CHAPTER 5
CONCLUSION AND IMPLICATIONS

Introduction

This study was based on Stenhouse’s (1975) view of teaching as a research process in that it is an activity whereby problematic situations constantly arise in the classroom context. Teachers as classroom practitioners are therefore required to implement teaching decisions the best way they could in the interest of teaching and learning.

The reading materials and strategies used in this study were solutions the teacher researcher anticipated could enhance the reading ability of the two informants of this study. Presented below are the conclusion and the implications of the study.

Conclusion

The conclusion that can be drawn from the analysis of the data gathered are:

Firstly, low proficiency learners are capable of improving their reading ability with systematic teacher intervention.

Secondly, picture books containing manageable text are a source of inspiration and motivation to less competent readers.
Thirdly, story themes that appeal to learners of this age group will generate reading interest and motivation,

Fourthly, the learners were able to enjoy reading for the reasons below:

- they could manage the text.
- they selected the books they wanted to read.
- the story themes appeal to them.
- they were given a wide selection of books to choose from.
- attractive book covers; good quality illustrations and clear type face.
- the books are relatively short (16 pages), are therefore pleasant and motivating when the learners complete them.
- they have learned to use contextual clues, pictorial clues and prediction in their reading.
- the relaxed and stress free environment during the study.

Finally, the data obtained have also indicated a change of learner perception about reading.
Implications

As a teacher researcher I have learned to question the assumption that students do not read because they lack interest. I think this overgeneralization is incorrect as I have found out through this research that, students are poor readers for many reasons.

Secondly, I have learned to question the assumption that it is difficult to get students to like reading. I believe that if we see ourselves as teacher researcher, we will be able to implement some form of well-thought action or strategies so that results will prevail in the end.

Thirdly, I have learned that reading instruction must be based on the learners' "proficiency" not their "deficiency". This means that instruction and materials must commensurate their competence.

Fourthly, I have learned that being a teacher researcher enable me to foster a genuine teacher-student relationship. I realise that it is an important factor because it is based on sincerity, trust, commitment and a caring attitude. This study has shown that these attributes have contributed to the positive outcome of this research.

Fifthly, I have learned that action research can create an anxiety free environment for the learners and the teacher. As teacher researcher, we do not push learners to accept our recommendation (solution to the problem) but to make observation and reflection, revise and re-plan so that results would prevail.
Finally, I have learned that to improve the education of our learners, it is important that we are not just classroom teachers, but teacher researcher who would advocate change to improve teaching and learning.

For a long time now, learners have been the focus for reading failure and reading decline. Campaigns and reading programmes have been constantly thrown at the students so as to promote reading among our school children. Unfortunately, the goals of these efforts still remain an illusion. Perhaps it is time for us to shift our perspective from looking within the child to other factors such as curriculum development, pedagogy, teacher education, school and classroom organization, reading materials, reading instruction, teacher-student relationships and school and community goals. I strongly believe that valuable insights into reading failure and reading decline are possible by not just examining the learner but or learning context but by examining and exploring the tensions that occur between the two.

To conclude, a prominent weakness of this study is the limited sample and scope of study. Perhaps future research could look into how whole language or primary language can complement reading abilities of low proficiency ESL learners.