Chapter 3

Reading Pedagogy: Past and Present

3.1 Introduction

In this Chapter, I will explore the teaching of reading in the past four centuries. Then I will record the place and importance of reading in language teaching methods moving from Grammar Translation Method to Communicative Language Teaching. Then I will talk in some detail about the nature of reading comprehension where I will describe the different types of reading comprehension and will note down those factors that affects comprehension in reading. Then I will move on to record some pedagogical implications which can effectively use by the reading teacher for developing reading comprehension in his/her students.

3.2 Past Principles and Methods Used

3.2.1 The Alphabet Method

The alphabetic method is recognized as the earliest method of teaching reading. It predominated the field of teaching reading upto nineteenth century. In this method, students were trained to recognize and name the letters of both capital and small alphabets in the set order. Then they were taught to spell out pronounceable combinations of letters. This combinations of letters, was provided by the teacher, to them as reading material. In this method the progress was marked in terms of successfully moving from
learning and recognizing the letters to spelling out the words in a connected passage. For example the three letters of the word ‘cat’ will be spell out as C-A-T.

The problem in this method arises when researchers begin to think of the sound that each letter produces. The other confusion arises regarding those letters which remain silent in some words. For example as ‘k’ in knight, knife

‘h’ in hour, honour etc.

Now the confusion is whether or not to spell out such letters as ‘k’ and ‘h’ which remain silent in some words. If the learner spells out ‘h’ in the word ‘hour’ then it will sound differently and thus result in wrong pronunciation. Hence, the alphabet method fails on the ground that the letters of the alphabet were recognized as no longer reliable indicators of sounds. The letters of alphabet remain fixed in form which in speech sound gets changed. Thus the confusion regarding the sound of individual letters and the sound of the word composed out of those letters has given rise to the phonic method.

3.2.2 The Phonic Method

The Phonic Method begins with the aim of teaching reading to the learners by matching the graphic symbols (graphemes) with the sounds (phonemes) of the words. Here a phonetic alphabet is used in place of the traditional English alphabet so that the confusion between the letter and its
sound could be removed. The learners are required to learn the letters and the sounds they produce. They learn the letters by its sounds and not by its traditional names. Then they create a simple word by blending together the letters.

The credit for inventing the Phonic Method is given to Nellie Dale by many researchers. In 1899, through her book “On the Teaching of English Reading”, she had introduced two new ways to teach through the phonic method with a careful analysis of speech sounds including their complexities too (Donald Moyle 1968).

The seed of the phonic approach to the teaching of reading was sown long before by John Hart in 1551. He emphasized mainly those problems of learning which arise from “misnaming the letters”. He also formulated certain special symbols for only those letters which have diversity in sounds; so that each symbol has only one sound and the same sound has only one symbol.

During the seventeenth and eighteenth century, almost all grammar books gave special attention to the orthographic, that is, the syllables and the spelling of words. These items were brought out thoroughly in the books “spellers” from which the early reading was taught. Nellie Dale in her first technique mainly emphasized ear, hand and eye training. In her task learners were required to listen to stories, have discussion about the pictures and then to converse. Such exercises and tasks were devised to make the learners proficient enough to pick out letters-sound values whenever they might occur in a given word. By this she had emphasized “phonic readiness” and it
was proved that if the learner wants to use phonic techniques then he/she must have sufficient knowledge of sound values which make up a word. In her second technique she made use of colours as a way to recognize the sound value of letters. She used –

   Black Print for voiced consonants,
   Blue Print for unvoiced consonants,
   Red Print for vowels, and
   Yellow Print for Silent Letters.

   Although her approach received great success but however there are certain points where it fails. The long preparatory training period may leave the learners with boredom. And secondly many of the learners may have learned to read a word long before the printed symbols with the sounds come to their exposure. And this brings the confusion between reading readiness and phonic readiness.

   Phonic approaches were then criticized by Schonell (1949) and Piaget (1956). They suggested that many learners in their early stages of schooling may not have received as much of proficiency which could help them to work in a sufficiently abstract manner to undertake analysis and synthesis. Daniels and Diack (1956) Hunter, E (1977) argued that, merely on the basis of sound it is quite difficult for a child to ‘blend’ the sounds together to form the accurate word. Moreover, there was no initial focus on meaning. The whole approach was rather considered vain because it is not at all possible for the beginners to tackle with all the words in their book with a phonic
technique. So it was thought that phonic approach was quite unrealistic and
dull and the long uninteresting drills may lose the child’s interest in reading
(Daniels and Diack 1956).

3.2.3 The Whole Word Method

The whole word approach to reading was first suggested by Comenius in the sixteenth century. This reading method remained in the dark
for over a long period until it came to light by Gestalt psychology; and most of
the books on the teaching of reading of that time recommended whole word
methods with the support of Gestalt theory. Etymologically the term “gestalt”
means “form” and the theory was based on the fact that a word should be
recognized by the shape given by the outer contour of the whole group of
letters of which it was composed.

Helen P. Davidson (1931) has given a scheme of teaching words
through their shape using the following steps:-

1. The child was required to match geometric shapes to the identical shapes
   outlined on a piece of card.

2. The child having become proficient at the above, now moved to the
   matching of shapes which represent word outlines.

```plaintext
  ________       DOG
 /     / 
 |     | 
 |______|

  ________       LITTLE
 /     / 
 /     / 
 |     | 
 |______|
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3. The child now has to distinguish a shape representing his own name from the shapes of the names of the other children in his group.

4. Now for the first time the letters in the words were printed on a card. Starting with his own name the child would then learn the names of the other children in the group.

5. Common objects around the room were now taught in the same manner as above.

6. The children then began to play actions game and obey instructions in short sentences, thus reaching the stage of reading sentences without ever having their attention drawn to the fact that words were composed of letters.

(Cited in Donald and Moyle 1968:28)

The Scheme of Helen Davidson had a great impact upon the teaching of reading and the teachers of reading widely accepted this method as they felt that they could now rid their pupils from the tedium of sessions of phonic drills.

For the Whole-Word method different schemes and methods were suggested by various researchers; for example, Fernald and Keller in 1921 had given “Kinesthetic Method”. “Janet and John reading scheme” was published in Britain in 1949. “Ladybird Key Word Reading Scheme” was written by Murray and McNally in 1962. “Words your children Use” method was given by Edwards and Gibbon in 1964. All these Schemes and methods represent Whole-Word approach in many respects and were widely adopted by
text book writers and the reading teachers. All these schemes and methods were based on two common practices. According to the first practice, learning to recognize and to pronounce letters in combination must be developed through controlled practice upon meaningful units, that is, real words. According to the second practice, every word children learn should represent some picture or image, and then it should be memorized by them through regular controlled practice; so that it can be more easily remembered by them whenever they encounter it rather than the name of a letter with which they have no natural associations.

Although Whole-Word approach had gone a step forward to find a more realistic approach to the reaching of reading, however it fails in certain aspects. It was criticized mainly because it pays no attention to the fact that single letters have their own definite place in word recognition and that it is highly improbable for a child to recognize a word by its outline shape. It was argued that whole methods develop in the student’s guesswork and more careless reading habits. It was also said that if a child continues to read in this manner then in a very short time his ability to recognize minor differences in letters shapes would be killed; and the frequency of word repetition may lessen their interest (Donald and Moyle 1971).

3.2.4 The Sentence or Context method

A.B. Farnham advocated the sentence method through his book “The Sentence Method of Teaching Reading, Writing and Spelling: A Manual for Teachers” (1881). The theory of this method is based on the view that the
individual’s thought occurs only in sentences and the communication that takes place between the writer and the reader is the vital part of any reading. According to him the unit of thinking is a thought, and so the sentence should be regarded as the basis of reading exercises. He gave preference to ‘silent reading’ or ‘eye-reading’, than to oral reading and regarded silent or eye-reading as the fundamental processes in reading. Thus according to him every teacher should try to make his/her pupil an eye-reader.

Franham presented his views regarding his sentence method in the following words:

“Reading consists, first, in gaining the thoughts of an author from written or printed language, second, in giving oral expression to these thoughts in the language of the author, so that the same thoughts are conveyed to the hearer. It is important that this two-fold function of reading should be fully recognized. The first, or silent reading, is the fundamental process. It is often called “reading to one’s self”, a phrase significant as indicating a wrong conception of the true end to be accomplished. The second, oral reading, or “reading aloud”, is entirely subordinate to silent reading. While oral expression is subject to laws of its own, its excellence depends upon the success of
the reader in comprehending the thought of the author.”

(Farnham 1881:13-14)

Farnham criticized the skill of loud reading and introduced the concept of silent reading. According to him loud reading is a slow and tedious comprehending reading process because in this process the written word does not become the thought directly in the reader’s mind but first they are changed into the oral expression and then they become the thought in the reader’s mind.

According to him, the reading teacher should develop in each of his / her student the ability to look directly through the written expression to the meaning. This means that the reading and thought should go hand in hand. He gave more weight to silent reading which he called as ‘eye reading’ rather than oral reading. He emphasized making every student an eye reader; because the silent reading / eye reading will help them to receive the information in the thought from print directly. So for him, the chief aim of all reading should be getting of the “thought” and every skill, strategy and method used by the reading teacher must help the learners in achieving this aim.

3.3 Place of Reading in Language Teaching Methods

If we look back into the different language teaching methods, we would find that reading is regarded as one of the most important skills of language, always playing a vital role for the acquisition of the target language.

In the Grammar Translation Method, a literary reading passage in the target language was given to the learners and they were supposed to
translate it into their native language. For this, first they had to analyze in
detail the grammar rules and vocabulary of the target language. After that they
were given the task of translation and answering comprehension questions on
the basis of their reading of the passage. One of the primary aims of the
grammar translation method was to make the students proficient enough to read
the literature of the target language. In this method, the skills of reading and
writing were given major focus and listening and speaking were secondary in
importance.

In the Direct Method the reading skill was to be started from the
beginning of the target language instruction. Students were made to read aloud
a reading section written in the target language; and then the teacher by using
gestures, pictures, realia etc. made the meaning of the section clear. Here the
target language was taught directly without using the learner’s mother tongue.

The Audio-Lingual Method starts with the aim of language as
communication. The learners were expected to use the target language
communicatively. The advocates of this method followed the behaviourist
view, that is, language learning is a matter of habit-formation, so the students
were given to repeat new sentences in the target language several times.

In this method all the four language skills in the order of
Listening → Speaking→ Reading→ Writing, were emphasized, but oral/aural
skills received most of the attention. But here reading and writing skills were
also not neglected. Reading was used to examine the vocabulary and
grammatical categories. In order to perform the detailed analysis of the
grammar rules and vocabulary items, the learners first had to read them carefully and then to practice pronunciation. In fact reading was practiced here unconsciously from the beginning of the language instruction. Reading is not merely to process and comprehend the written or printed alphabets and numbers only. We read the graphic pictures and symbols too. In this method, for example, when in the class the teacher shows the picture of any bus, library, hospital, post-office etc. to the learners. The learners first see the picture, recognize it on the basis of their world knowledge and side by side read the picture. After reading the picture they transfer this information; that the picture the teacher is showing is the picture, for example, of the bus back to his mind. And then when the teacher provides them the language items (dialogue, vocabulary or sentence) in the target language to repeat, they are very easily able to correlate that language item with the picture they have read; and in this way learning becomes an easy task for them. Thus we can see that in the Audio-Lingual method, reading skill is practiced unconsciously from the very beginning of the instructional programme.

The method Silent Way was introduced by Caleb Gattegno in early 1960’s. This method was based on the assumption that the teacher should remain silent as much as possible in the classroom and the learners should be encouraged to produce as much language as possible. In this method all the four skills, that is, Listening→ Speaking→ Reading→ Writing were practiced from the beginning of the course. But there was a sort of sequence in the skills. The learners were required to read and write those target language items that
they have learned to say. Here also, reading is thus practiced from the beginning but follows from what learners have already produced orally.

With the need of appropriacy in communication, that is, ‘when’ and ‘how’ to say ‘what’ to ‘whom’, a great shift comes in the field of language teaching in the late 1970’s and early 1980’s. This change results in the method called as **Communicative Language Teaching**. This approach in language teaching starts from a theory of language as communication and communicative competence is considered the desired goal. Here all the four language skills are given equal attention and the learners start working on all the four skills from the beginning. For practicing the reading skill, the learners are given reading sections and they are expected to extract out meaning implied in that section. The learners can make use of any reading strategy such as guessing, predicting, previewing, skimming, scanning etc, according to the need and purpose. Reading, in CLT is seen as a hypothesis driven activity because while reading, the learners have to rely on their own background knowledge to the task of reading and then read by predicting inputs, sampling and selecting the text and confirming what had been already predicted.

Thus from the above discussion, it is clear that reading, a basic skill of language, has always played an important role in each and every method of language teaching.
3.4 Nature of Reading Comprehension

The term “comprehension” frequently occurs in cognitive and educational psychology as well as in pedagogical literature and is assumed in literature as the goal of the reading process (Urquhart & Weir 1998).

When a reader reads any written or printed material both the mechanical and intellectual processes occur. The process of vision, recognition, interpretation, and perception are the mechanical processes; and the process of recalling, remembering, judging, appreciating, evaluating etc. are the intellectual processes. The mechanical processes result in the technical products and the intellectual processes result in comprehension. Comprehension is an umbrella term that involves a number of mental reactions to the reading material. It is a very complex process involving phonological, morphological, syntactic and semantic elements and the degree of its understanding depends upon various factors such as readers background knowledge, vocabulary knowledge, text – structure knowledge, ability to detect main idea, syntactic processing etc. The discovery of accurate meaning of the reading material always remains central in reading comprehension, whether one is reading for knowledge, information or pleasure.

3.4.1 Types of comprehension

Richard R. Day and Jeong –Suk Park (2005) on the basis of the work of Pearson and Johnson (1972) and Nuttall (1996) have suggested six types of reading comprehension. According to them these are helpful in making students interactive readers.
- **Literal Comprehension**: It refers to an understanding of the direct meaning of the reading material, such as facts, vocabulary, dates, times and location. This type of comprehension helps the students to understand the surface meaning of the read material.

- **Reorganization**: This type of comprehension is based on literal comprehension. Here students are supposed to use the information from the different parts of the text and are required to add them for additional meaning and understanding. It is important because it teaches the students to examine the text entirely. Here they consider the text sentence by sentence and moves towards a more global understanding of the text.

- **Inferential Comprehension**: This type of comprehension teaches the students to combine their literal understanding of the text with their own knowledge and intuitions.

- **Predictional Comprehension**: Here the students combine their understanding of the passage, their own topic related knowledge and other related matters together in a systematic way to predict the coming event or end of the story. They may predict during the reading (while-reading prediction of the story or after completing the story (post-reading prediction). If the students make predictions while reading the story, they can easily confirm their predictions by further reading the story. But in post reading predictions, students cannot confirm the right answers because they can not continue to read further.
• **Evaluation:** Here the students are required to give a global or comprehensive judgment about the context of reading. The judgment is based either on the information provided by the teacher on the subject, or on their own experience, knowledge, or values related to the subject.

• **Personal Response:** This type of comprehension deals with the students' psychological, emotional and aesthetic feelings for the text and the topic.

### 3.4.2 Factors Affecting Reading Comprehension

• **Reader’s background knowledge:** Reader’s background knowledge related to the text or content information strongly affects reading comprehension (Anderson, 1990; Anderson and Pearson, 1984; Kintsch and Van Dijk, 1978; Grabe, 1991; Koda, 2005).

  Every text, does not always provide all the necessary information needed by a reader, to construct appropriate meaning. There remains both a conceptual and a relational gap, which is then filled only through prior or background knowledge (Koda 2005). In reading literature background knowledge is also referred to as schema. Background knowledge involves all those experiences that a reader brings to a reading material, for example, cultural knowledge, topic related knowledge, text organization knowledge; first and second language structural knowledge etc. Background knowledge helps the readers in conceptual scaffolding too, i.e. guide them in interpreting unfamiliar content (Koda 2005).
Researchers indicate that the activation of prior knowledge enhanced reading comprehension and reading skills (Anderson 1999). Successful comprehension does not depend on printed words only but to a large extent it depends on the knowledge and experience that reader brings to those printed words. Unsuccessful comprehension is the result of the lack of appropriate schema activation (Carrell 1988 b). According to Carrell and Eisterhold (1983:560) “a reader’s failure to activate an appropriate schema ……… during reading results in various degrees of non comprehension”. Insufficient knowledge or wrong conceptions about the topic also leads to an unsuccessful reading comprehension. Now it is the duty of the reading teacher to provide sufficient prior knowledge related to the topic to the students before they begin to read (Barnett, 1989; Carrell, 1988 a; Dubin and Bycina, 1991; Grabe, 1991; Anderson, 1999). Murtagh (1989) agreeing with this view have said “inducing appropriate schemata through suitable pre-reading activities is likely to be extremely beneficial” (p 102).

**Vocabulary Knowledge:** Vocabulary knowledge is another factor that affects reading comprehension to a large extent. Constantinescu (2007) found “a reciprocal relationship between vocabulary acquisition and reading comprehension”; and further concluded that “the better the students’ vocabulary knowledge is, the better they perform with reading comprehension tasks” (p 5). A significant amount of research done by second language researchers proved that vocabulary plays a major part in reading proficiency. Levine and Reves, (1990) discovers “lack of adequate vocabulary………as
one of the obstacles to text comprehension”. Grabe (1991) stresses the important role of vocabulary as a predictor of overall reading ability. He further argue, for the need to know about 2,000 to 7,000 words and sometimes even more if they want to achieve native like fluency. All this concludes that vocabulary knowledge is one of the crucial factors that influence reading comprehension.

- **Text – Structure Knowledge:** Text structure knowledge heavily contributes to comprehension (Koda 2005). It is important for the readers to know, how the text is organized because it influences the comprehension of the text (Grabe 1991. Grabe has further given strength to this view by providing the example of good and poor readers. According to him “good readers appear to make better use of text organization than do poor readers” (p.381). Carrell (1984 a) has argued that especially in second language; if text organization is based on the pattern of for example cause-effect, compare- contrast, problem-solution etc. then is provides better recalls, than those texts which are organized just around a collection of facts. As the text structure knowledge also affects reading comprehension; so in the reading class teacher should use certain skills and strategies to make the students proficient enough in understanding the organization of the text for successful comprehension. Although text-structure knowledge varies from reader to reader, but a proper training in the use of specific organizational mechanism improves comprehension (Koda 2005)

- **Main – idea detection:** This refers to the ability to identify the author’s point of view. It is the very essence of text comprehension. If the students lack
this ability then successful reading comprehension can never be achieved. If the students are not aware of how to engage in the requisite operations for main–idea detection; then the teacher should instruct them how to move step by step in the process of sorting, selecting, integrating information and so on. When the main idea of the reading material is identified, comprehension is facilitated by making the students able to organize the information presented and by being able to distinguish the main idea from supporting details Anderson (1999).

- **Syntactic Processing:** Research shows that many second language readers start reading in a second language (English) much before they have achieved an adequate second language linguistic sophistication. And syntactic knowledge is a major element, which can explain the differences that occur in L2 reading performance, and can give rise to serious reading comprehension difficulties (Koda 2005). Koda further proves her point by giving certain factors which show how lack of syntactic knowledge gives rise to reading difficulties. According to her, if the students do not have adequate command of L2 syntactic knowledge; then in order to know individual word-meaning, they have to depend upon other information sources and this often results in slow and less accurate sentence processing. Secondly, those syntactic features, which the students do not have in their L1 and thus are unfamiliar to them, may also create processing difficulties. Thirdly, syntactic complexity – such as lack of structural transparency, violation of prototypicality, and ambiguity- also give chance to the reading comprehension problems to occur. This means that there
is a need of properly implemented training programme for the L2 readers, which focuses especially on syntactic processing.

- **Comprehension strategies:** Strategies can be defined as “deliberate actions that learners select and control to achieve desired goals or objectives” (Winograd and Hare 1988:123). Accomplished and skilled readers consciously choose suitable strategy to cope with text, task or contextual challenges. They carefully monitor their reading process and take immediate and necessary steps whenever problems occur. And if they are very well aware of their cognitive resources they can successfully direct their attention to the appropriate clues for anticipating, organizing and integrating information (Koda 2005). While reading in a second language, if students make use of reading strategies, then they will obviously able to comprehend the text better than those students who do not use such strategies. This shows that the lack of using comprehension strategies while reading will result in unsuccessful comprehension, as the students then will not able to cope with continuously arising text, task or contextual challenges.

- **Automaticity:** It is the ability to simply recognize the words rapidly and accurately both in L1 and L2 for successful comprehension. In L2, researchers such as (Eskey 1988; McLaughlin 1990; Segalowitz 1998) have all stressed the importance of automatic lower–level processing for gaining successful reading comprehension. Poor and Less proficient readers do not recognize the words rapidly and accurately and instead keep on guessing from context which does not help them in automatic word recognition (Grabe 1991). Context often is
insufficient to support accurate inferencing and guessing from context might lead to frustration. Therefore the large scale development of recognition vocabulary may help in developing reading (Van Dijk and Kintsch 1983; Perfetti 1985). Anderson (1999) gave importance to increasing students reading rates because this will make them able enough to devote greater cognitive capacity to comprehension skills; because their reading rate is often very slow, when they are engaged in many reading tasks, at the same time and as a result do not comprehend whatever they have read. Thus automaticity is another factor which can affect / influence reading comprehension.

3.4.3 Developing Comprehension in Reading

In many of the reading instruction programs the importance has been given to testing rather than to teaching reading comprehension. The course instructor should instruct the students how to comprehend and should also monitors their comprehension by verifying the predictions made by the students are correct and by checking the strategies and skills the students are using with text, task or contextual problems. The instructor (teacher) should also get the students to monitor their own comprehension and make them proficient enough to discuss the strategies implemented for gaining true comprehension, with the teacher or classmates. Various theories related to the processing of reading comprehension suggest about teaching comprehension skills to L2 readers. According to top-down theory comprehension is facilitated when the reader’s background knowledge is activated. According to Eskey (1986:06) “comprehension is always directed and controlled by the needs and
purpose of an individual and crucially depends on that individual’s …….. background knowledge”. A bottom-up theory gave emphasis on the text itself and what the readers are able to extract form the text. According to bottom-up theory, the reader must begin with the individual letters and words as they read and moves from words to phrase, clauses and then to the sentences to construct meaning (Eskey 1986; Anderson 1999). Bottom-up theory suggests that comprehension is facilitated when reader activate the incoming data. Then came an interactive theory with view that “every component in the reading process can interact with any other component be it “higher up” or “lower down” (Alderson 2000:18). In order to comprehend the text, good readers use both top-down and bottom-up processes. Thus the students should be encouraged to make use of the information from their text as well as from their background knowledge to comprehend what they are reading.

Grabe (1991) has suggested certain curriculum guidelines that can effectively used for teaching reading comprehension in L2 reading class. They are

1. “……reading instruction be taught in the context of a content-centered, integrated skills curriculum. Content provides learner motivation and purposeful activities; the integration of skills reinforces learning.

2. a reading lab should be used to provide individualized instruction as well as to practice certain skills and strategies (for example, recognition exercises, timed reading, vocabulary learning strategies) outside of the content-centered course.
3. Sustained silent reading should be encouraged to build fluency (automaticity), confidence, and appreciation of reading.

4. Reading lessons should be planned in a pre-, during, and post reading framework in order to build background knowledge, practice reading skills within the reading texts themselves, and engage in comprehension instruction.

5. Specific skills and strategies should be given high priority and practiced consistently.

6. Group work and cooperative learning should be used regularly to promote discussions of the readings and to work with information from the reading, exploring different solutions for complex activities.

7. Students need to read extensively. Longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation” (p:396).

Throughout the decades, researchers and theorists have been indulged in an effort to present certain effective ways and instructions to overcome those factors that affect reading comprehension. Some of them are:-

1. To activate background knowledge teachers can,
   a. Induce appropriate schemata through suitable pre-reading activities (Murtagh 1989).
b. ask the students to predict story events based on their personal experience, before they begin to actually read the story (Hansen and Pearson 1983).

c. ask students to set questions and make predictions about the topic and then read to support or reject their hypothesis (Mc Neil 1987).

d. make use of semantic mapping, which is similar to brainstorming. Here students can be asked to link ideas and concepts they already know to the new concept and thus may be helped in activating background knowledge (Anderson 1999).

e. ask the students to monitor their use of background knowledge activation strategies as they read outside the classroom.

f. ask students to make some questions based on the title and then scan the passage to find the answers.

2. To improve vocabulary teachers can

a. explicitly taught the basic vocabulary to L2 readers (Anderson 1999).

b. encourage and help the students to effectively guess the meanings of less frequent vocabulary by using contextual clues (Anderson 1999).

c. make use of authentic materials because such materials provide a rich source of vocabulary instruction. Moreover, when students
will get something of their interest and purpose to read, they will be more indulge and more motivated.

d. make use of frequency lists. According to Coady et al. (1993), there is a list of approximately 2,000 words that covers almost 80% of the words occur frequently in average texts. So, the students can be taught to recognize these words automatically.

e. enhance vocabulary acquisition with the help of technology, by using multimedia glossed texts, electronic dictionaries, corpora concordance software and various other vocabulary building software (Constantinescu 2007; Anderson 1999).

f. use the techniques of rote repetition, use of context, mnemonic approach and word structure analysis (Nation 1990; Cohen 1987).

3. To enhance text-structure knowledge, teachers can,

a. give clear illustrations of genre-specific text structure (Koda 2005).

b. provide a simple and easy structure-awareness training both in expository (e.g.Carrell 1985; Tang 1992) and narrative texts (Amer, 1992).

c. give practise in automatic lower-level processing procedures especially decoding and syntactic parsing (Koda 2005)

4. To develop the ability to find out the main idea, teachers can
a. focus students attention towards text-organization clues; including headings, subheading, and paragraphs topics (Taylor 1982).

b. also make use of graphic aids extensively with flowcharts (Geva 1983), conceptual networking and conceptual mapping (Armbruster and Anderson 1985).

c. directs students attention to explicit text cues, highlighting key information (Koda 2005)

5. To increase the ability of syntactic processing, teachers can

a. provide explicit instruction on mandatory,

b. give scaffolding exercises in sentence processing with structurally controlled texts,

c. make more use of authentic texts,

d. incorporate multimedia materials, such as audio and video clips.

6. To improve the reading comprehension strategies teachers

a. can make use of the verbal reports; through which they can get readers to verify what they are doing while they are reading.

b. should see that the use of strategy naturally emerges from the students themselves and is not pre-planned (Anderson 1999).

c. should include in their instruction ways of selecting the approach (flexibility) that are most efficacious and congruent with students need and intent (Koda 2005).
d. should give the students practice in self-questioning to promote cognitive processes such as inferencing, monitoring understanding and attending to structures (Urquhart and Weir 1998).

e. should give the students practice in SQ3R for improved performance.

f. can give strategy training with semantic mapping and with the ETR (experience, text, relationship) method (Carrell, Pharis, and Liberto 1989).

g. can put more emphasis on word, sentence and discourse analysis strategies (Kern 1989).

7. To development automaticity in reading teachers can

a. familiarize the students with a large number of words through extensive reading practice (Urquhart and Weir 1998).

b. make the students practice in skimming and scanning exercises, which provide them a chance to read in different ways

c. underlines chunks of language within the passage so as to maintain the natural flow and connection of words and thoughts of the writer; and ask the students to read in chunks.

d. make use of a “metronome”, which is used as a pacer with a 3 x 5 index card and the students are required to read a line of text (which may be prepared by the teacher) in one eye fixation (Plaister 1968).
e. use the method of “phrase reading”, where students are required to increase their eye span by reading in units (Riley 1975).

f. make use of reading rate activities like rate building up reading, repeated reading, class paced reading, and self-paced reading in the classroom (Anderson 1999).

g. make use of computer software, such as “New Reader Software”, which include “timed reading”, and “paced reading”, components of reading rate practice (Anderson 1999).

The above given are only the few suggestions given by different theorist and researchers to overcome some of the reading comprehension deficiencies. There can be much more suggestions.

Thus in this chapter, the teaching of reading in the past four centuries has been recorded, where I have described on the alphabet, phonic, word and sentence methods. Then I have explored the place and importance of reading in language teaching methods moving from the GT Method to CLT. Then I have moved to define the nature of reading comprehension where, I have discussed the various types of reading comprehension, as well as factors which affect them and the possible pedagogical implications to overcome these factors.