



## GIVING PREPOSITIONAL TASKS FOR PROMOTING READING SKILLS

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### ABSTRACT

Reading is burdensome for language learners to understand and incorporate the materials, if they do not interact with it they are learning. In general students have disinterested in reading text books. The ultimate challenge to teachers is who should effectually stimulate the students to make them interested and regular readers. Reading is a significant element of learning a second language for several reasons. It can be seen as a receptive skill. It is a reciprocal and proceeding between the text and the reader. Develop reading as an interest and habit. As reading has come of a moribund art, it is crucial time to teachers of English insinuated reading habit amongst the learners. Since reading is cerebral activity, which can help learners to mentally active. It had better using real world materials to teach in language classes. Given tasks in text books may not be appropriated for all the students. If it so, teachers then should use real world materials simultaneously. This article aims to explore how the given prepositional tasks for developing reading ability usefully and demonstrate to what extant employing real world materials can help students to learn L2.

**Keywords:** *Relia- Materials, Schema, Strategies, Posttask, Globe map.*

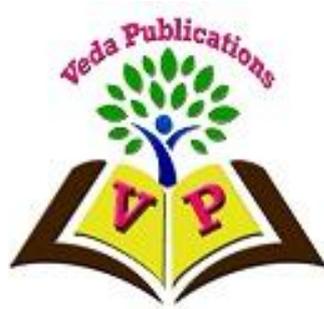
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### BACKGROUND TO THE STUDY

Developing reading skills of second language learners of English is a challenging task. Therefore several pedagogical tools have to be used to generate reading skills but various methods that were tried out already failed to attract the attention of the learners. As enchanting reading skills, students can gain the relationship between spelling and

words, letters and sounds. Reading is an integrated process.

Skehan (1996b:20) defines "task are activates which have meaning as their primary focus. Successes in tasks are evaluated in terms of achievement of an outcome and tasks generally bear some resemblance to real-life language use".





Tasks are intended as effective object for employing these principles. Task is as a cardinal unit of designing and teaching. The positioning preposition in a sentence plays a substantial role. Without using of prepositions while communicating it is impossible to comprehend. Since prepositions deed linguistically significant for language learning, it is better to teach them the value of preposition at the primary level itself.

### AIM OF THE STUDY

It aims at improving the language skills when reading. Making students as multiple intellects through integrating the skills by reading is to give more importance to learners' autonomy. Promoting reading skills through various tasks which are based on prepositions and particularly focused on identify prepositions while reading.

### REVIEW OF LITERATURE

There are umpteen number of researches have been done on reading. Peter Lucantoni (2002) discusses many ideas and strategies for effective classroom practice, the setting of coursework and the integration of different skills. Theodore S. Rodgers (2001) extensively investigates TBEL method and its main objectives

### HYPOTHESIS

1. English teachers at the primary level are narrow minded of teaching L2 grammar.
2. Use of realia materials in English class strengthen reading ability and categorize prepositions.

### RESEARCH QUESTIONS

1. How TBLT method is useful to learn L2?
2. To what extent does the realia-materials use for developing reading skills?
3. Is it possible to teach prepositions through the world map?

### DISCUSSION

Perfetti (1984, pp.40-41) defines "Reading objective is to read for meaning or to replicate the writer's meaning. Reading to enhance pronunciation and practice grammatical forms. It also involves comprehension. Children are anticipated to learn to read and write as naturally as they learn to speak. Moreover, the effort is to integrate learning within

the classroom with the entire life of the child. The use of literature is not known to artistic value per se, but it should purpose for learning a language. Providing the L2 coursebooks by the present system, Equality Education, are based on student-centered learning. In which teachers are learning counselors and the learner is a collaborator. Students are encouraged to produce learning material which could be used for classroom tasks. Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the centre of unit of planning and instruction in language teaching. Engaging learners in reading a text is not that easy. Language learning is conceived to hinge on immersing students not merely in "Comprehensible input" but in tasks that necessitates them to negotiate meaning and engage in naturalistic and meaningful communication.

Tasks are believed to promote activities of discussion, modification, rephrasing and experimentation that are at the heart of second language. Moreover, tasks are also said to improve leaner motivation and therefore promote learning. Prabhu (2000) describes tasks is "an activity which involves learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate that process" TBLT approach is primarily by a theory of learning. Skehan (1998:97) proposes that tasks can be used to "channel" learners toward particular aspects of language. Through tasks language learning takes place. Students at the primary level are wet behind the ears as far as second language is concerned. It is the duty of English teachers that involving students in reading.

Prepositional teaching at the primary level is textually very difficult. Whereas teaching them through various real-world materials seems highly effective. For instance taking world map, students are asked to find out world famous cities name which are available and take down all the names of the cities. In addition to that teachers ask them to read out the names aloud. Teachers then ask them to take down some world popular cities name. For example, London, Hanover, Stratford-on-Avon, Rugby, Berlin, Cochin, Malout, Panipat, Surat,Umbergaon, Toronto.



Teachers then straight away introduce the lesson about preposition and list out one-word prepositions. For instance *on, over, by, to, in, and at*. Students are now expected to discover the distinction among the above city names. By the support of globe map, students are asked to determine the names in it and to discuss among them. In addition to that teachers are taught them directions with the help of map. Encourage them to say a few words about one of the cities which they know in English. For example, Toronto is the capital of Canada which is in the north of USA. Stratford on Avon is the birth place of Shakespeare. Cochin is one of the big cities in Kerala. This is known for natural harbor.

Schema theory envisages an information-processing model of the mind in which knowledge is collected in certain units that can be remembered and reactivate to operate on registering information. Perkins (1983) defines "Meaning is produced by the reader derived from the interaction between his background knowledge and the reading" While reading a text learners identify words and sounds. Extending for rereading of the same text learners should incredibly be strong in vocabulary, spellings and sounds. Employing Schema, as a learning strategy, learners should be asked to narrate the story with their comprehensive knowledge. After teaching all those things, students are requested for write down what ever they have learnt on the class. Another continuous sequence is to establish a reading or listening task with writing or speaking activity in which students examine the topic as they start to recall and learn appropriate vocabulary and activate associated schema.

### CONCLUSIONS

To conclude that the principle of reading is meaning and is an active process relating strategies that can learned perhaps the best means for acquiring large amount of logical input. Real world materials are very helpful to English language teachers. In the light of the possible means of using globe map for development of reading skills. Instead of trying all the customary methods which may strain hard in fitting well with the interest of the learners,

this kind of non conventional real world tasks would help them learn.

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