AN EMPIRICAL STUDY ON THE SUPREMACY OF ONLINE DRIVE ON READING PROFICIENCY

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Abstract—Reading is a receptive skill that enriches one's imagination, knowledge and enhances the vision. Reading skills are essential for logical reasoning and critical thinking. While reading the text, the reader is privileged to experience what the writer might thought for a long period of time. Apart from the benefits of reading, this study experimentshow the online platforms enhanceone's comprehension skills. Online Platforms can be incorporated into curricula which will not alter the moralities or pedagogical initiative of a course. After the pandemic situation, young students are interested to learn through online platform where, they feel comfortable and portable way of learning. Reading skills are the necessary and important skills to be learnt by the students to develop their academic and professional development. Many researchers have proved that students avoid reading activities other than for academic purpose. Hence, it is the responsibility of the language instructor to provide good, portable, flexible and worthy platform which make them to involve in such activities. This study focuses on the collaboration of Zoom platform with Microsoft one notebook in enhancing the students' reading ability. The usage of Zoom App along with One note was analysed based on surveys. This study experiments with the selected group of students with continuous instructions. The study also particularly focused in understanding the effectiveness of the online materials to enhance the reading skills of a tertiary level learner in thePanimalar Institute of Technology, Tamil Nadu.

Keywords—*Reading, texts, Comprehension, understanding, Zoom, vocabulary, One note*

I INTRODUCTION

The global pandemic has desperately involved teachers and students in digital device learning. It has also elicited the teachers to instil reading strategies among young minds. Because, reading is one of the basic skills while learning a language. Reading is not a very easy task. Reading Skills help learner's ability to grasp other aspects of language teaching (Anderson, 2003). There are many other skills subservient to reading like vocabulary, sentence construction, cohesion, and decoding. This multi-faceted process of reading involves word recognition, comprehension, fluency and motivation. Even though many children are able to read the English language, there are mistakes in basic understanding of the meaning. Such shortcomings can be overcome when enough practice is given for reading. Reading should be a daily exercise which would enhance the vocabulary and the comprehension skills.

Mikulecky (2008) emphasised that, reading is the foundation for all areas of language learning, including textbook use, writing, revising, editing, vocabulary development, and grammar acquisition. Even though, reading is not preferred by children and books are not objects oftheir interest, they must be encouraged to read on a daily basis in order to improve their vocabulary and spelling mistakes. Continuous reading practice can help students to improve proficiency in language and become an effective communicator. Once reading is given importance, writing and speaking of the language becomes easy.

Teaching close reading skills is not easy task for the teachers especially in the digital environment. But with the help of zoom and Microsoft one note, it may be easier. (Dhawan, 2020) also stated that the digital learning has given the chance and good outbreak to the students in present learning methodology.Zoom is the widespread audio and video conference and Microsoft one note is a digital notebook that automatically saves and syncs the notes of teachers. Hence,when zoom and one note combined, students can focus on their critical close reading strategies and how to navigate digital reading. Zoom platform has its best interactive features and many strategies can be introduced easily with it. OneNote is a notebook which can be used to keep ideas organized, share notes within the team, share the highlights and action items from meetings, and provide an internal Wiki to store processes. Teachers can invite people to the notebook with an email message generated by OneNote.When zoom and one note combined together, the language instructor can definitely find a new way to sow interest in the minds of young readers. (Imran Ariff, 2010) also stated that students are not trying to adopt reading as their habit. Students discriminate reading as a task for their academic activities rather than a skill based activity. This study identifies the deeper understanding of the text, using online platform zoom and one note with close reading strategies to interact with the text using multiple methods.

II TECHNOLOGY AND READING SKILLS

Now-a-days the students are expected to use the digital technologies congenial to solve problems by working collaboratively. While doing so, they must be well equipped with reading online so as to work further in a smooth manner. (Mercy Gnana Gandhi, 2017) also specified that to aid in the presentation of reading abilities, technology-based teaching methodologies provide learners and educators with the opportunity to advance cooperative learning environments. In today's world, literacy skills and strategies based on traditional printed materials are not sufficient to become fully literate. In such a situation, zoom as an online platform helps learners in enhancing their reading skills and equipping oneself in understanding the text, using different methods. Even though there are some limitations, this application is better than many other online platforms.

The teacher candidates' insights that the nature of information and learning in printed materials and that of information and learning on the internet are different. This kind of different alteration of teaching methodology gives a way for student-centred rather teacher-centred(Hethesia D, 2020). Examining the nature of information on the internet shows that the internet provides a variety of sources and facilitates to access sharing and storing of information. Therefore, for research and comprehension on the internet, readers must possess additional skills and strategies not required for printed materials. Reading on the internet has

become much more effective these days since e-books are available on all subjects.. Reading comprehension is a high-level cognitive function that incorporates not only just linguistic knowledge but also cognitive and metacognitive skills (De Beni and Palladino, 2000 and Channa et al., 2015).

III DIFFERENCE IN THE READING ACTIVITIES MANUALLY AND VIRTUALLY

Once there was a notion thatreading from the printed book is always better than reading online, as one feels more attached to the book, but now it is changing as many people get much acquainted with online materials.According to (Sackstein et al. 2015) students began using e-books because of the improvements in technology. Online reading helps us to a certain extent, but there are certain disadvantages which come along with it. There are a lot of distractions in it and the reader is always tempted to use some other apps other than the reading one. There is always a chance of deviating from the activity of reading, once a call or a message is received. Manual book reading has its own distractions as well. The reader feels sleepy once they start reading or they want to spend time watching T.V or playing games rather than finish reading a book. If it is a book related to lessons and prose, the distractions are more. Story books have a better chance of being read and finished. Parlindungan's (2019) advocates that print and digital reading comprehension in EFL set the essential tool for teachers to structure teaching and learning.

Initially, few informational passages can be given to inculcate an interest in the habit of reading. Informational pieces educate or instruct the one who is reading and they contain non-fictional texts. Informational texts can include topics on science, social studies, general knowledge, crafts, games, mathematics, cooking, sports, etc. There are some reading activities which help the students to pronounce the words clearly and also understand them in the process. Reading poetry is also a good start for the students as they will know where to punctuate and how to modulate their voice while reading. When the poem is read along with the punctuation, the meaning becomes clear and there's also clarity in understanding what the poet wants to say.

Children enjoy reading short stories that allow them to develop the habit of reading in the beginning. (Ortlieb, Sargent, Moreland, 2014, p. 397) points out that E-reader and other digital features of a curriculum are often viewed as fun and engaging, but the question still stands, are they effectively teaching students, the proper reading skills needed to comprehend a text?. Once they begin to read, they can carry on with other texts. Stories narrate real incidents or fictional ones and help the children to develop the habit of reading. Reading articles on various topics also enables the students to enhance their vocabulary and increase their general knowledge about different topics. Once the need for reading is understood, the students automatically read various articles, books and stories which steadily help them to get a good command over the language.

One form of technology that has become increasingly common is digital books or digital print (Singer & Alexander, 2017). Thus common material can be instructed to students for the good result. Essays give elaborate information and this helps the students to get a better

understanding on different topics. Once the essay is read, some words can be underlined for checking up in the dictionary for meanings and opposites. This develops few skills in the students and also encourages the students to read more and more. Students can increase their English language skills by reading short stories which end with a moral and have some practice exercises for better understanding of the same. Doing such activities help them to be involved in the act of reading carefully and thereby concentrate more on the stories. This in turn helps them to be involved in the process of reading. These activities can be done online using the Zoom App, which involves many students to contact each other virtually and do a group activity of reading. This helps them to comprehend various passages and understand them through activities.

IV STRATEGIES AND PRACTICES FOR TEACHING READING COMPREHENSION SKILLS

4.1. **Logical inference**: Reading different passages and doing the activities that help the students to derive logical inference. Logical inference, according to The Free Dictionary means, 'The act or process of deriving logical conclusions from premises known or assumed to be true.'

4.2. **Conclusion-making**: It refers to making judgements and arriving at a result. Once the reading of a passage is done, students are involved in the questions that follow, which help them to come to a conclusion on what they have understood.

4.3 **Sequential analysis**: Sequential analysis is concerned with investigations in which the decision whether or not to stop at any stage depends on the Observations previously made. The comprehension passages help the students to analyse, helping them to understand as to what comes next.

4.4. **Deductive reasoning**: According to Wikipedia, deductive reasoning, also deductive logic, is the process of reasoning from one or more statements to reach a logical conclusion. This process of reasoning is attained by doing different exercises after reading passages of various types.

4.5. **Tonal awareness**: The students are aware of the tone used in the passage by continuous reading and this enhances their comprehension skills as they are able to differentiate between the various tones used in the passages.

4. 6. **Understanding of scope**: According to the Definitions from Oxford Languages, scope means the extent of the area or subject matter that something deals with or to which it is relevant. Understanding of scope becomes very important as this finally helps the students for further reading.

V ADVANTAGES OF ZOOM AND ONE NOTE AS AN ONLINE PLATFORM

Online learning can be imparted in various mode and platform. The language trainer must choose the best and comfortable one for both teacher and student. Such comfortable platform is Zoom and One note. They are very synchronous in nature and when it is combined together teacher can constructively provide chance to interact and learn at their own pace. While comparing traditional learning and digital learning, digital learning needs more interaction

between teacher and student. (Nurieva& Garaeva,2020,p.439) indicated that Asynchronous mode does not require the teacher and student to communicate simultaneously whereas digital learning needs handy communication or instructions. (Rahavu,2020,p.68) also stated that synchronous mode refers to a distance learning through a real – time live web-conference platform. After the pandemic there are many such synchronous online platform, which is flexible for the teacher to inculcate new things for their students. (Can &Silman-Karanfil, 2021;Kohnke&Moorhouse, 2020; Nurieva&Garaeve, 2020) directed that one of such industry-learning synchronous platforms profited by educational institutions and teachers and students in foreign language education is Zoom and One Note.

Zoom meetings can be arranged anytime and anywhere based on one's own convenience. These can be easily planned and arranged. Seamless transition to video is possible with Zoom as one can see each other online. There is also an option to stop the video if needed. Meetings can be arranged over zoom, regardless of the place he or she is at. This equips the user to make use of the App whenever and wherever needed. Moreover, the App is user-friendly wherein a password is used to login and people get connected through video for a particular period of time. When the time is about to run out, a message alert is received which helps the user to end the zoom meeting accordingly.

OneNote is an excellent organisational tool that can be used to keep track of course notes in one place. It mainly helps the teachers to share training material effectively to all the students. This study concentrates on the comprehensive skills of professional students hence; the instructor may find the wide space with zoom and one note to follow and share the material respectively.Note taking is among the most vital tools that develop comprehension skills (Kobayashi, 2005). One note also has the additional benefits such as sharing digital hand-outs, take notes easily and fast synchronisation on pages. One note can be used in three ways: The first is student notebooks, which allow educators to create private student notebooks for their students.The second is the content library, which allows educators to post or update course materials and distribute them to students, and the third is the collaboration space, which allows educators and students to organise, share, and collaborate in one location.OneNote is an extremely simple tool for examining and learning on any device, at any time.

When the phone porting process has to be done, zoom and one note App are user-friendly and fast. They help the people to finish their porting process without any hindrances. Another advantage is the intuitive user experience. People are able to explore on their own and make use of the various features efficiently. Screen sharing helps the users to virtually finish their technical work as well as indulge in group discussions through Zoom, no matter where they are. This screen sharing can be effectively made use of for reading activities where any e-book or e-text can be opened by a person and their screen can be shared with the others, so that all of the participants can take a look at the text and read it. Call and video quality of the App is worth, as it is obviously better than the call made through phone. Students stay connected by making use of the App whenever necessary. When doubts have to be cleared, and one can't travel around to do so, this App comes in handy. Few e-books or e-texts can be put to use in order to read over the Zoom App. One of the students can read loudly while others can follow it.

VI METHODOLOGY

6.1 PARTICIPANTS

This study concentrated on the reading comprehension skills using Zoom and One Note online platforms. The duration of the study was 14 weeks from mid-September to mid-December of 2021. Zoom meeting lasted 40 minutes on alternate days and notes are uploaded in One Note. This study is an experimental study to find out the efficiency of online platform with digital learning. Two groups were set, control group and experimental group. The control group and the experimental group consisted of 30 students' boys and girls respectively in first year from the department of ECE A and B at Panimalar Institute of Technology, Chennai.

6.2 PROCEDURE

Zoom meetings were scheduled for experimental group and traditional methodology was followed for control group. The instructor used the same material for both the groups but the methodology was different. At first, teacher sown interest among both the groups on reading skills through their own methodology. For both the groups pre-test were conducted and then the procedures were followed to enhance their reading comprehension skills by giving them short passages and long passages with multiple choice questions. Then strategies were thought to both the groups to understand and interrupt the text. After that, post test was conducted to know the final result. Finally results are analysed and discussed.

6.3 DATA COLLECTION

The study's aim is to instil the reading skills among students through online platform. Hence, three tests were conducted. The pre-test conducted at the beginning of the course for both groups. Then the first sample test was conducted at the mid of 8th week and the post test conducted at the 14th week for both groups. There were totally 5 short passages and 3 long passages with multiple choice questions. The results of the experimental group were analysed since the study focused on assessing learners' opinions regarding Zoom video lectures.

VII RESULTS AND DISCUSSION OF THE STUDY

The results of this study are based on a result of the test and survey taken with experimental group. The samples were chosen using a stratified random sampling method. They were given questionnaire to understand the best study method that would suit them.

Table 1: Students' Pre Test Scores (Control Group)

Students' Pre Test Scores (Control Group)		
Control Group	Average Mark (Out Of 20)	In Percentage
ECE A(GIRLS)	9.12	45.6
ECE B (BOYS)	8.96	44.8

Table 2: Students' Pre Test Scores (Experimental Group)

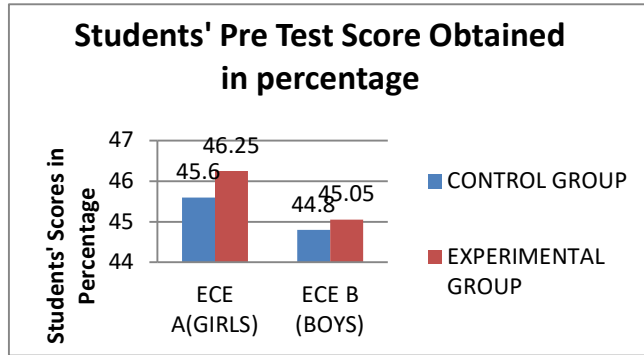| Students' Pre Test Scores (Experimental Group)		
Control Group	Average Mark (Out Of 20)	In Percentage
ECE A(GIRLS)	9.25	46..25
ECE B (BOYS)	9.01	45.05

Fig 1: Students' Pre Test Score in Percentage

From Table 1, it is stated that in pre-test of control group of ECE A (Girls) secured 45.6% and ECE B (Boys) 44.8%. Table 2 gives the information about the experimental group of pre-test of ECE A (Girls) secured 46.25% and ECE B (Boys) secured 45.05 percentages. It is evident as they are professional students they have good comprehending skills and if teacher instil basic strategies, they can easily inculcate the reading skills. It is also obvious that students need the mentor help for further growth in their reading skills.

Table 3: Students' 8th Week Test Scores (Control Group)

Students' 8th Week Test Scores (Control Group)		
Control Group	Average Mark (Out Of 20)	In Percentage
ECE A(GIRLS)	10.80	54
ECE B (BOYS)	10.26	51.3

Table 4: Students' 8th Week Test Scores (Experimental Group)

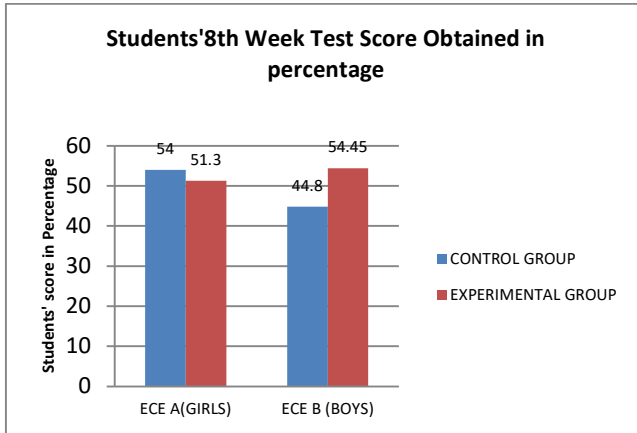| Students' 8th Week Test Scores (Experimental Group)		
Control Group	Average Mark (Out Of 20)	In Percentage
ECE A(GIRLS)	11.24	56.2
ECE B (BOYS)	10.89	54.45

Fig 2: Students' 8th Week Test Score in Percentage

It is apparent that control and experimental group have trained in reading skills after 8 weeks of their training. From Table 3 it is analysed that in 8th week test of control group of ECE A (Girls) secured 54 percentages and ECE B (Boys) 51.3 percentages which is the tremendous growth in their reading comprehension skills. Table 4 provides the information about the experimental group of 8th week test of ECE A (Girls) secured 56.2 and ECE B (Boys) secured 54.45 percentages. Online platform provoked the students very effective in keeping the interest of the learners and also to test the proficiency of their comprehension skills.

Table 5: Students' Post Test Scores (Control Group)

Students' Post Test Scores (Control Group)		
Control Group	Average Mark (Out Of 20)	In Percentage
ECE A(GIRLS)	11.22	56.1
ECE B (BOYS)	11.01	55.05

Table 6: Students' Post Test Scores (Experimental Group)

Students' Post Test Scores (Experimental Group)		
Control Group	Average Mark (Out Of 20)	In Percentage
ECE A(GIRLS)	11.60	58.0
ECE B (BOYS)	11.25	56.25

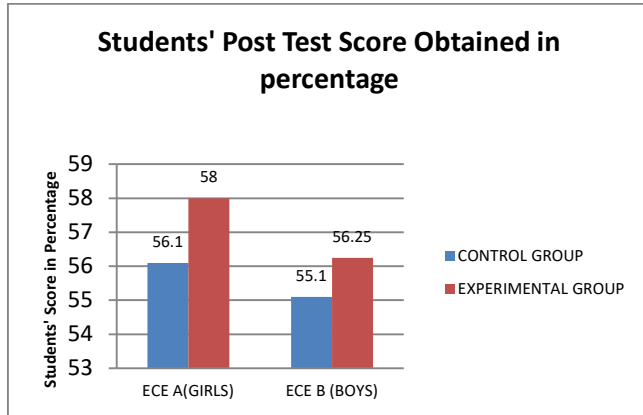Fig 3: Students' Post Test Score in Percentage

Figure 3 shows that after the post-test Experimental group scores of ECE A& ECE B is impressive and constructive. This study has advocated both Zoom and One note for taking online class and providing quizzes and assignments for Experimental Group. It is analysed from the chat that Mentor has achieved in her goal on using online platforms. This is because the majority of students were happy about providing responses via an online-based, easy-to-read format that was comparable to what they would have received in a conventional teaching. A survey of the participants was conducted in order to examine the consequence of a learner after utilising the reading platform. The following statements were conducted as a survey among the Experimental Group to find out the effectiveness of online platform zoom and one note.

Group	Strongly Agree	Agree	Neither Agree Or Disagree	Disagree	Strongly Disagree
ECE A	8	9	6	4	3
ECE B	9	8	5	4	4
TOTAL	17	17	11	8	7

Table: 7 Questionnaire Results from students' feedback

Students' Questionnaire

| S. No	Statement	Strongly Agree	Agree	Neither Agree Or Disagree	Disagree	Strongly Disagree
1	Zoom provides better facility for conducting online classes.					
2	Particularly for learning reading comprehension, online platform is a better choice since it provides a plethora of online materials to study.					
3	Continuous online quizzes will help assess the improvements in reading skills.					
4	Can I overcome the destructions during online classes?					
5	Often online learners need a mentor to support them emotionally and psychologically to continue their studies.					
6	The combination of One note and Zoom would help create a better classroom with notes and live videos.					
7	Regular quizzes, home works, and assignments could be made interesting using online tools.					
8	Learning reading skills is essential to improve the logical and reasoning ability of the learners.					
9	Learning reading comprehension online is better than offline classroom since it provides individual interface to answer the passages.					
10	Learning reading comprehension passage will help in competitive exams.					
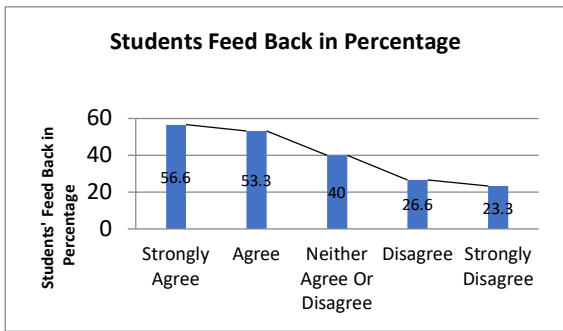
Fig: 4 Students' Feed Back in Percentage

VIII DATA COLLECTION AND DATA ANALYSIS

The purpose of the research is to value their remarks regarding the combination of Zoom and One Note. Different exercises and strategies were carried out to collect subsequent response from the student to comprehension question and the survey. Initially significant short passages were allocated to both the groups, then created interest on reading skills among students. Same materials were distributed for both conventional and contextual method. The digital learning was then used to observe student comprehension skills-based questions and responses. Following that, an analysis of the student's traditional and contextual methods of comprehending passages was conducted. Finally, as survey questions were circulated to the experimented pupils, responses were taken into account. Students may not only sort numerous approaches to obtain about the subject and acquire information with the help of digital tools, but they can also regard and become astute when using digital platforms for studying.

IXFINDINGS AND DISCUSSION

From figure 4 it is observe that 56.6 percentage of students felt that combination of Zoom and One Note provides facility to learn in digital world. It is also evident that digital learning is effective for quizzing and assignments as it is an online cloud with specific storage for each learner. One note and zoom is easily accessible in many devices. Online quizzes are

very effective in keeping the interest of the learners and also to test the proficiency in the concept quickly. If it is a multiple choice quiz, the leaner would find it very easy to answer as it takes less time when compared to descriptive type questions. Yet, many respondents favoured direct classroom when compared to online classes since there are lot of distractions in online classrooms.

The distraction in online classes is mainly due to the lack of interest in the concepts. Failing interest towards the subject could get the learner distracted towards other online sources. As in figure 4, about 53.3 percentage of students agreed that online platforms is essential to improve their logical and reasoning ability of them. More than 50 percentages of the students emphasised, the importance of the mentors as they have felt that a guide or mentor is needed to guide them through the online materials. Similarly, about 50 percentages of the respondents have felt that the combination of zoom and one note will help them learn better as quizzing, assignment and live classes would be very helpful in provident dynamic learning atmosphere. In this regard, examination and assessments are gathered and proved that the online platform constructively exhibited the growth among students and if mentor motivates the students they can develop their reading comprehension skills easily.

X CONCLUSION

The act of reading over the Zoom platform has been discussed. Various reading activities are brought out along with their pros and cons. Reading has to be included in the syllabus compulsorily, and only then the students will be able to have a better understanding of the English language as it will improve their comprehension skills. It is quite evident from the research that most learners have understood the importance of reading comprehension. The observations of the survey had clearly exposed that learners are stratified with the plethora of materials that an online platform can provide yet the direct classroom is still preferred for learning. When it comes to reading comprehension, taking quizzes online and live classrooms were very effective. The combination of one note and Zoom was favoured much by the learner since, they provide the experiences of attending classes and testing the proficiency to analyse the improvements. This study could very well inspire other researchers to conduct studies on the same topic with different participants' educational levels, or they may investigate a similar topic among students in major cities to learn more about the benefits and drawbacks of using Zoom and One Note for English learning.

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