

# Study Materials

## Course-1.1.EPC1

By Samapti Sen (Laha)

### Unit I: Introduction to Reading :

- **INTRODUCTION:**

Reading is a process. It can be considered as an exercise of the brain to look into the symbols on a page and then the mind sees the patterns of characters and understands the meaning in them. Many people face challenges in reading. It is hard for some people and it takes time. For this, one should prepare oneself to get into the process of reading. Skimming is considered as a way of fast reading but it is definitely not worthy if one don't understand it's meaning. One must read again and again to understand the sentence. Reading helps one in a number of ways; through reading vocabulary will also become larger and sophisticated.

- **LEVELS OF READING:**

1. **Literal Reading-** It involves acquiring information that is directly stated. It refers to 'reading in lines' in order to understand, remember or recall the information. It requires students to recall basic concepts like a sequence of events.
2. **Interpretive Reading-** Interpretive reading involves reading 'between the lines'. In this level, students are able to read beyond the literal words on the page and find understanding. It involves interpreting meaning expressed through literary allusion, archaic words, idiomatic expression and figure of speech.
3. **Critical Reading-** Critical reading involves evaluating the text. It requires making judgments with regard to a text. It is difficult to develop critical reading skills.
4. **Creative Reading-** Creative reading involves formulating and re-thinking ideas. It requires invention, prediction and use of imagination. It uses divergent thinking skills to go beyond the literal comprehension level and move on to the interpretational and critical reading levels.

- **TYPES OF READING:**

1. **Intensive Reading-** One need to have clarity about the aims of reading, while taking intensive reading. It is very much time consuming. If one needs to deduce the chronology of events in a long passage, one will read it intensively. This type of reading is indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. It must be done with concentration and consciousness. Moreover, it helps with retention of information for long periods of time and knowledge resulting from intensive reading which persists in our long term memory.
2. **Extensive Reading-**On the contrary, extensive reading involves reading for pleasure. It is used for developing a taste of reading and making the learner an independent learner. There is an element of enjoyment in extensive reading. It also required a fluid decoding and assimilation of the text and content. It is an activity that can be carried on by students on their own., outside the classroom. It helps one to achieve fluency and efficiency to a great extent.
3. **Oral Reading-** Here, the reader read aloud, the concentration is divided between reading and speaking. Reading aloud improves comprehension and active listening. It helps the learners to improve their oral language skills as well as phonetic awareness. Reading aloud builds vocabulary and strengthens fluency.
4. **Silent Reading-** Silent Reading is also known as ‘Reading for Meaning’. We normally use this method to read books, articles, newspaper, advertisement, posters etc. It is private reading or reading silently. It improves students understanding because it helps them to concentrate on reading rather than pronunciation. It promotes faster reading as the focus is on understanding the context.

- **READING TECHNIQUES:**

1. **Skim-** The aim of skimming is to have ‘a bird eye view’ of the material. It is reading rapidly in order to get a general view of the material. In this process, the reader doesn't look for minute details but tries to conceive an overall impression of the text that can be summed up in short.
2. **Scan-** The goal of scanning is to locate or swoop down on particular facts. This skill involves the ability to skip or surpass over irrelevant information. Scanning in reading is a process where

reader looks for a piece of specific information. The perfect example of scanning is when we try to find out the meaning of a particular word in a dictionary.

- **METHODOLOGY OF READING:**

- 1. Methodology of word-recognition (decoding) -**

There are numerous ways in which words can be deciphered. It helps a reader to build greater fluency and comprehension. Some of the recognition strategies are-

- Visual Recognition- This strategy focuses on analysing the shape and structure of a word by looking at the overall shape of a word.
- Phonic Recognition- This strategy focuses on sounds rather than word structure.
- Contextual Recognition- This strategy focuses on using clues from the surrounding texts. Readers can guess what an unfamiliar word can mean.
- Word structure analysis- It involves breaking down words into parts to determine their meaning.

- 2. Methodology of comprehension/ Reading comprehension including Metacognition-**

Metacognition reading strategies are about taking charge of reading, monitoring comprehension while reading. Metacognition activities include planning how to approach a learning task, using appropriate skills and strategies to solve a problem, monitoring one's own comprehension of text, self-assessing and self-correcting in response to the self-assessment and evaluation. Metacognition about reading concerns knowledge about the purpose, processes, aims and goals of reading. It is a mental process of thinking about thinking.

- **STAGES OF READING:**

1. **Pre-Reading-** Age (6 months to 6 yrs)

- Oral language development.

2. **Initial-Reading-** Age (6-7yrs)

- Letters represent sounds learning.
- Sound spelling relationship learning.

3. **Confirmation & Fluency-** Age (7-8yrs)

- Decoding skills.
- Fluency.

4. **Reading for learning “the New”-**

Age (9-14yrs)

- Expand vocabularies.
- Build background and world knowledge.

5. **Multiple Viewpoints-** Age (14-17yrs)

- Analyze texts critically.
- Understand multiple points of view.

6. **Construction and Reconstruction-**

Age (Beyond 18yrs)

- Construction understanding based on analysis and synthesis.

### **Methodology of Teaching-Reading for word perception:**

The main methods of teaching the learners how to read the script are-

- **Alphabetic Method-** In this method, pictures and models are used to introduce the letters to the students.
- **Phonic Method-** In this method, the relationship between the letters of written language and the sounds of spoken language are taught to the child.
- **The Word Method-** This method teaches reading at the word level. This method is also called ‘look-and-say’ as it skips the decoding process and focuses on learning by recognizing its written form.
- **Sentence Method-** It is an extension of the word method. It aims to teach reading and writing with simple and regular sentence.

- The Language-Experience' Approach- According to this approach, every individual or a group of people have different experience and the teacher encourages them to share their experience with the whole class. It promotes reading and writing through use of personal experience and oral language.