

## **READING AND REFLECTING THE TEXT**

*“To acquire the habit of reading is to construct for yourself a refuge from all the miseries of life.” W Somerset Maugham*

### **INTRODUCTION**

Reading can be defined in many ways. It is the amalgamation of visual and non-visual experience or behaviour, it is the total understanding of a message in a ‘text’. Reading opens the gate of knowledge to man. It is a source of immense pleasure and happiness. It is an active skill and along with, a receptive skill. We do reading for emotional gratification or spiritual enlightenment, that is, for pleasure of self improvement. A. W. Frisby says, “Reading for those who have been guided to appreciate it, is one of the most important activities of life to bring to us not only a pleasant way for spending the time, but a way of entering into the life of the world and helping us to contemplate spiritual matter. Many of those who do not approach reading in his life have probably not received in their youth the right encouragement.” Reading involves an active effort on the part of the reader. It is helpful to achieve the important aspects of learning a foreign language. It enables a learner to pronounce the words correctly by recognising and understanding their meanings. Reading facilitates the process of reading fluently and prepares the child for reading with purpose. Reading infact, consists of three elements: (i) the symbols (written or printed), the sound and the sense. Infact, it is the ability which enables the pupils to extract the thoughts, facts and information from the printed page that he is reading. Principal Trivedi and Prof Ghanchi writes “Infact. the education of a child is imperfect, unless he is equipped with the ability to read, to decipher, to interpret and to understand properly the contents of a reading material. *The intellectual advancement of a child is strictly limited, if he is unable to read.* Reading is interpreting a message. This means interpreting correctly the value of utterance. A good and competent reader grasps not merely the signification of what he reads but also its value. This involves understanding the writer’s pre-suppositions sufficiently, to recognize what he means by a particular statement, not just what he says, but why he

**MECHANICS OF READING:** What is the nature of the activity that takes place when we read? How does the eye act during the reading process? If you watch closely the eyes of a reader. you will notice that his eyes do not move slowly and steadily across the pages in one even movement but in a series of short little jerks. The eyes recognize ordinary- sized print only when it stands still. It does not take much of a pause to make the recognition. For some people, about the tenth of a second is even sufficient. By comparing the number of pauses or

fixations per line and the number of letters in the line just read, one can ascertain the number of letters a person reads at each fixation. This is called the eye-span. While reading, we do not look at the various letters of a word. Rather we look at a word as a whole like (beat not b-e-a-t). A fast reader has a wider eye-span than a poor reader who has a short eye-span. The physiology of reading has exploded the old theory that one reads by spelling out words by seeing each letter in word separately. Teaching reading emphasize the advisability of putting in front of beginners material such as they can quickly begin to read fluently. An essential part of the ability to read is acquaintance with at least 90% of the words therein. In many readers about fifty percent words are new and they are used only once. In a good reader every word should be repeated about 10 times to permit an adequate word — picture to be formed and for the discovery of its meaning in context. The purpose of improved reading methods is to help pupils to acquire skill and taste for extensive reading.

The reading skill consists of

- i. the ability to pronounce words.
- ii. the ability to recognize the meanings of words.
- iii. the ability to interpret sentences or paragraphs.
- iv. the habit of reading for some definite purpose.
- v. the habit of rhythmic eye — sweeps across - the page.
- vi. the ability to use ideas gained from reading in other situations.
- vii. the ability to read simple materials orally with expression, using good voice tones, clear enunciation and correct pronunciation.
- viii. the ability to read rapidly, easily and fluently to get the thought with accuracy and reasonable speed.
- ix. the ability to translate visual symbols into a stream of sounds.
- x. the ability to associate meaning with the translated stream of sounds.

As above stated reading process involves following skills:

- i. Eye-movements
- ii. Word discrimination
- iii. Associating mental link between visual signs and speech sounds.
- iv. Interpretation
- v. Reading speed
- vi. Comprehension

**11.3 WHENTOINTRODUCEREADING:** According to Regional Institute of English, Chandigarh, “Mechanical reading should be introduced as early as possible. It is advisable to

start in just after the students have mastered first two or three basic structures because it will lend variety to teaching. Moreover, whatever has been learnt orally will be reinforced. Besides, oral drill aloud becomes monotonous after sometimes the introduction of reading at such a stage keeps their interest flagging.” Linguists give their opinion that beginning to read is nothing but a transfer stage from auditory signs to visual signs, which means that oral background is necessary for reading to begin. In short, reading should be introduced when:

1. Pupils have gained the sufficient knowledge of the auditory signs and can easily differentiate between sounds and words.
2. Pupils are able to recognise the shapes of printed words.
3. They are able to associate printed words with spoken words and their meanings.
4. Able to memorise and recite the material well.
5. When pupils are fully motivated for reading.

**11.4 TEACHING READING TO BEGINNERS:** The early reading work should be done with the help of simple material and techniques. The child should not be puzzled by using unfamiliar words or sentence-patterns. The child should be encouraged to gain confidence by learning to read those words or sentences whose meanings he already knows. Maximum practice in oral work should be given. But after oral work, teacher should start with incidental or preparatory reading. It will serve two-fold purpose. As it will provide variety in teaching and will pave way for regular reading.

**I. Preparatory Reading:** This is a pre-reading stage, where teacher will begin with teaching structures and vocabulary till the pupils he is able to read reasonably. Thus stage can be accomplished with the help of reading cards, flash cards, use of blackboard, word-building cards, reading games, substitution table etc. A few games can also prove to be helpful.

**1. Use of Flash Cards:** Flash cards can be used to bring variety in the content. Reading should begin with a sentence, pass on to the words and finally to the letters. The teacher has a flash card on which a familiar sentence like This is a book is printed. He repeats the sentence and shows the card to the pupils several times. He then places the flash card with a book where pupils can see it with the object to form visual image in their minds. He then takes other sentences and deal with them in the same way.

**2. Substitution Scrolls:** To create more interest, familiar sentences can be made into substitution scrolls instead of plain flash cards. A card is turned into a scroll by making slits in the card above and below the position of any word in the sentence and threading through these slits a strip of paper with sufficient words printed or written on it. As these words

appear in the windows, the sentence can be read with a different noun or verb e.g. This is a pen, This is a bag. This is a pencil etc.

**3. Use of Charts and Flash Cards together:** Charts and flash cards can also be used together. The sentences are written on the charts and pronouns to be used in those sentences are written on the Flash cards as follows:

Charts	Flash cards
This is a pencil	My
This is a book	his
These are my books	her
Your pen is	here
My pen is there	your

The flash cards may be placed over the appropriate words on the

**4. Word Building and Sentence Building Cards:** Suitable words are written on the blackboard and cards showing endings are placed after each one, the pupils read out the word and find the appropriate word to form a sentence from the card, suitable for ending. For example:

Word—building cards can be used for plain reading drill also:

**Use of Black-board:** The teacher writes the names of the common subjects like book, pen, pencil, spoon, table etc. on the black-board. He then read these names and show the objects in the class. Pupils are also supposed to repeat their names after these are spoken by the teacher and there will be a chain of association between the objects and its written symbol.

**Through Actions:** Different actions can also be performed by the teacher in the classroom. These actions may be written on the blackboard simultaneously. The teacher speaks the sentences and pupils repeat after him. As for example, Teacher jumps in the class. He will write the sentence

‘I am jumping’ on the blackboard and pupils will repeat after him. Here reading and writing skill will go hand in hand.

**Through Games:** Games plays important role in preparatory stage of reading. Variety of games can be introduced depending upon the resourcefulness and interest of the teacher. For example, the names of the things or animals are written on the slips and each pupil assumes one of these names as his own e.g. Mr. Henry, Mr. Lewis, Miss Henna and so on. One pupil is made Postman. He takes out the slip, and reads the name, and the boy or girl named sits down. After sometime the role of ‘Postman’ is shifted to another student. The another game can be that few sentences are written on the slip. Then student is asked to take out the slips

and do as it is written on the slip. He performs the action accordingly written on the slip. Through this, he gets into reading silently, understanding it and putting it into practice.

8. Pupil may be given flash cards where jumbled words are written and are told to arrange them in sentences according to the given instruction. For example:

*Running the is fast hare*

9. Pupils cut words out of newspapers and make sentences to fit pictures or arrange them in sentences.

10. A chart can be made of sentences from different pages of the Reader. Pupils will find the picture to which the sentences belong to.

11. Various visual aids can also be used. Investigations have shown that coloured slides are very effective in providing a common background for early reading, they evoke clear visual imagery and are especially helpful to poor readers. Filmstrips and films also add to the vividness of the lesson.

**Note:** As far as possible the work of preparing charts and flash cards should be done with the help of pupils. The effort is of very great value to them, for it is learning English through playway. When the pupil gets practise in reading, he does not look at letters nor even at words, one by one. He takes in the meaning of two, three or four words at a time in a single moment. The eyes of a person who is reading do not travel smoothly along the printed line, but they move by jumps separated by very short stops. The teacher's task is to train his pupils to take in several words at a glance, viz-a-viz at one eye-jump. It is true that at the vuy beginning, the pupil has to look at each printed letter separately in order to be certain of its shape, but he should not get over this stage as quickly as possible. He should not read as *This book is on the desk*. He should read (*This book is*) (*on the desk*)

The English letters should not be taught one by one or in alphabetical order. They should be taught in easy groups which will enable them to connect the printed shape with the sound it represents. The next step is a very short sentences which a child can easily take at a glance. This method of training the pupils to read groups reminds us of the principle we used in the oral lessons the sentence patterns and not separate words. When the teacher is using the reader, all new words should be introduced and written on the blackboard before the lesson is read from the book. The children should form the habit of-reading in sentences and not to pause over words. The new words should be practised before the reading lesson is taken. to all drill of new structures should always be taken before the reading lesson in which they occur.

## **11.5 METHODS OFTEACHINGREA]JINGTO BEGINNERS**

**(a) The Alphabetic Method:** The alphabetic method of teaching reading was almost universal from the early days of Greece and Rome until the end of the middle ages. It was assumed that familiarity with the forms and names of letters, helped the pupil to recognise and pronounce the word. In learning such words like 'bat' the pupil repeated the familiar letter b-a-t until he sensed the pronunciation of the word. Thereafter letters are combined into syllables or words. The syllables and words are then combined into phrases and short sentences. Mastery is attained through repetition. After considerable practice of this process actual reading begins. Even emphasis is laid on the recognition of new words, rather than grasping the meaning.

**Drawbacks:** This method suffers from the following limitations:

1. It is a long and tedious method which provides no pleasure to the child. This method is monotonous and dull. The child thinks its learning as a matter of pain and not that of pleasure. Consequently, some pupils consider English as a very difficult subject.
2. English alphabet has not enough letters to represent all the sounds unlike Hindi. There are forty-two sounds in English but there are only twenty-six letters of alphabets. The child learns spellings in this method just through constant cramming. Here, in this method child fails to develop relationship between the combination of letters with the sound of words.
3. The sounds of the individual alphabetical letters when combined, do not give the sound of the word they represent. If we combine the sounds of the letters d-o-g we shall have doojee riot dog. Therefore, the alphabetic method which depends upon the synthetical learning of spellings by adding together the sound of letters, is totally faulty.
4. Letters of the English alphabet represent more than one sound. The letter a, for example represents seven sounds. It is due to this reason that the alphabetic method which depends on the synthetical system of spellings, fails.
5. Individual letters of the alphabet stand meaningless in themselves. They do not have any meaning and the child has not even heard them from anybody. Dog, for example, is the name of an animal, but d, o and g separately stand for nothing. So, the child is not interested in them.
6. Eye recognizes a word before it recognizes the individual letters constitute that word. The alphabetic method, directs the attention of the child to the letters of the alphabet instead of the word which goes counter to the natural tendency of the eye. Prof Welton says, "The alphabetical method insists upon the child aiming separately to a dog's head, body, legs, tail etc., before allowing to apprehend and name the animal as a whole. Thus it h... the child,

making him attend to letters as a independent things, they should at first remain involved in the word, to which whole attention should be given.”

**(b) Phonic Method:** The phonic method consists of teaching English through the phonetic script. The child is first taught the sound that the letters of the alphabet represents. First, he is given training in producing these sounds, then, he is told how to combine the sounds of the various letters. For example, a small word like ‘at’, is formed by short sound of ‘a’ and ‘t’ if we combine these sounds of various letters. Then, if we add sound of ‘r’ to ‘at’ it, becomes ‘rat’.

**Drawbacks:** This method is full of defects. Firstly, it over-burdens with two new scripts- the roman scripts and the phonic script, which results in confusion. Most of the pupils will not be able to learn it. Secondly, in English there are some letters which remain silent in words as ‘b’ in ‘dumb’ and ‘doubt’ etc. These words are so many in number, that they cannot be regarded as mere exceptions to the rule. Thirdly, there are words with different spellings but different pronunciation e.g. ‘but’, ‘put’, hound, ‘wound’. Fourthly, the phonic method considers the pairs of a word and not the word as a whole. This retards reading. In this, the phonic method resembles the alphabetic method. Fifthly. the phonic method makes an unnatural grouping of words together by an artificial selection based on similarity of sounds and not sense. **Dumville** considers the use of phonic method as “a serious check to the development of a love of literature. “I-le says, “the words of the early lessons are selected because of their phonetic spelling and the consequent ease with they can be manipulated on phonic. But these words are neither the most interesting nor the most common words of ordinary speech... The motive of reading with the young and indeed with many adults is to have access to interesting literature. It is to be feared that much of the edge is taken off the first appetite by presenting to the child in early stages the more or less meaningless twaddle which is specially manufacturing to introduce certain words at their right phonic. stages.” **(Dumville—The science of speech)**. Sixthly, the method requires well-trained, teachers, specially well versed in phonetics and these are not very common in our schools. Phonic method, no doubt is most valuable for learning pronunciation and when combined with the alphabetic methods, can turn out to be successful. But the difficulties in this method are so many that we are doubtful whether it can be successfully applied schools.

**(c) The look and Say Method** The look and say method make the children learn words wholes and does not analyse them into their component parts, spelling or sound. According to this, simple words are written on the black-board. These words are selected according to the familiar objects to the children. The objects representing these words are shown to the

children as they look at each word. Thus the child is exposed to two images viz-a-viz the actual object and written form of the word for which it stands. Instead writing the word on the blackboard, the teacher may show flash card on which the word is written. The same flash card may also contain the picture of the word. In order to find out whether the students have learnt a particular word or not, the teacher writes the word on the blackboard without of course, showing the object and asks them what it stands for. Thus, English is taught by the aid of the ear and the eye and sometimes by touch and action. In the teaching of language, we begin with nouns such as the common objects available in the classroom. Suppose we select the word 'book'. This book is shown to the class and complete word 'book' already written on the blackboard is shown to the pupils (the words to be taught in the earlier lessons have all been learnt in oral practise and the pupil knows their meanings). The word "book" is then practised in oral drill collectively and individually a number of times. The pupil now associates the word 'book' with the object that lie sees before him. Similarly a large number of other words are not taught. Complete words standing for certain objects are taught similarly when verbs are taught, actions are performed with class and complete words are associated with those actions. Then, we proceed to complete sentences.

This method involves three main steps:

- To present objects
- To perform actions
- To make sentences and then practise them.

**Advantages:** The greatest advantage of this method is that it makes the word the unit of learning rather than the letter. In the language words come before letters and they stand for something whereas the individual letters of the alphabet do not have any meaning in themselves. Secondly, in this method we proceed from the concrete to the abstract the child sees the actual object, then the word signifying it and then the symbols that represent the name. Moreover, the child proceeds from the known to un-known as he first learns the words and then the letters constituting them. Thirdly, this method is interesting and attractive. The child is learning words which stands for ideas instead of meaningless forms or sounds as a, b and c etc. RC. Wren has rightly said it, "the one and only letter in the word separately. One sees not one letter at a time but entire words and even phrases. The good reader sees words and phrases as a unit. Since the letter is not the unit of vision, the teaching of reading in its first lessons should deal with words instead of letters. For fluent reading one needs a longer eye span; that is, one must see entire words and phrases at once. Close attention to letters not



only discourages this but builds up wrong habits which make the development of proper eye habits difficult.”

**Drawbacks:** This method has some following drawbacks:

1. As all words cannot be represented by pictures, they cannot be taught through this method.
2. Another drawback of this method is that it does not give skill in deciphering new words.
3. The third objection to this method is that the spellings are likely to suffer. But this is a wrong notion as spellings are learnt by reading and the more the child reads, the better will he remember the spellings.

**(d) The Syllabic Method:** In the syllabic method, the key units used in teaching reading are syllabic units. As syllables are introduced and learned, they are combined to form words and sentences. The use of syllables is preferred to that of letters because many consonants can be pronounced accurately only in combination of vowels. This method puts too heavy load on the pupils' memory in early stages. It is not suitable for languages with a complex syllable structure.

**(e) The Word Method:** In this method, words are usually presented in a meaningful setting and learned largely by the ‘see and say’ method during first few sessions. This procedure is based on the assumption that each word has a characteristic form by which it can be remembered. As an aid in establishing meaningful associations, pictures often accompany the words in primers. At the same time, attention is directed to detail of words such as syllables and letters and their sounds. The method is based on the ground that individual words are basic units of thoughts, attention in reading is focused on the meaning of what is read and the learning of words as whole is followed. This method, however fails to develop the necessary accuracy and independence in word recognition, and therefore does not help progress in reading. Teachers often delay word analysis or even omit altogether.

**f) The Phrase Method:** The phrase method is based on the assumption that phrases are more interesting than words and they place emphasis on meaning. It is a compromise between word and sentence method. It is believed that since good readers recognise groups of words at each fixation of eyes, the phrase method should foster rapid growth in efficient reading. In this method, a phrase is often written on the black-board as it comes up in class or it is selected and written on the blackboard as a new unit to be learned. It is looked at carefully by the pupils, repeated several times and compared with previously learned phrases. Familiar words within the phrases are then noted and new ones learned. The phrase method has all the advantages and limitations of the word method. It places emphasis on meaning and is an uneconomical method of word mastery.

**(g) The Sentence Method:** The method urges that the sentence, and not the word or letter, is the true unit of speech, expressing whole thoughts which are the units in thinking. If the sentence is the natural unit in language, it is the natural unit in reading as in speaking. Words have meaning in context and context is provided by the sentence. As the word is not the mere sum of letter sounds, neither is the sentence merely a sequence of words sounds and word names. It has a distinctive total sound and appearance and meaning indicated plainly in the way it is spoken when its meaning is felt. It is read and spoken naturally only when the total meaning is prominent in the consciousness of the reader or speaker. As pupils engage themselves in conversation, they make many interesting statements about it. One of the statements is then written on the blackboard by the teacher and read with expression. The pupils are then directed to find important groups of words within the sentence, and specific words within each group. After the first lesson or two they are helped by the recurrence of familiar words. Through various types of exercises the new words are learned so well that they can be recognized at sight. Sooner or later, attention is directed to the elements of the new words.

#### **Advantages**

1. It is in keeping with the gestalt concept of learning. It stresses the meaning of what is read and thus. Cultivates an intelligent reading attitude and keen interest in reading according to Schonell, "One of the greatest value of the sentence method lies in the help it offers to the pupil from the context and from the continuity of meaning that can be embodied in the material." According to Anderson and Dearborn, it helps to prevent word by word reading.
2. If the sentence method is well applied, it lays the foundation of all the skills required for good reading, a clear grasp or meaning, accuracy and independence in word recognition.
3. In this method, sentence is the unit of speech which makes the method psychologically sound.
4. It helps the pupils to form proper habits of reading.

#### **(h) The Story Method**

It is the expansion of the sentence method, using a sequence of sentences in the form of a story as the unit of instruction in early reading activities. As stories have a universal appeal for children, it is claimed that the story method ensures keen interest in reading activities, thus overcoming some of the disadvantages of the word and sentence methods. It also provides a more complete unit of thought than the sentence, because it carries the reader through an entire series of events which have a beginning sequence and an end.

### **11.6 SOME DIFFICULTIES IN READING**

Here are some difficulties in reading and ways of dealing up with them.

1. Nervousness of Children: Some children feel nervous when they are asked to read in the class. They find difficult to face the class. They are stage shy. In order to remove their nervousness, the teacher should divide the class into small groups in such a way the every group has a brilliant student. The student who feel nervous while facing the class should be encouraged to read before this group. When they acquire confidence in reading before this small group, they will be able to face the class.

2. Monotony Reading: Some students have a sing-song tone which they carry all through the life. There are some people who read their newspaper as if they were saying their prayers. These people have been the victim of a system which paid no attention to reading. This monotony can be removed; (a) by the model reading of the teacher, (b) by speech training; (c) by the development of the normal reading speed. The model reading of the teacher is an important factor in any reading lesson. The reading of the pupil cannot be better than that of his teacher. For the pupil, the teacher's pronunciation with intonation is ideal and he tries to imitate. Speech training is given through intensive oral practice and good deal of drill while reading aloud and giving such practice that they develop normal reading speed..

3. Grindstone Reading: The main characteristics of this type of reading are dullness, lack of intonation and this shows that the pupil is not interested of the reading, the teacher should create interest in the lesson with the help of pictures and conversations.

4. Mis-pronunciation: It may be due to defective speech training at the early stages or carelessness in reading. It may also be due to the fact that the subject-matter is difficult. It is necessary that difficult words are thoroughly drilled to the pupil.

5. Pointing with the Finger: It may be due to the poor beginning methods or difficult material. It may also be because of poor vision or nervousness. The pupil should be offered attractive reading material. He should be made to understand that pointing with the finger retards his speed.

6. In-ability to break up sentences into proper phrases: The pupil may not be able to break up sentences in to proper phrase while reading due to his inability to recognize thought units. He may be having short eye span or may be mable to profit by punctuation marks. The pupil should group words in sentences according to thought relationship and give attention to punctuation marks.

7. Unable to answer the questions on the material read: This happens when the pupil is reading without definite purpose in view. His background to understand the material may be inadequate. The teacher should give questions to the pupils, to find answers. In the beginning,

the pupil should be made to read a paragraph and answer questions on it. Gradually the amount read before asking questions should be increased.

8. Stammering: Stammering can be physiological as well as psychological. In the former case, the child should be advised to consult a doctor. In the latter case, the child should be asked to do some breathing exercises. If confidence can be developed in the child it will cure stammering psychologically. The teacher should be sympathetic in dealing with such a child.

9. Huskiness: "Huskiness of tone is caused partly by over breathing, which leaves a surplus of breath not converted into tone, partly by the voice being muffled in the throat instead of gaining resonance from the hard cavity of the mouth and jaw. Such pupils can be helped by training to keep the correct pitch of tone while reading. The pupil should not try to pitch his voice very high. A conversational tone is the best. It is clear that we have to pay a very heavy price if we do not direct and guide the reading of children on proper lines.

## **TEACHING READING COMPREHENSION**

### **12.1 INTRODUCTION**

As soon as students have been taught regarding the reading of language, later they are to enable them to do reading with comprehension or understanding. Reading a 'word' is not complete in itself instead it is 'reading with comprehension'. Reading with comprehension can be general or specific. Reading with comprehension aims to enable a child with deeper knowledge and accurate power of expression. As **Bacoiz** says, "*Reading maketh a full in an.*"

### **12.2 THENATUREOFREADINGCOMPREHENSION**

Reading with comprehension means the total grasp of the material read. It means understanding the over all meaning contained in the material, grasp of new words, phrases and idioms in their context and grasp of new structures and other grammatical patterns. According to EG French presented."

### **12.2 TYPES OF READING COMPREHENSION**

- (a) Loud Reading and Silent Reading
- (b) Intensive Reading and Extensive Reading
- (a) Loud Reading and Silent Reading

**Loud Reading:** It is seen that a majority of the students cannot read aloud a passage in a befitting manner. Their reading is very poor and they appear to be, as Dr. Ballard says, "Barking at print. "It is due to the fact that reading is not paid proper attention in the teaching of English. Reading aloud is a necessary evil. It has the following three purposes:

- (i) Practice in pronunciation, intonation and articulation. The words are provided, so that the pupil does not have to think of the words he is going to read.
- (ii) To test the pupil's knowledge of English words, phrases and whether he knows how to pronounce them, how to say words, how to enunciate clearly i.e. reading aloud is a test as well as practice.
- (iii) To develop reading art so that pupils may learn to read with proper expression and may learn to convey the feeling of the words to their listeners.

E. W Manzel thinks "loud reading is not a source of pleasure." It is of utmost importance that while reading aloud, attention is paid to the pronunciation of the pupils because once the wrong habits are formed, it is very difficult to get rid of them. For this purpose. it is desirable that teacher's own pronunciation should be correct. The teacher should always first read the passage himself in order to give a model reading. Then he should ask the students in the class to read the passage. If a student commits any mistake in pronunciation, he should be

corrected there and then. Individual and collective drill may be given for improving pronunciation. In reading aloud, the teacher should aim at making the pupil realize that he has to read in such a manner as to make every word and every syllable distinctly heard by every member of the class. The pupil should stand upright, speaking clearly and distinctly and read slowly and deliberately. When the teacher reads, he should read as a model and not as a matter of routine. As a rule, the teacher should read at the beginning of the lesson as a model and the pupils should read at the end after the purport of the passage is fully understood. It is essential that no passage is read aloud by pupils until it has been studied and the meanings of words and phrases have been explained. Reading aloud means bringing out the feeling behind the written word and we cannot do this unless we understand the meaning. So, meaning behind the content needs to be understood. Reading aloud can be greatly helped by dramatic work and good recitation work. While the reading of play lets, as many pupils will take part as there are characters, and each reader has to read his part in a natural manner. The work leads to the exercise of dramatizing simple stories and easy dialogue, which is a valuable form of oral work.

**Silent Reading:** Reading aloud is not the best training or preparation for thought. It is often parrot-reading, the effort of the pupil being concentrated on pronouncing the words of the book and not on expressing the thoughts contained in the book. He can give adequate attention to the thought only, when he can do read silently. Most of the reading in actual life is silent reading. Prof Morrison says, "Loud reading by students should be followed by silent reading. "The sooner the habit of loud reading is acquired, it is replaced by silent reading. Oral reading leads to silent reading. Silent reading facilitates the acquisition of the mastery of a language. Dr.P. Gurrey condemns 'Reading aloud as a method intended to develop the skill of reading the new language. "He is of the view that pupils are ready for it when they can read the language silently with ease, and when they have learnt a good pronunciation and, even then, when they have studied the passage to be read aloud and understood it fully. In silent reading, the eye does not proceed steadily along the line of print, but stops from time to time, possibly four or five times in a line. Then there is a rapid movement from the end of one line to the beginning of the next. During the movement of the eyes there is no perception. We read only during the pauses when the eyes are not moving. To gain speed it is necessary to reduce the number of pauses, that is, to increase the number of words that can be recognized in a single pause. On the mechanical side skill in silent reading is improved by:

1. Developing perception of the form of words and the number of words that can be recognized at a single pause.

2. Steadying eye movement, so that the eyes may move with regular rhythm along the lines of print and from line to line.

3. Improving the speed of reading without impairing comprehension of the meaning.

The difficulties in the matter of vocabulary should be reduced to a minimum, so that the pupil may be able to give his main attention to the thought rather than the mechanical difficulties. There should not be more than three or four new words in a page, over five words would be a burden.

West gave the following four points for teaching reading silently:

1. The pupil should derive pleasure and a sense of power from read silently.
2. Words should be learnt by practice in actual reading situations, not through memorization.
3. New words should appear at regular intervals, not all at a mass.
4. The matter of the reading book should be suited according to the age of the pupil.

#### **(b) Intensive and Extensive Reading**

‘Some books are to be tasted, others lobe swallowed, and some few to be chewed and digested’— this famous dictum of Francis Bacon can still give us valuable guidance about tile kinds of reading habits to be developed in our pupils.

#### **Intensive Reading**

In intensive reading, the pupils read not only for detailed comprehension of meaning but also for mastering the structures and vocabulary. It is the detailed study of the passage. In this kind of reading, the learner can practise the language in his spare time even without a teacher. Therefore, intensive reading is still regarded as a very potent means of learning a language. Some experts regard intensive reading as tile only practicable means of learning a foreign language like English. But tile general consensus is that at the initial stages, reading should be preceded by oral practice. At these stages, reading should be primarily confined to the identification of words and sentences spoken in tile oral lessons. Once the pupils have acquired sufficient speed in reading such familiar matter, they would be able to take in new words and sentences in their stride.

**Extensive Reading:** In extensive reading, pupils read for information or simply for the pleasure of reading. Here, the aim is not linguistic. In this kind of reading, the primary object is general comprehension; not language study. Since the aim here is to read rapidly, the ability to locate the ‘topic sentence’ of a paragraph and to comprehend its general meaning by skimming will be useful. According to WM. Rhiver, “The purpose of extensive programme will be to train the student to read directly and fluently in the foreign language for his own enjoyment, without the aid of teacher.” In extensive reading, one is concerned with over-all

meaning of the content. The reader does not go word by word. It involves only comprehension of the given content whether a story, an essay, or a passage to get the overall idea of the given material. The main purposes of extensive reading are to attain the overall general grasp of the language. It enlarges the pupil's sphere of knowledge and establishes cultural contacts with great minds. It also gives training to read directly and fluently the foreign language for their enjoyment.

### **Difference between Intensive and Extensive Reading**

<b>Intensive Reading</b>	<b>Extensive Reading</b>
<p>The aim of Intensive reading is to assimilate the language and to know and understand the subject matter.</p> <p>It is concern with the detailed study of a passage, including the meaning of words, the use of structures etc.</p> <p>Generally oral and is followed by silent reading.</p> <p>The student has to attend to pronunciation and Intonation etc. so speed of reading is slow.</p> <p>The purpose of Intensive reading is to promote a deeper knowledge of English and to develop power of expression.</p>	<p>The aim of Extensive reading is to know the subject matter.</p> <p>It is non-detailed study and involves only comprehension of the passage, its overall meaning or the main idea. It is mainly silent reading.</p> <p>It is also called supplementary reading. Speed of reading is fast, It helps in the enrichment of student's knowledge.</p> <p>The purpose of extensive reading is to develop the interest of the student in reading and to cultivate his love for books. It helps to establish cultural contacts with great minds.</p>

### **12.3 MAJORAIMS OF READING COMPREHENSION**

The major aims of reading with comprehension are as follows:

- (i) To enable the students to understand the meanings of new words, phrases, structures, idioms etc. presented in the content for use.
- (ii) To enable the pupils to understand the over all meanings of the content read.
- (iii) To enable the pupils to grasp the new structures and understand grammatical peculiarities presented in the content.
- (iv) To enable the students to prepare the way for extra reading.
- (v) To enable the pupils to answer the questions based on the reading content to test their comprehension.



#### 12.4 PROBLEMS FACED WHILE READING COMPREHENSION

While reading comprehension, following problems are faced by the students:

1. Unfamiliar words: It is the first problem that a child faces, while reading with comprehension. To comprehend the idea behind the paragraph, the meanings of the new words and their pronunciation should be known to the pupils, in which they find problem. So it is the duty of teacher to help a child to understand new words.
2. Unfamiliar structures: It is the another problem that a child faces while reading comprehension, that is, presence of unfamiliar structures which are usually not presented in graded forms and reading ungraded material causes problem in understanding.
3. References of unknown places, events and objects: The knowledge of comprehension remains shallow, when pupils are not able to understand the subject matter completely containing unknown places and events.

#### 12.5 TEACHING PROSE INTENSIVELY

Intensive reading plays an important role in foreign language teaching. The intensive teaching of prose for comprehension can be divided into three important stages:

**Stage I: The pre-reading stage**

**Stage II: The reading stage**

**Stage III: The post-reading stage**

**Stage I: The Pre-reading Stage:** At this stage, blue print of the lesson is to be prepared. Here at this stage, teacher prepare himself by going through the content, preparing the notes and getting ready teaching aids. Teacher creates the background of the lesson by giving introduction. Here, revision of previous work can also be taken up. Question and answers can be put up here, summarization of the content and even language and grammar exercises can be taken up. Students may also be advised to scan the new reading material and note down important points which they would like to clear from their teacher.

**Stage II: Reading/Teaching Stage:** The following steps are suggested for better comprehension:

**Step I: Teacher's Model Reading:** Here, teacher gives model reading twice to the given material. He plays special attention to stress and intonation and pronunciation of important words. His own reading is to be followed by pupils reading. Pronunciation mistakes of the pupils may be pointed out by the teacher, if any.

**Step II: Explanation of New Words, Phrases and Structures:** To explain new words and phrases, teachers should associate words with objects and actions. He should give meaning in English or sometimes in pupil's mother-tongue, accordingly. He should use antonyms and

symbols for comparison and contrast. Use of morphological devices and pictures should be there for better explanation. Teacher can make use of substitution tables as the best device for explaining new structures.

**Step III: Explanation of Unfamiliar References:** This can be given by using suitable illustrative aids. Teacher must be resourceful enough to procure suitable maps and pictures for explanation of unfamiliar references.

**Step IV: Silent Reading by the Pupils:** Time should be given after explanation to the class to read the content quickly to get its meaning. Students should be asked to do reading twice or thrice. Teacher should supervise that pupils do not commit any reading mistakes in lip movements, finger or head movements while reading silently.

**Step V: Translation in Simple English:** The original material may be translated into simple English after the silent reading. Here, use of mother tongue might be useful.

**Step VI: Comprehension Questions:** The comprehension questions should be framed carefully before hand.

**According to FG French,** “Work of this kind is a strong medicine for pupils who, after all are just beginning to read in the way that a student reads and small doses are advisable so that interest and pleasure may be maintained.

Comprehension questions (based on imaginary paragraph) are as follows:

Who is the main person in the story?

What did the little child do?

How long did the people remain in the market?

How did the man feel?

**Stage III: Post Reading Stage:** After teaching the portion of a lesson, the teacher may give practice to the students with language exercises. Different aspects of languages such as vocabulary, usage of words, different structures, grammatical patterns etc. should be carefully dealt.

## **12.6 TEACHING PROSE EXTENSIVELY**

The main objective of extensive reading program is to train the students to read directly and fluently in the foreign language for his own enjoyment, without the guidance of the teachers. Here, in extensive reading, teacher’s role is ‘to be available for help and given consultation.’ Following steps are offered for developing the skill of extensive

1. **Introduction:** Extensive reading should begin with introduction with the help of given material (story or a sketch) by explaining possible difficulties and arousing pupil’s interest.

2. **Survey:** To survey means to have the general idea of passage or a chapter. This may be done by searching the key words by “running eyes quickly and searching for key words or phrases which will give over all impression of what the content of the text is.”

3. **Questions:** Here teacher gives them few questions prepared before hand by hm. Let the children try to find answers to those questions. Answers when put together should contain all the main points of the content.

4. ‘3R’ Stage: ‘3R’ stand for reading, review and reproduction.

-Reading here means reading silently.

-Review means knowing the progress of the students.

Reproduction means that students ensure complete grasp of the reading material by giving answers to the asked questions. The above plan can be abbreviated as ‘SQ3R’. This is an adaptation of RIE’s ‘SQ3R’ formula.

### **12.7 DEVELOPING READING HABITS AMONG PUPILS**

According to Prof Rajagopalan “we should concentrate all our attention on the pupils now in schools and make them more and more book-minded. We should create in them a real love for books and not only a good taste for reading.

To improve the reading habit of secondary school pupils, following suggestions are offered to keep in mind:

1. Teachers should himself be a good model reader: To inspire his pupils, teacher should himself be a good reader. He should be the true lover of books. He should share his understanding by reading with his students. He should suggest the students about new books in the market or library available. This will kindle an interest among students for reading books and consulting other supplementary books also.

2. Efficient library service should be available: Library is an indispensable part of a school. Library reading is very much helpful in developing these skills. Children should be given training to look for the required information. Reading here is mainly for observation. It is to be quick in order to find out idea or fact for self. For this type of reading it is very necessary on the part of the reader to know what he has to read and where he has to turn for the required information. It would of course, be difficult for little children. So it should start about two years earlier when the child leaves the school. A training in the skill needs the maturity of mind.

Following points should be kept in mind to run library service effectively in school:

Library should be kept open even during vacations or of school days.

Exhibitions of good books should be held in library periodically.

Titles of fresh arrivals should be displays on the flannel boards.

Good number of copies of interesting books should be available in library.

Attractive play cards, 'Library invites you', 'make books your friends' etc. should be displayed at common place in the library.

3. Proper Guidance should be made available: There should be proper guidance in the library for guiding students according to their interests. Sometimes students fail to develop good interest due to lack of proper guidance. Teacher should play active role in suggesting students good books according to their age and interest.

4. Pupil's skill in reading should be improved: The teacher should monitor the progress of pupils in acquiring skill in silent reading and should give his assistance where they need.

5. Use of Bulletin Boards in the Classroom: Illustrated material for reading, pictures, cut-outs from newspapers, magazines, etc. should be displayed on Bulletin Boards in the classrooms. "The class Bulletin Board if put to proper use can go a long way in promoting interest in and a good taste for reading among our pupils."

6. Discussions on the books already read: Students should be encouraged in the classes to share the matters of books which they have already read with the other students. Study club or reader's clubs should be organised in schools where every student can get a chance to discuss the read material from the books with each other.

7. Range of Pupil's interest should be widened: Pupils should be acquainted with the variety of books through hobby clubs to widen the interest of the member students. Good books should be at disposal of member students of the club which will broaden their interest.

8. Pupils should be given training in oral reading: Teacher should give the opportunity to the students to listen to the recitation of poems or reading of plays which will inspire them to read the poems and plays themselves with interest.

9. Arouse Pupil's interest to read: The fundamental problem that we are facing today is that "child is not ready to read". Every effort should be made to arouse his interest for reading. For this teacher has to guide judiciously the students to arouse their interest for reading to form habit. If once they are caught in this habit then they become addict for reading.

10. Follow-up Activities: If reading is followed by some activity like dramatization, writing a review of a book for school magazine etc., then the objective becomes fruitful. The pupils can also prepare scrap book where they can note the quotes.

***“Reading without reflecting is like eating without digesting”. – Edmund Burke, British Philosopher***

It is important to reflect what we read by making **analyses and evaluations** so as to increase our **understanding** and knowledge. Reflection also ensures that we are more **discerning** about the information surrounding us.

Reading and Reflective Practice Using reflective methods to develop reading skills involves experiential learning: learning as a process of body/mind/spirit; responding reflectively to life's multiple texts; activating a synthesis of physical, emotional, and intellectual being in the world. It is a method of learning which Paulo Freire believed makes us critical, gives us knowledge, teaches us how to read and re-read reality. As active participants, we engage in reflective struggles "in order to intervene in reality" (Olson, 1992, p.6). This is praxis-- reflection plus action. Being a reflective reader takes time to assemble the facts, challenge assumptions, examine inconsistencies, and delve into mystery in order to explore alternative ways of constructing meaning.

In adult literacy classrooms, or any learning situation where new information takes root and grows, there needs to be an awareness that knowledge is alive, dynamic, and in a constant state of flux. Thus, learning new information sometimes requires a process of unlearning as well as an understanding that knowledge is uncertain. Developing a reflective practice requires unstructured problem solving, an acceptance of ambiguity, a release of the notion that the teacher is absolute authority, so that a partnership develops in which the primary focus between teacher and learner is to negotiate meaning (Streibel, 1993, p. 22).

Reflection means a state of active engagement that fosters thinking beyond the limits of the text. It is vigilance, activity, questioning, being thoughtful to alternative possibilities. As a practice, reflective learning honors "the production of hopeful images ... `images of that which is not yet' that provoke people to consider, and inform them in considering, what would have to be done for things to be otherwise" (Simon, 1992, p.2) As well as an intellectual dynamic to the construction of meaning, other elements of reflective learning involve physical responses, emotional intuitiveness, spiritual insight, and creative re-imagining. It is a rigorous, constructive methodology that assumes the possibility of change.

What Can Cause Trouble With Reading

Dyslexia is the condition that's best known for affecting reading skills. But other conditions can impact a child's ability to read for different reasons. It's also not unusual for kids to have more than one condition. Here are the main causes of reading issues.

**Dyslexia:** This brain-based condition is a common learning issue. Kids with dyslexia have trouble recognizing letters and knowing which sounds the letters make. They may struggle with rhyming and sounding out new words. They may forget words they've seen before.

It can take a long time for kids with dyslexia to become familiar enough with a word to know it at a glance. And they may be able to read it fairly easily one day, but not the next. They may also skip words and lose their place.

It's not just the ability to recognize words that suffers. Dyslexia may also affect reading comprehension. It's hard to understand what's happening in a story when it takes so long to get through each individual word.

Dyslexia can also affect spelling, writing and even speaking skills. But despite all the challenges it creates, dyslexia isn't a sign of low intelligence. There's a long list of very successful people who have dyslexia.

**Attention-deficit hyperactivity disorder (ADHD):** ADHD, the most common brain-based condition in childhood, can make it hard to stay focused during reading and other activities. Many kids with ADHD also have hyperactivity as a symptom.

Sometimes people mistake dyslexia for ADHD. Kids who have reading issues may fidget from frustration. Or they may act up in class to cover up not knowing how to complete certain tasks. But it's not uncommon for kids to have both conditions. About a third of students with attention issues are believed to also have dyslexia.

**Auditory processing disorder (APD):** APD affects kids' ability to process the information they hear. It makes it hard to understand what people are saying or to follow a story that is read aloud.

APD can also affect reading skills. Reading requires being able to connect sounds with letters. But kids with APD often have trouble hearing the difference between letters like *b* and *d* and sounding out new words.

**Visual processing issues:** Kids who struggle with visual processing have a hard time seeing the difference between letters or shapes. They may also not be able to see them in the correct order. Having blurred vision or seeing double are common complaints. Kids often try to compensate by squinting or closing one eye.

How You Can Get Answers

You don't need to have your child diagnosed in order to help him with reading at home. And you don't need a diagnosis to find tutors to work with him. But knowing what's behind his difficulties will let you come up with the best strategies for his challenges. It can also help you get the support and services he needs at school.

Here are steps you can take to find out what's causing your child's trouble with reading.

**Talk with your child's teacher.** Knowing what's happening in school is a good first step to understanding your child's issues. The teacher can tell you how your child's trouble with reading is affecting his learning. That information will be helpful if you talk with your child's doctor or other professionals.

The teacher may also try out some informal supports in class to see if they help with his reading, writing and self-esteem.

**Look into an educational evaluation.** If your child is evaluated by the school, you may be able to get extra support and services to help with his reading issues. Either you or your child's teacher can request an evaluation. If the school agrees to do one, it won't cost you anything.

If your child is eligible for support, the school will commit to providing it in writing, through an Individualized Education Program (IEP) or a 504 plan. If your child is under age 3, you also can contact your state's early intervention system and request an evaluation free of charge. No referral is needed.

**Talk with your child's doctor.** Tell the doctor what you've observed at home or what the teacher has noticed. That includes trouble with any other skills besides reading. The doctor may be able to rule out some medical causes, including ADHD. Or she may refer you to a specialist.

**Consult with specialists.** There are a number of professionals who can help figure out why your child is struggling with reading. A specially trained psychologist can check for learning and attention issues or ADHD. A neurologist can also diagnose ADHD.

**Talk to a learning specialist.** This professional can evaluate your child for learning and attention issues using the same tests the school would use. But you'll likely need to pay because it's a private evaluation.

### What You Can Do Now

Even if you aren't sure what's causing your child's reading issues, there are still ways to help him—and get support for yourself, too. Here are a few options to consider:

- **Learn as much as you can.** Understanding your child's trouble with reading is the first step to getting him the help he needs. The more you know, the better able you'll be to find ways to build his reading skills and make reading more fun.
- **Observe and take notes.** By closely watching your child's behavior, you may be able to spot patterns and triggers. Maybe he gets more frustrated when he reads after dinner than before dinner. That allows you to try different strategies such as having him do his reading after school, and save math work for later.
- **Read out loud.** Whether it's Dr. Seuss or a chapter of *Harry Potter*, reading together with your child will help reinforce his skills. It may also help him enjoy and learn from books without having to struggle to read them.
- **Tap into your child's interests.** The more interested your child is in a topic, the more time he's likely to spend reading. And it doesn't have to be just books. Comics, magazines and websites may be more fun and appealing. And they can be equally helpful in building skills.
- **Focus on effort, not outcome.** Praise your child for trying hard. Emphasize that everyone makes mistakes, you included! Help him understand how important it is to keep practicing. Acknowledge even the smallest bit of progress. Your encouragement will help him stay motivated.
- **Use audiobooks.** Check to see if your library has audio recordings of books. You can also access them online. Listening to a book while looking at the words can help your child learn to connect the sounds he's hearing to the words he's seeing.
- **Look for apps and other high-tech help.** Word processors and spell-checkers can help kids who have trouble with reading and spelling. Voice recognition software can help older students tackle writing assignments by letting them dictate their ideas to the computer. There are also lots of apps and online games that can help your child build reading skills.
- **Make your home reader-friendly.** Try to stock every room (including the bathroom!) with at least a few books or magazines your child might be interested in reading. Take a book on long car rides and read it to your family so you can all discuss it.
- **See it through your child's eyes.** It's hard to know what your child is experiencing with his reading difficulties. Get a sense of what it might feel like to have those issues. Having that insight can make it easier to be supportive.
- **Connect with other parents.** Knowing you're not alone can make you feel supported. Our online community can help you find other parents who also have kids with reading issues. They can be a great source of tips, ideas and encouragement.



Having trouble with reading can be very frustrating for kids. But there are many effective teaching strategies that can help. You can do things at home to help your child build reading skills, develop strengths and gain confidence.

sadbhavna

Reading difficulties are faced by most children and can occur due to several reasons. Learning information is a sequential process involving a combination of three different components, namely decoding, comprehension and retention. It is critical for parents and teachers to identify the source of a child's difficulty and employ practical strategies that can help to **improve reading skills**.

Given here are areas in which the child may face reading difficulties:

### **Decoding**

Students with reading difficulties may face problems in decoding the sound of different letters in a word. An important aspect of learning involves breaking up of the phonemes in order to recognize a word. For instance, children with appropriate learning skills may be able to separate the different sounds in the word 'bag'. However, a child with reading difficulty may find it difficult to judge the meaning between the three letters and how their sounds can be combined to form a word.

#### **Signs of problems in decoding:**

- Issues in sounding out words
- Difficulty in recognizing individual words
- Confusion between various letters and their sound
- Lack of expression in reading
- Missing punctuation marks while reading
- Slow reading pace

### **Comprehension**

Comprehending any information requires the ability to properly decode it. When children successfully decode the sound and connection of different words, they are in a better position to concentrate on the paragraph that they are reading. When word recognition is not problematic, children can easily understand and remember the information.

#### **Signs of problems in comprehension:**

- Confusion in the meaning of individual words and their usage in sentences
- Difficulty connecting different contexts in a paragraph
- Missing out or skipping significant details
- Lack of concentration while reading
- Inability to distinguish between important and trivial information

### **Retention**

This requires the mastery of both decoding and **comprehension skills**. Proper retention of information relies on a child's cognitive skills and the ability to organize, summarize as well as retrieve relevant ideas. They should be able to link the present information to something they already know. This, along with sufficient practice, will allow the children to store any information in their long-term memory that can be recalled whenever required.

**Signs of problems in retention:**

- Difficulty relating what is being currently read with previous knowledge
- Trouble in real-life application of information gathered
- Difficulty memorizing or recapitulating the information read

**See-N-Read Reading Tools** are aimed at improving reading skills among children of all age groups. The research-based products can help children overcome moderate to severe reading and study skill deficiencies.