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Improving the retention level of what they have read

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Abstract
The purpose of this research is to identify reading habits that students may develop in order to enhance their reading comprehension, retention, and speed when reading in English. The premise is that reading skills may be enhanced via consistent practice of techniques.

Keywords: Students, academic, professional, world

Introductions
We should approach meeting the reading demands of each student with an open mind, even if IQ tests might help us design lessons and predict how well they will do. While some bright kids may struggle to read at grade level, there are plenty of instances of rather uninteresting students who read with ease. Aside from general intelligence, the ability to read requires typical perceptual abilities with regard to the aural and visual patterns of words. others of these abilities are innate, and others are learned; they include, for example, the capacity to recognizes and retain visual patterns of words, and the ability to link phonetic units of words with the proper clusters of letters, which is a combination of decoding and building-up. It should come as no surprise that proper hearing and sight are prerequisites for these talents to work well. Acute reading impairments may be caused by defects in any of these senses. The reasons of students with normal IQ, sensory abilities, linguistic background, and emotional attitudes who show signs of a severe visual or auditory perception impairment in reading make this point quite clear.

Both one's linguistic heritage and one's level of life experience have an impact on one's reading proficiency; the former is highly reliant on the latter. This aspect of reading ability is a consequence of home circumstances, despite the fact that the college can and does do a lot to address linguistic background and general experiences, which are so fundamental to the development of speech and vocabulary. A large body of research has recently shown the strong correlation between reading and societal variables. On the other hand, "home background" is a broad and inclusive phrase that encompasses material and emotional influences, as well as indirect and direct consequences.

Rosalind elaborates by saying that reading widely is a term for studying books and periodicals without going into great depth. One may do it for fun, or one may do it with the intention of gathering information. The goals of teaching reading in an Extensive Reading course are to improve students' reading habits, increase their knowledge, and make them faster and more accurate readers. The study of languages is not its primary goal, but rather an incidental outcome. In addition to intense readers, students are also given supplemental readers to help them with their reading assignments. Reading more is always advocated for students. As a result, they will develop a lifelong love of reading, which will become second nature to them. There will be no class instruction on these supplemental readings. Following a quick introduction by the instructor, students are sent home with reading assignments. Another option is to do it silently during class time if that is what is scheduled. The instructor may gauge their level of understanding by asking a series of questions. Students should be encouraged to look up unknown terms in a dictionary if they wish to learn the meaning of them, but only if such words are very important to the text.

They brought forth Taking a course in English is required for students in higher education. 4 For Indians, communicating in this foreign language as a second language is a formidable challenge. It helped Indians in many ways and eventually became a second language. Academically, socially, and professionally, Indians benefited the most from it. Later on, it is

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instituted as a mandatory course of study at every level of education. The English language is a boon for the British and the Indians alike. At the outset, English was a mandatory subject in Indian schools, but the Indian Education Commission eventually made it optional. Due to the globalization of the globe, English is now required at all levels. Literacy is the key to a fulfilled life.

Literature and Review

The, Hery. (2024) [1]. Improving EFL readers' comprehension abilities is the primary goal of this chapter module, which aims to provide students with a variety of tools for delving deeper into written materials. The module provides a thorough foundation by covering both the essentials (vocabulary, comprehension, and fluency) and the more general topics (cultural context, analytical thinking, etc.). Providing an organised method for optimal text engagement, the emphasis is on pre-reading approaches, strategies for while reading, and things to do after reading. Inspiring students to value diversity and accept other points of view, the subject stresses the importance of cultural context. This module encourages a development attitude by giving students the tools they need to take charge of their own learning via activities like self-evaluation and continuous improvement. To help teachers find their way, integrated assessments provide data that may be used to create individualized plans to boost students' understanding. Not only does the module improve students' reading comprehension, but it also encourages them to think critically, work together, and aim high in their pursuit of knowledge. As a result, it promotes reading proficiency in English as a foreign language (EFL) as an ongoing process and urges students to approach reading with an insatiable need for information. With the help of this module, pupils will be able to comfortably explore the vast world of reading.

Chang, Yuh-Shihng & Chen, Chao-Nan & Liao, Chia-Ling (2020) [2]: Low English proficiency is common among EFL (English as a Foreign Language) students from non-English speaking nations who do not have access to a "real" classroom setting. We suggest and carry out teaching experiments for situational English learning using augmented reality (AR) to enhance the efficacy of EFL students' English-learning in the classroom. Finding out whether augmented reality can improve EFL students' learning performance in a situational scenario is the main goal of this research. Using the ARCS model—attention, relevance, confidence, and satisfaction—we verify the experimental student group's learning performance. The results of the statistical analysis show that the experimental group's approach to teaching is much more successful than the control group's (i.e., the conventional) approach. Using AR clearly improved the experimental group's learning performance, and EFL students had nothing but good things to say about the tool. First, students are able to focus more on practicing their English as a foreign language skill; second, students' confidence in their ability to learn the language was boosted by the real-life AR scenarios; and third, students' learning satisfaction was increased by the use of AR teaching materials in situational context classes, which provided more realistic scenarios.

Shrestha, Rup & Pahari, Bharat & Awasthi, Jai (2016) [3]: The significance of fluency in English for engineering

students' professional success in both international and domestic settings is emphasized in this essay. The purpose of this essay is to examine, from a global and Nepali perspective, how proficiency in English affects the professional success of engineering students. Reading and understanding English is crucial for engineering students across the world, not only in Nepal, according to a literature study that included all the relevant data. This finding provides further evidence that the English language is extensively used in engineering. In the 2015 issue of the Journal of the Institute of Engineering, volume 11, issue 1, pages 182-188, the authors write:

Tsou, Wenli (2017) [3]: In this chapter, we'll look at several ways that engineering classes might foster more student-teacher engagement. Many Taiwanese educators, including both EMI and non-EMI instructors, believe that interactive assignments are more appropriate for language classes than for topic courses. Indeed, educators often express their dissatisfaction with the amount of time allotted for activities due to the mandated reduction of content in EMI classrooms. The problem with EMI classes is that students are usually unengaged and don't want to talk to the instructor, which is a well-known fact. To show that engineering education literature shows that students learn more and instructors learn more when they use an interactive method, this chapter will first examine the literature on engineering education. A comprehensive institution in southern Taiwan's undergraduate mechanical engineering (ME) programme offers four EMI courses, and this chapter will show and debate their results. The chapter concludes with some simple but effective suggestions for both students and instructors in need of oral practice and excellent feedback.

Kanoksilpatham, Budsaba & Khamkhien, Tank-Attapol (2019) [5]: All throughout Ethiopia, English as a Second Language (ESL) classes now use peer-led team learning (PLTL). Examining what influences PLTL in EFL students' oral involvement is the focus of this research. The research technique was a descriptive survey, and data gathering methods were a combination of qualitative and quantitative approaches. The study participants were selected by a rigorous random selection process. There were twenty-four EFL instructors and one hundred and fourteen students from three secondary schools in Ethiopia. Statistical tools in frequency, percentages, analysis of variance, and multiple regression were used for both qualitative and quantitative analysis of the data gathered from interviews, classroom observations, and questionnaires. The results showed that there was a considerable difference in the amount of verbal involvement among the students in the PLTL groups. Students' likelihood of participating in PLTL groups was not predicted by any of the twenty-two anticipated criteria. Students' engagement was impacted by a cascade of factors, or by more than one element acting in tandem. Student engagement in PLTL was significantly influenced by personality traits, intrinsic motivation, and contextual variables. Unfortunately, not many students had the chance to take charge of their groups, and once they did, things seldom changed. Most groups became distracted from their jobs and started talking loudly in their own languages since no one was watching them. Only a small number of pupils consistently outperformed their peers in group projects.

There is congruence between the quantitative and qualitative results.

Methodology of the study
An engineering college in a remote setting, fifteen kilometers from the nearest town, was the site of this research. Computer Science and Engineering, Electrical and Computer Engineering, Computer and Communication Engineering, Civil Engineering, and Mechanical Engineering are the five subfields that are available.

There are 300 students in the first year of a four-year study. Up to the twelfth standard (Std. XII), the majority of them had received their education in Telugu, the regional language. They hail from small towns and rural areas, with a few having previously attended school in an English-medium setting.

Retention Level
One of the most important skills for engineers to have is retention, or the capacity to mentally store and retrieve specific pieces of information. The material they have read must be retained in their minds. This is connected to how well they understand and how much they can remember. The use of repetition and reinforcement may enhance memorization. Finding out how well the participants remembered the passages was the goal of this research. Throughout the two weeks of reading, no deliberate effort was made to improve the individuals' memory retention.

When asked to recall and describe the eight paragraphs they had read fifteen days before, the majority of individuals could do so with ease, indicating an improvement in their memory ability. You may see this in Table 1.

Table 1: Retention Level

Passage No.	Number of Students who Remembered
Adventure of sea	26
Wise owl	20
Feather	17
Team work	2
Sleep	4
Lemon Tree	28
Industrial needs	34
Street kids	30

Table 1 clearly shows how well students remembered all eight sections. The first paragraph was easily recalled by every single pupil. Because it was the first reading assignment for the class and because it was an adventure story. Every single one of the kids had never before been assigned reading outside of their normal class time and had no idea what they were supposed to read. This heightened their excitement and anticipation. Additionally, they would have had some background information of Vasco da Gama and Christopher Columbus as the first section was about their discoveries, which they would have learned in school. This would have been useful in ensuring that they remembered the passage's meaning. Without missing a beat, every single student summarised the text. Half or more of the class could summarise the tales. The fact that they were tales meant that students could easily remember, recollect, and recite them.

Despite having never seen the phrase "Industrial needs" before in class, almost 90% of students correctly identified its main points. The discussion helped them recall the main

themes and the passage's overall message. They were also competent in providing the data that comprised it.

Due to the intricate terminology and organisational structure of the two chapters "Sleep" and "Team work," hardly everyone recalled them. The scholarly tone and dense subject matter of the sections made them challenging to grasp; moreover, the abundance of new and complex terms made it much more challenging for the students to decipher the meaning as they read. This could also be due to the fact that the participants were presented the two texts at different times. In the course of the trial, they were administered on days 4 and 5. Two days later, they had a vacation. After a general lecture on reading motivation, they were handed passage 6 to read on the eighth day. Since the paragraphs may not have piqued their attention, they may have forgotten about them.

The paragraph titled "Street Kid" provided them with the primary concept effortlessly. "Street Kids" is about two nonprofits that help disadvantaged youth, and over 30 pupils could describe it. They remembered it and could paraphrase it when necessary since they grasped the essential points.

Confirmation of the results
A lengthy and challenging paragraph was handed down after a month-long interval. Both the experimental and control groups of pupils were administered it. Students from all five of the first-year Bachelor of Engineering programmes (Computer Science & Engineering, Electrical and Computer Engineering, Mechanical Engineering, Civil Engineering, and Electronics and Communication Engineering) made up the control group. The findings showed that compared to the control group, the experimental group did better. As may be seen in Table 2, this.

Table 2: Comparison between Experimental & Control groups

Criteria Compared	Experimental Group	Control Group
Time taken to read the passage (1350 words)	9.20 min. to 10.00 min	14.00 min to 22.40 min
No. of times read	2 to 3	4 to 12
Time taken to answer the	7.25 min to 15 min	14.20 min to 24.00 min
Local questions	97%	70%
Global questions	95%	67%
Critical questions	98%	26%
Inferential questions	95%	30%

Reading time for the experimental group ranged from 9.20 to 10 minutes, according to Table 2, whereas reading time for the control group was 15 to 22 minutes. Before answering the questions, the experimental group read the material two or three times, whereas the control group read it four or ten times. The time it took the experimental group to complete the questions ranged from 7.25 to 15 minutes, whereas the control group took between 15 and 20 minutes. The experimental group, on the other hand, got a perfect score of 97% on the regional tests. The control group only managed 70% in local questions and 67% in global questions, whereas the test group scored 95% in global questions, 98% in critical questions, and 95% in inferential questions. 28 percent on inferential questions and 30 percent on crucial ones.

Students who enrolled in the reading course outperformed those in the control group, according to this data.

When compared to their non-administered counterparts, the students whose classes focused on reading skills had established more consistent reading routines. Their reading comprehension and speed both improved as a result.

Impact of Strategies
It seems that the reading habits of the pupils have been affected by the tactics that were taught to them. The students who took part in this research first lacked self-assurance when it came to reading English materials. However, after this class, they were eager to read more and were actively reading more.

Their use of the tactics seems to be multi-faceted. After this class, kids started to rely on context clues to determine the meaning of words, according on our interactions with them. They relied on contextual information for this. They had mastered the art of anticipating what will happen next in their reading by reading more. Also, rather of using their voices or fingers, many had mastered visual reading. On top of that, a lot of people began giving some serious consideration to how well they could read, and they all wanted to go faster than 300 words per minute. After completing the course in their second language, students reported utilizing similar tactics in their original language without realizing it. Therefore, it would be inaccurate to say that they were bringing these tactics from L1 to L2.

Students' views on fulfillment of academic and professional needs
On two separate Likert scales, questions in Section II (11–20) and Section III (21–28) of the survey measured the degree to which students' academic and professional demands were met by their respective institutes. In the second part of the survey, students had to assess the extent to which their school met their academic needs and how much of a need those needs were. Similarly, in Section 3, students had to use five-point measures to assess the extent to which their university met their current professional demands. A disparity between students' actual needs and their level of satisfaction with those needs was determined for each item in Sections II and III by calculating the difference between students' ratings on the need scale and the need fulfilment scale. A student's anticipation for an item was adequately fulfilled by their institution if there was no difference between their ratings on the need scale and the need fulfilment scale (i.e., the difference is equal to zero). The student's expectations for an item were not adequately satisfied by his institution if his rating on the need scale was higher than his rating on the need fulfilment scale (i.e., the difference is more than zero). If an item's rating on the need fulfilment scale is higher than its rating on the need scale (i.e., the difference between the two ratings is less than zero), then the institute met the student's needs for that item to a greater extent than they had hoped. Tables 4.22 and 4.23 show the total number of students who rated each item as either meeting their requirements (difference = 0), surpassing their expectations (difference = 0), or falling short of their expectations (different = 1).

Academic Needs and their Fulfillment
The average level of academic need fulfilment was below what students had hoped for, as shown by the percentage of students who rated it as below their expectations. Over half of the students surveyed felt that their schools fell short of meeting their academic demands to an unacceptable degree (<0). Item no. 13 had the lowest level of discontent at 44%, while item no. 17 had the greatest level at 74%.

Table 3: Inadequacies in Academic Needs

Item Number	11	12	13	14	15	16	17	18	19	20
Number of students rating their needs duly fulfilled	170	281	357	316	264	198	166	286	249	174
Number of students rating their need fulfillment exceeding their expectations	88	94	77	69	64	64	32	62	42	37
Number of students rating their need fulfillment as below their expectations	512	395	336	385	442	508	572	422	479	559
Percentage of students rating their need fulfillment as below their expectations	66%	51%	44%	50%	57%	66%	74%	55%	62%	72%

Presented here, in descending order of student discontent percentage, are all ten categories (items 11–20) that constitute academic needs. Put another way, things are ranked according to how readily they meet academic requirements at the institutional level.

- Item -17 - There is a need for orientation in order for students to develop their personalities, since 74% of them are unhappy.
- Item -20 - Requirement for helpful criticism (72% of students expressing discontent).
- 1tem-16 - Need for leeway and choice in completing activities and assignments (66% of pupils expressing discontent).
- Item-11- The majority of students are unhappy with the level of supervision they get while undertaking assignments and chores (66%).
- Item -19- Requirement for chances to take part in group projects (62% of students expressing discontent).
- Item -18- The need of executing skits and role plays, with 55% of pupils expressing discontent.
- Item -12- Need to take pupils' prior English skills into account (51% of students are unhappy).
- Item -14- Supply of educational materials (with 50% of pupils expressing discontent).
- Item -13- The majority of students must comprehend and like the language lab activities for 44% of them to be dissatisfied.

The students' replies are shown graphically for question no. 17, which asks about their primary academic need: personality development. Likert Scale 3 was selected by the majority of pupils. Have no clue. This demonstrates that most students either didn't know that the assignments were meant to help them develop their personalities or didn't know how to respond to this specific question. This prevailing lack of certainty among students may be due to the fact that present-day language education approaches do not explicitly address students' personal growth.

Table 4: Inadequacies in Professional Needs

Item Number	21	22	23	24	25	26	27	28
Number of students rating their needs duly fulfilled	108	120	104	135	172	145	125	148
Number of students rating their need fulfillment exceeding their expectations	22	29	32	28	46	34	38	20
Number of students rating their need fulfillment as below their expectations	640	621	634	607	552	591	607	602
Percentage of students rating their need fulfillment as below their expectations	83	81	82	79	72	77	79	78

Activity Based English Language Teaching

The results stress the need of ensuring that language and college instructors have sufficient training to include lessons on personal development and technology into their course offerings.

Table 5: Frequencies of Using Learner Centered Activities as Reported by the Teachers in Percentages

Items	Never	Seldom	Sometimes	Often	Always
(a)Conducting grammar practice sessions and error analysis	------	3(8%)	17(46.7%)	11 (32.2%)	5(12.9%)
(b) Technical vocabulary exercises	0(1.6%)	1(3.2%)	12(32.2%)	14(40.3%)	7(20.9%)
(c) Listening skills with relevant learning software	5(12.9%)	5(12.9%)	16(43.5%)	13(30.6%)	1 (3.2%)
(d) Mock speaking sessions for oral practice	0(1.6%)	_	3 (9.6%)	18(50%)	14(38.7%)
(e) Reading activities	0 (1.6%)	1 (3.2&)	16(45.1%)	14(40.3%)	4(11.3&)
(f) Writing skills practice	6(16.1%)	5(12.9%)	12(33.8%)	11(30.6&)	2(6.4%)
(g) Promoting paper presentations	2 (4.8&)	6(16.1)	13 (35.4&)	9(24.1&)	7 (19.3&)
(h) Conducting internet related language learning activities.	14(38.7%)	8(22.5&	9(25.8%)	63(9.6&)	1(3.2&)

Conclusion

As they go through the levels, the kids' reading speeds have been progressively rising. A considerable rise occurs between passages one through ten, even if there has not been a regular uniform growth between them. Students absolutely need training in soft skills such as personality development, interview preparation, intrapersonal and interpersonal communication, etc., according to the results. They would feel more confident going into job interviews and completing project-related communication assignments if this happened. These centres may be led by English instructors. "Instructors should take a back seat to facilitators and encourage students to take charge of their own education." If instructors use cooperative, supportive, and participatory methods of instruction, this will meet the demands of students with a wide range of learning styles. The comprehension ratings show that pupils with a moderate reading level have understood more than those with a fast or slow reading level.

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