject is affected or changed. They are also aware of other factors that could influence the outcome and remove or control them in such a way that they can establish a logical association between manipulated factors and observed effects. In a well-executed experiment researcher must complete a series of activities to carry out the craft successfully. Although the experiment is the premier scientific methods for establishment of causation, the resourcefulness and creativity of the researcher are needed to make the experiment live up to its potential. Experimentation is extensively used in physical sciences. But its application is greatly limited in education and social science, which deal with the human behaviour. The behaviour of human being can neither be controlled nor subjected to laboratory test.

PROCEDURE FOR THE EXECUTION OF RESEARCH

Experimentation in phases:



DATA COLLECTION AND INTERPRETATION

Computation of 'Kruskal – Wallis' H Values between Pre Assessment and Post Assessment on Comprehensive reading competency

The obtained 'H' value (17.01) is lesser than the theoretical value of (9.21) at 5% level. It indicates that there is no significant difference among pre assessment, progressive assessment and post assessment of comprehensive reading competency by self assessment

Computation of 'Kruskal – Wallis' H Values between Pre Assessment and Post Assessment on Psycholinguistic strategies

S.No	Psycholinguistic strategies	Mean Rank	'x ² '
1.	Pre – Assessment	47.52	7.55
2.	Progressive – Assessment	29.29	
3.	Post – Assessment	43.40	

The obtained 'H' value 7.55 is lesser than the theoretical value of (9.21) at 5% level. It indicates that there is no significant difference among pre assessment, progressive assessment and post assessment of psycholinguistic strategies by self assessment.

❖ MAJOR FINDINGS

- ❖ Post assessment mean score of the “knowledge based processing” in the dimension of comprehensive reading competency has increased due to the application of Psycholinguistic strategies. Students were able to understand while reading through the “Psycholinguistic strategies” such as “attention to develop their knowledge” in the dimension of “conceptualization”. This founding is in confirmity with the foundings of Naglier Jack et al (1990) Collins, Vikki Kendirick et al (1991).
- ❖ Post assessment mean scores of “Hierarchical processing” dimension of “Comprehensive Reading Competency” has increased due to the application of “Psycholinguistic strategies”

students were “able to connect the concepts” through the “Psycholinguistic strategies” such as explaining to develop their “Hierarchical processing of knowledge” in the dimension of “Construtred note making”. This founding is in confirmity with the foundings of Carlisle

S.No	Comprehensive reading competency	Mean Rank	'x ² '
1.	Pre – Assessment	37.43	17.01
2.	Progressive – Assessment	33.70	
3.	Post – Assessment	52.49	

and Rice (2002).

- ❖ The post assessment mean scores of “Reflecting and relating” Dimension of “Comprehensive Reading Competency” has increased due to the application of “Psycholinguistic strategies”. Students were able to improve their knowledge of comprehension, organize the ideas, makes predictions from the concepts and assimilate the concepts due to “Psycholinguistic strategies” such as association with the information, explaining the concepts and comparing the ideas with previous ideas to reflect and relate their ideas in the dimension of “reviewing”. This foundings is in conformity with Kamil (204) Armbruster et al (1987) Paliucscar Brown (1984), National Reading Panel (2000), Therrien (2004), Rashotte and Torgesan (1985) Guthrie (1981) Kintesh and Van Dist (1978).
- ❖ Post assessment mean scores of assessment dimension of “comprehensive reading competency” has increased due to the application of “Psycholinguistic strategies” “students were able to relate the ideas of the text, provides appropriate answer with clarity, re- read to understand the concepts through the “Psycholinguistic strategies” such as re-state the difficult sentence or passage in their own words and remember the content thro examples to evaluate in the dimension of “Evaluation” their knowledge. This founding is in confirmity with Bruset et al (2004) Bahmann and Bergeron (193) Hung Woei (2013) Powell sarah (2001) Hall Christoper (1993) Dewitt Sharon (2007) BroadyDeborals (1973) Flavell (1977).

- ❖ There is increase in the post assessment of comprehensive reading competency 'thro' Psycholinguistic strategies.

EDUCATIONAL IMPLICATION

- ❖ Upper primary stage is important stage in the development of children. Being the early adolescents stage and sandwiched between primary and secondary strategies most of the concepts- Mathematical, Scientific, linguistic and social, get deeply established in the mind during this stage. Overcoming learning difficulties in reading at this period of life is very important. The research findings revealed that the problem is compounded by the fact there is no retention during the eight standard of the elementary stage. Most of the learning difficulties become apparent at this stage only. Therefore, it is necessary to apply psycholinguistics strategies to enhance reading competency.
- ❖ The implementation of psycholinguistics strategies enhance overall academic development.
- ❖ Language teachers of primary, high, middle and higher secondary can use psycholinguistic strategies with Activity learning Methodology, Advance Active Learning Methodology, and Continuous and Comprehensive Evaluation .
- ❖ Psycholinguistic will be very useful for the teachers to analyze the strength and weakness of the students in comprehension reading competency.

CONCLUSION

Comprehensive reading competency is the root and inner core for all aspects of the language. The comprehensive reading competency of a student is determined by various aspects. In the present study the investigator developed comprehensive reading competency on four dimensions namely knowledge based processing. Hierarchical processing reflecting and relating and assessment. The findings revealed that there is a continuous improvement in all the dimensions of comprehensive reading competency. Every teacher should change/develop/modify their teaching strategies to develop and modify the students reading competency according to the emerging trends in the educational system. In the educational scenario of India today, the abilities of teaching and learning English language seem to be lacking. The stalwarts

from the field of education need to realize that what is needed is a revolution in the present teaching learning methods. The teacher should follow innovative strategies. In the present study the main objective is to improve the students reading competency through psycholinguistic strategies. Psycholinguistic strategies provide students an opportunity to improve their reading competency. Psycholinguistic strategies are at the core of good comprehension instruction. Psycholinguistic strategies help students to become more effective readers. The present study shows that psycholinguistic strategies are particularly effective in improving the reading competency. Students reading competency will certainly develop, if the English language is taught through the implementation of psycholinguistic strategies.

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