B.Ed. 1st Year

Course Code: Paper V

Text Reading And Reflection

Units: 1 to 8

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CONTENT

Paper V
TEXT READING AND REFLECTIONS

Marks : 50 (40 + 10)

UNIT-I: Analytical and Critical Thinking: Meaning and Importance for Reading and Writing.

UNIT-II: Role of Critical Reading and Critical Thinking in Enhancing Writing Skills.

UNIT-III: Ways of Developing Reading Skills: Importance of Developing Reading Skills; Reading Aloud and Silent Reading; Extensive Reading; Study Skills including using Thesauras, Dictionary, Encyclopedia.

UNIT-IV: Ways of developing Writing Skills: Formal and Informal Writing (such as Poetry, Short Story, Letter, Diary, Notices, Articles, Reports, Dialogue, Speech and Advertisement.

UNIT-V: Models of Teaching, Models for Assessing the components of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension).

UNIT-VI: Instructional Approaches for Developing Students' Concepts of Grammar, Punctuation, Spelling and Handwriting.

UNIT-VII: Responding to the Texts: Approach to Response Based Study (The Core of the Text, Personal Connection, Reading Beyond the Text, Revisiting the Text).

UNIT-VIII: Responding to the Contexts: Sharing Responses (Purpose of Sharing, Role of the Teacher and Benefits of Sharing).

ACTIVITIES (Any one of the following):

1. Writing a review or a summary of the text with comments and opinion.

2. Student teacher will select news paper/magazine articles on topics of contemporary issues

3. *REFLECTION EXERCISES:*

- Why did this particular (event, barrier, success, accident) happen ?

- What was the best thing I did and Why?

- If I did this again tomorrow, what would I do differently?

SUGGESTED READINGS

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INSTRUCTIONS FOR CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

ANALYTICAL AND CRITICAL THINKING

Structure:

1.0   **LEARNING OBJECTIVES:**

        After studying this lesion, you will be able to:

- Define analytical and critical thinking.

- Differentiate between analytical and critical thinking.

- Describe the importance of analytical and critical thinking for reading and writing.

1.1   INTRODUCTION

Critical thinking and analytical thinking are abilities which can be learned and improved. Additionally you have to do it yourself. No one is going to open up your skull, surgically enhance your brains; you are an improved version of yourself. If you do not have the attitude and self-belief to do things yourself you cannot develop yourself. In short the importance of critical thinking and analytical thinking is as important as thinking itself. What is critical thinking? What is analytical thinking ? That's the question in front of us . By reading both these words we are able

to understand that it is related to thinking . We will start by looking upon the meaning of the word "thinking". Meaning of the word "thinking" given in the oxford dictionary is "*Using thought, rational judgment and intelligence.*" And when we use our thinking process for different purposes it is classified as various ways of thinking.

1.2   ANALYTICAL THINKING

To fully grasp the concept, we must first understand the meaning of the word "analytical." The term "analytical" refers to the ability to analyze or break something down into its fundamental elements or principles. Similarly, "analysis" involves deconstructing a complex problem into smaller, more manageable, and independent components. The goal of this process is to examine these smaller parts in hopes that solving them will lead to a solution for the larger problem.

Analytical thinking is a cognitive skill that enables an individual to critically evaluate information by identifying its strengths and weaknesses. It involves a thoughtful and discerning approach to problem-solving, data analysis, and information recall. In essence, analytical thinking is a powerful mental tool that aids in understanding different aspects of a situation.

It can be defined as:

- The ability to critically examine and break down facts and ideas to assess their strengths and weaknesses.
- The development of a thoughtful and discerning mindset to effectively solve problems, analyze data, and recall and utilize information.

It involves the following main activities:

- Focusing on facts and evidence
- Analyzing data or information or systems
- Dissecting data/information and the analysis of complex things into simpler constituents
- Reasoning – thinking that is coherent and logical
- Partitioning, breakdown – an analysis into mutually exclusive categories
- Eliminating extraneous data or analysis of a problem into alternative possibilities followed by the systematic rejection of unacceptable alternatives
- Analyzing trends or the analysis of changes over time

So, in summary we might say that Critical thinking aims to make an overall or holistic judgment about the data/information which is as free from false premises or bias as much as possible and analytical thinking mainly aims to review the data/information we are presented with (for relevance, patterns, trends etc.). Analytical thinking is one of the components of Critical thinking. Both thinking are related to each other. Both helps us to get to a solution or arrive at a conclusion or judgment.

1.3 CRITICAL THINKING

The term **"critical thinking"** suggests a specific type of thought process. To fully grasp its meaning, it is important to first understand the word **"critical."** According to the dictionary, "critical" has multiple meanings depending on the context. In relation to our discussion, the most relevant definition is **"expressing or involving an analysis of the merits and faults of a literary or artistic work."**

With this understanding, we can define **critical thinking** as a structured and analytical way of processing information. Below are some notable definitions provided by scholars:

- **Chance (1986, p. 6):** Critical thinking involves the ability to **analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments, and solve problems.**
- **Mertes (1991, p. 24):** It is a **conscious and deliberate process used to interpret or evaluate information and experiences** through a set of **reflective attitudes and abilities** that guide beliefs and actions.
- **Scriven & Paul (1992):** A **disciplined mental process that actively and skillfully conceptualizes, applies, analyzes, synthesizes, and evaluates information** gathered from observation, experience, reflection, reasoning, or communication, guiding belief and action.
- **Lipman (1995, p. 146):** Critical thinking is **skillful, responsible thinking that promotes good judgment** by relying on **established criteria, self-correction, and sensitivity to context.**
- **General Definition:** Critical thinking is a **thought process involving analysis, evaluation, and reflection on an idea, observation, or experience** to arrive at a well-reasoned judgment or conclusion.

Key Aspects of Critical Thinking

Drawing from various sources such as **Wikipedia and the Oxford Dictionary,** critical thinking can be defined as a **mental process that involves discernment, analysis, and evaluation**—particularly when considering ideas, arguments, or discussions. This process includes reflecting on both tangible and intangible aspects to form well-reasoned judgments that balance **scientific evidence with common sense.**

For critical thinking to be effective, it must integrate **logic, intuition, and systematic analysis** in a structured manner. The core activities involved in critical thinking include:

- **Assessing the reliability of information**—determining whether it is current, up-to-date, and accurate.
- **Identifying bias and unsubstantiated assumptions** within arguments or evidence.
- **Evaluating whether evidence genuinely supports the claims or conclusions presented.**
- **Comparing arguments, opinions, or solutions** against logical and objective criteria.
- **Making logical inferences** from available data and identifying any missing information.
- **Following a clear and structured line of reasoning** to reach a logical conclusion.
- **Verifying if evidence or arguments truly justify the stated conclusions.**

In summary, **critical thinking is a structured, logical, and reflective process** that allows individuals to make informed and reasoned decisions by **analyzing, evaluating, and synthesizing information effectively.**

1.4 DIFFERENCE BETWEEN ANALYTICAL THINKING AND CRITICAL THINKING

Some people make the assumption that analytical thinking and critical thinking are one in the same. That is not actually true. You want to have ability to differentiate the two so that you understand when you need to think critically and when you need to think analytically. When you think critically, you make the decision whether or not an event, an object or situation appears to be right or wrong. Once you are given information, you evaluate the data and determine how it should be best interpreted. You then make conclusions regarding your unique perception of the information. Moreover, you combine your new information with your current knowledge of the world in order to make the most accurate assessment you can make. You start to look into other pieces of data that could be relevant. In addition, critical thinking takes facts and uses them to form an opinion or a belief.

As for analytical thinking, we use it to break down a series of complex bits of information . You take thinks step by step to develop an overall conclusion , answer or solution. You look at something through different points with the objective to create a cause and an effect. To illustrate, you might try to determine why dogs wag their tails ,and after then come up with the scientific answer. Critical thinking is reasonable reflective thinking focused on deciding what to believe or what to do? It is the active systematic process of understanding and evaluating arguments. It's a conscious and deliberate process which is used to interpret or evaluate information and experiences with a set of reflective attitudes and abilities that guide thoughtful, beliefs and actions.

Analytical thinking is a systematic step by step approach to break down complex problems or processes to their constituent parts, identify causes and effects pattern and analyze problems to arrive at an appropriate solution. Analytical thinking is powerful. It is focused, sharp, linear, deals with one thing at a time. This works best where there are established criteria for analysis. Critical thinking is a self-directed, self-disciplined, self-monitored and self-corrective thinking. It is the mode of thinking by which the thinker can improve the quality of his thinking by imposing standards upon them. Critical thinking is not universal, every individual has a different level of thinking. Critical thinking is not simply about acquiring and retaining the information. Critical thinking has two aspects, i.e. set of information and skills to analyze them and using skills to guide behavior.

Analytical thinking is systematic and step by step procedure to understand and study the information. Analytical thinking is used to approve or disapprove hypotheses. This kind of thinking is used to substantiate favorably or against the gathered information. It supports in problem solving, judgment, and ensures action is followed through. Also with the analytical thinking, you use facts to support your conclusion or train of thought. On other hand critical thinking is more of an opinion based style of thinking . Analytical skills lead us to have a more focus and stream-lined approach to solution finding where critical thinking skills can go around in the circles infinitely. When we have a complex-problem or solution to find, we would use our analytical skills.

Critical Thinking involves considering an issue, evaluating the evidence or viewpoint and then arriving at conclusion. *Critical thinking* means weighing up the arguments and evidence for and against. *Analytical thinking* involves analyzing the given information, examining it in detail from

different angles, looking for flaws, checking whether the statement follows logically from what went before and then arriving to an appropriate solution.

Self Check Exercise-I

1. Analytical thinking refers to :

A) having the ability to analyze   B) division into elements or principles.

C) Both A&B   D) None of the above

2. Critical thinking is a self-directed, self-disciplined, self-monitored and self-corrective thinking.

True/ False

1.5   IMPORTANCE OF ANALYTICAL AND CRITICAL THINKING FOR READING AND WRITING

John Dewey is an educational leaders who recognized that a curriculum aimed at to building thinking skills would benefit the individual learner, the community, and the entire democracy. Critical thinking is important in academics due to being significant in learning. It is significant in the learning process of internalization, construction of basic ideas, principles, and theories inherent in content. And critical thinking is significant in the learning process of application, where by those ideas, principles, and theories are implemented effectively as they become relevant in learners' lives. Good teachers cultivate critical thinking (intellectually engaged thinking) at every stage of learning, including initial learning. Each discipline adapts its use of critical thinking concepts and principles.

To truly learn any subject, students need to actively engage their minds by thinking critically and constructing their own understanding of key concepts, which are often hidden within specific details; effective teachers encourage this by providing stimulating questions, readings, and activities that prompt students to analyze information deeply, considering the "how," "why," and "what" behind each idea, while identifying key elements of reasoning like purpose, perspective, assumptions, and potential implications.

Key points:

- **Deep learning requires active engagement:**

Students shouldn't just passively absorb information, but actively process it to build their own knowledge.

- **Underlying concepts are crucial:**

   While subjects may appear different, core concepts exist across disciplines and are essential for meaningful learning.

- **Teacher's role is to facilitate critical thinking:**

   Good teachers design learning experiences that encourage students to question, analyze, and evaluate information to grasp the underlying principles.

- **Critical thinking skills are key:**

   Identifying the purpose, perspective, assumptions, and implications within any text is vital for deeper comprehension.

   Critical reading involves applying specific processes, models, questions, and theories to enhance clarity and comprehension. It requires active engagement with the text, where the reader strives to understand the author's ideas, assess the arguments and supporting evidence, and develop their own informed opinions.

Critical thinking, on the other hand, helps to clarify objectives, examine assumptions, uncover hidden values, evaluate evidence, and assess conclusions. By incorporating both critical reading and critical thinking, readers can gain deeper insights from a text. As a result, they are better able to summarize key points or passages effectively.

Importance For Reading:

- Enable You To Make Your Own Arguments.
- Helpful In Making Judgements And Interpretation Of The Ideas, Arguments.
- Helpful In Problem Solving In Systematic Way.
- Understand The Links Between Ideas.
- Determines The Importance And Relevance Of Arguments And Ideas.
- Recognize, Build And Appraise Arguments.
- Identifying Errors In Reasoning.
- Reflect On The Justification Of Their Own Assumptions, beliefs And Values.

IMPORTANCE FOR WRITING

- Helpful in summarization
- Helpful for good presentation
- To helpful in recognize bias
- Helpful in interpretations of facts and ideas
- Analyzing the arguments
- Helpful in sequencing
- Helpful in distinguishing facts and opinions
- Critical writing builds an argument
- Promotes creativity.

The following guidelines that will help you to read critically:

- With pencil in hand, skim the contents of the document. Pay attention to clarity of chapter titles, headings, diagrams, graphics, and illustrations.
- Look for the author's main point, and mark it when you find it.
- When you see a word, acronym, sentence, and paragraph that you do not know or understand, mark it and look it up later.
- Pause from time-to-time to think about what you have read and review your notes.
- Write key ideas and main points in the margins. When you re-read the document later, you can quickly skim the text for main ideas without re-reading the entire text.
- Ask "What?" Why?" "Who?" "How?" and "So what?" questions. If the answers are unclear—mark it. Keep a log of your questions, ideas, findings, and comments.
- Pay attention to reasoning. If the reasons are not clear to you—mark them and look them up later.
- Look for connections to other documents that might be helpful as resources.
- Re-read the document and compare your initial findings with your new understanding. Have your questions been answered? If not, who can answer them?

The following advice that will help you to apply critical thinking to reading:

- To Read with an open mind.

- Challenge the currency and validity of the information with an aim towards deeper clarification and understanding.
- Find answers to "What?" Why?" "Who?" "How?" and "So what?" questions.
- Assume that processes and procedures are incomplete until you have tested them yourself.

If you apply these guidelines to your reading, you will notice the ease by which you gain more from what you read. You might not discover the answers to all questions, but you will be better prepared to consult subject matter experts to answer some of them.

Self Check Exercise-II

1. Critical thinking is a skillful, responsible thinking that facilitates good judgment because

A) relies upon criteria,   B) is non-self-correcting,

C) is non-sensitive to context   D) None of the above

2. Who recognized that a curriculum aimed to building thinking skills would benefit the individual learner, the community, and the entire democracy.

A) Drever James   B) William James

C) John Dewey   D) None of the above

1.6 Summary

In summary, critical thinking is more about evaluating and judging information, while analytical thinking is about breaking down complex issues to gain a deeper understanding. Both skills are valuable and complementary, as critical thinking can help assess the validity of analytical findings, while analytical thinking can provide the data and insights needed for effective critical thinking

1.7 GLOSSORY

Critical Thinking: Critical thinking is the process of objectively analyzing and evaluating information, ideas, or arguments to form well-reasoned judgments or decisions.

Analytical Thinking: Analytical thinking involves breaking down complex problems or systems into smaller components and examining their relationships.

1.8 Answers to self check exercise-I

1. C   2. True

Answers to self check exercise-II

1. A 2. C

1.9 REFERENCES

"How to Improve Critical Thinking Skills."http://lonestar.texas.net/~mseifert/crit2.html (asb.pbwiki.com)

- http://www.askoxford.com/concise_oed (online Oxford Dictionary)

- http://www.insightassessment.com/pdf_files/what&why2007.pdf (asb.pbwiki.com)

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Mertes, L. (1991). Thinking and writing. *Middle School Journal, 22*, 24-25.

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1.10   TERMINAL QUESTIONS

1.   Explain the meaning of analytical and critical thinking.
2.   Differentiate between analytical and critical thinking.
3.   Describe the importance of Analytical and Critical Thinking for Reading and Writing.

UNIT-2

Role of Critical Reading and Critical Thinking

Structure:

2.0   LEARNING OBJECTIVES:

After studying this lesson, you will be able to:

- Examine the role of critical reading and critical thinking in enhancing writing skills

2.1   INTRODUCTION

Critical thinking and analytical thinking are abilities which can be learned and improved. Additionally you have to do it yourself. No one is going to open up your skull, surgically enhance your brains; you are an improved version of yourself. If you don't have the attitude and self-belief to do things yourself you cannot develop yourself. In short the importance of Critical thinking and analytical thinking is as important as thinking itself. What is critical thinking and analytical thinking? That's the question in front of us. By reading both these words we are able to understand that it is related to thinking. We will start by looking upon the meaning of the word "thinking". The meaning of the word "thinking" given in oxford dictionary is "*Using thought, rational judgment and intelligence."* And when we use our thinking process for different purposes it is classified as various ways of thinking.

2.2 Critical Reading

Critical reading goes beyond simply understanding the words on a page. It's about actively engaging with the text to analyze its underlying meanings and arguments. Critical reading involves a deliberate process of examining a text's explicit and implicit themes. It utilizes specific methods, questions, and frameworks to deepen understanding and clarity.

How it differs from skimming: Skimming provides a basic, superficial grasp of the information. Critical reading delves into the "deep structure" of the text, exploring:

- Logical consistency of arguments.
- The author's tone and purpose.
- The text's organizational structure.
- And other deeper analytical points.
- In essence, critical reading is about understanding *how* and *why* the author presents their ideas, not just *what* those ideas are.

Becoming a Critical Reader: A Step-by-Step Approach

To truly engage with and understand a text, you need to become a critical reader. Here's how:

1. **Understand the Context:** Research the author, their background, and the historical context of the text. Consider the intended audience and the author's purpose. Pay attention to introductions and any supplementary notes.
2. **Maintain Objectivity:** Read the text as it is, without imposing your own biases or preconceptions. Give the author a fair chance to present their ideas and reflect thoughtfully on them.
3. **Analyze the Title:** The title often reveals the author's perspective, goals, or approach.
4. **Read Carefully:** Slow down your reading pace to allow for deeper comprehension and to make connections within the text.
5. **Clarify Unfamiliar Terms:** Use dictionaries and other reference materials to understand any unfamiliar or technical vocabulary. Every word chosen by the writer is important.
6. **Engage with the Text Through Notes:** Annotate the text by underlining, highlighting, and writing marginal notes. Summarize key ideas, the thesis, and supporting arguments. Writing down your thoughts helps to solidify your understanding.

7. **Reflect in a Reading Journal:** Maintain a journal to record your personal responses, insights, and reflections on the text. Regularly writing about your reading enhances both your reading and writing skills.

2.3 Critical thinking

Critical thinking is more than just having opinions; it's about actively engaging with information to form well-reasoned judgments. It involves:

- **Active Analysis:**
  - Questioning, analyzing, interpreting, and evaluating what you encounter—whether it's something you read, hear, say, or write.
- **Rooted in Discernment:**
  - The term "critical" comes from the Greek "kritikos," meaning "able to judge or discern."
- **Reliable Judgments:**
  - Good critical thinking relies on making sound judgments based on trustworthy information.
- **Constructive Evaluation:**
  - It's not about being negative; it's about clarifying your thinking to understand and solve problems, interpret information, and make informed decisions.
- **Practical Applications:**
  - This applies to diverse situations, from designing a bridge to understanding political motivations.
- **Developing a Mindset:**
  - Critical thinking is a learned skill, not an innate ability. It requires consistent practice and application to develop a critical thinking mindset.
- **Academic Relevance:**
  - In academics, critical thinking is crucial for evaluating and constructing arguments.

Key Skills for Critical Thinking:

To enhance your critical thinking abilities, focus on developing these essential skills:

- **Clarity:**
  - Define your thinking purpose and understand the context.

- **Source Evaluation:**
  - Question the reliability of your information sources.
- **Argument Identification:**
  - Learn to recognize and identify arguments.
- **Analysis:**
  - Analyze sources and arguments thoroughly.
- **Evaluation:**
  - Evaluate the arguments of others objectively.
- **Synthesis:**
  - Create and synthesize your own well-supported arguments.

Self Check Exercise-I

1. Critical reading is reading with the purpose of critical examination of the text and its implicit and explicit themes and ideas.   True/False

2. To become a good critical thinker, you therefore need to learn how to:

A. Clarify   B. Identify

C. Evaluate   D. All of the above

2.4 ROLE OF CRITICAL READING AND CRITICAL THINKING IN ENHANCING WRITING SKILLS

Any significant deficiency in reading entails a parallel deficiency in writing. Likewise, any significant deficiency in writing entails a parallel deficiency in reading. Simply stated, if you have poor reading skills, you are likely to have poor writing skills. According to the Foundation for Critical Thinking, by enhancing critical reading and critical thinking skills, we enhance our writing skills.

- Clarify purposes: an author's purpose (when you read), and your purpose (when you write).
- Formulate clear questions: those that an author is asking (as we read) and questions we are pursuing (as we write).

- Distinguish accurate and relevant information from inaccurate and irrelevant information: in texts   that we read and in preparation for our own writing.

- Reach logical inferences and conclusions: based on what we read, and in preparation for writing.

- Identify significant and deep concepts: those of an author and those we can to guide our thinking while we write.

- Distinguish justifiable from unjustifiable assumptions: that an author is using, or that we are using in our own thinking as we write.

- Trace logical implications: those of an author's thinking, and those that may follow from our writing.

- Identify and think within multiple viewpoints: those that an author presents (or fails to present when relevant) and those relevant to the issues of our writing.

The value you add to any documentation project is reading all you can find about the subject matter so that you can ask constructive questions of subject matter experts and write to a level of detail that educates and informs the reader.

Self Check Exercise-II

1. Any significant deficiency in reading entails a parallel deficiency in ……..

A. Speaking   B. Reading

C. Writing   D. None of the above

2. According to the Foundation for Critical Thinking, by enhancing which skills, we enhance our writing skills.

A. Critical thinking and Reflective reading

B. Critical Reading and Critical thinking

C. Reflective thinking and Critical reading

D. Reflective Reading and Reflective thinking

3. Trace logical implications are those of an author's thinking, and those that may follow from our writing.   True/False

2.5 Summary

In summary, critical thinking is more about evaluating and judging information, while Critical reading is reading with the purpose of critical examination of the text and its implicit and explicit themes and ideas. Both skills are valuable and complementary, as critical thinking can help assess the validity of analytical findings on other hand critical readers gain a deeper and more comprehensive understanding of the text's meaning and purpose

2.6 GLOSSORY

Critical Thinking: Critical thinking is the process of objectively analyzing and evaluating information, ideas, or arguments to form well-reasoned judgments or decisions.

Critical Reading : Critical reading is reading with the purpose of critical examination of the text and its implicit and explicit themes and ideas.

2.7 Answers to self check exercise-I

1. True   2. D

Answers to self check exercise-II

1. C   2. B 3. True

2.8 REFERENCES

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2.9 TERMINAL QUESTIONS

1. Explain the meaning of Critical reading and critical thinking.

2. Differentiate between Critical reading and critical thinking.

3. Describe the role of Critical reading and Critical Thinking for Reading and Writing.

UNIT-3

WAYS OF DEVELOPING READING SKILLS

3.0   LEARNING OBJECTIVES:

After studying lesson, you will be able to :

- Understand the ways and the importance of reading skill

- Understand meaning and types of reading

- Define aloud and silent reading

- List out the techniques for reading aloud.

- Describe the meaning and benefits of extensive reading.

- List out the types of study skills.

3.1   INTRODUCTION

Reading is a fundamental skill for acquiring knowledge and staying informed. It's crucial for academic success and personal development. As Francis Bacon stated, "Reading makes a full man." Reading is an active process involving both recognizing and understanding written symbols. It's more than just decoding words; it's about grasping meaning. Bacon's advice, "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested," highlights the need for varied reading approaches.

This translates to intensive reading (focused, detailed analysis) and extensive reading (reading for pleasure and general understanding). Reading is a source of joy and a means of consolidating and expanding language knowledge. It broadens our understanding of foreign cultures and reinforces other language skills (writing, speaking, and listening). Reading habits provide access to cultural heritage and offer fulfilling leisure activities, especially in retirement. Reading is a vital skill that is needed throughout an individual's life.

3.2   WAYS OF DEVELOPING READING SKILLS

It is essential to consider the language in which we aim to analyze or develop reading skills. Language instructors often find it frustrating that students do not naturally transfer the reading strategies they use in their native language to a foreign language they are learning. Instead, many students approach reading in a new language by starting at the beginning and proceeding word by word, pausing to look up every unfamiliar term, until they reach the end. There are many ways by which teachers can help students   to develop core reading skills. These are:

- **Developing Effective Reading Skills**

It's crucial to acknowledge that reading strategies are often language-specific. Learners may struggle to apply their native language reading techniques when reading in a new language, resorting to a tedious word-by-word approach (bottom-up processing). Language instructors should guide students towards utilizing top-down strategies, similar to those used in their native language. Here are effective strategies to help students enhance their reading abilities:

- **Diversify Reading Materials:**
    - Introduce various formats like books, magazines, audiobooks, and text-to-speech software.
    - Encourage simultaneous reading and listening with audiobooks to reinforce word recognition and pronunciation.
    - Utilize technology to shift focus from decoding to comprehension.
- **Connect Reading to Real-Life Experiences:**
    - Facilitate discussions linking readings to other media like books, movies, or news.
    - Promote critical analysis by comparing different formats and exploring authorial intent.
    - Encourage abstract thinking by relating content to personal experiences.
- **Engage with Vocabulary Actively:**
    - Create a collaborative vocabulary-building activity with index cards for unfamiliar words.
    - Conduct in-class discussions to explore various meanings and usages.
    - Establish a visual record of mastered vocabulary for future reference.
- **Track and Celebrate Reading Progress:**
    - Implement reading journals for students to record their reading activities, summaries, vocabulary, and reflections.
    - Regularly review journals to monitor progress and provide feedback.
    - Share progress with parents during conferences.
- **Emphasize Reading as Communication:**
    - Use real-world materials like grocery ads, instructions, recipes, and news articles.
    - Discuss the importance of accurate reading for practical applications.
    - Explore the information conveyed and its relevance to students' lives.
    - Help students to see the reading skills are needed for many real world tasks.

There are some strategies to help students read faster and more effectively:

- **Previewing:** Examining titles, section headings, and photo captions to understand the structure and main ideas of the text.
- **Predicting:** Using prior knowledge of the subject to anticipate content and vocabulary, verifying comprehension along the way. Considering the text type and purpose to predict its structure, and drawing on knowledge of the author to anticipate writing style, vocabulary, and themes.
- **Skimming and Scanning:** Quickly reviewing the text to grasp the main idea, identify its structure, and confirm or challenge initial predictions.

- **Guessing from Context:** Relying on existing knowledge of the subject and surrounding ideas to infer the meaning of unfamiliar words, rather than pausing to look them up.
- **Paraphrasing:** Summarizing key points after reading a section to reinforce comprehension by restating the information in one's own words.

Instructors play a crucial role in teaching students how and when to utilize these strategies:

- **Modeling:** Demonstrating reading strategies aloud, verbalizing the processes of previewing, predicting, skimming, scanning, and paraphrasing, thus revealing their effectiveness.
- **Providing Practice:** Allocating class time for group and individual previewing and predicting activities to prepare for reading assignments, highlighting their importance.
- **Reinforcing Contextual Clues:** Using cloze exercises to encourage students to deduce vocabulary meanings from context.
- **Promoting Strategic Reflection:** Encouraging students to discuss their planned and actual reading strategies, fostering flexibility and self-awareness.

By employing these strategies, language learners gain control over their reading experience and build confidence. Teachers should not merely assign reading but cultivate a genuine enthusiasm for reading, empowering students to achieve success.

3.3   IMPORTANCE OF DEVELOPING READING SKILLS

Reading is a fundamental key to success, not only in education but also throughout life. It allows us to acquire new ideas and knowledge, gather essential information, relax our minds, and enhance our language skills and vocabulary. Additionally, reading provides companionship, enjoyment, broadens our perspectives, and enriches our lives.

We are fortunate to have easy access to libraries and bookstores across the country, yet many young people visit these places only during exam periods or when they urgently need information. Despite the rise of digital and audiovisual media, books remain an integral part of modern society. In their traditional form, they continue to be one of the most significant means of communication ever created.

Reading plays a crucial role in education, particularly in a highly literate society. It is essential for acquiring knowledge, which in turn boosts confidence and self-expression. Strong reading skills remain valuable throughout life, especially as we adapt to new job requirements and societal changes. Furthermore, reading for pleasure has been shown to enhance comprehension, writing style, vocabulary, and grammatical development, making it an invaluable lifelong skill.

Adapting Reading Skills for Effective Language Learning

Skilled language instructors empower students to adapt their reading strategies to diverse situations, texts, and purposes. They guide students in building a repertoire of reading techniques and selecting the most suitable approach for each reading task. Strong reading skills are fundamental to academic success. Elementary teachers establish a solid foundation, while higher-grade instructors reinforce this and demonstrate reading's real-world relevance. Reading is integral to language learning at all levels, serving several vital functions:

- **Language Acquisition through Reading:**
  - Diverse reading materials provide valuable language input, exposing students to vocabulary, grammar, sentence structure, and discourse patterns within authentic contexts.
  - This immersive approach allows students to grasp how language elements interact to create meaning.
- **Content-Based Learning:**
  - Mirroring native language reading practices, students can read to acquire information related to academic subjects.
  - This provides both authentic reading material and a genuine purpose for reading within the language classroom.
- **Cultural Immersion and Awareness:**
  - Reading materials designed for native speakers offers insights into the lifestyles and perspectives of the target language's culture.
  - Exposure to diverse sources like newspapers, magazines, and websites fosters cultural understanding and dismantles stereotypes.

Four Essential Steps to Effective Reading

Developing strong reading skills involves mastering these four fundamental steps:

- **Establish a Clear Reading Purpose:**
  - Determine why you are reading the material.
  - Activate prior knowledge to predict content and select appropriate reading strategies.
- **Focus on Relevant Information:**
  - Direct attention to text sections that align with your reading purpose.
  - Disregard irrelevant details to streamline information processing.
- **Employ Flexible and Interactive Strategies:**
  - Choose reading techniques that suit the task at hand.
  - Simultaneously utilize top-down (understanding the big picture) and bottom-up (decoding words) skills to enhance comprehension and build confidence.
- **Monitor Comprehension Continuously:**
  - Check understanding throughout the reading process and upon completion.
  - Identify and address comprehension gaps by adapting reading strategies.

3.4 MEANING AND TYPES OF READING

Reading is a vital experience, connecting us with the thoughts and experiences of others. Reading brings us in contact with the minds of great authors, with the written account of their experiences. The reading process can be broken down into three stages:

1. Recognition Stage:

- Learners identify written symbols as corresponding to spoken sounds.
- Difficulty depends on the differences between the learner's native language script and English, as well as spelling variations.

2. **Structuring Stage:**
- Learners understand the grammatical relationships between words and comprehend the meaning of sentence structures.

3. **Interpretation Stage:**
- Learners grasp the deeper meaning of words, phrases, and sentences within the overall context.
- This stage involves understanding nuances like tone and distinguishing between facts and opinions.
- This is where true reading for information or enjoyment occurs.

Silent Reading:

- Silent reading is crucial for developing fluency and comprehension.
- It should be introduced after students have a solid grasp of basic structures, vocabulary, and pronunciation.
- It enhances speed, ease, and fluency, expands vocabulary, and improves comprehension.

Types of Reading:

1. **Intensive Reading:**
- Focuses on detailed analysis of texts for language learning purposes.
- Involves close examination of grammar, vocabulary, and idioms.
- Uses materials like short stories, articles, and poems to promote language control in speaking and writing.
- Requires active teacher guidance and classroom discussion.
- Effective intensive reading avoid tedious translation exercises, and instead uses varied presentation, and pre-reading questions.
- It is text or passage reading, to extract knowledge or analysis, from shorter texts, for specific information.
- Characteristics:
- Develops active vocabulary.
- Teacher-led.
- Develops linguistic skills.
- Aims for active language use.
- May involve reading aloud to improve pronunciation.
- Emphasizes speech habits, accent, stress, intonation, and rhythm.
2. **Extensive Reading:**
- Focuses on reading for pleasure and overall comprehension.
- Uses less challenging materials to encourage fluent reading without teacher assistance.
- Promotes enjoyment and broadens knowledge.
- Can be used for oral reports, class discussions, and written compositions.

- Encourages independent reading and the extraction of general information.
- May involve reading current articles from foreign language publications, with teacher guidance on selection.
- Characteristics:
  - Develops passive vocabulary.
  - Silent reading.
  - Focuses on subject matter.
  - Student-centered.
  - Develops ideas and knowledge.

3. Reading Aloud:

Reading aloud is crucial, especially at the primary level, for developing accurate pronunciation. However, its effectiveness at the secondary level is debated.

- **Arguments Against Extensive Reading Aloud (S. Venkateswaran):**
  - Pronunciation challenges with unfamiliar words.
  - Unnatural reading if unprepared.
  - Silent reading is the primary goal.
  - Reading aloud should be reserved for texts designed for oral delivery (e.g., poetry, dialogues).
- **Making Reading Aloud Effective:**
  - Use materials relevant to students' prior knowledge and experiences.
  - Emphasize correct stress and intonation.
  - Provide constructive and friendly error correction.
  - Address the needs of all students, including weaker readers.
  - Provide clear and appropriate model readings.
- **Advantages of Reading Aloud:**
  - Develops oral expression and reading fluency.
  - Improves pronunciation skills.
  - Enhances engagement through teacher reinforcement.
  - Facilitates language acquisition through imitation.
- **Disadvantages of Reading Aloud:**

- Difficult to manage in overcrowded classrooms.
- Insufficient foundational training at the primary level hinders secondary-level reading aloud.
- Unequal opportunities for students, favoring brighter learners.
- Time-consuming.

4. Silent Reading:

Silent reading is essential for increasing reading comprehension and information acquisition.

- **Making Silent Reading Effective:**
  - Introduce the topic and motivate students.
  - Allow students to read independently before teacher intervention.
  - Discourage murmuring.
  - Select engaging and relevant materials.
  - Use an eclectic approach for better comprehension.
- **Advantages of Silent Reading:**
  - Promotes active and focused reading.
  - Enhances concentration and natural learning.
  - Saves time through simultaneous participation.
  - Develops reading speed and expands knowledge.
- **Disadvantages of Silent Reading:**
  - Less effective at the early stages of language learning.
  - Does not improve pronunciation skills.
  - Potential for disengagement if materials are uninteresting.
  - Unequal effectiveness for different learners, favoring brighter students.

3.5   READING ALOUD AND SILENT READING

Reading aloud and silent reading are distinct skills. While reading aloud can be beneficial for presenting information or refining pronunciation, the primary focus of reading instruction should be silent reading. Silent reading allows students to:

- Adjust their reading speed to accommodate varying text difficulty.
- Concentrate on comprehending challenging sections.
- Engage in deeper thought about the content.

Reading aloud is a form of communication in which a well-prepared reader reads to an interested audience. Most people do much more silent reading than reading aloud. Nevertheless, there are many occupations and social situations in which people read aloud, e.g., reading a report, the minutes of a meeting, instructions, something from a newspaper. Can you think of the last time you read aloud? Why did you do it?

Teaching is one occupation in which reading aloud can often be useful, and not just with preschool and lower primary students. A key reason for reading aloud to students is to encourage a love for reading, silently or aloud. With specific regard to reading aloud, if teachers read frequently to students, they learn that reading aloud is for the enjoyment and the information of the listeners, not - as many students fear - a test of reading ability. Reading aloud is also one of the best ways of introducing learners to books, stories, and poems that they might otherwise miss. Teachers are not the only ones who can do reading aloud. When students read aloud, they can improve their fluency and pronunciation. There are many ways to organize students to read aloud. For instance, reading plays affords opportunities for purposeful oral reading.

- Oral reading is not the same as silent reading:
- Oral reading is slower;
- Each word is read, and read in order;
- There is no going back;
- Accurate pronunciation is important.

Reading experts' views on reading aloud

Many reading experts concern against having students read aloud. They raise several concerns:

- It is difficult to concentrate on meaning and pronunciation at the same time.
- It is possible to pronounce words without understanding their meaning (known as "barking at print").
- Reading aloud can encourage word-by-word reading, which is inefficient.
- It is often tedious and unproductive to have students listen to their peers' slow, inaccurate reading; often, other students are not listening or reading along, but are reading ahead to practice in case they are called on to read.
- Some students find reading aloud to be very stressful.

- The majority view among reading experts seems to be that students should only read aloud after they have read silently and have understood what they are reading.

Self Check Exercise-I

1. The process of reading may be broadly classified into how many stages:

A. Two   B. Three

C. Four   D. Five

2. Which one is not the characteristics of intensive reading

A. Idea can be developed

B. Subject matter is emphasized.

C. Extensive reading is not silent reading.

D. Helps learner to develop to active vocabulary.

3. Reading skills help the students to understand:

A) Figure out the purpose for reading.   B) Check Comprehension

C) Select Strategies   D) All of the above

4. Reading is a cornerstone for success not just in schools but throughout life.

True/ False

5. Reading is not important for acquiring knowledge and information.   True/ False

3.6   TECHNIQUES FOR READING ALOUD

- Be prepared to define new words, this does not have to be a formal definition; paraphrases, gestures, and pictures can be used;
- Give the title and author;
- Read with feeling and variety;

- Make sure the listeners can comfortably see the reader;

- Maintain eye contact;

- Stop at interesting places;

- Pay attention to whether your audience is paying attention and understanding.

- Encourage student participation, e.g., predicting what will happen next, supplying words.

Research and theory in language education and in other areas of education suggest that students can still benefit from peer interaction in addition to the input they receive from teachers and the interaction they have with teachers.

3.7 EXTENSIVE READING

Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text (Bamford,).

The reading is individualized, what means that students choose books they want to read, t hey read it independently of the teacher and they are not required to do any tasks after reading. Moreover, they are encouraged to stop reading whenever they consider the material not interesting or too difficult. Extensive reading can be introduced to any kind of language class whatever the content, intensity, age of students or their language level, the only condition is that students already have a basic knowledge of foreign language and are literate in it (Bamford). Extensive reading belongs to Free Voluntary Reading approaches that share the common idea of independent, voluntary reading.

The Basic Principles of Extensive Reading:

It will be useful to familiarize the reader with the basic principles of extensive reading approach i.e.

1. The reading material should be easy

Learners read material that contains few or no unfamiliar items of vocabulary and grammar. (There should be not more than one or two unknown vocabulary items per page for

beginners and not more than four or five for intermediate learners). Students would not succeed in reading extensively if they have to struggle with difficult material.

2. A variety of material on a wide range of topics should be available

There should be a variety of materials available in the library for students to choose what they really like. This contains graded readers, magazines written for language learners at different ability levels and children's literature. For secondary school students young adult literature can offer a bridge to ungraded reading materials. Advanced learners are supposed to read books, magazines and newspapers written for native speakers of English. The variety encourages a flexible approach towards reading as the learners are reading for different purposes (for information or pleasure).

3. Learners should choose what they want to read

Self-selection puts students in a different role from that in a traditional classroom, where the teacher chooses or the textbook supplies reading material. This is what students really enjoy about extensive reading. They are also encouraged to stop reading anything that is not interesting or that they find too difficult.

4. Learners should read as much as possible

The language learning benefits of extensive reading come from quantity of reading. For the benefits of extensive reading to take effect, a book a week is an appropriate goal. This is a realistic target as books written for beginning language learners are very short. Reading speed is usually faster rather than slower. Because of the fact that material is easily understandable for students their reading is fluent. Students are discouraged from using dictionaries as this interrupts reading and makes fluency impossible. Instead, learners are encouraged to ignore or guess the meaning of a few unknown items they may encounter from context.

1. The purpose of reading should usually related to pleasure, information and general understanding

In spite of intensive reading which requires detailed understanding, extensive reading encourages reading for pleasure and information. The aim of reading is not a hundred percent comprehension; to meet the purpose of reading sufficient understanding is satisfactory.

6. Reading should be individual and silent

Learners should read at their own pace. Sometimes silent reading periods may be reserved from class time when students read their self-selected books in the classroom. However, most of the reading is homework. Students read out of the classroom, in their own time, when and where they choose.

7. The teacher should orient and guide the students

Before starting an extensive reading programme students have to be familiarized what it is, why they are doing it, what benefits it will bring them and how are they going to proceed. The teacher should keep track of what and how much students read, he/she is interested in their reactions to what was read in order to guide them in getting the most out of their reading. The teacher is a role model of a reader. Teacher gives students a model of what is to be a reader e.g. during the silent reading periods teacher should read as well. He/she should also be familiar with all the books students are reading in order to recommend reading to individual students and share their reading experiences. If teacher and students talk about what was read they create an informal reading community, experiencing together the value and pleasure to be found in written word.

3.8   THE BENEFITS OF EXTENSIVE READING

Students who read more will not only become better and more confident readers, but they will also improve their reading, writing, listening and speaking abilities and their vocabularies will get richer. Extensive reading helps in developing positive attitudes toward the foreign language and increased motivation to study this language. Extensive reading offers considerable advantages to learners seeking to improve their readings skills through frequent practice. While intensive reading focuses on grammatical forms and surface structure, it is only extensive reading that allows general comprehension through reading large amounts of material. Among the greatest benefits for learners are the following:

- Enhanced knowledge of spelling, grammar, text structure, and vocabulary (both passive and active.
- Increased knowledge of the world.
- Improved reading and writing skills.

- Greater enjoyment of reading.

3.9   STUDY SKILLS

Study skills or *study strategies* are approaches applied to learning. They are considered essential for acquiring good grades, and are useful for learning throughout one's life. There are   an array of study skills, which may tackle the process of organizing and taking in new information, retaining information, or dealing with assessments. Study Skills are   discrete techniques that can be learned, usually in a short time, and applied to all or most fields of study. They must therefore be distinguished from strategies   that are specific to a particular field of study e.g. music or technology, and from abilities inherent in the student, such as aspects of intelligence or learning style.

Types of study skills

1.   Methods based on memorization such as rehearsal and rote learning:

One of the most basic approaches to learning any information is simply to repeat it by rote. Typically this will include reading over notes or textbook and re-writing notes.

2.   Methods based on communication skills e.g. reading and listening:

The weakness with rote learning is that it implies a passive reading or listening style. Educators such as John Dewey have argued that students need to learn critical thinking - questioning and weighing up evidence as they learn. This can be done during lectures or   when reading books.One method used to focus on key information when studying from books is the PQRST method.This method prioritizes the information in a way that relates directly to how they will be asked to use that information in an exam. PQRST is an acronym for Preview, Question,Read, Summary, and Test.

a)   Preview: the student looks at the topic to be learned by glancing over the major headings or the points in the syllabus.
b)   Question: then questions to be answered once the topic has been thoroughly studied are formulated.
c)   Read: reference material related to the topic is read through, and the information that best relates to the questions is chosen.

d)   Summary: the student summarizes the topic, bringing his or her own ways of summarizing information into the process, including written notes, spider diagrams, flow diagrams, labeled diagrams, mnemonics, or even voice recordings.

e)   Test: then the student answers the questions   created in the question step as fully as possible, avoiding adding questions that might distract or change the subject.

3.   Methods based on cues e.g. flashcard training

Flash Cards are visual cues on cards. These have numerous uses in teaching and learning, but can be used for revision. Students often make their own flash cards, or more detailed index cards - cards designed for filing,   often A5 size, on which short summaries are written. Being discrete and separate, they have the advantage of allowing students to re-order them, pick a selection to read over, or choose randomly to for self-testing.

4.   Methods based on condensing information, summarizing and the use of keywords

Summary methods vary depending on the topic, but most involve condensing the large amount of information from a course or book into shorter notes. Often these notes are then condensed further into key facts to organized   summaries and Spider diagrams. Using spider diagrams or mind maps can be an effective way of linking concepts together. They can be useful for planning essays and essay responses in exams. These tools can give a visual summary of a topic that preserves its logical structure, with lines used to show how different parts link together.

5.   Methods based on visual imagery

Some learners are thought to have a visual learning style, and will benefit greatly from taking information from their studies which is often heavily verbal, and using visual techniques to help encode and retain it in memory. Some memory techniques make use of visual memory, for example the method of loci, a system of visualizing key information in real physical locations e.g. around a room. Diagrams are often underrated tools. They can be used to bring all the information together and provide practice reorganizing what has been learned in order to produce something practical and useful. They can also aid the recall of information learned very quickly, particularly if the student made the diagram while studying the information. Pictures can then be transferred to flash cards that are very effective last minute revision tools rather than rereading any written material.

6.   Methods based on acronyms and mnemonics

A mnemonic is a method of organizing and memorizing information. Some use a simple phrase or fact as a trigger for a longer list of information. For example, the points of the compass can be recalled in the correct order with the phrase   "Never Eat Shredded Wheat".   Starting with North, the first letter of each word relates to a compass point in clockwise order round a compass.

7.   Methods based on exam strategies

The Black-Red-Green method (developed through the Royal Literary Fund) helps the student to ensure that every aspect of the question posed has been considered, both in exams and essays. The student underlines relevant parts of the question   using three separate colors (or some equivalent). BLAck denotes 'BLAtant instructions', i.e. something that clearly must be done; a directive or obvious instruction. REd is a REference Point or REquired input of some kind, usually to do with definitions, terms, cited authors, theory, etc. (either explicitly referred to or strongly implied). GREen denotes GREmlins, which are subtle signals one might easily miss, or a 'GREEN Light' that gives a hint on how to proceed, or where to place the emphasis in answers.

8.   Methods based on time management, organization and lifestyle changes

Often, improvements to the effectiveness of study may be achieved through changes to things unrelated to the study material itself, such as time-management, boosting motivation and avoiding procrastination, and in improvements to sleep and diet.

Time management in study sessions aims to ensure that activities that achieve the greatest benefit are given the greatest focus. A traffic lights system is a simple way of identifying the importance of information, highlighting or underlining information in colors:

- Green: topics to be studied first; important and also simple
- Amber: topics to be studied next; important but time-consuming
- Red: lowest priority; complex and not vital.

This reminds students to start with the things which will provide the quickest benefit, while 'red' topics are only dealt with if time allows. The concept is similar to the ABC analysis, commonly

used by workers to help priorities. Also, some websites (such as Flash Notes) can be used for additional study materials and may help improve time management and increase motivation.

Self Check Exercise-II

1. Extensive reading belongs to which approaches that share the common idea of independent, voluntary reading:

      A. Free Voluntary Reading   B. Non-Voluntary Reading

      C. Both of the above   D. None of the above

2. A mnemonic is a method of organizing and memorizing information

      A. Organizing and Evaluating   B. Organizing and Memorizing

      C. Evaluating and Memorizing   D. None of the above

3. The Black-Red-Green method (developed through the Royal Literary Fund) helps the student to ensure that every aspect of the question posed has been considered, both exams and essays. True/False

3.10 SUMMARY

Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. Extensive reading is a language teaching procedure where learners are supposed to read large quantities of   material or long texts   for global understanding, the principal goal being obtaining pleasure from the text.

3.11 GLOSSORY

Intensive reading:- Intensive reading is reading which provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.

Extensive reading:- It is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding.

Study Skill:- Study skills or *study strategies* are approaches applied to learning.

3.12 ANSWERS TO SELF CHECK EXERCISE-1

1. B   2. C   3. D   4. True   5. False

ANSWERS TO SELF CHECK EXERCISE-1I

1. A   2. B   3. True

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3.14 TERMINAL QUESTIONS

1. Explain the types of reading.
2. Differentiate between reading aloud and silent reading.
3. Define extensive reading.
4. Discuss different types of study skills in detail.

UNIT-4

WAYS OF DEVELOPING WRITING SKILLS

Structure:

4.0   LEARNING OBJECTIVES:

After studying this lesson, you will be able to:

- Understand different strategies related to writing skills.

- List down the types of writing.

- Describe the meaning and importance of poetry.

- Explain formal and informal writing skills.

4.1   INTRODUCTION

Writing is a medium of human communication which represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech and spoken language. Writing is not a language but a form of technology that developed as tools developed with human society. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols. The result of writing is generally called *text*, and the recipient of the text is called a reader. Motivations for writing include publication, storytelling, correspondence and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems. It is also an important medium of expressing oneself by way of written words as do authors, poets and the like.

Strategies to Enhance Student Writing Skills

Educators can effectively improve students' writing abilities by focusing on four key areas: motivation, instruction, practice, and feedback.

- **Motivation:** Inspiring students to value and pursue strong writing skills.
- **Instruction:** Providing explicit teaching of writing processes and grammatical rules.
- **Practice:** Facilitating regular writing exercises.
- **Feedback:** Offering constructive and specific evaluations of student work.

High motivation fosters student engagement and persistence. Clear instruction on writing techniques and rules provides the necessary foundation. Consistent practice, coupled with targeted feedback, enables students to refine their skills.

Specific Strategies:

Motivation:

1. **Emphasize Importance:** Highlight the significance of good writing for academic success and future careers.

2. **Share Anecdotes:** Illustrate the impact of writing quality with real-life examples (e.g., job application scenarios).

3. **Showcase Exemplary Work:** Read aloud and praise high-quality student writing (with permission).

4. **Promote Progress:** Reassure students that writing improves with practice and that initial struggles are normal.

5. **Model Writing Processes:** Share your personal writing strategies and their benefits.

6. **Recognize Achievement:** Consistently praise excellent or improved writing.

7. **Include Writing Quality in Grading:** Allocate specific points for writing quality in assignment marking criteria.

Instruction:

1. **Observe Writing in Context:** Encourage students to analyze grammar and punctuation in various texts.

2. **Complete Writing Units:** Guide students through structured writing modules.

3. **Utilize Online Resources:** Direct students to helpful writing skills websites.

4. **Differentiate Writing Types:** Explain the existence of fundamental and purpose-specific writing skills.

5. **Provide Rule Handouts:** Distribute reference materials on essential writing rules.

6. **Integrate Grammar Lessons:** Teach specific grammar or punctuation rules in each session.

7. **Address Common Errors:** Explain frequent writing mistakes and their corresponding rules.

8. **Correct and Explain Errors:** Mark errors on student papers and provide explanations of the violated rules.

9. **Promote Rule Mastery:** Encourage students to learn the rules they have broken.

Practice and Feedback:

1. **Peer Review Worksheets:** Use course-related worksheets for writing practice and peer feedback.

2. **Summarize Lectures:** Have students summarize lectures and provide peer critiques.

3. **Improve Poor Sentences:** Provide poorly structured sentences for students to revise and discuss as a class.

4. **Provide Marking Criteria:** Give students grading criteria before they start writing.

4.3   TYPES OF WRITING

Writing serves as a powerful means of communication, enabling individuals to express their thoughts and perspectives. Mastery of different writing styles is highly valued across various professions. Whether crafting letters, reports, emails, or books, clear and concise writing is essential for effective communication.

A strong understanding of different writing styles improves the ability to interpret various texts, such as books, letters, newspapers, and magazines. Writing skills develop through consistent practice and knowledge. The main types of writing include expository, narrative, descriptive, persuasive, and creative, each following a unique format.

The choice of writing style depends on the purpose and target audience. For example, a formal email to a senior manager should use professional language and a direct approach. In contrast, a letter to a friend can have a more relaxed and informal tone.

Broadly, writing falls into two categories: formal and informal. These categories encompass various forms, including poetry, short stories, letters, diaries, notices, articles, reports, dialogues, speeches, and advertisements.

Writing is one of the most effective ways to communicate ideas. Every individual has a unique writing style, and proficiency in different forms allows for better expression of thoughts and viewpoints. Strong writing skills are particularly valuable in many professional fields. Whether drafting a letter, preparing a report, sending an email, or writing a book, it is essential to ensure clarity and conciseness so that readers can easily grasp the intended message.

Recognizing different writing styles also enhances comprehension when reading books, letters, newspapers, or magazines. Good writing comes with practice and understanding. Each writing style has its own format, and selecting the right approach depends on the content and audience. If writing a formal email to a senior manager, professional and concise language is necessary. On the other hand, a casual message to a friend allows for a more informal and relaxed tone.

Overall, writing can be classified into formal and informal styles, covering various formats such as poetry, short stories, letters, diaries, notices, articles, reports, dialogues, speeches, and advertisements.

4.4   POETRY

Poetry is a unique form of language that is crafted in a particular way. While it can include rhyme, rhythm, and meter, these elements are not always necessary. Poetry serves as a medium for sharing experiences, telling stories, or expressing emotions and ideas. Poems are composed in verses, which may be spoken or sung. The structure, rhythm, and choice of words—especially in creating imagery and vivid mental pictures—play a crucial role in poetry. The words in a poem can form patterns of sound, verse, or thought, engaging the audience's imagination and evoking strong visual impressions.

People often turn to poetry when experiencing emotions or events that feel too powerful for ordinary prose, such as love, loss, beauty, joy, fear, or shock. Poetry allows for the capturing, remembering, and processing of intense moments and experiences. Like prose, poetry can take different forms when conveying meaning:

- **Narrative poetry**: A poem that tells a story, typically including an introduction, conflict, climax, and resolution.
- **Lyrical poetry**: A poem that expresses experiences, emotions, thoughts, or ideas without necessarily following a storyline.

Distinctive Characteristics of Poetry

Poetry stands apart from prose through its structure, language, and presentation. Lines are often shorter and uneven in length, frequently arranged in stanzas (verses), sometimes forming unusual visual patterns on the page. The use of white space enhances the impact of its condensed emotions and ideas. Key characteristics of poetry include:

- Most lines do not extend to the right-hand margin of the page.
- Poetry follows a distinctive style of writing.
- It is a deeply personal experience for both the writer and the reader.
- Poetry always contains rhythm.
- Words may be used for sound effects.
- Language is used to create vivid imagery.
- It appeals to both the heart and the mind.
- Poetry relies heavily on imagination.
- It offers fresh and unique ways to express experiences.

- Language in poetry is often concentrated and powerful.

Why Poetry should be taught at the Secondary Level ?

One of the functions of poetry is to help us make sense of ourselves in the world. It follows that it should be an integral part of the education of young people who, particularly in the adolescent years, have such difficulty in making sense of themselves because, as one poet put it, their inner world is centripetal.

The teaching of poetry will develop communicative skills while students are still young and, hence, flexible. Such flexibility, including an openness to the possibility of discovering something new, is of primary importance in both the reader and writer of poetry.

Since it is a reflection of the world and humanity, poetry should be taught as a discipline in its own right, as likely as history, geography or biology to offer a system of revelation.

How Teachers can Cultivate Original Thinking Conducive to the Creation and Understanding of Poetry

We recommend that the teaching of poetry be seen as a participatory experience. Teachers should not insist on one interpretation of a poem, but allow students to take an active role in interpretation. Since it allows little latitude for active participation, the learning of poems by rote is not recommended as a primary method of introducing poetry to young people. As one poet put it, Poetry is the voice, not recitation. This is not to suggest that exposure to the tradition of poetry should't be given a place, since some familiarity with the poetic tradition of a culture is necessary, only that it should not be given first place. One of the effective ways of helping students become more adept in understanding poetry is to encourage them to try their hands at composing it.

The classics of any culture are often thought of as being untouchable. The reinterpretation, including the parody, of classics by students encouraged to try writing their own poems has the curious advantage of bringing them into real proximity with what might previously have seemed remote. The poems to which young people are exposed should be accessible, and of interest to them. They should reflect what it is to be alive today, be seen to be relevant to the modern world. We recommend that the understanding and composing of poetry be most usefully thought of as a form of play, a game with language. Pride of place should be given to the suggestive

power of words. Students should be encouraged to find arresting similes and metaphors. The discovery of likeness between unlike things is at the heart of poetry.

Students should be encouraged to think, as one poet described it, at an angle to the subject. To that end, students should also be encouraged to keep journals in which they make a note of striking images. They should make a note of anything out of the ordinary that occurs to them, including clever phrases, jokes, and unfamiliar turns of phrase. The use of the dictionary is also to be encouraged, since an interest in the nuts and bolts of language is vital to anyone interested in understanding or composing poetry. Students should be encouraged to integrate other art forms into their attempts to compose poetry. Much may be learned from popular music, including rap, as well as painting and film. There is an close relationship between poetry and the musical and visual arts. We strongly recommend the setting up of group activities, including the surrealist method whereby one person begins a poem and another continues it without seeing the previous line. This underscores the sense that poetry is an activity in which the writer gives him- or herself over to the idea of unknowing, as well as that sense of play emphasised by so many poets. It's absolutely vital that students be exposed to contemporary poets in the classroom.

Poetry must be seen as belonging to the living, rather than the safely dead. Poets, particularly those who can connect with adolescents, should be invited into the school on a regular basis. Students should also be encouraged to start poetry clubs, to publish magazines, have poetry recitals. They should feel that they have entrusted themselves to the activity of writing and reading poetry, rather than having it thrust upon them.

4.5   SHORT STORY

Well, it should be short. It must have impact, be meaningful and unforgettable. Usually, the considered length is from 1000 to 5000 words. It can be more than that but then it tends to become long drawn and may fall into the genre of a novella. Many writers believe that an interesting plot makes a short story, but as a genre, the short story is not very different from long fiction. How does Lorrie Moore, the author of several humorous short stories, compare the two? She says, *'A short story is a love affair; a novel is a marriage. A short story is a photograph; a novel is a film .'*As in a novel, a good short story must focus on all the four elements, namely character, plot, setting and language. The distinction is, the short story, being restricted by lesser words, needs a simplified version of these elements.

1. One protagonist; at the most an antagonist, too
2. Have a simple plot; subplots can be the back story
3. A setting that can be described in a few words
4. Use of short sentences, even single words.

The way to make a short story memorable is to build the main character into a three dimensional figure---a real person, whose qualities or fallacies the reader relates to. Other characters can be peripheral and kept two-dimensional. As the story unwinds, this main character must undergo a change. Something must happen to the person. Some kind of insight must make the person either win over the situation or give in to it. Either way, since the reader navigates the twists and turns with the protagonist, empathy builds up to such a degree that nothing can shake the loyalty to the main character. So when the climax peaks, the reader tumbles into depression with the character's downfall or flies with elation at his success. The plot must go through the cycle of a beginning, middle, a climax and end. However, it is best to cut to the chase and get to the nitty-gritty without too much beating around the bush. As, less of the back story and open the first scene as close to the action as possible. This makes for the impact and hooks the reader to read on.

Settings are essential as an environment to elicit compassion for the main character. It also creates atmosphere in the story, such as stormy weather reflects turmoil in the character's mind or in the plot. But, remember to keep the descriptions succinct and short. No way, can you bore the reader by long descriptions. And eventually, we come to the language. Needless to say, as in a longer work of fiction language errors are like hiccoughs. Once your reader leaves the story to get a glass of water, he may not come back to it.

Short sentences, terse comments and exact words will forcefully push forward your story. They are the page turners. Convoluted sentences, full of adjectives and adverbs, usually leave a reader confused about what you want to convey. Dialogues are also a preferred mode to narrative, which may drag and become long-winded. Many writers feel that they must spend time and words, in their stories, on the introduction, to describe the setting or character, give the back story or a perfect sense of time. They get so busy garnishing the meal that they don't notice the reader has rushed out to get a burger.

SELF CHECK EXERCISE-I

1. Writing is one of the good ways of communicating your ideas to others.

True/False

2. A good short story must focus on which elements

A. Character   B. Plot

C. Language   D. All of the above

4.6   LETTER

Letter Types includes:

(a)   Business or official letter (for making enquires, registering complaints, asking for and giving information, placing orders and sending replies.
(b)   Letter to the editor. (giving suggestions on an issue)
(c)   Application for the job.

Key Guidelines for Effective Formal Letter Writing:

- **Format:**
    o   Use the full block format (all elements aligned left).
    o   Maintain consistent spacing between paragraphs (one line).
- **Content and Style:**
    o   Clearly state the purpose of your letter in the opening paragraph and maintain focus.
    o   Provide specific details (e.g., account numbers, reference numbers, dates) to assist the recipient.
    o   When referencing previous correspondence, include relevant details (dates, numbers) and attach copies when possible.
    o   Direct the recipient towards a desired action in a respectful manner.
    o   Maintain a courteous and polite tone, even when expressing strong concerns.
    o   Use simple, direct, and concise language.
    o   Avoid self-introductions, informal expressions, greetings, and contractions.
    o   Do not mix old and new letter formats.
- **Specific Letter Types:**
    o   **Letters to the Editor:**

- Focus on raising awareness of issues, not requesting solutions from the editor.
- Use "yours truly" as the complimentary close.
  - o **Job Application Letters:**
    - Include your Curriculum Vitae (CV), Bio-data, or Resume as an enclosure, not within the letter body.

A formal letter has the following parts.

- Sender's Address
- Date
- Addressee's address
- Salutation
- Subject
- Body of the letter (content) (preferably in three or four paragraphs)
- Complementary ending
- Sender's signature & name

Format

Sender's address

Date

Addressee's address

Dear Sir/Mam

Subject:
....
....

<div align="center">

Body of the letter

</div>

Your's faithfully / sincerely

Signature

Name

(i) Letter to the Editor (a letter to the editor could be written to :)

- Express an opinion
- Complaint against a social problem
- Refer to the situation/viewpoint that you wish to highlight
- If it is a social problem the three major areas to be included are-

    – causes of the problem
    – effects of the problem
    – solutions to the problem

- conclude politely

Sample:

Q. Write letter to the Editor of a newspaper suggesting how the problem of begging can be ended. You are Sumit of Civil Lines, Kanpur

Civil Lines
Kanpur
20th January '2011

The Editor

The Hindustan Times

New Delhi

Subject: Regarding the problem of begging & how it can be ended.

Sir,

I shall feel obliged if you kindly public the following few lines 'Letters to the Editor' column of your esteemed paper.

Some beggars, no doubt, deserve our sympathy. They are handicapped. They are unable to earn their living. But the pity is that most of the beggars are able-bodied. Begging has become a profession for them. They find it the easiest way to earn their living. Some of them are criminals. They beg only to hide their crimes. This large-scales begging is a slur on the fair name of our country.

Begging should be abolished by law. It should be made a punishable offence. The government should open asylums for those beggars who are really helpless. Able-bodied beggars should forced to work. If they go without work, they must also go without food. We should have no sympathy for such impostors. We should not encourage them by giving alms. People can thus play a big role in ending this evil.

Yours faithfully

Sumit

4.7   NOTICE

A notice is an art in which we provide maximum information by using minimum words. It should be exact, precise, simple, clear and comprehensive so that the reader can understand it easily. While drafting a notice, the following steps should be kept in mind:

- **Format**
- **Content**
- **Expression**

Format for a Notice

Points	**Notice** **Address** **Heading** **Date:** ………………**Content of the notice**…………………… ……………………………………………………………… **Signature of the issuing authority** **Designation**	**Important to remember** **Limit:** 50 words max. **Header:** "NOTICE" at top. **Issuer:** School/Org name &
☐		
☐		
the		
☐		

location.

- ☐ **Title:** Clear, relevant heading.
- ☐ **Date:** Issue date.
- ☐ **Audience:** Specify the target group.
- ☐ **Objective:** State the notice's purpose.
- ☐ **Details:** Date, time, venue.
- ☐ **Contact:** Person for info.

**Put the notice in a box.

Sample:

Write a notice of an excursion tour to Goa. You are, Sumit the Secretary of Air Force Public School, Mathura.

<div style="border:1px solid black; padding:1em;">

Notice

Air Force Public School

An Excursion Tour to Goa

20th Dec'2010

The Students Council of our school has organized a week educational tour to Goaduring the autumn break for senior students. The touring party will leave the campus on 30th December and will return on 06th January 2011 in the evening by 4.00 p.m. Interested students may deposit Rs. 500 as tour expenses with a consent letter from their parents within five days in school office.

Sumit

Secretary

</div>

4.8   ARTICLE

1.   Title/Heading
2.   Name of writer // under the title, towards the right.
3.   Introduction
4.   Exposition
5.   Suggestions
6.   Conclusion

Key Points to Remember:

- Choose a title that grabs the reader's attention.
- Start with a compelling opening sentence that engages the audience and sparks interest in the topic.
- Present a well-structured argument, supporting your ideas with evidence or detailed explanations.
- Use transition words (e.g., however, therefore, although, even though, in order to) to create a smooth and cohesive flow.
- Begin each new paragraph with a fresh point to reinforce your argument.
- Expand on your ideas thoroughly to make them engaging and meaningful.
- Conclude with your most impactful point to leave a lasting impression.
- Incorporate passive voice, humor, emotive language, and rhetorical questions to achieve a specific effect.

Sample

Discrimination Of Women

This sample text is a powerful commentary on the pervasive discrimination against women in society. It highlights the contradiction of women being "worshipped" while facing widespread discrimination. It covers discrimination from pre-birth (female feticide) to various stages of life. Examples: Female feticide shows the devaluation of the girl child, Denial of education limits opportunities, Dowry system creates financial burdens and leads to harassment, In-law harassment drives women to suicide and Restricted freedom Even in "enlightened" homes. Workplace abuse: Physical, verbal, and professional discrimination. Social evils: Dowry deaths, honor killings, and human trafficking.

Education and financial independence are key factors in empowering women to stand up for their rights. An educated society also has a duty to support this cause. Enacting and enforcing effective laws, raising

awareness, and ensuring strict punishment for offenders will undoubtedly lead to positive change. Rather than merely worshipping women, they should be allowed to lead fulfilling lives. Let us live, let her live, and work together to create a more progressive and developed society.

4.9   REPORT WRITING: FORMAL

A formal report requires a structured approach. Here's a concise breakdown:

1. **Title Page:**
   - Report title, recipient, author, and submission date.
2. **Abstract:**
   - 100-200 words summarizing:
     - Purpose (problem/question).
     - Methodology.
     - Key findings.
     - Significance.
   - Single paragraph, centered "ABSTRACT" heading.
3. **Table of Contents:**
   - Page numbers for sections, figures, and tables.
4. **Introduction:**
   - Background: Context and necessity.
   - Purpose: Objectives and authorization.
   - Scope: Limitations (cost, time).
5. **Body:**
   - Answers: Who, why, where, when, what, how.
   - Presents evidence to support conclusions.
6. **Conclusion:**
   - Brief, prioritized findings.
   - No new information or speculation.
7. **Recommendations:**
   - Actionable steps based on conclusions.
   - Prioritized, may be in point form.

4.10   DIALOGUE

Dialogue is a written or spoken conversational exchange between two or more people, and a literary and theatrical form that depicts such an exchange. 'Dialogue' comes from the Greek word *dialogos* . '*Logos'* means 'the word', or in our case we would think of 'the meaning of the word'. And '*dia'* means through'—it doesn't mean 'two'.... The picture or image that this derivation suggests is of e*steem* of the meaning flowing among and through and between us. This will make possible a flow of meaning in the whole group, out of which may emerge some new understanding.

It's something new, which may not have been in starting point at all. It's something creative. And this shared meaning is the glue or cement that holds people and societies together.The object of a dialogue is not to analyze things, or to win an argument, or to exchange opinions. Rather, it is to suspend your opinions and to look at the opinions—to listen to everybody's opinions, to suspend them, and to see what all that means.... We can just simply share the appreciation of the meanings, and out of this whole thing, truth emerges unannounced—not that we have chosen it.

Everything can move between us. Each person is participating, is partaking of the whole meaning of the group and also taking part in it. We can call that a true dialogue. Dialogue is a conversation in which individual think together in relationship. Thinking together implies that you no longer take your own position as final. Dialogue is focused conversation, engaged in intentionally with the goal of increasing understanding, addressing problems, and questioning thoughts and actions. It engages the heart as well as the mind. It is different from ordinary, everyday conversation in that dialogue has a focus and a purpose.... Dialogue, unlike debate or even discussion, is as interested in the relationship(s) between the participants as it is in the topic or theme being explored. Ultimately, real dialogue presupposes an openness to modify deeply held convictions

4.11   SPEECH

1. Salutation

2. Content

(i) Introduction

(ii) Body

(iii) Conclusion

3. Thank You.

Important Points to remember:

- **Formal Start:** Address guests, speakers, and audience.
- **Engaging Tone:** Use conversational style, questions, and interactive phrases.
- **Strong Introduction:** Catchy opening with anecdotes, quotes, data, or questions.
- **Clear Topic:** Briefly introduce your subject.
- **Supporting Data:** Use evidence to build credibility.
- **Purpose & Audience:** Know your goal and who you're speaking to.
- **Style:** Employ originality, strong language, humor, and strategic repetition.
- **Concise Conclusion:** End with a memorable, impactful statement.
- **Sentence Structure:** Keep sentences short (under 12 words).
- **No Title:** Speeches are delivered, not titled.
- **Simple Language:** Avoid jargon and abstract phrases.

Sample

Dear Friends,

Good morning to everyone.

We have gathered here today for a noble cause—our mission to eradicate illiteracy. The National Literacy Mission envisions an India where education reaches every citizen. Together, we will work towards this goal.

Most of the learners in our program are adults with rich life experiences. Therefore, our teaching strategies will be exploratory and interactive. Teaching and learning will go hand in hand, and we must respect their experience, wisdom, and maturity in every discussion. Encouraging open and honest expression of thoughts is essential.

Our primary objective is to make adult learners literate and cultivate in them a love for reading, writing, and basic arithmetic. Helping them perform simple calculations with confidence is a crucial step. Additionally, we must focus on health awareness and job-related challenges. Only by

building a strong foundation of trust and confidence can we guide them toward understanding their civil rights, responsibilities, privileges, and obligations.

As they gain confidence in their abilities, we should introduce them to broader social concerns such as environmental protection, population control, and employment opportunities.

In short, let us commit ourselves to making dedicated efforts to achieve these important goals.

Thank you.

4.12   ADVERTISEMENT

Advertising is a type of communication in which people promote or persuade customers to utilize their services. There are two types of advertisements:

(i) Classified

- Personal purpose

- Categorized in separate columns
- Occupy less space
- More economical
- Written in short phrases and words,
- Language should be simple, concise and compact
- Give title and contact address

(ii) Non Classified or Display

- Commercial purpose
- Occupy more space
- Visually attractive
- With catchy slogans
- Varying font size or shape
- (language-colorful)
- Lucid and appealing overall arrangement

Classified ads are called classified ads because they are classified into different type of categories depending on their functions. Classified advertisements are advertisements used by the general masses to promote or use services. They are generally **text-based ads** where newspaper agencies generally charge on the number of words used. So, you can very well imagine that there is no place for the precise English sentences **here** and the only concern is to get things noticed with as minimum words as possible.

Classified Advertisements *are covered under different headings:*

– Situation vacant/situation wanted

– Sale and purchase of Property/vehicles/Household Goods etc.

– Missing persons/Pet animals.

– Lost and Found

– Travels and Tours/Packers and Movers.

– Educational Institution/Language course/Hobby classes.

– Matrimonial / Alliance.

– Change in name

Points to Remember:

• Keep Heading — Situation Vacant / Wanted
• Begin with 'Wanted' or 'Required'.
• Mention name of the employee with address.
• Mention the no. of posts lying vacant/name of the post.
• Mention required age limit and qualification (educational and professional). Skills, personality and minimum experience required.
• Pay scale and perks of post concerned
• Mode of Applying and whom to apply
• Time limit for submission of application

- Contact address and Ph. No.

Example:

<div style="border:1px solid;">

SALE

Hurry !

 Up to 50% discount

Shoes & slippers

Rush----------------------today

TATA FOOTWEAR

GLORY Market- JAIPUR

</div>

SELF CHECK EXERCISE-II

1. Dialogue is a written or spoken conversational exchange between two or more people. True/False

2. A notice is an art in which we provide maximum information by using maximum words. True/False

3. Which one is not part of a formal letter;

A. Sender's Address   B. Date

C. Heading   D. Subject

4.13 SUMMARY

Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems. It is also an important medium of

expressing oneself by way of written words as do authors, poets and the like. Motivations for writing include Poem, publication, storytelling, correspondence and diary.

4.14 GLOSSORY

Notice: A notice is an art in which we provide maximum information by using minimum words.

Dialogue: Dialogue is a written or spoken conversational exchange between two or more people, and a literary and theatrical form that depicts such an exchange.

4.15 ANSWER TO SELF CHECK EXCERCISES-1

1. True   2. D

ANSWER TO SELF CHECK EXCERCISES-1I

1. True   2. False   3. C

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4.17 TERMINAL QUESTIONS

1. Explain the Strategies to improve students writing skills.

2. What are the important points to remember while writing a letter?

3. While drafting a notice, which steps should be kept in mind?

UNIT- 5

PEDAGOGIES OF READING AND WRITING: MODELS OF TEACHING

Structure:

5.0 LEARNING OBJECTIVES

After studying this lesson, you will be able to :

- Understand the main characteristics and fundamental elements of some models of teaching.

- Elaborate your conceptions about some of the modern teaching models.

- Critically discuss the Basic Teaching model, Advance Organizer model and Concept Attainment Model.

5.1   INTRODUCTION

Teaching is a structured system comprising various activities and processes. It is both goal-oriented and influence-driven, aiming primarily to facilitate and enhance student learning. While no standalone theory of teaching has been systematically developed and applied in classrooms or distance learning, experts have sought to create teaching models based on different learning theories to ensure both quality and effectiveness in student learning.

Since numerous learning theories exist, there are multiple models of teaching rather than a single approach. Experience has shown that when teachers clearly understand and apply these models in their professional practice, their level of professionalism improves. Ultimately, this enables educators to develop their own unique teaching models, fostering creativity in the teaching community. In this unit, we will explore key features of some widely used teaching models that can be effectively applied in various learning-teaching environments.

5.2   MODELS OF TEACHING

The core of the process of teaching is arrangement of environments within which the students can interact. A model is a plan or pattern that we can use to design face to face teaching in class room. Each model guides us as we design instruction to help students achieve various objectives. According to Bruce Joyce and Martha Weil. "A model of teaching is a plan or program that can be used to shape curriculum (long-term courses of students), to design instructional materials and to guide instruction in the classroom and other settings". It tells us how to systematically create learning environment". A model of teaching consists of guidelines for designing learning environment.

5.3   Functions of a Teaching Model

A key question that arises is: Why should we develop a teaching model, and how does it benefit teachers in the classroom teaching-learning process? There are several important reasons, including:

1. **Guidance:** A teaching model provides a structured instructional framework to help teachers achieve educational goals effectively. It offers a comprehensive design that ensures the objectives of a course are met. Since teaching is a scientific, controlled, and goal-oriented process, a teaching model guides both teachers and students toward successful learning outcomes.
2. **Curriculum Development:** Teaching models play a crucial role in designing curricula for various courses across different levels of education. They ensure that the curriculum is functionally delivered by educators in a structured and effective manner.
3. **Instructional Material Specification:** A teaching model outlines in detail the types of instructional materials that should be used. These materials help teachers bring about meaningful and positive changes in students' learning and overall development.
4. **Enhancing Teaching Effectiveness:** Teaching models contribute to improving the teaching-learning process in a systematic and scientific manner. They help refine teaching strategies, making the learning experience more effective.

Additionally, teaching models serve other specific purposes, such as:

- Providing a structured approach to teaching activities.
- Defining behavioral criteria to assess student performance.
- Offering methods to evaluate learning outcomes for further improvements.
- Helping teachers modify their teaching techniques based on scientific principles.
- Supporting teacher development programs to enhance professional skills.

By integrating teaching models into practice, educators can enhance both their own effectiveness and student learning experiences.

5.4   ELEMENTS OF A MODEL OF TEACHING

A model of Teaching generally consists of the following elements:

1. A Focus

2. A Syntax

3. A Social System

4. A Support System

Model of teaching has two other elements: principles of reactions, and instructional and nurturance effects. These elements of models of teaching are :

1. **Focus:**

- The model's core concept, guiding its design.
- Defines objectives and environmental considerations.
- Central aim or explicit goal.

2. **Syntax:**

- The model's action sequence, or "phasing."
- Structured stages of activities within the learning environment.

3.**Social System:**

- Teacher-student roles and relationships (authority, hierarchy).
- Norms and reward systems for student behavior.
- Determines teacher-centered vs. learner-centered instruction.

4. **Support System:**

- Resources needed to implement the model (e.g., AV aids, programmed texts).
- Facilities beyond basic skills and technical resources.
- Supports the focus and syntax.

Instructional and Nurturing Effects:

- **Instructional:** Direct, intended outcomes from content and skills.
- **Nurturing:** Implicit, indirect effects from the learning environment.
- Aim for models with strong instructional effects and substantial nurturing effects.

5.5   FAMILIES OF MODELS OF TEACHING

Experts, particularly Joyce and Weil, conducted extensive research to identify effective teaching models. They found that these models are developed based on practical experience, empirical studies, theories, insights, and the observations of educators, researchers, and practitioners. As a result, they categorized teaching models into four distinct families, each reflecting a unique perspective on learning and instructional strategies. The four families of teaching models are:

1. **Information Processing Family:** Focuses on developing students' cognitive abilities by enhancing their capacity to gather, process, and organize information.
2. **Social Interaction Family:** Emphasizes collaborative learning and interpersonal skills by engaging students in group discussions, cooperative tasks, and social experiences.
3. **Personal Development Family:** Aims to foster self-awareness, emotional growth, and individual learning by encouraging personal exploration and creativity.
4. **Behavioral Systems Family:** Based on principles of behaviorism, this family focuses on structured learning, reinforcement techniques, and observable changes in behavior.

Each family of teaching models represents a distinct approach to instruction, helping educators select the most suitable strategies for their students' learning needs.

SELF CHECK EXERCISE-I

1. A model of Teaching generally consists of the :

A. A Focus and A Syntax   B. A Social system.

C. A Support system.   D. All of the above

2. Which one is not the function of a model of teaching

A. Guidance   B. Developing Curriculum

C. Specification of limited content   D. Improving in teaching

3. Syntax is sequence of steps of activities involved in the organization of the complete programme of teaching.   True/False

5.6 Concept Attainment Model of Teaching

The **Concept Attainment Model** belongs to the **Information Processing Family** of teaching models. It was developed based on the work of **Jerome Bruner, Goodnow, and Austin**, whose research in *A Study of Thinking* explored how individuals acquire concepts. This model is designed to help students grasp new concepts effectively.

Types of Concept Attainment Models

Three variations of the Concept Attainment Model have been developed:

1. **Reception Model:** A structured approach where students are directly taught the elements of a concept and how to apply them.
2. **Selection Model (Concept Attainment Game):** Students take an active role in identifying concepts through inquiry and hypothesis testing.
3. **Unorganized Data Analysis Model:** This variation applies concept attainment to real-life situations using unstructured data.

Educational Objectives of the Concept Attainment Model

1. **To acquire new concepts.**
2. **To refine and clarify known concepts.**
3. **To develop awareness of thinking strategies.**
4. **To understand the nature of conceptual activity.**

Specific Learning Outcomes

- Recognizing examples correctly.
- Generating new examples.
- Identifying examples from books or other sources.
- Stating the attributes of a concept.

Syntax of Concept Attainment Models

Selection Model

Phase 1: Presentation of Data and Identification of Concept Attributes

- The teacher presents unlabeled examples.
- Students ask whether given examples are positive or negative.
- Students generate and test hypotheses.

Phase 2: Testing Concept Attainment

- Students identify additional unlabeled examples.
- Students generate their own examples.
- The teacher confirms hypotheses, names the concept, and provides a definition based on essential attributes.

Phase 3: Analyzing the Thinking Strategy

- Students describe their thought process.
- Students discuss the type and number of hypotheses they used.

Reception Model

Phase 1: Presentation of Data and Concept Identification

- The teacher provides labeled examples (both positive and negative).
- Students compare the attributes of positive and negative examples.
- Students form and test hypotheses.
- Students name the concept and define it.

Phase 2: Testing Concept Attainment

- Students classify additional unlabeled examples as "yes" or "no."
- The teacher confirms hypotheses, names the concept, and explains the definition based on key attributes.
- Students generate their own examples.

Phase 3: Analyzing Thinking Strategies

- Students reflect on their thought process.
- Students evaluate their use of hypotheses and attribute identification.

- Students assess the effectiveness of their strategies.

Key Elements of the Concept Attainment Model

Principles of Reaction

- Initially, support students' hypotheses and later focus on analyzing their strategies.
- Encourage diverse thinking strategies and approaches.

Social System

- **Reception Model:** The teacher controls the selection of examples while students analyze them.
- **Selection Model:** Students have control over selecting examples and testing their hypotheses.

Support System

- The model relies on **pre-designed instructional materials** with clearly identified positive and negative examples.

Critical Features

- The teacher plays an analytical role in guiding students.
- Learning materials are designed to embed concepts effectively.
- Focuses on **attaining** concepts rather than **inventing** them.
- Encourages hypothesis formulation and gradual refinement.
- Can be applied across **various subjects and curricula**.

Limitations of the Concept Attainment Model

- Lacks emphasis on social interaction and collaborative learning.
- May not be suitable for expository teaching methods.

Implications for Teachers

- Enhances instructional systems by encouraging **active learning**.

- Useful across multiple subjects, including **language, mathematics, science, and social sciences**.
- Promotes deep content exploration and analytical thinking.

Application of the Model

1. **Language Teaching:**
o Particularly useful for teaching **grammar** by helping students classify grammatical structures based on examples.
2. **Science Education:**
o Bruner's **concept learning strategies** can be applied in **science education**.
o Discovery and inquiry-based learning approaches help students experience real-world scientific classification.
o Example: Encouraging students to classify **plants and animals** based on common attributes, allowing them to develop their own classification system.

By incorporating the Concept Attainment Model into classroom instruction, educators can foster **critical thinking, concept understanding, and independent learning** among students.

5.7 BASIC TEACHING MODEL OF GLASER

The **Basic Teaching Model**, developed by **Robert Glaser in 1962**, is termed "basic" because it systematically explains the teaching process by breaking it down into four fundamental components: **Instructional Objectives, Entering Behavior, Instructional Procedures, and Performance Assessment**. These components interact with and influence one another, forming the core structure of effective teaching.

Components of the Teaching Process in Glaser's Model

1. **Instructional Objectives:**
o Clearly defined learning goals that students should achieve after instruction.
o Often based on **Bloom's Taxonomy** to ensure structured learning outcomes.
2. **Entering Behavior:**

- o Represents the **prior knowledge, skills, and abilities** of students before instruction.
- o Plays a crucial role in **planning effective teaching strategies**.

3. **Instructional Procedures:**
- o Encompasses **teaching methods, strategies, and teacher-student interactions**.
- o Designed based on **instructional objectives and students' entering behavior**.

4. **Performance Assessment:**
- o Evaluates whether students have **achieved the learning objectives** through various means such as **tests and observations**.
- o Provides **feedback** to refine and improve all elements of the teaching process.

Feedback Loops in the Basic Teaching Model

Glaser's model incorporates **feedback loops**, ensuring continuous improvement by connecting **performance assessment** with each of the earlier components. If learning outcomes are not met, adjustments can be made to instructional objectives, strategies, or assessments to bridge gaps in student understanding.

Description of Glaser's Basic Teaching Model
Key Elements of the Model:

- **Focus:**
- o Highlights the essential **processes and activities** within the teaching-learning framework.
- o Emphasizes the **sequence** of instructional steps for effective teaching.
- **Syntax (Flow of Activities):**
- o Establish **learning objectives** in alignment with **Bloom's Taxonomy**.
- o Assess **students' entry behavior** to determine their prior knowledge.
- o Implement **instructional procedures** tailored to student needs.
- o Conduct **performance assessment** to measure learning outcomes.

Principles of Reaction:

1. **Principle of Interdependence**
- o Student responses must be analyzed within the **context of interaction, learning process, and assessment**.

2. **Principle of Active Involvement**
- o The model requires **active engagement** from the teacher.

- o Teachers must **identify students' potential and challenges** to guide them effectively.
3. **Principle of Follow-Up**
- o If learning outcomes do not meet expectations, **gaps and deficiencies** must be identified and addressed with corrective actions.

Other Essential Components of the Model

- **Social System:**
- o The model's success depends on the teacher's **skills and competencies**, including **objective formulation, strategy implementation, and evaluation techniques**.
- **Support System:**
- o To be effective, the model requires:
- ▪ **Adequate pre-service and in-service teacher training** to develop necessary competencies.
- ▪ **A conducive teaching-learning environment** that supports effective instruction.
- ▪ **Appropriate evaluation tools** for assessing both **initial (entry) and final (terminal) student performance**.

Applicability of Glaser's Model

Due to its **systematic and structured approach**, this model is applicable to **various teaching-learning scenarios**. It highlights the importance of **decision-making and instructional planning**, emphasizing **teacher competence** over personality. While it acknowledges **personal interaction between teachers and students**, it also recognizes that **many instructional decisions can be made without direct personal contact**.

Overall, Glaser's Basic Teaching Model provides a **clear and effective framework** for structuring instruction, ensuring meaningful learning experiences, and continuously refining teaching methods through feedback and assessment.

5.8   THE FIVE ESSENTIAL COMPONENTS OF READING

Most current developmental textbooks that address the topic of reading in children emphasize the importance of phonological awareness for early reading (e.g., Bee, 2000; Feldman, 2004). However, the extent to which phonological awareness is associated with reading development likely depends on the language in which it occurs and the script to which it is linked as well as the

developmental level of the child. Reading is a complex process involving five interconnected areas: phonics, phonemic awareness, vocabulary, fluency, and comprehension.

1. **Phonics:**
   - Connects sounds to letter symbols, forming words.
   - Various approaches: synthetic (sound-to-word), analytic (word-to-sound), analogy, and phonics through spelling.

2. **Phonemic Awareness:**
   - Understands that words are made of phonemes (sound units).
   - Focuses on spoken sounds, not written letters.
   - Methods: phoneme isolation, segmentation, identification, and blending.

3. **Vocabulary:**
   - Knowing word meanings, both spoken and written.
   - Learned through explicit instruction (definitions) and context clues (text hints).

4. **Fluency:**
   - Reading with speed, accuracy, and expression.
   - Essential for comprehension; enables readers to grasp overall meaning.

5. **Reading Comprehension:**
   - Understanding the text's meaning.
   - Combines all other components and requires general thinking skills.
   - Involves active engagement, questioning, and summarizing.

Self Check Excericse-II

1. . The Concept Attainment Model was developed by:

A. Jerome Bruner   B. Marshal Weil

C. Emily Calhoun   D. R. Joyce

2. Which one is not the component of Basic Model of Teaching

A. Instructional Objectives   B. Entering Behavior

C. Learning Experiences   D. Performance assessment.

3. Basic model of teaching was given by:

A. Jerome Bruner   B. R.Joyce

C. Robert Glaser   D. Marshal Weil

5.9 SUMMARY

Teaching is goal-oriented as well influence-oriental family of activities. The core of the process of teaching is the arrangement of environments within which the students can interact. A model of teaching is a plan or pattern that we can use to design face to face teaching in class room. A model of Teaching generally consists of the following elements: Focus, Syntax, Social system and Support system.

5.10 GLOSSORY

Fluency: Fluency is a reader's ability to read with speed, accuracy and expression.

5.11 Answer to Self Check Exercise-I

1. D 2. C 3. True

Answer to Self Check Exercise-II

1. A 2. C 3. C

5.12 SUGGESTED READINGS

Bloom, Taxonomy of Educational Objectives: The Classification of Educational Goals, 1956.

Joyce, B. and M. Weil (1997) : Models of Teaching, New Delhi, Prentice-Hall of India.

Passsi, Singh, and Sansanwal (1991), Models of Teaching, New Delhi, NCERT.

Robert, L. Ebel and David, A. Frisble (1991). Essentials of Educational Measurement, New Delhi, Prentice-Hall.

5.13   TERMINAL QUESTIONS

1.   What is the pedagogical importance of models of teaching?

2.   Do the models of teaching imply theories of teaching? Explain.

3.   Write down the main components of Glaser's Model of Teaching.

4.   Mention application of Glaser's Model of Teaching in Classroom Teaching.

UNIT- 6

INSTRUCTIONAL APPROACHES FOR DEVELOPING STUDENTS CONCEPT OF GRAMMAR, PUNCTUATION, SPELLING AND HANDWRITING

STRUCTURE

6.0   Learning objectives

6.1   Introduction

6.2   Instructional approaches for teaching grammar

6.3   Strategies to develop and strengthen students' punctuation

Self Check Exercise-I

6.4   Effective spelling instructions: helping students develop spelling skills

     6.4.1 Recommendations for effective spelling instruction

6.5   Strategies to help students improve their writing skills

Self Check Exercise-II

6.6   Summary

6.7   Glossary

6.8   Answer to Self Check Exercises

6.9   Suggested Readings

6.10   Terminal Questions

6.0   LEARNING OBJECTIVES

After studying this lesson, you will be able to:

–   Understand different instructional approaches for teaching grammar

–   Know different strategies to develop and strengthen students' punctuation

- Understand effective spelling instructions for helping students to develop spelling skills

- Know different strategies to help students improve their writing skills

6.1 INTRODUCTION

Looking for equilibrium between the linguistic and the functional competences presupposes the teaching of grammar and vocabulary using approaches, strategies and techniques that would eventually lead to language development for the sake of meaningful interaction. No one could ignore the importance of grammar in a language class, but grammar no longer occupies a solitary position as it takes a new path of interaction with discourse, meaning and social function. All language learners make mistakes. If mistakes occur it is important to pay attention to their type and reason why they have occurred. It is also important to analyse different ways to prevent mistakes. Errors may emerge at the level of single words (e.g. in orthography where affixes, vowel and consonant clusters and inflected forms play an important role). As to the sentence level the problems related to the sequence of words and punctuation marks, and linking simple sentences into compound sentences are the most frequent ones. Discourse mistakes are caused by errors made while connecting sentences and associating them with the rest of the text. The vast majority of the spelling occurs in real life applications to achieve communication objectives. The goal of spelling instruction should not be temporary memorization of words but rather the development of skills to be able to correctly represent our written language.

6.2 INSTRUCTIONAL APPROACHES FOR TEACHING GRAMMAR

Many teachers understand Grammar is a set of rules that explores the forms and structures of sentences that can be used in a language. There are two important concepts related to grammar: morphology that studies the formation of words, their structure and relationships between them, and syntax that studies the structure of sentences, relations between sentence units, the internal structure of phrases and relations between them that gives meaning to sentences.
A new semantic function though, has gained ample ground and has become actually an integral part of grammar instruction. This new function has been reached through a combination of two approaches: *deductive and inductive.* When the focus is mainly on a teaching that is based on accuracy, students could possess a declarative knowledge that would enable them to speak amply about the rules of the language without being able to use the language to interact through speaking or writing.

This cognitive standpoint forwards the fact that language is largely rule-governed and teaching grammar is done through a traditional way that centers accuracy to the detriment of fluency. This explicit instruction is also teacher-centered as the rules and their explanations are provided by teachers. Traditional teachers often focus on grammatical rules rather than meaning when teaching a grammatical structure as they believe that learning a foreign language is about learning to master its linguistic system and if students know the grammar rules, they will be able to communicate in the language.

Grammatical correctness of language use becomes topical when children go to where different strategies are used to teach languages. The choice of the strategies is found to be dependent on student's learning motivation, self-esteem and individual. The choice of the appropriate strategy has been found to ensure success in further language learning as it helps to learn a language more effectively.

According to several authors' effective language teaching strategies support the instructional goals, involve students in the process of learning and develop their problem resolving skills. Inductive teaching and different forms of group-works are suitable for these purposes. The choice of teaching strategies also depends on the previous teaching experience. Studies have shown that more experienced teachers use a more deductive approach, i.e. traditional teaching strategies. Less experienced teachers are not as aware and they tend to prefer integrated strategies.

Language rules are often complicated and their interpretations may be contradictory. In the case of deductive teaching, which has prevailed for a long time in teaching grammar, rules are presented in a ready-made form. In the case of inductive teaching language rules are derived from the context. In other words, an inductive approach is based on examples and discovery, while a deductive approach is based on rules. The question is how much attention should be paid in language teaching to learning rules and how much room should be left for discovering them by students.

Deductive teaching of grammar has lately received quite a lot of negative. A typical lesson following that approach starts with explaining the rule which is followed by practicing exercises. During the completion of exercises the focus is mainly on reading and writing, while self-expression may be completely neglected. Besides, if the lesson is started with grammar it may cause certain unwillingness in pupils, especially in younger ones. This sort of teaching embeds the idea that language learning is based only on remembering rules. The positive aspect of the method is that it saves time. Teacher's explanations,

independent work and subsequent checks are effective methods for learning facts and developing basic skills. This sort of teaching has been found suitable for many students.

Inductive teaching of grammar means that the students have no previous knowledge of a rule and they learn it by studying examples of it. The learning process is almost hidden as students are reading the text which includes the grammar form to be learnt but their attention is focused on the text or activity and not on the grammar. Inductive teaching means that a teacher helps a student to learn and practice the language but does not emphasise the grammar. Students use the language in its natural context and acquire it subconsciously. The weakness of the inductive teaching method lies in the fact that formulating a rule takes a lot of time and there is little time left for exercising it.

Besides, a pupil may interpret the rule wrongly by extending it to examples to which it does not apply or sometimes it is impossible to formulate the rule on the basis of example. Inductive teaching is found to be difficult for students who value definite concepts and who are not very creative. However, teaching on the basis of examples develops skills necessary for the ability of expression and communication. Besides, it has been found that if the students formulate a rule by themselves they will remember it better and it has greater meaning for them. During intellectual efforts cognitive abilities prevail which ensures better remembering.

Drills and rote learning are favored to meaningful input, and exposure to content is thought to be too hard as long as students don't master the grammar rules. In addition, the overuse of error correction could destabilize students' self-confidence and by the same way hinder learning achievements. This kind of procedure disregards the implicit grammar instruction highly praised by the inductive method that favors an exposure of students to the grammar point in different contexts that could allow them to use procedural knowledge to find out about the rules by themselves. This dynamic rule construction might be more operational although a combination of both approaches would be far more effective. Learners need opportunities to both encounter and produce structures that have been introduced either explicitly through the grammar lesson, or implicitly through frequent exposure.

The grammar teaching strategies that a teacher should opt for have to take into account a certain number of variables such as the level of students, their interests and their learning styles. The curriculum caters for the level of the students as textbooks are designed for each level but the interests and learning styles of students are completely neglected. It is up to the teacher to find out ways to design an interesting content through which a grammar point could be taught taking into consideration the fore mentioned variables. Besides, although most grammar lessons are designed to be taught

inductively, only one means is used: throughout the whole textbooks, there are only reading texts where the target structure is contextualized. Students whose learning styles are visual, kinesthetic or auditory could experience a lot of hardships understanding the target structures if the teacher does not supplement the textbook grammar materials.

6.3   STRATEGIES TO DEVELOP AND STRENGTHEN STUDENTS' PUNCTUATION

Strategies for Developing and Strengthening Students' Punctuation Skills

To help students grasp punctuation effectively, it's essential for them to first understand basic sentence structure. Punctuation acts as a tool to connect different parts of a sentence.

Sentence: A simple sentence, or independent clause, consists of a subject, verb, and a complete thought. For instance, "I drive" is a grammatically correct sentence, with "I" as the subject, "drive" as the verb, and the complete idea that the speaker drives, either habitually or as a skill.

Dependent Clause: A dependent clause includes a subject and a verb but does not convey a complete idea, and therefore cannot stand alone. For example, "Because I drive" is not a complete sentence; it's a dependent clause. If a student ends this with a period, it would be marked as a fragment (F).

Dependent clauses need to be joined with independent clauses. If the dependent clause comes first, a comma should be used:

- "Because I drive, I have car insurance." However, if the dependent clause comes second, no comma is necessary:
- "I have car insurance because I drive."

At this point, it's also important to introduce students to run-ons, which occur when two or more independent clauses are incorrectly joined without the proper punctuation. For example:

- "I drive I have a car and I like it a lot." This can be revised using periods and commas:
- "I drive. I have a car, and I like it a lot." Or, for more advanced students familiar with semicolons:
- "I drive; I have a car, and I like it a lot."

Once basic sentence structure is covered and students begin to understand it, punctuation can be explored in more depth. A useful strategy is to provide students with a handout that includes the name, definition, function, and an example of each punctuation mark. This approach highlights the systematic nature of punctuation, helping students to recognize that it follows logical and consistent rules.

Punctuation Marks:

- **, = Comma:** Used to separate two independent clauses with a conjunction or to separate items in a list.
    - "I have studied on this campus for three years, and I have learned a lot."
    - "This semester, I am taking Spanish, Algebra, and English."
- **; = Semicolon:** Used to separate two independent clauses.
    - "I have taught here for ten years; I like the campus very much."
- **: = Colon:** Used after an independent clause to introduce a list.
    - "On the day of the final, please bring the following items: a pen, a pencil, an eraser, and an exam book."
- **. = Period:** Used at the end of a sentence.
    - "Ram is returning to India for the winter break."

By presenting students with the major punctuation marks, their names, definitions, and examples, they begin to see that punctuation is part of a consistent system with logical rules. There are some strategies to help develop and strengthen students' punctuation skills:

- Encourage students to complete tasks that require the correct use of punctuation. Let them practice identifying and correcting punctuation errors.
- Display a list of punctuation rules on the classroom wall. Some students might prefer creating their own list to keep at their desk for easy reference while writing or revising.
- Provide opportunities for students to practice punctuation both through writing and computer-based activities. Use games that focus on correct punctuation usage.
- Use excerpts from students' favorite books, magazines, or newspapers. Highlight or circle the punctuation marks and have students discuss why the author used each one.
- Give students a list or paragraph of sentences and have them determine which punctuation marks should be used. You can use sentences from books, magazines, or even comic strips.
- When teaching punctuation rules, focus on one rule at a time. Once students master it, have them practice using multiple punctuation marks in the same lesson.

- Demonstrate how punctuation can alter the meaning of a sentence. Write the same sentence on the board three times—once with a question mark, once with an exclamation mark, and once with a period. Discuss how each punctuation mark changes the sentence's meaning. For example, compare "You took my new book?" "You took my new book!" and "You took my new book." Have students read the sentences aloud to see how punctuation affects emphasis and helps convey the writer's intent.

Follow-up activities can include reading paragraphs from the course textbook and discussing the punctuation choices the author made. Another activity could involve proofreading a sample paper with a focus on punctuation, followed by students proofreading their own work and that of their peers.

Self Check Exercise-I

1. Inductive teaching of grammar means that

A. the students have no previous knowledge of a rule and they learn it by studying examples of it.

B. the students have previous knowledge of a rule and they learn it by studying rule of it.

C. the students have no previous knowledge of a example and they learn it by studying rule of it.

D. None of the above

2. A simple sentence is also known as an

A. Dependent Clause   B. Independent Clause

C. Both A&B   D. None of the above

6.4   EFFECTIVE SPELLING INSTRUCTION: HELPING STUDENTS DEVELOP SPELLING SKILLS

Spelling is a fundamental component of effective written communication. The majority of spelling occurs in real-life contexts where clear communication is essential. The goal of spelling instruction should not just be to memorize words temporarily, but to help students develop the skills needed to accurately represent our written language.

The primary focus of beginning spelling instruction should always be on the phonetic nature of spelling. English is based on a phonemic alphabet. While the written form of English may seem complex, it is fundamentally a phonemic code. Thus, effective spelling instruction should emphasize phonemic processing. When students learn to spell words based on their phonemic structure, it significantly enhances their spelling abilities.

Foundation for Spelling Success

To build a solid foundation for spelling success and strengthen spelling skills, students need to:

1. **Develop Phonemic Awareness:** Phonemic awareness (PA) is essential for spelling development. Students must be able to recognize and distinguish the sounds in spoken words in order to translate those sounds into written form. If a student has weaknesses in phonemic awareness, they will need targeted PA training. Research shows that PA training has a strong and significant impact on both reading and spelling development.

2. **Understand the Phonemic Nature of Spelling:** Students need to understand that written English is based on a phonemic code. This means that the written symbols (letters) correspond to sounds in the word.

3. **Learn the Phonemic Code:** Students need to learn the entire phonemic code. English is a complex language, and mastering the phonemic code allows students to handle its complexities. This involves learning the code systematically, starting with the basic sounds and gradually moving on to more complex vowel combinations, r-controlled syllables, and other intricacies. While there are overlaps in the code (such as multiple ways to represent the same sound), English is largely governed by this phonemic system.

4. **Approach Spelling Phonetically:** Students should approach spelling by converting the sounds they hear in words into written form. This process involves "coding" the sounds into print. Phonemic awareness is crucial here, as students need to recognize and distinguish sounds in words. If a student struggles with this skill, it is important to help them strengthen their phonemic awareness.

5. **Learn Spelling Patterns and Helpful Guidelines:** Students should learn common spelling patterns and helpful guidelines to improve their spelling. While there are some irregularities, most English words follow predictable patterns. Knowing these patterns and guidelines helps students achieve greater spelling accuracy.

6. **Memorize Specific and 'Tricky' Spellings:** To achieve accurate spelling, students need to memorize the correct spelling of common words and the specific spelling patterns for certain words. While English spelling can be tricky, practicing these memorized spellings and recognizing the correct patterns is essential for success

6.4. Recommendations for Effective Spelling Instruction

The following recommendations aim to help students accurately represent written language (spell words) by building a solid foundation of phonological processing and developing knowledge of common spelling patterns and guidelines. Reading and spelling are closely connected processes—reading involves

transforming printed words into language, while spelling is the reverse process of converting spoken words back into written form. Research shows that effective, direct, systematic phonics instruction not only enhances children's ability to read but also improves their spelling skills. Spelling and reading instruction should be closely coordinated, linking decoding (reading) with recoding (spelling) to help children understand how our written language functions and provide a strong foundation for success in both areas.

Effective spelling instruction is a process of developing and refining skills. It begins with establishing a strong foundation, progressively introduces complexities, and advances to more advanced skills. This approach aligns with a direct, systematic phonics program. Initially, children learn to "write the sounds" of simple decodable words, establishing phonological processing for spelling. Effective spelling programs systematically expand students' knowledge of the phonemic code, teach expected patterns, and provide practice with these patterns. Instruction also explicitly teaches helpful spelling guidelines. As students practice correct spelling, they gain knowledge of spelling patterns and memorize irregular or "tricky" words. The following recommendations can help children build a strong foundation for spelling success.

Specific Recommendations for Effective Spelling Instruction:

- **Develop Spelling Skills Directly and Systematically:** Start by building a solid foundation, then progressively advance to higher-level skills. Keep the focus on helping the child accurately represent written language.
- **Design Spelling Programs to Strengthen Phonological Spelling and Reading Skills:** Teach the child to spell by "writing the sounds" of words, not by memorizing letter names. Spelling should be taught in a direct, systematic, phonetic manner, and it should be linked to a strong, systematic phonics program.
- **Begin with Spelling as Part of Reading Instruction:** Coordinate spelling with phonemic code instruction as part of a direct, systematic phonics program. Start with the spelling of simple, decodable words that include only sounds and phonetic codes the student has already learned. For example, if the student knows the sounds for "m," "t," "a," "s," and "d," words like "at," "fat," "mad," and "sat" would be suitable for practice. Avoid including words with sounds not yet taught, like "rain," until the corresponding phonetic code has been explicitly covered.
- **Link Spelling with Phonics Instruction:** In the early stages, spelling should be directly linked to phonics, starting with simple sounds and progressing to more complex codes like vowel

combinations or r-controlled syllables. As the student masters the basics, expand systematically into more complex words and sounds.

- **Teach and Practice Common Spelling Patterns:** Group spelling words by common patterns. Learning how and why certain patterns are used helps students better understand spelling. Instead of mixing different spelling patterns in one list, group words with similar patterns together. For example, teach words with the /ay/ sound grouped into categories like "ai" (rain, bait), "ay" (play, stay), and other variations (e.g., "a-consonant-e" words like gate, make).

- **Directly Teach Spelling Guidelines:** Teach students the common spelling guidelines that help them understand the structure of spelling. For instance, the rule "no English words end with the letter 'i'" helps with the spelling of words like "boy" (not "boi"). These guidelines help students better understand the logic behind spelling, although exceptions exist. Direct instruction and practice applying these guidelines are crucial to building strong spelling skills.

- **Practice Spelling Words Regularly:** To reinforce spelling, have students write words 5 to 10 times while saying the sounds. This repetition helps them internalize the correct spelling, integrating visual, auditory, and kinesthetic learning. This is a simple and effective way to strengthen their understanding of how words are spelled.

- **Teach Irregular Words and Unexpected Patterns:** English can be tricky, with irregular words that don't follow standard spelling rules. These should be introduced early on, with explicit attention given to the irregularities. For example, when teaching the word "great," point out the unexpected "ea" spelling for the /ay/ sound.

- **Teach Multisyllable Words by Syllable:** For multisyllabic words, teach students to spell by breaking the word into syllables. This strategy helps prevent missing parts of the word and encourages attention to unstressed syllables. This should be taught alongside reading instruction for multisyllabic words.

Spelling Instruction Techniques to Avoid in Early Learning Stages:

- **Avoid Mixed Spelling Lists for the Same Sound:** Do not include words with different spelling patterns for the same sound in a single list. This can make it more difficult for students to grasp fundamental spelling rules and may lead to confusion. For example, a mixed "long-a" list (wait, space, great, game, play) can complicate pattern recognition. Instead, group words by consistent spelling patterns for better learning.

- **Do Not Use Theme-Based Spelling Lists with Non-Decodable Words:** Spelling lists organized around themes (e.g., "summer" with words like "swimming" and "vacation") can be confusing,

especially if they contain words beyond a student's phonemic knowledge. Effective spelling instruction should align with students' decoding abilities.

- **Avoid Invented Spelling:** Do not encourage students to create their own spellings for words. While occasional mistakes are expected, it is crucial to teach correct spelling early on. Allowing frequent errors can reinforce incorrect spelling patterns in a way that is difficult to unlearn.
- **Do Not Use Worksheets with Incorrect Spellings:** Avoid activities that include misspelled words. Repeated exposure to incorrect spellings can lead to faulty mental representations, making it harder for students to recognize and use the correct form of words.
- **Steer Clear of Ineffective Spelling Activities:** Many spelling programs include activities such as word searches, letter unscrambling, and riddles. While these can be engaging, they do not directly enhance spelling skills. A more effective approach is to practice writing words correctly with focused attention on proper spelling patterns.

6.5   STRATEGIES TO HELP STUDENTS ENHANCE THEIR WRITING SKILLS

Educators can support students in developing strong writing skills by:

- Boosting their motivation to improve writing,
- Teaching writing processes and fundamental rules,
- Providing ample writing practice, and
- Offering constructive feedback on their work.

When students are motivated, they are more likely to invest effort in improving their writing. Strong writing skills require both an understanding of writing processes—such as starting early—and mastery of essential rules like grammar. Writing practice is most effective when accompanied by clear, specific feedback on what to maintain and what to adjust in future work.

Targeted Strategies for Enhancing Student Writing Skills

These strategies are listed in a logical sequence of implementation. Each strategy is categorized as focusing on motivation, instruction, practice, or feedback.

1. **Highlight the Importance of Writing Skills** – Emphasize that strong writing is crucial for academic success and future careers. Encourage students to actively work on improving their writing. *(Motivation)*
2. **Share Real-World Examples** – Provide an anecdote illustrating the impact of poor writing or the advantages of strong writing. For instance, discuss a job candidate who was overlooked due to subpar writing skills. *(Motivation)*
3. **Showcase Exemplary Writing** – Read aloud high-quality work from a former student, demonstrating effective writing flow. With permission, acknowledge and praise the writer. *(Motivation, Instruction)*

4. **Promote Awareness of Grammar and Punctuation** – Encourage students to closely observe grammar and punctuation in textbooks, articles, and sample papers. *(Instruction)*

5. **Encourage Participation in a Writing Unit** – Recommend that students engage in structured writing instruction to build foundational skills. *(Instruction)*

6. **Explain the Dual Nature of Writing Skills** – Help students understand that while some writing skills apply universally, different writing tasks require specific techniques and styles. *(Instruction)*

7. **Normalize the Writing Process** – Reassure students that improvement comes with practice and feedback. Emphasize that writing proficiency develops over time and becomes more enjoyable as skills strengthen. *(Motivation)*

8. **Demonstrate Effective Writing Processes** – Share your own writing methods, such as outlining, drafting, reviewing against requirements, and seeking feedback. Explain how these strategies improve your work. *(Motivation, Instruction)*

9. **Distribute Writing Rule Guides** – Provide handouts featuring key writing principles, such as excerpts from *The Writer's Workplace* by Sandra and John Scarry or the *Publication Manual of the American Psychological Association*. *(Instruction)*

10. **Teach One Writing Rule at a Time** – Introduce a key grammar or punctuation rule in each lecture or unit to reinforce gradual learning. *(Instruction)*

11. **Facilitate Peer Review Exercises** – Have students write a précis of a course-related worksheet and critique each other's work. *(Practice, Feedback)*

12. **Implement Writing Summaries** – At the end of a lecture, ask students to write a brief summary of the content and exchange critiques. *(Practice, Feedback)*

13. **Incorporate Writing Quality into Grading** – Assign writing tasks with clear grading criteria, including a specific portion of points dedicated to writing quality. Share the rubric beforehand. *(Practice, Motivation)*

14. **Address Common Writing Errors Before Assignments** – Inform students about frequent mistakes and explain the rules they violate before they begin writing. *(Instruction)*

15. **Improve Sentence Structure Through Practice** – Provide poorly structured sentences from past assignments and have students refine them. Discuss the improvements as a class. *(Practice, Feedback)*

16. **Offer Writing-Process Checklists** – Provide a list of recommended writing steps and require students to submit a completed checklist with their assignment. *(Instruction)*

17. **Correct Errors and Explain Violations** – Where feasible, mark writing mistakes on student papers and provide written explanations of the rules involved. *(Feedback, Instruction)*

18. **Encourage Students to Learn from Mistakes** – Motivate students to review and understand the rules behind the errors they make. *(Instruction)*

19. **Acknowledge and Praise Improvement** – Offer positive reinforcement for excellent or improved writing to encourage continued progress. *(Motivation)*

Self Check Exercise-II

1. For the foundation for spelling success and strengthen spelling skills the student needs to:

A. Develop Phonemic Awareness

B. Learn the phonemic code

C. Understand phonemic nature of spelling

D. All of the above

2. Academics can help students improve their writing skills by

A. Decreasing student motivation to have good writing skills

B. Providing instruction in writing processes and rules

C. Providing non-constructive feedback

D. None of the above

6.6 SUMMARY

The selection of instructional strategies depends on factors such as students' motivation, self-esteem, and individual learning styles. Choosing the right strategy plays a crucial role in language acquisition, ensuring more effective learning.

Effective spelling instruction is a structured process that builds and strengthens skills progressively. It begins with a solid foundation, gradually incorporates more complex concepts, and advances to higher-level proficiency. A successful spelling program is closely linked to a structured phonics approach, starting with teaching children to "write the sounds" of simple, decodable words. This establishes a strong phonological processing base, essential for accurate spelling and word recognition.

Well-designed spelling programs systematically expand a child's understanding of phonemes, introduce predictable spelling patterns, and provide ample opportunities for practice. Additionally, explicit instruction in spelling rules and guidelines further supports mastery and long-term retention of spelling skills.

6.7 GLOSSORY

Inductive teaching: Inductive teaching of grammar means that the students have no previous knowledge of a rule and they learn it by studying examples of it.

Deductive teaching: Deductive teaching of grammar approach starts with explaining the rule which is followed by practicing exercises.

6.8 Answers to Self Check Exercises-I

1. A   2. B

Answers to Self Check Exercises-II

1. D   2. B

6.9   SUGGESTED READINGS

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Musumeci, D. 1997, The role of grammar in communicative language teaching: An historical perspective. University of Illinois, Urbana-Champaign : The McGraw-Hill.

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6.10   TERMINAL QUESTIONS

1. Explain the strategies to develop and strengthen students' punctuation.

2. What student needs for foundation for spelling success and strengthen spelling skills ?

3. Which specific strategies needs for Improving Student Writing Skills?

UNIT- 7

RESPONDING TO TEXT

Structure:

7.0 LEARNING OBJECTIVES

After learning this lesson, you will be able to:

- Respond to different text.
- Discuss different approaches to response based study.

7.1 INTRODUCTION

As students move to senior high school, the texts they interact with and study—print, oral, visual and multimedia texts—become increasingly complex. Students are expected to be able to make meaning of text not only at a literal level but at increasingly inferential and metaphoric levels as well . The meaning-making strategies used by proficient readers needs to be made "visible" to students. Initially, students must understand that constructing meaning from text is a participatory rather than passive activity. Meaning is something that must be recreated into the understanding of the reader. Meaning emerges as a result of the interaction between what the reader brings to the text and what   the text creator has provided.

Secondly, students must recognize that text is embedded in a communication situation—a context. A reader attempts to reach understanding of that context in order for the fullest meaning of that text to emerge. If knowledge about the author's "world"—the contextual elements that have shaped the text—is not externally provided to assist the reader in making meaning, then the reader must engage his or her own prior knowledge—experiences, feelings, values, beliefs—in exploring and creating a context for understanding the text. This active engagement of prior knowledge is a metacognitive function that calls upon an awareness of one's strategic reading processes in helping to make meaning.

7.2 RESPONDING TO TEXT

Response at its most basic engages students in discussion with themselves in answer to a progression of questions about text—a progression in the style of Bloom's taxonomy:

• What does the text say?

• What does the text mean? What does the text mean to me, the reader?

 • How does the text say what it means?

• How well does the text say what it says?

• How universally significant is the text?

Teaching can help students come to make sense of text   by designing specific reading and responding activities for students   to engage in at various stages of the reading process. The

types of activities would be determined by the kinds and genres of texts being studied and by the contexts in which the study may occur. Pre-reading typically includes those activities, often teacher-generated, that prepare students for their reading of the text. Such activities help create a receptive context for the student in which to construct meaning. When students are reading literature, they should be encouraged to pay attention to the ideas, feelings, attitudes and associations that the words, images and allusions evoke. Activities that encourage this kind of engagement, where the students live in the world they have created by their reading, are appropriate for pre-reading, while requests for summaries and deeper analysis of the experienced text should be kept for after reading. Activities such as the following increase the likelihood of students engaging more actively in the text:

• Exploratory questions or personal or creative writing activities that lead students to think about issues raised by the text

• Dictionary or Internet searches of information connected variously to the themes to be met in the text

• Provision of historical/biographical information about the author or reference to other works by the author.

Many English language arts teachers structure their programs around themed units of study. This approach serves many purposes, one of which is to provide an ongoing and developing context for extended literature study. A new understanding about one piece of literature lays a foundation for studying the next piece. As students then engage with additional texts within the theme, they continue to construct for themselves an ever-expanding context for their understanding of each subsequent text. Every new text, once internalized, becomes part of their prior knowledge. In this way, students' need for external, teacher-generated pre-reading activities becomes lessened. Independence is fostered.

Reading

The context for students' reading of texts depends upon the students' and/or teacher's purpose for studying the particular texts. Consideration is given to the nature of the students in the class, the numbers and kinds of texts being read, the complexity of the texts, the availability of individual access to the texts, the level of interest demonstrated by the students, the desire for variety in approaches to text study, and other factors of pedagogy. Students may read orally or

silently, individually or in groups, at home or in school, in one sitting or over several sittings, once only or repeatedly. The particular approach   to experiencing a text will be determined in relation to the purpose for text study.

Responding Personally, Critically and Creatively

Throughout senior high school, students are developing their ability to construct meaning, independently, from increasingly complex texts. To reach the required level of competence, students need to sharpen their skills in a constructive and reassuring environment: they must be encouraged to engage in their own exploratory response activity, and they must be provided with ongoing opportunities to see and hear many and varied models of good response.

 • Personal response is the using of one's own lived experience and prior knowledge to provide a bridge into the new experience of the text—forging connections between one's own world and the text's imagined or created world. Personal response activities help students "live" the text and make it their own; therefore, students need to be able   to respond in a variety of ways, individually and in groups, in writing and orally and visually, including such "creative" activities as drama and art. Once students have experienced the   text through reading and personal response, it is what Louise Rosenblatt refers to as the "experienced" work that is analyzed and criticized.11
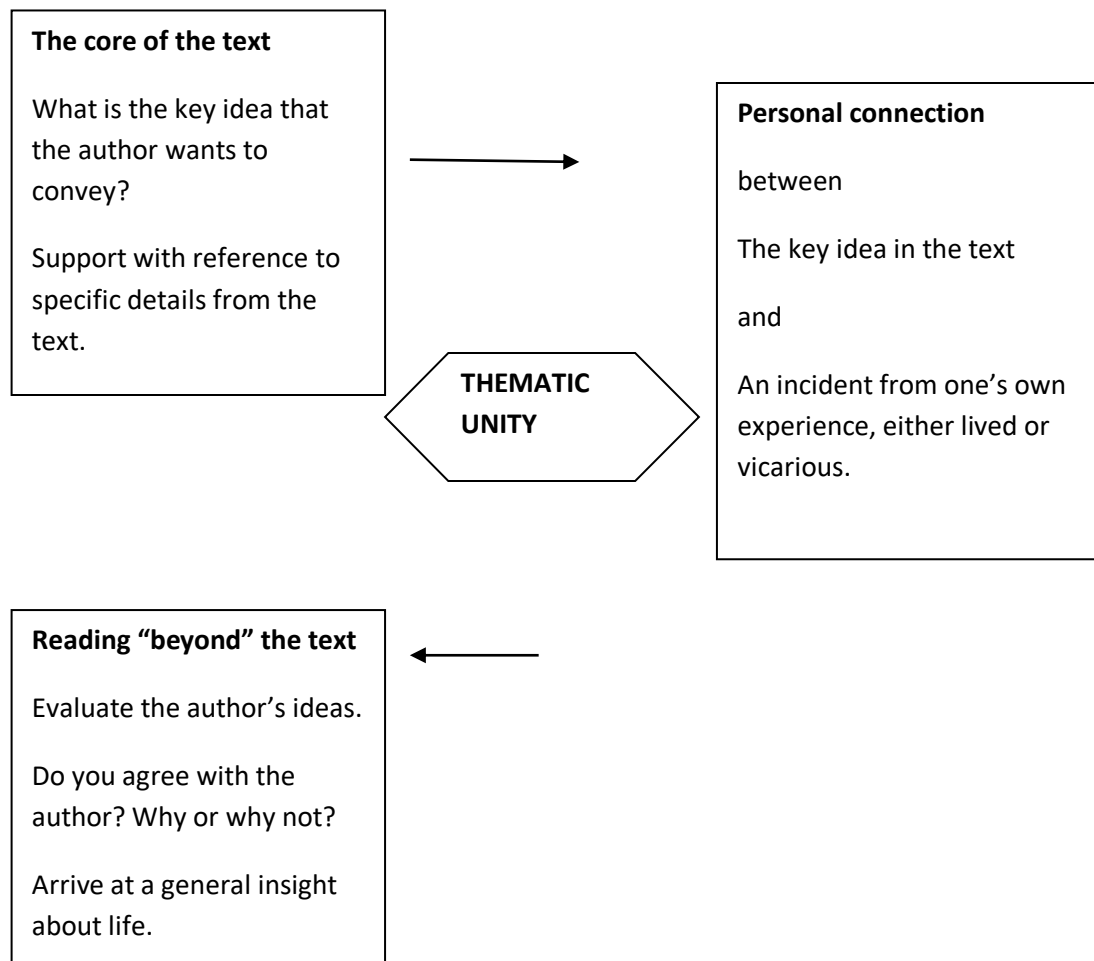
• Analytical/critical response is an examination of the validity   of the content of the text and of the ways in which the language, imagery, form and organizational structure of   that text serve the content and context. This larger examination is linked to students' personal response to extend understanding.

• Creative response is used here to mean a transference of the meanings and concepts that lie at the heart of the text into extended or different contexts— different characters, different settings, different genres, different forms of text, and so on. It is often desirable to permit students to bring their aesthetic selves to their exploration of their understanding of text and to have the students move beyond the bounds of the text as is   to the text as it might be. Based upon their demonstrated comprehension and analysis of the text, students would be invited to create an extension of the text, engaging their understanding   at a synthetic level. This might include activities such as presenting a readers' theatre, creating a poster or collage, interviewing or writing to (or as) a character or an author, adding   a chapter to the end of a novel, dramatizing a

story or poem, preparing a music sound track, or filming. Most student textbooks and teacher guides suggest many such creative response activities appropriate to particular texts and contexts of study.

7.3   APPROACH TO RESPONSE BASED STUDY

This approach provides response activities designed to help students interpret and extend their understanding, after they have initially experienced the text. The diagram below provides an overview of this approach.

The core of the text

What is the key idea that the author wants to convey?

Support with reference to specific details from the text.

THEMATIC UNITY

Personal connection

between

The key idea in the text

and

An incident from one's own experience, either lived or vicarious.

Reading "beyond" the text

Evaluate the author's ideas.

Do you agree with the author? Why or why not?

Arrive at a general insight about life.

Through this approach, students are encouraged to practice increasing independence in generating personal and critical/analytical responses rather than expecting a teacher to initiate, through questioning, all student response activity. The approach encourages students to explore

their understanding of text while they read. Students reflect on what they have read, then record their thoughts and begin to shape those thoughts; they learn as they write their response. Putting pen to paper allows them to "hold" thoughts, to give them some form of permanence so that they can be revisited, reflected upon further, and perhaps revised. Because exploratory thinking is recursive rather than linear, the sense of   what students write may not be initially coherent. This is due in part to the fact that responses change, even as they are being written. New thinking emerges, and occasionally it contradicts earlier thinking. This spontaneity in writing as students explore their thinking needs to be accepted by the teacher for what it is: exploratory writing. For this reason, it should not have the same expectations placed upon it as does revised and polished writing, especially in terms of matters of correctness. Response should be understood as a receptive rather than expressive activity, as reading rather than writing. The context of any response process is rather limited—the purpose of response is to make meaning, and its primary audience is the meaning-maker, the student.

This process might best be applied initially as a written response process. A written response allows student responders the opportunity to hold their thoughts on paper initially, and then to revisit them and to either firm them up or to modify or even reject them. At the same time, a written response provides teachers with the opportunity   to actually see their students' thinking as it has evolved and to comment on the   direction and strength of the thinking. Finally, written responses offer classmates a variety of models of others' thinking and meaning-making strategies from which they can take direction for themselves.

7.4   THE CORE OF THE TEXT

Students identify what they believe to be the key idea(s) that the author develops. They do not simply retell what is already written. Instead, they ask themselves questions about   why the text unfolds as it does: what has been the author's intent in creating the text? Students then attempt to suggest likely answers. They do so by   identifying any number of textual details—specific passages that deal with elements of character or setting or plot, key images or symbols, ironies, the speaker's perspective, or any other elements   thought to be of significance. Students examine the details to discover how they contribute to the expression of the author's main idea.

There are several ways that students can begin   to explore the text. They might ask themselves and attempt to answer questions regarding what "strikes" them about the text—what attracts their attention. Is it:

• the author's point of view or tone?

• a description of a particular incident or event?

• a conflict? an irony?

• a character?

• the character's motivation or reaction?

• an epiphany the character experiences, or a resolution the character realizes?

• a mood that the text creates? a powerful image?

• a feeling or emotion that the text evokes in the reader? And might that emotion, or the cause of that emotion, point to the idea that the author develops?

Students should refer to actual passages in the text—to lines, phrases and even words that have attracted their attention. In what ways do these passages affect or direct their understanding of the whole text?

Self Check Exercise-I

1. Creative response is used here to mean a transference of the..

A. Meanings and Concepts   B. Knowledge and Understanding

C. Meaning and Knowledge   D. None of the above

2. Analytical/critical response is an examination of the validity of the content of the text and of the ways in which the language, imagery, form and organizational structure of that text serve the content and context.   True/False

3. …………. questions or personal or creative writing activities that lead students to think about issues raised by the text

A. Personal Questions   B. Exploratory

C. Explanatory   D. None of the above

7.5   PERSONAL CONNECTION

Here, the students make a connection between their lived experience and the author's idea as identified in the first part of the response. What does the text say to them personally?

Students identify a specific incident in their own life   that helps them interpret the experience of the text. How does the one experience help them to interpret, or to better understand, or to more fully appreciate the significance of the other? The students are not expected to have experienced an event similar to event described in story. For example the story may be set during the Second World War; within that context, the ideas the author develops may be related   to the courage shown by a character in a difficult situation. Relatively few Canadian students will have experienced war directly, but all will have been witness to acts of courage; the situation or degree may differ, but the concept of courage is the same. Students, in this case, would then be asked to describe a situation where they witnessed or experienced a demonstration of courage. They would be expected to discuss how their experience helps them to understand better the author's idea in the text.

There may be occasions when the idea the author writes about has not been a part of student's personal lived or remembered experience. In such instances, students would be encouraged to go beyond just their own experience to that of people close to them—their siblings, parents or grandparents, or more distant relatives, or even beyond their family to their neighbors or friends. Perhaps they might relate to vicarious rather than lived experience—to a book they have read or a film they have seen, or to art, music or other human expression.

Taking a different perspective, it may be   that the experiences they select to write about demonstrate the antithesis of the author's idea. They may choose to relate a time when someone did not act courageously, and they may connect to the author's idea through inverse example. Either way, the purpose of their personal connection is to have them offer another perspective, another way to interpret and to attempt to understand the ideas at the heart of the text and the impact the ideas can have on their lives.

7.6   READING "BEYOND" THE TEXT AND REVISITING THE TEXT

Finally, students are asked to generalize beyond the text.

After attempting to personalize the ideas of the author, they are now asked to move outside themselves—to address the ideas at a universal level. In what way do the author's ideas reflect on the world today? Are the issues identified as being at the core of the text important, not only to the author and to the student who has responded but to all people? And if so, in what way are they important? What makes the issues universal? How do the author's ideas shed light on the human condition? Do students accept that view? Can direction be taken from the author's ideas? Never is it suggested that students must accept the author's perspective. In this section of the response, students identify their own points of view regarding the issues; and if they disagree with the ideas of the author, they are free to challenge what he or she has said.

On occasion, students are requested, or they may themselves choose, to complete a second look response. The purpose of the second look is for them to take themselves deeper into the text than they did in their first response. Following classroom discussion, students may feel that their responses are either incomplete or inadequate. Perhaps they have missed a key idea that, following discussion, they have come to appreciate as significant. Or it may be that while their "reading" of the text has been basically sound, they have omitted identifying a key detail from the text that would more strongly support their contention.

Always, students are encouraged to return to the text, to reread and add to what they have already written in their response. They are not to restate what they have already said but to go beyond their initial response. It is understood that students' second look responses are a product of the interaction of their own thinking and that of others in the response community.

Importance

Reading beyond the text can help readers become active participants in the process of developing new ideas. It can also help improve reading comprehension, writing skills, and other language skills. Here are some ways reading beyond the text can be beneficial:

Creative reading

Reading for suggested and inferred meanings, critical evaluation, and appreciative reactions can help readers use their imagination to create new concepts.

Extensive reading

Reading for pleasure can help learners build reading speed and fluency, which can help them understand language better and faster. Extensive reading programs have been linked to improvements in writing skills and attitudes towards reading.

Reading non-academic books

Reading fiction or other books in a more casual manner can be a healthy recreational habit that can relieve stress.

Reading and reflecting

Good readers interact with the text, make predictions, and construct, revise, and question as they read. They also monitor their understanding of the text during and after reading, and create visual images based on the text to synthesize information.

SELF CHECK EXERCISE-II

1. Response should be understood as a receptive rather than expressive activity

A. Receptive and Reading   B. Expressive and Reading

C. Expressive and Writing   D. Receptive and Writing

2. Reading beyond the text can help readers become ……. participants in the process of developing new ideas.

A. Passive   B. Active

C. Both A&B   D. None of the above

7.7 SUMMARY

Students are expected to be able to make meaning of text not only at a literal level but at increasingly inferential and metaphoric levels as well. The meaning-making strategies used by proficient readers need to be made "visible" to students. Initially, students must understand that constructing meaning from text is a participatory rather than passive activity. Meaning is something that must be recreated into the understanding of the reader.

Meaning emerges as a result of the interaction between what the reader brings to the text and what the text creator has provided. Secondly, students must recognize that text is embedded in a communication situation—a context. A reader attempts to reach an understanding of that context in order for the fullest meaning of the text to emerge. If knowledge about the author's "world"—the contextual elements that have shaped the text—is not externally provided to assist the reader in making meaning, then the reader must engage his or her own prior knowledge—experiences, feelings, values, beliefs—in exploring and creating a context for understanding the text.

7.8 GLOSSORY

Personal response: Personal response is the using of one's own lived experience and prior knowledge to provide a bridge into the new experience of the text.

Analytical/critical response: It is an examination of the validity of the content of the text and of the ways in which the language, imagery, form and organizational structure of that text serve the content and context.

7.9 ANSWER TO SELF CHECK EXERCISE-I

1. A   2. True 3. B

ANSWER TO SELF CHECK EXERCISE-II

1. A 2. B

7.10 SUGGESTED READINGS

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7.11 TERMINAL QUESTIONS

1. Explain the approach to response based study.

2. What are the importance of study beyond the text ?

UNIT- 8

RESPONDING TO CONTEXT

Structure:

8.0 LEARNING OBJECTIVES

After learning this lesson, you will be able to:

- Respond to different context.
- Elaborate the purpose of sharing.

8.1   INTRODUCTION

The study of language enables students to develop metacognition: it enables them to become more consciously aware of their own thinking and learning processes and to gain greater control of these processes. Essentially, metacognition involves reflection, critical awareness and analysis, monitoring, and reinvention. Students who are engaged in metacognition recognize the requirements of the task at hand, reflect on strategies and skills they may employ, appraise their strengths and weaknesses in the use of these strategies and skills, make modifications, and monitor subsequent strategies.

Metacognitive awareness is equally important when students make meaning of literature and of nonliterary text. In communication situations where text is often more utilitarian than aesthetic, students' critical consideration of external context elements becomes essential. They must understand that such communication is often directly geared to a particular—usually immediate—audience, in a particular time or place, and for a particular purpose.

 Accommodating the immediacy of such contexts adds a degree of additional challenge to the meaning making process. Students' abilities to call forth the resources to assist them with forming accurate personal interpretations will often determine whether and how well they have understood the particular communication. Providing opportunities for students to reflect on and assess their own learning in any given situation assists them to become more aware of the processes they use and how to modify them, if necessary, or to adopt different strategies.

8.2   RESPONDING TO CONTEXT

Context refers to the words and ideas surrounding a particular word or phrase. It's *crucial* for comprehension because it provides clues that help you make sense of what you're reading.

Let's start here: Consider the word "bank." Depending on the context, it could refer to a financial institution or the edge of a river. Understanding the context from the surrounding sentence helps you determine the intended meaning of the word.

So not only does context help you understand individual words, but it also helps you interpret and make sense of entire sentences and paragraphs. Pretty cool, right?

As another example, think about the following sentence: "I saw her duck." Without context, it's difficult to know what "duck" means. However, with some additional context such as, "I saw her duck as a car drove by," it becomes more clear that "duck" means to lower one's head or body in order to avoid being hit rather than referring to an animal.

To summarize, understanding context is an essential skill for reading comprehension. It helps you make sense of individual words, sentences, and entire passages, enabling you to extract new meaning from written texts.

Decoding context clues

One way to further your understanding of context is through context clues. Here are some different types of context clues that can boost your understanding of what you're reading:

- **Definition clues:** These exist when the meaning of an unknown word is provided within the text. For example: "The geologist studied the strata, or layers of rock, to learn more about the Earth's history." Here, the definition of "strata" is provided within the sentence.
- **Example clues:** These happen when examples are given to help clarify the meaning of an unknown word. For example: "The restaurant was bustling with activity: waiters rushing back and forth, dishes clattering, and patrons chatting noisily." Here, the examples provided can help you understand that "bustling" means busy and full of activity.
- **Comparison clues:** These types of clues explain situations in which the meaning of an unknown word is clarified by comparing it to something else. For example: "The new teacher was even stricter than Mr. Smith." Here, the comparison to Mr. Smith can help you understand that the new teacher is extremely strict.
- **Contrast clues:** These exist when the meaning of an unknown word is clarified by contrasting it with something else. For example: "The apartment was small but cozy." Here, the contrast between "small" and "cozy" helps readers understand that the apartment is comfortable despite its size.
- **Inference clues:** These happen when prior knowledge and the information provided in the text is used to draw conclusions. For example: "The detective examined the crime scene carefully." This can help you infer that the detective is investigating a crime.

As you can imagine, by using definition, example, comparison, contrast, and inference clues, you can fill in *a lot* of knowledge gaps. And in turn, identifying these clues will improve your overall understanding of the text and reading ability.

8.3   SHARING RESPONSES

Once students have taken time to reflect upon the implications of the text they have read, to pull their thoughts together and to shape them into a relatively coherent whole, they will be ready to share the product of their reflection. The sharing of responses can be conducted in whatever manner the teacher deems best.

‒   The teacher might ask students to volunteer to read their written responses aloud to the class.

‒   Students might share with a partner by reading their responses orally to one another or by exchanging journals.

‒   The teacher might ask to have students share in small groups. From each small group, one entry might be selected to be shared with the class as a whole.

‒   A small group might be asked to identify two responses that offer different or even conflicting viewpoints, and these two views could be shared with the class.

‒   Following the collecting and marking of responses, the teacher may select a small number of stronger models to share orally with the rest of the class.

Early in the school year, or with classes of particularly reticent students, the teacher may prefer to select a smaller number of responses and to read them aloud on behalf of the students. Over time, as these students become more used to hearing one another's shared work, and as their own responses become validated, they can be expected to volunteer to share responses openly with the rest of the class. As students respond with increasing candour, there may be occasions when they request that the second part of their response—the personal connection—not be shared in the open classroom.

Self Check Exercise-I

1. Context is *crucial* for ……… because it provides clues that help you make sense of what you're reading.

A. Reading   B. Writing

C. Comprehension   D. Explanation

2. Context refers to the words and ideas surrounding a particular word or phrase.

8.4 PURPOSE OF SHARING

Having students share written responses orally serves many purposes. As already mentioned, it provides an effective starting point for discussion, and it does so without the teacher unnecessarily determining the direction of that discussion. This is significant. When students come to expect the teacher to always ask the questions— even open-ended questions—as a starting point for response, there is a danger that those students who may initially struggle in their understanding of the text will perceive the teacher's questions as an indication of where the right answer must be found. By not being given such direction, students will need to adapt their reading patterns to help them search out their own direction. While they may flounder early on, they will increasingly come to the text looking to make meaning for themselves rather than relying upon the teacher's help. Confidence in themselves as effective readers will emerge.

8.4.1 Role of the teacher and benefits of sharing

When students initiate discussion by responding to what they see to be the author's main idea, the teacher is quickly able to ascertain the levels of students' reading comprehension. If the text has been poorly read, the teacher should then identify the cause of the problem and, as necessary, teach to the issues that were missed. The teacher may at this point need to use diagnostic tools, such as the Basic Reading Inventory: Pre-Primer through Grade Twelve and Early Literacy Assessments (available for purchase from the Learning Resources Centre), to provide further information. Where the text has been better understood, the teacher may need only to supplement understandings with bits of information or explanation.

In ideal circumstances, the teacher's role will be simply to monitor the discussion, perhaps participating only as one of the group. For students, the obvious benefit of self-directed response is that they can speak in an original voice about their own observations and understandings. When they arrive at the discussion table, they have already done their own thinking and are prepared with insights to share.

A benefit of the oral sharing process is that students engage in meaningful collaboration.

As well, students develop an awareness that not everyone need come away from the same text with an identical reading. Different readers bring different prior knowledge to the text and may

leave with somewhat differing interpretations. While core meaning remains the same, one reader may see one aspect of the author's idea as important while another reader may perceive an alternative emphasis. A final benefit to students is similarly metacognitive, in that they are provided with varied models of comprehension strategies. They see and hear how other readers arrive at understanding, and they come to realize that ways to make meaning of text do vary. Often, students will experiment with others' reading strategies and in doing so will expand their own repertoires. As personal responses are shared, the response process becomes more collaborative.

8.5   RESPONSE BASED LEARNING ACTIVITIES

While students often use print text, such as journals, to respond to other print text, they may also use visual or oral means, or they may use print to respond to oral or visual text. Often, the text the students are reading dictates the form and the composition of the students' response. **Note:** The information in parentheses for each of the following response-based learning activities indicates the specific outcomes from the program of studies for which the activity is appropriate.

When students respond to literature that strongly engages their emotions, it might be appropriate to give them the opportunity to make a personal connection through writing poetic text rather than prose. Responding in verse can remove from students some of the usual constraints they expressively expect in other forms, and it enables them to focus their memory of an incident on their feelings and their emotions at the time.

A mind map is a visual text constructed as a response to another, usually print, text. A mind map conveys a student's understanding of the author's controlling idea through a thoughtful selection and careful placement of visual representations onto a page. Each visual element in the mind map should show a supporting detail from the text that points to the author's idea. Students might begin by imagining a collage, a scattered collection of images about a single theme in the text.

Self Check Exercise-II

1. A benefit of the oral sharing process is that students engage in meaningful collaboration. True/ False

2. A mind map is a ………constructed as a response to another, usually print, text.

A. Audio Text   B. Visual Text

C. Both A&B   D. None of the above

8.6 SUMMARY

Students are expected to be able to make meaning of text not only at a literal level but at increasingly inferential and metaphoric levels as well. The meaning-making strategies used by proficient readers need to be made "visible" to students. Initially, students must understand that constructing meaning from text is a participatory rather than passive activity. Meaning is something that must be recreated into the understanding of the reader. Meaning emerges as a result of the interaction between what the reader brings to the text and what the text creator has provided. Secondly, students must recognize that text is embedded in a communication situation—a context. A reader attempts to reach an understanding of that context in order for the fullest meaning of the text to emerge. If knowledge about the author's "world"—the contextual elements that have shaped the text—is not externally provided to assist the reader in making meaning, then the reader must engage his or her own prior knowledge—experiences, feelings, values, beliefs—in exploring and creating a context for understanding the text.

8.7 GLOSSORY

Context: Context refers to the words and ideas surrounding a particular word or phrase

8.8 ANSWER TO SELF CHECK EXERCISE-I

1. A   2. True

ANSWER TO SELF CHECK EXERCISE-II

1. True 2. B

8.9 SUGGESTED READINGS

Huston, M.(2017). Beyond the fivesenses. The Atlantic.

Robert, L. Ebel and David, A. Frisble (1991). Essentials of Educational Measurement, New Delhi, Prentice-Hall.

8.10 TERMINAL QUESTIONS

1. Explain the approach to response based study.

2. What is the role of teacher in sharing response?