



USE OF TEXTBOOKS IN DEVELOPING READING SKILLS IN ENGLISH AS A SECOND LANGUAGE

Shanmugayogini Ravindran

English Language Teaching Centre, University of Jaffna

ravindran_shan@yahoo.com

Teaching English as a Second Language (ESL) is considerably impacted by the development of science and technology. ESL is taught through online and distant modes. Therefore the face to face mode of teaching needs to incorporate teaching aids which would motivate learners to obtain proficiency in reading skills. Today each school, department, institution or university has a computer laboratory. Majority of the universities provide ESL teaching and facilitate learning via computer net worked laboratories. Yet the ESL learners' performances do not show remarkable proficiency in reading skills. This study explores whether the use of textbooks for ESL reading would promote reading skill proficiency among tertiary level learners. The study adopted both qualitative and quantitative methods. Forty students from 3rd year Faculty of Arts were selected randomly. A pre test was held for all the participants on reading skills. Twenty students with less proficiency in reading skills were selected from the marks they scored in the pre test. They were considered as experimental group (group A). They were taught reading skills by using a text book. After following the text book based ESL reading lessons for a month, group A was tested. The control group (group B) consisting twenty participants were given handouts as reading material for a month. A post test was conducted for both groups A and B. The performances on reading skills at the pre and post tests were analyzed. The findings reveal the fact that the reading skill proficiency of the experimental group increased after using the reading text books. The study has an implication of utilizing text books to improve ESL learners' proficiency in reading skills at the tertiary level. The study has an implication of utilizing text books to increase proficiency in reading skills in the ESL at tertiary level.

Keywords: *reading skills proficiency, performance, text books, and tertiary level learners.*