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READING REFLECTING ON TEXTS

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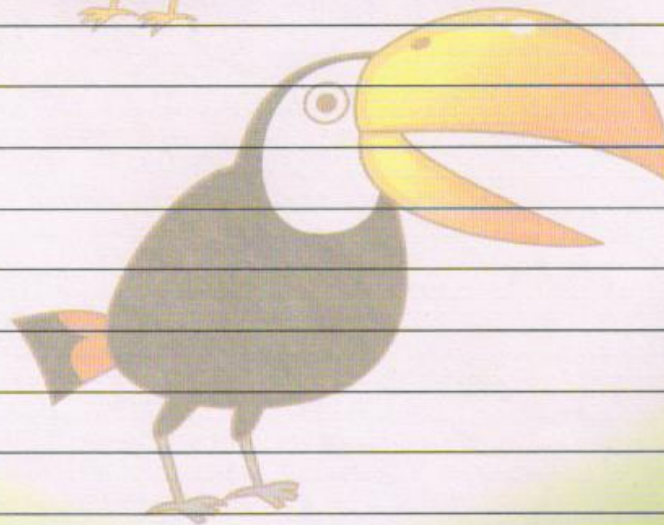
Word knowledge and
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INTRODUCTION

Language is meant for communication whether in spoken or in written form. The ultimate aim of language is to share ideas by a sender or encoder with the receiver or decoder, so that these are made common. And this is the meaning of 'communis' - a Latin word - which means 'to make common' or 'to share'. So all the mechanics that are involved in the process of communication are in fact the mechanics of a language.

At the time of birth, a child knows no language. But gradually he listens to the language of his parents and elders and tries to imitate it. Then at the age of three, he goes to school and learns how to read that language. Ultimately, he learns how to write and then how to compose. Now this the basic process which

in learning of mother tongues.

If we analyse, this basically involves four skills:-

- (i) Listening
- (ii) Speaking
- (iii) Reading
- (iv) Writing

So when a child learns his mother tongue naturally, following the sequence of listening, then speaking, reading followed by writing he can learn any language in this natural way.

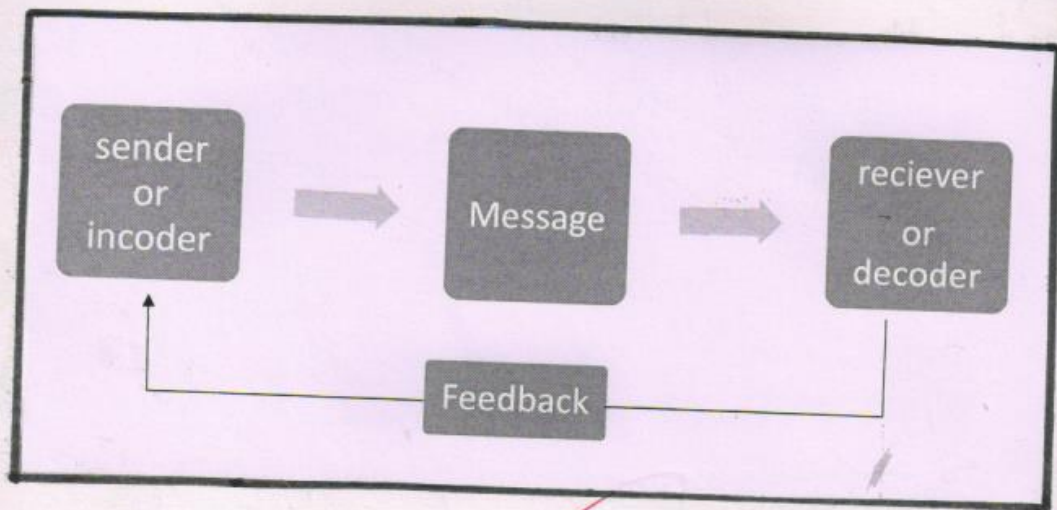
READING AS A LANGUAGE SKILL

Reading is an important aspect of teaching - learning a foreign language

Reading opens the gates of knowledge. The more a person reads, the more knowledgeable he is. And he gets help to tackle the problems of life in many ways. He has to read letters and newspapers, books and periodicals, and also read the road signs and other guidelines. His competency in reading enables him to know more and more about many things. And there is no need to stress the points that reading is a source of joy and perennial happiness as it makes use interact with the writing of renowned writers and poets whose adornments of the language have no parallel.

Reading is such an important activity that many writers and leaders of varying shades have said favorable words about it, some of which are:

“Reading is to the mind, what exercise is to the body.” - Addison





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Reading has defined as: "Reading involves the recognition of the important elements of meaning in their essential including accuracy and thoroughness of comprehension" (The 36th yearbook of national society for the study of education.)

Dr. West has defined it thus: - "Reading is a process of sight-sound scene."

ACQUISITION OF READING SKILLS

Reading is an active process in which the reader is involved in getting at the message, which is called decoding (so the reader is a decoder) that the writer (the encoder) has been able to put (or encode through the written text.

Now, the message conveyed by the text is



understood and interpreted by the decoder only after decoding it and, thus, communication is achieved. We can understand this process with the help of the following diagram (From Nuttal, 1982)

Diagram clarifies that reading involves active participation of the reader/decoder in understanding the message the writer/encoder has conveyed through the written text. This equally applies to the spoken text in which the speaker or encoder encodes the message for the listener or decoder to hear it. The decoder the message or the intended makes it crystal clear that the reader or listener, who is decoding the message, is not passive at

READING FOR GLOBAL &

LOCAL COMPREHENSION

Reading is not only a mechanical skill. We gain a lot of knowledge and seek pleasure if we are able to develop the reading skill properly. Reading with comprehension opens a gateway to attainment of knowledge of diverse kinds. 'comprehension' is sometimes given a wrong meaning. To some it means simply to write some answers to questions based on a paragraph. This is a misconception. The term 'Reading comprehension' means 'Reading with meaning'. Good reading is one when a learner is able to clearly make out what he/she is reading. It involves the proficiency of relating written symbols to the thoughts hidden behind them.

Thus Reading comprehension involves understanding the meaning of:-

1. The new constant words introduced by the writer.
2. New grammatical structures.
3. New concepts of special references, and

4. Relationship to ideas.

The comprehension questions are mainly of two types:

- (a) Global
- (b) Local

Global comprehension questions are meant for testing the overall understanding of the paragraph or lines read by the learner.

The aim of the local comprehension type questions is to find out of what extent the learner has been able to understand the important points in the reading material.

The comprehension Questions are:-

(a) Factual Questions:- In a factual comprehension question the learner is expected to decide which part of the



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of the content has the answer to the question asked.

b) Inferential Questions :- These questions are such as can be answered by the learner after drawing some inferences on the basis of his reading of the material provided. These types of question expect a higher order of reading skill.

c) Evaluation Questions :- The learner is expected to be critical and answer such questions on the basis of his own point of view.

The following types of questions may be asked to test the comprehension of the learners:

- 1) Asking meaning of words or phrases;
- 2) Asking questions on the main part of the content
- 3) Asking the gist of the reading material provided



- 6) Asking students to describe the content in their own words; and
- 5) Asking questions relating to figure of speech, phrases, idioms etc.
- 6) The matching type questions. The students will be able to match the answers properly to the questions asked if they are able to comprehend the content.
- 7) Asking the students to develop composition on the content read on similar topics.
- 8) Asking multiple choice type questions.
- 9) Asking the students to arrange the given sentences in jumbled form in an orderly form.

ATTENTIVE/CLOSE READING AND REFLECTING ON TEXTS

Attentive/Close reading is an interaction that involves observation and interpretation between the reader and a text. It means rereading.

and reflecting to come to new conclusions and understandings about the ideas that a text sets out. Timothy Shanahan defines close reading as "an intensive analysis of a text in order to come to know terms with what it says, how it says it, and what it means." Suddenly don't know how to "do" close reading, and for many, purposefully rereading isn't a habit. So, close reading lessons incorporate.

- Short texts that are read and reread for different purposes to deepen understandings.
- Minimal frontloading so that students do the "heavy lifting" of comprehension and analysis (though, depending on the text, teachers may provide some pre-teaching).
- A focus on the readers experience with the text, whether that's analysis, evaluation synthesis

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Building off the idea that every time we read, we enter a conversation with the author. The kind of conversation where you are learning across the table with your hand on your chin, so focused on what the person across from you is saying that you block out everything else. The kind of conversation that necessitates a back-and-forth with questions and clarifications before you really understand and can respond. The kind of conversation that you walk away from with insights and understandings that have a lasting impact.

CRITICAL READING

Critical reading is a form of language analysis that does not take the given text at face value, but involves a deeper examination of the claim put forth as well as the supporting points.



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and possible counterarguments. The ability to reinterpret and reconstruct for improved clarity and readability is also a component of critical reading. The identification of possible ambiguities and flaws in the author's reasoning, in addition to the ability to address them comprehensively are essential to this process. Critical reading, much like academic writing requires the linkage of evidential points to corresponding arguments.

As acknowledged by a number of scholars and writers, it is the reader who gives a particular shade to a piece of writing. In the words of John Steinbeck: "... a story has as many versions as it has readers. Everyone takes what he wants he wants or can from it and thus changes it to his measure. Some pick out parts and reject the rest, some strain the story through their mesh of prejudice and some point it with their own delight."

- John Steinbeck. The winter of our discontent (1961)



Characteristic Features of Critical Reading

Critical reading is an important precursor to critical writing. The most characteristic features of critical reading are:-

- Examine the evidence or arguments presented in the writing.
- Check out any influences on the evidence or arguments.
- Check out the limitations of study design or focus.
- Examine the interpretations made.
- And finally, decide extent you are prepared to accept the author's arguments, opinions or conclusions.

WAYS OF READING: PRE-READING AND POST READING

Pre-reading or exercises done before reading to prepare for the act of reading should have the same goals in mind. Teacher should prepare the students to read the book and give some insight on the story. For younger students, making sure they have the vocabulary necessary to handle the text is crucial. Games to teach those words could be fun way to bring students in. For older students, making sure they understand the significance of a work is important.

Examples of Pre-reading

Activities

Activity 1 : Chose the best answer

What foods contain caffeine?

- a) Chocolate
- b) Tea
- c) Some soft drinks
- d) All of the above



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Activity 2: Answer the following questions.
What do you think the answers are?

a) What is a caffeine?

b) What are the negative effects of drinking coffee?

POST READING

Post-reading tasks are intended to verify and expand the knowledge acquired in the reading. This type of reading lead the learners and analyze issues presented in the reading. Post-activities are tasks in which learners, after interacting with the reading, reflect, argue and give their point view.



Examples of Post Reading :

Activity 7 : Write a short summary of the reading.

Activity 9 : Read the following and support your arguments based on the reading and your points of view.

Richard is 12 years old and practices basketball three times a week. He loves drinking a cup of coffee before practicing it; could he have any health problem?

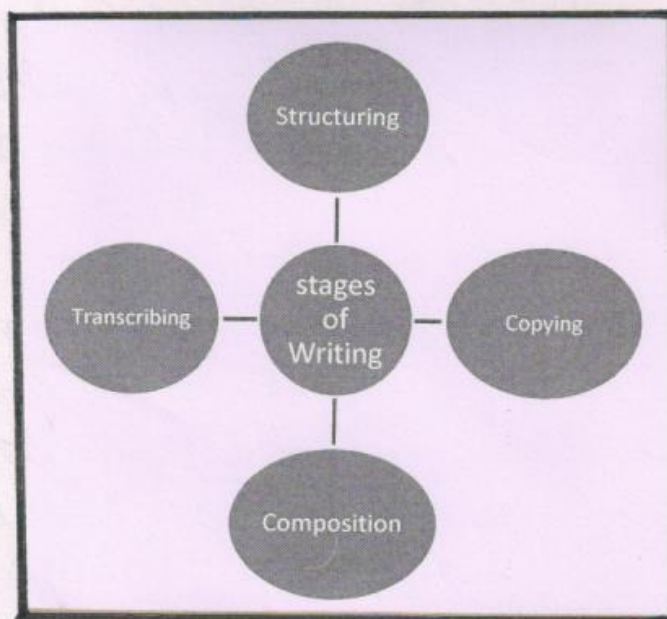
DEVELOPING WRITING SKILLS

Importance of developing writing skills

Writing came to the as putting down the graphic symbols of language for communication of ideas, feelings and needs. In some languages, it started as drawing of pictures, and its best illustrations are found in the Chinese and other associated languages which literally make the figures of the action or thing. In other languages however alphabets were devised and the combination came to mean something specific depending on the cultural and social milieu of the users.

The chief objective of teaching English to the students is to enable them expressive powers in English. Thompson and Wyatt have said, "The power or expressive in a language is a matter of skill rather than of knowledge." So our chief objective is to inculcate this faculty in the students. The words of Bhatia and Bhatia are relevant when they say, "It is the expression of child's thought his own ideas, feelings and observations. It includes both the process and product of composing. It refers to the process collecting thoughts, arranging them in a rational sequence and ultimately expressing them in accordance with recognized standards of form. The product may take the shape of a letter, an applications paragraph, a story, an essay, a description or narration a poem."

Stages of Writing





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WRITING FOR SPECIFIC

PURPOSE & SPECIFIC AUDIENCE

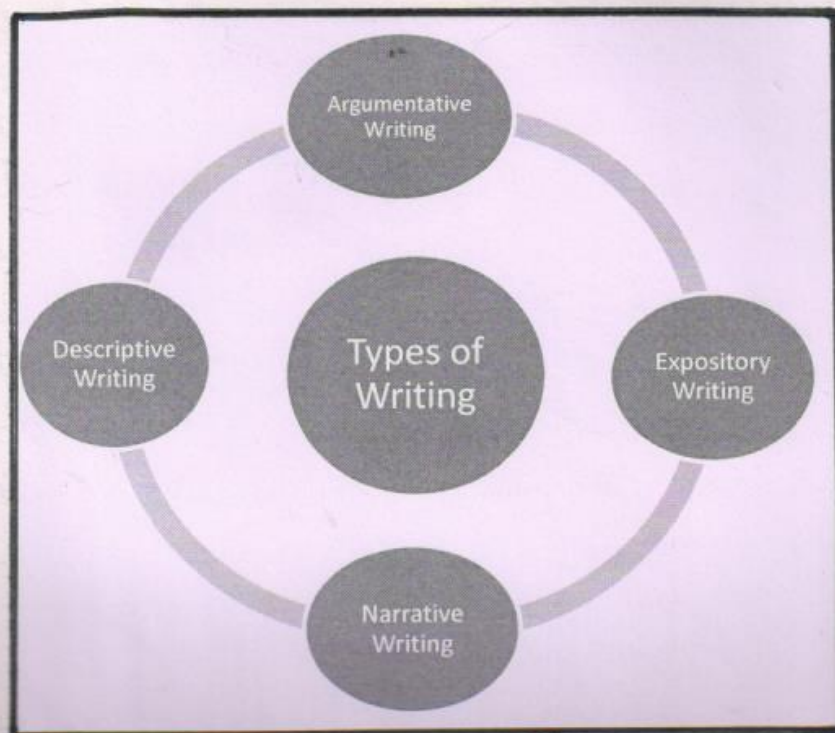
Written work has its own place, utility and importance in the process of learning a language. While teaching - writing, a teacher should not start from a, b, c up to z. The alphabets should be taught as per the mental level of the child so that he develops an interest in writing.

The first lesson in the teaching of writing are meant for teaching the mechanics of writing. The skill of writing i.e. the 'mechanics of writing' include knowledge about.

- 1) How to make strokes with proper hand movement.
- 2) How to make the right shapes of letters.



Types of Writing



How to make letter of the right kind and size.

How to give proper spacing between (a) letter (b) words (c) lines.

How to use capital letters and other punctuation marks at the right places.

How to write in cursive writing.

How to learn the proper use of punctuation.

How to use movements of hand.

CLASSROOM PROCESS OF WRITING

The process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process.

itself. Research also shows that feedback is more useful between drafts, not when it is done at the end of the tasks after the students hand in their composition to be marked. Corrections written on compositions returned to the students after the process has finished seem to do little to improve student writing. The writing process involves teaching students to write in a variety of genres, encouraging creativity and incorporating writing conventions. This process can be used in all areas of the curriculum and provides an excellent way to connect instruction with state writing standards.

The following are ways to implement each step of the writing process:-

1. Prewriting - Children brainstorm to generate ideas for writing. They use charts, story webs, and graphic organizers to help develop a word list for writing, decide the type of writing and audience and

determine the purpose for writing.

2. Rough Draft- Children put their ideas on paper. At this time, they write without major attention to punctuation, grammar, or neatness. Some teachers may refer to this as a sloppy copy or rough draft. The purpose of the rough draft is for the student to focus on his/her ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure.

3. Peer Editing - Classmates share their rough drafts and make suggestions to each other for improvement. They help each other understand the story by asking who, what, when, where, why and how questions. They look for better words to express ideas and discuss among themselves how to make the writing clearer.



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4. Revising - The children use the suggestions from classmates to make additions or clarify details. Children try to improve their writing on their own. The teacher steps in at this stage and gives feedback.

5. Editing - Children work with the teacher and / or peers to correct all mistakes in grammar and spelling.

6. Final Draft - Children produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvement at this point.

7. Publishing - The writing process is finally at its end. Children publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for students to celebrate. They may



share their pieces with the class during story time, make a class book or a personal portfolio, or send their work to local newspapers or children's magazines for publications! Parent Involve.

RECOGNIZING ERROR AS PART OF LEARNING PROCESS

Mistakes can be excellent learning opportunities. It may seem contradictory: to create situations where students will make mistake purposefully. We might allow extra time for class problem solving or focus on more challenging examples. Errors often result in increased knowledge. Controlling where and how these errors occur is an option. Frustration can result if no resolution and feedback are given after errors are made. A positive classroom environment that encourages students may also provide a good groundwork for allowing of learning.

How can we use learning errors to our advantage?

1. Instead of discouraging errors, educators should find ways to support individual learning processes:-

Rather than praising intelligence, educators should focus on encouraging students to think of their mind as flexible and support individual responsibility. This type of encouragement actually backfires since it leads students to see mistakes as signs of stupidity and not as the building blocks of knowledge.

2. Accept mistakes as part of the learning process:-

Half the battle is realizing that errors can be used as learning tools. The other half is learning to use them correctly. Mistakes can work to our advantage. Some students resort to memorization rather than risk making errors. But

Something is lost if education does not allow students time to try things on their own. Many teachers steer away from this model because mistakes take away valuable instructional time. But some new proponents argue there may be something wrong with this model. Perhaps we must reconsider why we aren't letting students make their own mistakes.

3. Achieving mastery should be the goal: Professionals are essentially experts who after years of study have learned specifics in a field. But the process of learning a concept is just as important as the concept itself. Why? Mastery produces learning that is meaningful.

4. Use mistakes as part of a discovery process that engages students. Allowing time for individual exploration will create opportunities where failures



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may occur, but they can be used as a tool. Education should allow students to discover on their own. Education should prepare students to learn on their own in an open-ended way.

5. Focus on self-paced learning strategies whenever possible:-

Media can be used to incorporate self-paced learning in the classroom, where students complete lectures at home, and "homework" example in school. This saves classroom time and services the focus of learning to problem solving. Students to make errors in the classroom, rather than at home are beneficial. At home there is no teacher or at times, support may be absent to guide students who may give up and not ask a teacher the next day. Salman Khan compares achieving mastery through experimentation to learning to ride a bike. The gap must be bridged before students can move on to the next skill. You can't ride a back without



achieving balance first.

5. Technology can turn errors into teachable moments :-

Some teachers use student example on the overhead or power point to show divergent thinking and how student might approach a problem differently. Actually showing mistakes during class, can make students realize that they are an acceptable part of the learning process. Seeing another student's mistakes can also help bridge learning connection.

7. Use immediate feedback to reduce frustration :-

Immediate feedback from mistakes in learning can actually be a powerful learning motivator.

The teacher can serve as a resource that helps students find answer on their own.

8. Accept that learning is a messy process :-

When attempting one of his inventions, Thomas Edison once said, "I haven't failed; I have just found 10,000 ways that didn't work. If we want to encourage our students to achieve

their ultimate best, we must acknowledge that learning is non-linear. Each learner will have preferences and inclinations. No two students are the same. By accepting this, we allow room for individual differences. By allowing students to make errors, they can better assimilate information to their needs and learning styles.

9. Rather than resorting to memorization allow students time to practice in class. They may discover that their weaknesses are just different ways of approaching a subject. Rather than a weakness, their errors can be ways to realize that they are just seeing things differently. They are part of a greater learning that is individual to each learner.

10. See learners as apprentices:-

An apprenticeship is a good way to understand how this model works. An apprentice work for years under a

Master until he is ready to complete the task on his own. He is allowed to make mistake, and even encouraged to do so. After learning the basic skills from the master, an apprentice is often required to design a complex project of being on their own that showcases their unique skills. Errors are considered part of the process of being a novice. The trainee eventually develops his own style and point of view. After many trials, the apprentice becomes the master.

As the James Joyce suggests in Ulysses, a true genius sees all learning as an opportunity to improve and discover. Errors are taken at will. In making mistakes, we can reach new height and finds our true genius.

"While one person hesitates becomes he feels inferior, the other is busy making mistakes and becoming superior," Henry C. Link



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WRITING AND REFLECTING

ON TEXT

Understanding the Concept of Reflecting Writing

Reflecting Writing is an analytical practice in which the writer describes a real or imaginary scene, event, interaction, passing thought, memory, form, adding a personal reflection on the meaning of the item or incident, thought, feeling, emotion or situation in his or her life. Many reflective writers keep in mind questions such as "What did I notice?" "How has this changed me?" or "What might I have done differently?"

Thus, the focus is on writing that is not merely descriptive. The writer doesn't just



merely descriptive. The writer doesn't just hit the replay button; rather, he or she revisits the scene to note details and emotions, reflect on meaning, examine what went well or revealed a need for additional learning, and relate what transpired to the rest of life.

Distinguish Features of Reflective Writings

Reflective writing is a way of processing your practice-based experience to produce learning. It has two key features:-

- 1) It integrates theory and practice. Identify important aspects of your reflections and write these using the appropriate theories and academic context to explain and interpret your reflections. Use your experience to evaluate the theories - can the theories be adapted or modified to be more helpful for your situation?
- 2) It identifies the learning outcomes of your

experience. So you might include a plan for next time identifying what you would do differently, your new understandings or values and unexpected things you have learnt about yourself.

- 3) Develop Critical thinking. It provides an opportunity for students to think critically about what they do and why, and to learn and develop as a result of this exercise. From an academic perspective, reflective writing provides a 'window' on the student experience and helps to identify any academic issues to address.

What are the benefits of reflective practice?

- 1) Improving your teaching practice :- If you take the time to reflect on your teaching, and reflect on how problems which arise could be solved, that is bound

to help you to improve your teaching.

2) Learning from reflective practice :- There is a good range of evidence that purposeful reflection helps 'deep' learning take place, and for you as a teacher it will help you to make connections between different aspects of your teaching and what goes on around your teaching. Reflective practice will help you gain new learning and use it in your teaching.

3) Enhancing problem solving skills :- When starting off with reflecting on your teaching you may tend to concentrate on problems which arise. By carefully and honestly considering and analyzing those problems, you will improve your own capacity to find solutions.

4) Becoming a critical thinker :- Critical thinking is about "thinking well", and



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'Taking charge' of your own thinking, and reflective practice will help you recognise and adjust what you think to take account of changes in circumstances. and by doing that help you to be better equipped to find solutions which work.

5) Making Decisions:- As you reflect on your practice, you will find you need to make decisions about what to do next. You may well have a number of choices which you have to weigh up, and deciding which one to take can be difficult. If you regularly reflect on your teaching in depth, you are regularly going to come across the need to make decisions, but the results of your reflective practice will help you to make those decisions in a more informed, thoughtful and objective manner.

6) Improving your own organizational skills:- You will notice as this section progresses



that the benefits of reflective practice can reach into every aspect of your professional work as a teacher. If you are thinking carefully about what you are doing, identifying possible actions and choices, trying out solutions, and adjusting what you do to take account of the results, this involves a good deal of organization. By breaking down issues and problems into steps or stages, you will get better at organizing your time and your activity to concentrate on the important, 'solution-focussed' actions.

7) Managing personal change :- Working in education involves managing regular, rapid, pressured and often confusing change. If you are using the techniques of reflective practice, which involves, calm, thoughtful, honest, critical and organized thinking and action, this should introduce a calming and less emotional response to that change.

8) Acknowledging personal values :- There will be things which take place within your professional situation as a teacher which you will wholeheartedly agree with, and others which will worry or alarm you. Reflective practice is an excellent way of acknowledging and recognizing that those values exist and have an effect.

9) Taking your own advice :- Teachers are often more critical of their own teaching than anyone else, and it could be possible for this to develop into an attitude about the teaching which is negative and destructive.

10) Recognising emancipatory benefits :- If you reflect on the nine benefits of reflective practice which have so far been described. This is what is at the heart of reflective practice, and as such it should help considerably to free you from some of the burdens.

WHAT IS TEXT?

Text is any piece of writing; it could be a letter, an novel, a poem, a recipe, a note, instructions for D.I.Y, an article in a newspaper or magazines, writing on a webpage or an advert.

All of these examples can be called texts.

What might the purpose of a text be?

- An advert might try to persuade you to buy something.

- A letter from school might inform you about something.

- A novel might describe somewhere or someone to you.

- A car manual might instruct you how to do something to your car.

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Descriptive texts

A descriptive text is a text that wants you to picture what is being described.

A novel might want you to imagine

the characters and see them in your mind.

A travel book will want you to see the country being described.

Descriptive texts usually

- Make use of adjectives and adverbs.
- Use comparisons to help picture the scene.
- Employ the reader's five senses.

Examples of descriptive texts

• The morning air was crisp and sharp as Sean, walked down the road.

• The pavement was slippery and cold beneath his feet, like a slimy, wet fish.



Information texts

An information text is a text that wants to advise or tell you about something.

For example:-

- A newspaper article may give you information about a health issue, such as giving up smoking.
- A website may give you information about a movie, a band or something that you are interested in.
- A handout from school may advise you about what your child will be doing during the term.

Informative texts usually:

- Avoid repetition
- Contain facts.
- Give information in a clear way; introducing the subject and then developing it.

Examples of informative texts

Make a plan to help you try and give up smoking. Plan the date you'll give up, how

you'll try to deal with temptations and a list of the reasons why you are giving up to keep motivated.

Instructive texts

An instructive text is a text that instructs or tells you how to do something. For example:-

- A recipe instructs you how to cook something.
- A leaflet that comes with a piece of furniture tells you how to put it together or take care of it.

Instructive texts sometimes:

- Use verbs, placed at the beginning of the sentence, that tell you to do something: the language is direct and unnecessary words are left out.
- Use 'must' and 'must not'.
- Use diagrams or pictures to help understanding.

- Use numbered or pictures to help understanding.
- Use numbered or bulleted points.

Example of instructive texts

Put all ingredients into bowl together.
Whisk until fully mixed.

Go to end of the road and turn left
past the pub on the corner. Keep
walking until you come to a park
and then turn right into street.

Persuasive texts

A persuasive text is a text that is
constructed to make you to something
For example:-

- An advert may want to buy something.
You may write a letter to persuade
a friend to go on holiday with you
or to try and get off a parking ticket.

CHARACTERISTICS AND FEATURES OF LANGUAGE

Language is, today, an inseparable part of human society. Human civilization has been possible only through language. It is through language only that humanity has come out of the Stone Age and has developed science, art and technology in a big way. Language is a means of communication, it is arbitrary, it is a system of systems. We know that speech is primary while writing is secondary. These characteristics of language set human language apart from animal communication. Some of these features may be part of animal communication; yet they do not form part of it in total.

1) Language is Arbitrary :- Language is arbitrary in the sense that there is no inherent relation

between the words of a language and their meanings or the ideas conveyed by them. There is no reason why a female adult human being be called a woman in English, aurat in Urdu, Zen in Persian and Famine in French. It may be noted that had language not been arbitrary, there would have been only one language in the world.

2) Language is Social :- Language is a set of conventional communicative signals used by humans for communication in a community. Language exists in society it is a means of nourishing and developing culture and establishing human relations.

3) Language is Symbolic :- Language consists of various sound symbols and their geographological counterparts that are employed to denote some objects, occurrences or meaning. The intelligibility of a language depends on the interpretation of these symbols.

4) Language is systematic :- Although language is symbolic, yet its symbols are arranged in a particular system. All languages have their system of arrangements. Every language is a system of system. All language have phonological and grammatical systems, and within a system of there are several sub-systems.

5) Language is Vocal :- Language is primarily made up of vocal sounds only produced by a physiological articulatory mechanism in the human body. In the beginning it appeared as vocal sounds only.

6) Language is Non-instinctive Conventional
No language was created in a day out of a mutually agreed upon formula by a group of humans. Language is the outcome of evolution and convention. Each generation transmits this convention on to the next. Like all human institutions language also change and die, grow and expand.



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7) Language is Productive and Creative :-
Language has creativity and productivity.
The structural elements of human language
can be combined to produce new
utterances, which neither the speaker nor
the hearers.

WORD KNOWLEDGE AND CONTENT KNOWLEDGE

Words are essential to create the message
by the sender during encoding towards
the receiver in communication process.

According to Prof. Barbara M.H. Strang,
“The most important criterion of a
word is that it is the smallest unit
that can in ordinary usage function
alone as a sentence.”

H.W. Beachhher clarifies that ^{“Words} are pegs to
hang ideas on.”



The term content knowledge refers to the body of knowledge and information that teachers teach and that students are expected to learn in a given subject or content area, such as English language arts, mathematics, science, or social studies. Content knowledge generally refers to the facts, concepts, theories, and principles that are taught and learned in specific academic courses, rather than to related skills — such as reading, writing, or researching — that students also learn in school.

CONCLUSION

Reading & writing paves the way to self-education when one is fully familiar with a language there can be addition to his storehouse of knowledge with the help of self-study. Reading arouses curiosity in individual to read more and more. As a result, the individual develops an interest in reading newspaper, journals, magazines etc with which one can get up-to

date knowledge. It is meant for intellectual development of the child. As Ghamchi and Trivedi say, "In fact, the education of a child's is imperfect, unless he is equipped with the ability to read, to write, to speak and to understand properly the contents. The intellectual advancement of a child is strictly limited, if he is unable to understand the language."