Chapter V

5. Developing Reading Skills

5.1. Introduction:

Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency. Independence is the ability to function in a given area without depending upon another's help. Independence in reading and writing is the ability to read and write anything one can say or understand in his or her language without depending on another's help. Comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts. Reading requires understanding, or comprehending the meaning on the print. Readers must develop certain skills that will help them comprehend what they read and use this as an aid to reading.

Reading skills are specific abilities which enable a reader

- to read the written form as meaningful language,
- to read anything written with independence, comprehension and fluency,
- to mentally interact with the message.

5.2. Kinds of Reading Skills:

It is to be noted that the word attack skills enhances the student figure out new words. He with the help of comprehension skills can predict the next word, phrase, or sentence quickly enough to speed recognition. The most necessary skill in reading is fluency skill and it certainly helps the readers see larger segments, phrases, and groups of words as wholes. The last among all these is critical reading skill that helps the student to see the
relationship of ideas and use these in reading with meaning and fluency. So comprehensibility in writing is related to comprehension in reading. Comprehension skills are the ability to use context and prior knowledge to aid reading and to make sense of what one reads and hears. Comprehension is based on:

   a. Knowledge that reading makes sense
   b. Readers’ prior knowledge
   c. Information presented in the text, and
   d. The use of context to assist recognition of words and meaning.

5.2.1. Fluency:

Fluency is the ability to read, speak, or write easily, smoothly, and expressively. Fluency skills are the ability to see larger segment and phrases as wholes as an aid to reading and writing more quickly.

Examples of fluency skills:

   a. Immediately recognizing letters and frequent clusters of letters.
   b. Learning frequent words by sight
   c. Seeing phrases as wholes
   d. Using prediction skills within the phrase or clause

5.2. 2. Ways to Understand Long Sentences:

To understand a long sentence, a student can break it into many parts that contain meanings and then finding meaning for all the parts one by one will make him understand the meaning of the long sentence very easily. For example the following sentence may be broken in this manner.
Our hypothesis / that interventions are possible/ and produce tangible results in the long term /can only be speculated on. It did however appear/ that interventions of the kind we describe/ further student enthusiasm and participation/ and, ultimately, /encourage the removal of English language learning difficulty.

Another way to understand the long sentence is by looking into the key or main words that form the content of the sentence. If he rightly picks up the main words, it will enable him to understand the meaning of the sentence very easily.

5.2.3. Other Governing Factors in Reading:

It is the duty of the teacher to let the students know the various reading skills to improve the reading ability. The most important skills in reading are:

1) Locating the Topic Sentence,

2) Skimming,

3) Presumption of the Meaning of Phrases,

4) Scanning and

5) Think Ahead.

5.2.4 Locating the Topic Sentence:

Articles are made up of many paragraphs and all of them are inter related to make a meaningful essay of perfection. Every paragraph contains a main idea and many supporting ideas. The paragraph either begins or ends with a topic sentence followed by many supporting sentences. The student has to be taught to find out the topic sentence and the supporting sentences.
The topic sentence describes also what the author wants to say in the whole paragraph. It is very easy to note that the topic sentence contains the author’s point or purpose, and the main idea. So understanding the first or the last sentence is very important as far as reading skills are concerned. The meaning of the entire paragraph may be understood by understanding either the first sentence or the last sentence of the paragraph. If this reading technique is acquired by the student, he will definitely read any amount of pages within a short period of time and he can also develop the art of speed reading.

5.2.5 Skimming:

Today one has to develop the method of skimming if one wants to develop his reading skills. It occupies a vital place in reading and it is a systematic process in high speed reading. Here, one has to search the sentences and the whole page at a fast speed to find out the important clues to develop meaning of the page. A tertiary level student has around 150 wpm which is below normal. It is to be raised up to a minimum of 350 wpm. Then he will find reading a pleasure.

Skimming is a technique to be used by students to get the gist of some article in a book, a newspaper and in a magazine. The student reads the contents of the page quickly to get the main points and it is useful to him to skim. He is to make an overall view of the contents before he is to read it specifically. After reading it thoroughly he is to think over the real message hidden in the passage to refresh his memory and understanding. He can try this method of skimming all times particularly when he spends time in a library and in a book stall. A student while reading magazines, short stories, novels and newspapers can use skimming as it enables him to understand and also gives him enjoyment and pleasure of English
language. Skimming and scanning methods in reading help to read the items fast and let them also search fast. Skimming, in particular helps students search for a general idea in a passage and then he can decide whether further reading of the passage is necessary or not. It simply means to search for information without bothering about the grammar or syntax of a passage.

During skimming the student has to move his eyes fast looking at the main words to understand the meaning of the passage. He can skim the lines at a normal speed but looking at the words is very important. He can get the main idea in the starting passage itself and the subsidiary ideas can be gathered from the coming paragraphs. He should frame a gist of the passages he has been reading at the time of his reading. Then he can skip over the things which are not essential for a general understanding of the whole. This helps a student acquire fast reading from his earlier normal reading. Every student can practise this in his study of the novels, newspapers, reading comprehension passages and reading of long essays.

5.2.6. Detecting Key Phrases: (Phrase Reading)

One is used to remember certain words and phrases and expressions which are the most important for understanding the parts. How it becomes possible is that one can understand the ideas from the words and expressions, phrases and new words used in the reading passages. Those are the key words to the article. A student should try to know the meaning of such new words and phrases that will help to understand what he reads. Sometimes the students could get the meaning from the words and expressions, phrases and new words used in the reading passages. Students during reading need to learn the differences between a phrase and a
sentence in the texts. While the sentence is the required minimal unit in written English, phrases function as breath groups. Phrase reading can be useful in making the students understand from word-for-word reading, and can help increase speed.

5.2.7. Scanning:

While skimming requires sweep over the passages or article, scanning centers on quick search. It is the method of reading quickly in order to find the information. This can be done during the search for the meaning of a word from the dictionary or thesaurus for a matrimonial column, an advertisement, situations vacant and rentals and such. Scanning means not reading each and every word, sentence and paragraphs and it is just searching things like a bird’s search for seeds scattered over the ground.

5.2.8. Think Ahead:

‘Think ahead’ means that the student has to think of the reading item well in advance when he sees the articles. He can guess the content of the reading article by looking at the title of the passage if there is any title and if there is no title he can guess the content by solely sweeping over the beginning sentence or the opening paragraph. It will instigate in him some sort of predicting quality in him which the researchers recommend this an immediate requirement for anyone who wants to develop reading and reading activity.

Think ahead is an activity that is similar to that of forth guessing the events or incidents to come at the time of our watching the movie. It develops the power of progressive guessing and the same time creative thinking also automatically develops. It enables the student to get more involved in reading so as he or she can
try to compare his guess with that of the writer’s. It also helps the student to remember the words which are appropriate to given topic. It not only is creative but also it reduces the trouble of understanding the reading article.

5.3. Why Develop Reading Skills:

Many students arrive at college unprepared for the reading and writing demands that they meet. These students may have basic reading skills but have not developed the critical thinking necessary for the higher level reading in college. Although colleges provide remedial-type college preparation courses, where these lagging skills can be developed, it would be far more beneficial to the student to acquire these skills before entering college. Some adolescents may steer away from college and continuing their education because of their lack of literary skills. They may have "just made it through" high school and may not feel they have what it takes to continue their higher education.

A large number of students now successfully acquire the basic skills of phonemic awareness and decoding by the end of undergraduate study. This is largely due to the new focus on research-based approaches to reading. There is usually a great deal of emphasis on developing and practicing reading skills from elementary schools to higher secondary education. During this time, most of the reading required includes words that students know and are about topics they are interested in.

After school study the requirements change. Reading instruction is not as direct, while at the same time, students are required to read in order to learn new information and new vocabulary. The amount and complexity of reading materials
increases a great deal. Students in schools, high schools, higher secondary schools and colleges need to develop listening, speaking, writing, and critical thinking skills. They have to form conclusions and make judgments.

In addition, the requirements for reading and writing in the current global marketplace are more demanding than ever before. Since new employees often enter the marketplace without the necessary skills, companies currently spend millions of dollars to improve communicative skills particularly reading, speaking and writing.

5.4. How to Improve Reading Skills:

For tertiary students the more important one other than academic achievement is being a good reader. The students have to know their best and provide time and attention that will lead them to success in reading. The students have to set a regular time to read daily for one hour. Regularly reading out loud even by tertiary level students will produce significant gains in reading comprehension, vocabulary, and the decoding of words. In due course of time it will increase their desire to read. The students should get always surrounded with reading material. With a large array of reading materials in their homes and colleges the students can achieve the best in their tests and examinations. They have to be tempted voluntarily to read by having a large supply of appealing books and magazines at their reading level. They can keep such reading materials in class rooms, bathrooms, bedrooms, poojarooms, and even by the TV.

The students have to establish a daily 15 to 30 minute time when everyone in the class room reads together silently. It may be extended to home also. Seeing other students read will inspire students to read. Just 15 minutes of daily practice is
sufficient to increase their reading fluency. The teacher has to encourage a wide variety of reading activities. He has to make them understand that reading is an integral part of their lives. The teacher, instead of asking them to read their lessons and essay, he can ask them to read bill of fare, roadside signs, game directions, weather reports, movie time listings, and other practical everyday information. The students should always have something to read in their leisure time.

The most important need to develop reading is that the students have to develop the library habit. They should be enticed to read more by going to the library every day to get new reading materials. The library also offers reading programs for students in all forms of literature that may appeal to them and further increase their interest in reading. The students themselves are to be knowledgeable about their own progress. They have to find out what reading skills they are required at their level. The teachers should find what the problems their students face at the time of reading. It is a wide phenomenon that teachers do not always detect students’ reading problems until they become serious. The teachers should look whether the students can sound out words, know sight words, use context to identify unknown words, and clearly understand what they read.

The students should never hesitate to get help to wipe out reading problems as reading problems do not magically disappear with time. The earlier the students ask for help, the more likely they will become good readers. The students cannot wait for their teachers understand their problems and they have to receive necessary help not only from the teachers but also from fellow students. There is variety of aids to help students to improve their reading skills they could get other than from their teachers. To improve their reading, use textbooks, computer programs, books-on-
tape, and other materials available in stores. Last but not the least the students unless and until they show enthusiasm for their reading, development of this skill is a million dollar question. The teachers should make the students know that their reaction has a great influence. It will make them become good readers if now and then the teacher gives them genuine praise for their reading efforts.

5.4.1. Suggestions for Effective Reading:

The student when reading a text in English should not look for the meaning of the words in the dictionary all the time. He has to guess the meaning of the difficult words by its context and this contextual meaning is very helpful to understand the text. Thus fast reading is developed automatically. Adding of more vocabulary on a regular basis to the stored vocabulary in his mind will give him confidence and strength to use it in his daily activities. It is important that a student has to make the reading habit daily for a minimum of half an hour and then after a few days he will notice the difference with in him. The student should begin the reading from easier to more difficult to achieve better reading skills. He can choose an author whom he likes more. If he makes reading of an author regularly, he knows and understands the style of the author and his use of grammar and enriched vocabulary. The understanding level of vocabulary and grammar is enhanced because of continuous reading. He should not stop with reading alone. He has to discuss the item he has read with others to get a grip over his reading material. He has to remember that he should never try to translate the items he reads in his mother tongue or in any language because it will become a hurdle for his understanding. He can go for the overall meaning of the study item.
5.4.2. Speed Reading and its Importance:

The first and the foremost requirement for speed reading is strong concentration on the reading item he has. His environment and surrounding add to the level of his speed reading. He is to develop eye movement on the item he is to read. Poor eye movement is real problem in speed reading. When he feels that the item he has read is not very clear, he can go for a re-reading of the passage to have a clear understanding of it. The student when he indulges in speed reading he should never subvocalise the words and read it aloud as it will be another hindrance for speed reading. The reason for subvocalising or rereading the things again and again is due to lack of concentration or non understanding of the material he has been reading. If the student picks and reads the main words leaving the connectives such as conjunctions, adjectives, prepositions and articles etc, he can achieve speed reading within a short span of time. However the following are suggested for speed reading:

a. Read continuously for fifteen to half an hour but it should be a daily activity.

b. Read stories that one likes

c. Listen to the news items or read them patiently even if it is not interesting

Reading being the basic skill supports the student to master listening, speaking and writing skills. It can envisage the improvement in knowledge. The student can read efficiently on whatever he reads. He has to develop his knowledge of English language in order to read efficiently. He is to know the various reading skills for making his reading more positive than others. A student who wants to
develop his reading skill has to be fluent in handling English vocabulary. He / She can know how words are formed.

5.5. Strategies for Developing Reading Skills:

Teachers of language are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the English teacher, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective language teachers show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

- **Previewing**: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.
- **Predicting**: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using
knowledge about the author to make predictions about writing style, vocabulary, and content.

- **Skimming and scanning**: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.

- **Guessing from context**: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

- **Paraphrasing**: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Teachers can help students learn when and how to use reading strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.

- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.

- By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.

  - By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading
about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

5.5.1. Reading to Learn:

Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

5.5.2. Reading to learn the language:

Reading material is language input. By giving students a variety of materials to read, teachers provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

5.5.3. Reading for content information:

Students' purpose for reading is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

5.5.4. Reading for cultural knowledge and awareness:

Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they
are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

5.6. Basic steps to learn when reading:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.

2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.

3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.

4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

5.7. The Present Study:

The present study contains various methods being practised in the college in developing the reading skills of first year students studying in English literature. It is conducted with fifty students of English literature at Devanga Arts College. The
investigation found the views of the students’ responsibilities and decision-making abilities in learning English. It also brings to light the motivation level and the actual knowledge level of the students about reading and other skills.

5.7.1. Data Collection:

The opinions of the students are collected by distributing a questionnaire (page no. 275) and it has been scrutinized by the teacher-researcher. It reveals on how and what the students are positioned and are expecting. The study involves almost all the students of first year with strength of 50 in the regular course. Follow up interviews are conducted randomly with fifteen students which reveals the real state in which they are positioned and what the need they expect as far as the skills of English language are concerned. The following questionnaire is used to elicit response.

5.7.2. The Questionnaire:

Q. Do you read a paragraph in Tamil very easily?
A. Tamil only

Q. Do you find it difficult to read a sentence in English?
A. Certainly yes

Q. Have you been exposed to reading in your earlier classes?
A. NO

Q. Do you find it difficult with the vocabulary in reading?
A. Yes

Q. Do you have difficulty in pronunciation?
A. Yes
Q. Do you read newspapers daily?
A. Yes Tamil not English

Q. Do you have the practice of reading daily?
A. Yes

Q. Will you listen to others’ loud reading?
A. Not interested

Q. Do you find it difficult with your teacher’s pronunciation?
A. Yes

Q. Are you interested in reading stories?
A. Very much

Q. What sort of books do you usually read?
A. Adventures

Q. Do you feel nervous to read before others?
A. Mostly

Q. Are you aware of the importance of reading?
A. NO

Q. Do you know speed reading?
A. NO

Q. Do you know something about scanning?
A. NO

Q. Do you know anything about skimming?
A. NO

Q. Will you read a paragraph and answer the questions?
A. Not exactly
Q. Could you fill in with apt vocabulary after reading a paragraph?
A. Try my level best

Q. Do you look at the dictionary to know the meaning of difficult words?
A. Yes

Q. Could you answer the questions after reading a paragraph?
A. Yes

Q. Do you regularly listen to the news reading on TV?
A. Yes only Tamil

Q. Do you take steps to develop reading?
A. I don’t know

Q. Could you understand the news reading on the TV?
A. NO

Q. Do you get acquainted with the BBC pronunciation?
A. NO

Q. Do strange words constantly stop your progress?
A. Yes

5.7.3. Findings:

It is understood as per the Chart I that 17 of the 50 select students (5 male, 12 female) included in the “good category” can understand the questions and answer the questions but the remaining 33 of the select students (9 male, 24 female) included in the “bad category” are unable to understand the meaning of the questions. The
findings revealed that most of the students could read Tamil essay very easily. They said that they had never been exposed to reading in the classes in their previous study. That is why they find difficult with English as for as reading is concerned.

Regarding pronunciation, the students answered in a uniform way. They said that they were just hearing the word pronunciation and they did not know how important it was and in what way it was going to help them in their reading. Most of the students were coming from the villages and rural areas and they said that they could have access to the papers in their mother tongue. They did not have the habit of reading English news papers. They usually stopped reading practice with the class and they did not indulge in further reading after the class hours. They never made loud reading as they feel that other students would mock at them and they had forgotten that they were indulging in an innovative practice.

The students were not aware of speed reading, skimming and scanning and the purpose of reading. They could not read a long passage and they find it nervous and difficult to read. They accepted that their vocabulary was very poor and they did not have the practice of looking at the dictionary to develop their vocabulary level. Most of the students came with the same answer that they did not listen to the reading of English news both on the television and on the radio.
Chart: I Reading Skills in the Beginning among Fifty Students

READING SKILLS

- Male: Good - 5, Poor - 24
- Female: Good - 12, Poor - 9

Graph showing the distribution of reading skills among males and females, with Good and Poor categories.
5.8. Pilot Study:

In the pilot study, a group of students were asked to write down a list of activities which they believed would help them learn four English skills. Subsequent discussions with various groups of students revealed that the students do not have mastery or acquired as far as the reading skill is concerned. The questionnaire also provided the basis for the follow-up activities that will certainly enhance the reading capacity of the select 50 students. The teacher-researcher asked 20% of the select students randomly chosen from the sample. The teacher-researcher asked in English for 20 minutes, to probe the questionnaire results. There was a great deal of consensus among the students’ responses which helped to clarify some of the interesting patterns emerging from the questionnaire survey. The follow-up interviews were done and students’ responses were transcribed to inform the interpretation of the questionnaire results.

5.8.1. Results:

Student responses are discussed according to the four main sections of the questionnaire: (a) their perceptions of the English teacher’s responsibilities and their own; (b) their perceptions of their reading abilities; (c) the motivation they received from external factors other than their teacher to read English materials; and (d) how often they engaged themselves in activities in and outside class to develop the reading skill. The questionnaire asked students about their state of their reading and how they perceived their teacher’s role in the language learning and reading process. Many of the students considered they were ‘primarily’ responsible for those aspects of their developing reading skills. Some students came out with the idea that the
teacher as being *more* responsible for the planning of the reading materials for the students in order to enable them turn out good readers. For the question “*Do you have the practice of reading daily?*” the answer is ‘85% students do not have reading activity both at home and in the class room.’ Regarding the necessity of developing reading skills 80% students are for ‘must’. For the question ‘What sorts of books do you usually read?’ the answer is ‘70% students are not at all reading any book’. For the questions ‘*Do you know something about scanning?*’ and ‘*Do you know anything about skimming?*’ the answer is 95% students are not aware of them and they are hearing these two terms for the first time and they do not understand what necessity is there for them in the developing of reading skill’.

It could be noted that that student motivation is a major issue to promote students’ developing their reading skill in English at the tertiary context. Though the results of the study are based on self-report and therefore need to be treated with caution, there is a certain consistency in the students’ responses and the steps are to be taken so as to develop the reading skill among the students which they need for their future livelihood.

The students feel that the teacher is also responsible for most areas of their developing of their reading skills but theirs is the active part in acquiring this particular skill. Having all these views, suggestions and ideas in mind the teacher/researcher decided that the following activities could certainly try to develop the reading skill of his students particularly in English.
5.9. Activities Oriented with Advertisements:

The teacher/researcher in order to make his students thoroughly get the importance of reading skill introduced a variety of activities with different models of advertisements exhibiting all kind of furniture, various electronic items for sale, intimations of recruitment for various positions in the bank and university and one inviting students to join an English certificate course.

5.9.1. Activity: Knowing of Ads, Reading, Writing and publishing them in Newspapers:

The teacher-researcher explained the importance of advertisements and their stunning statistics of the biggest companies spending 50% of their income for advertising purpose. Hence, it had become a vital thing for students to know how to write ads and later publishing them in newspapers. In almost, all the leading newspapers, there is a separate section called Classified Section where a lot of advertisements are published daily and four or five pages are allotted on Sundays. The cost of placing an ad in the newspaper is usually determined by the number of words in the ads. Individuals or companies who want to sell or purchase can use the space of this section by paying money for one day or several days.

The teacher-researcher explained the contents of the ads as there should be the name of the seller, the names of the goods being sold, address of the shop, contacting numbers and there should be a mentioning of discount, if there is any. The teacher-researcher wrote a model ad on the black board and then explained everything needed. Having made his students understood the various types of ads; he divided the select 50 students into 10 groups containing five in each group. He gave
each group five copies that contained an advertisement but he specifically made that each group should have an ad containing different names, different goods and everything dissimilar from one another. He asked every group to read the advertisement for five minutes and then asked them to write answers for the questions that followed the ads. The teacher-researcher then asked to come out with only one answer sheet from each group and a representative had to come to the front and read the passage louder so that all the other students might understand. This activity consumed 30 minutes to complete 10 rounds. Instead of teaching the part ads theoretically the teacher-researcher did it in a practical way that received astounding response from the students.
5.9.2 Activity: Model Advertisements:

*Read the following ad and explain what is being sold.*

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**All Kinds of Furniture**

**Prabha Mart**

239, Mount Toad,

Chennai- 600001

We are pleased to offer the best selection competitive pricing and a friendly and knowledgeable staff. Offering great deals on Writing table, Sitting table, Computer table, Wooden Sofa, Chairs. All kinds of woods available. Bulk orders for schools, colleges are accepted.

Please contact:

9873546264, 9873546265, 9873546266, 23242420

Check out our weekly “in store” specials

We ship anywhere by ground mail.

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Questions:

1. What is being sold? *(All Kinds of Furniture)*

2. What information is to be included in this ad? *(Post Box)*

3. How many words are there in this ad? *(70 words)*

4. How much do you have to pay for 3 ads if one costs Rs. 750? *(Rs.2150/-)*

5. If you want to make this advertisement be published day after tomorrow as the manager what steps will you take? *(Send thro’ fax or email)*
5.9.3 Activity: Model Advertisements:

Read the following ad and explain what is being sold.
1. What is being sold? (e machine laptop)
2. What is the name of the laptop? (Intel Pentium)
3. What is the price of the laptop? (Rs. 20499/-)
4. What is the catchy slogan? (Computers for everyone, Connectivity for all)
5. Who provides after sales service? (acer)
6. What can a buyer get as a free access with the laptop? (Tata photon+)
7. Who provides the broadband internet? (Tata Indicom)
8. How much one has to pay to get the broadband internet? (Rs.750/-)
5.9.4. Activity: Model Advertisement:

Faculty Openings
The Institute invites application from Indian nationals, possessing excellent academic background, commitment to quality teaching and potential for carrying out outstanding research.

Qualifications
Ph.D. with first class or equivalent in the preceding degree in appropriate branch and evidence of the ability to pursue independent high quality research.

Experience for the post of
Professor: At least 10 years teaching/research/industrial experience of which 5 years should be at the level of Associate/Assistant Professor.
Associate Professor: At least 8 years teaching/research/industrial experience of which 3 years should be at the level of Assistant Professor.
Assistant Professor: At least 3 years teaching/research/industrial experience.

Scale of Pay
Professor: Rs.18,400 – 500 – 22400/-
Associate Professor: Rs.16,400 – 450 – 20000/-
Assistant Professor: Rs.12,000 – 420 – 18300/-
plus allowances as admissible to Central Government employees.
(Pay is likely to be revised as per Sixth Central Pay Commission)

Reservation: Without any compromise on qualification, experience and competence, reservation as per Government of India rules is available only at entry level positions of Assistant Professor.

For details regarding specialization, application form, etc. please visit Institute website (www.iitkgp.ac.in/topfiles/faculty_top.php) or contact Assistant Registrar, E-3, Indian Institute of Technology, Kharagpur – 721302, India (email: asregre@adm.iitkgp.ernet.in).
Last date of receiving application is 31st July 2009.

Registrar
1. What positions are being advertised? (Professor, Associate Prof, Asst. Prof)

2. What kind of work would be expected in these positions? (Research work)

3. What qualification is needed for the first category? (Ph.D. with 10 years)

4. Would you like to apply for this job? (Yes)

5. What is the last date to receive applications? (31st July 2009)

6. How many years of experience are needed for Associate Professor? (8 yrs.)

7. Is there any information you feel is missing from this ad? (Nothing)

8. What is the starting salary for the second category? (Rs. 16400)

9. From whom are the applications invited for these positions? (Experienced)
5.9.5. Activity: Model Advertisement:

State Bank of India is looking out for Officers Marketing & Recovery (Rural) – S1 & Technical Officers Farm Sector – S1 on contract basis (Advertisement No. CRPD/MR/TO/2009-10/01).

State Bank of India wishes to recruit 450 posts of OMR (Rural) – S1 & 31 posts of TOFS-S1. The eligibility criteria and other details can be viewed at our website http://www.statebankofindia.com or http://www.sbi.co.in. The details will also be published in Employment News & Rojgar Samachar dated 27.06.2009.

Last Date for depositing Fee &ashes : 18.07.2009
Last Date of Receipt of Applicant (Physical) : 25.07.2009
Date of Written Test (In case of need) : 30.08.2009

Mumbai – 400 021
Dated : 08.06.2009
General Manager (CRPD)
1. Who has made the advertisement? (State Bank of India)
2. Mention the number of the advertisement.
   (CRPD/MR/TO/2009-10/ 01)
3. What positions are being advertised? (OMR (Rural))
4. How many posts does this advertisement carry? (450 posts)
5. What is the date of advertisement? (08-06-2009)
6. Do you think that a written test is a must? (about Qualification)
7. What is the last date of the receipt of applications? (25-07-2009)
8. Is the written test a compulsory one for this post? (No)

5.9.6. Activity: Reading for the important news in an advertisement:

   The teacher-researcher would distribute a copy of the advertisement to every student and ask the students to go through the ad to get some important matters informed in the advertisement. Then, he would read the entire passage of the advertisement and the students had to note down the main points in a sheet of paper. He would then ask one of the students to come to the front with the main points in the advertisement. He would ask the students questions in order to get important points about the advertisement. Then the teacher-researcher would ask another student to come to the front and continue with the same activity of questioning with regard to the advertisement. Thus he would ask fifteen students to ask a question and at the end of the activity the students could have a total number of 15 questions and answers. The outcome of the activity was that the students would come to know the entire detail of the advertisement. This activity would give them a real guidance about how the advertisement should be read.
### 5.9.6.1. Activity: Advertisement

<table>
<thead>
<tr>
<th>Certificate Courses in English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level – College Level</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>This course is intended for pupils who are already acquainted with the language.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Course Contents:</strong></td>
</tr>
<tr>
<td>- Conversational English</td>
</tr>
<tr>
<td>- Usage of Basic English Grammar</td>
</tr>
<tr>
<td>- Build your Vocabulary</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Course Details:</strong></td>
</tr>
<tr>
<td><strong>Duration:</strong> 3 ½ months (45 minutes session)</td>
</tr>
<tr>
<td><strong>Days:</strong> Monday to Friday</td>
</tr>
<tr>
<td><strong>Inquire for Special Saturday - Sunday Batches.</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Course Fees:</strong></td>
</tr>
<tr>
<td><strong>One Time Payment:</strong> Rs.3,500/-</td>
</tr>
<tr>
<td><em>(Tuition Fees)</em></td>
</tr>
</tbody>
</table>
1. What is the advertisement about? (Certificate Courses in English)

2. What is the level of the course? (College level)

3. To whom is it intended? (Already acquainted with the language)

4. What are the course contents?
   
   (Conversational English, Usage of Basic English Grammar, Build your Vocabulary)

5. What is the duration of the course? (3 1/2 months)

6. Is the course conducted on all days? (No)

7. When is the course conducted? (From Monday to Friday)

8. Are there classes on Saturdays and Sundays? (Yes Special course)

9. What is the tuition fee? (Rs. 3500)

10. How is the fee to be paid? (One time payment)
5.9.7. Activity: Advertisement

[Image of an advertisement for a mobile phone and jewelry combo]
Questions:

1. Who has given the advertisement? (Times of India)
2. Write the name of their web address. (www.shopping.indiatimes.com)
3. What is the phone number that readers have to contact? (09867748888 or 0999830888)
4. What is the first thing for sale? (Mobile phone)
5. What is the original rate of the mobile? (Rs.9990/-)
6. What is the offer rate of the mobile? (Rs.4999/-)
7. What is the free item supplied with the mobile? (MP3 Player)
8. What is the second thing for sale? (Royal Maharani Haar)
9. What is the original price of the second thing? (Rs. 34500/-)
10. What is the offer price of the second thing? (Rs.3495/-)

5.10. Importance of Grammar in Reading:

Although English is a foreign language, yet its importance has not diminished in our country. On the other hand, its importance is increasing day by day. Being an international language its importance is becoming more and more popular among the Indians. All are trying to learn English conversation and writing. There is no doubt that English knowing students have a definite advantage over those who do not know this language. This is the order of the day and both the conversation and the writing are based on the mastering degree of the words and grammar. If the student understands the rules of the grammar, he can win the conversation and writing. The
basic need for a student is to master grammar in order to make progress on English reading. He has to practise with peer group or with the help of his teacher more exercises on grammar. In the reading comprehension, he will find that the entire passage depends on his ability to understand a single sentence. He has to understand each and every sentence whether it is short or long for doing the reading comprehension perfectly. Very long sentences or short sentences of difficult grammatical patterns create comprehension problems for students.

5.11. Reading Comprehension and Requirements:

The student, when he is to answer a comprehension in reading he is to do the following:

a) **grab the main gist of the reading material and the subsidiary ideas related to it.**

b) **know the content meaning, word meaning and phrasal meaning and finally the intention of the writer**

c) **try to know the specific ideas and the theoretical ideas intertwined in the passage**

d) **reason and judge by understanding the whole passage as well as each sentence and each paragraph**

e) **presume the meaning of new words or phrases in the passage as found in the context according to his level of understanding.**

The student should read the questions that follow the passage given for reading comprehension. Then when he reads the passage, he is always to remember the questions. By doing so, the student could guess the answers well in advance before
he puts them in writing. In addition, he has to try to understand the whole passage instead of understanding it in fragments. He can develop the habit of understanding them paragraph wise. If he does the reading activity in this way, he can identify the most important sentences necessary for answering the questions correctly.

The real objectives of conducting the tests are

\[ a) \text{ to create an awareness among the students on the various approaches of reading,} \]

\[ b) \text{ how the students can retain these approaches for their future reading,} \]

\[ c) \text{ to assess the capacity of the reading skills of the students studying in first year literature in our college in the regular.} \]

5.12. Selection of Reading Material:

The criteria for the chosen passages are

a) The two passages should be different in nature from the other;

b) The passage should be apt for the levels of the students belonging to first year literature

c) The passage should be real exercises for developing their reading skills and comprehension in reading.

5.12.1 Activity: Poem Reading:

The teacher-researcher would divide the select 50 students into ten groups containing five students in each group. Then the researcher asked to send a representative to read out the poem “Stopping by Woods on a Snowy Evening: Robert Frost” written by the great American poet Robert Frost. When each student read out
the poem he recorded the reading with his T.Sonic 850 Digital Media Player. He had already told them about the recording of the reading of the poem. He found that the entire representative from each group read out the poem in a very good manner.

After the reading was over he played the recorded reading with the help of a loud speaker and asked the students to listen to the reading. He then asked to give marks for each representative. He noticed that all of them found some trouble in pronouncing certain words in the last stanza of the poem particularly they failed to give stress and intonation to the last lines.

“The woods are dark and deep
But I have promises to keep”

The teacher-researcher found that the representative of each group felt this reading activity an interesting and useful one.

**Stopping by Woods on a Snowy Evening: Robert Frost**

*Whose woods these are I think I know.*

*His house is in the village, though;*

*He will not see me stopping here*

*To watch his woods fill up with snow.*

*My little horse must think it queer*

*To stop without a farmhouse near*

*Between the woods and frozen lake*

*The darkest evening of the year.*
He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark, and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

5.14. Description of the Passage:

The first passage of the two is an interesting topic which is common to all human beings and it deals with the idea of “The Cultural Importance of Art”. (From Doctor Aspi, A Course in Communication skills in English. Sheith Publishers Pvt. Ltd. Bombay, 1978.)


Every culture develops some kind of art as surely as it develops language. Some primitive cultures have no real mythology or religion, but all have some art—dance, song, design (sometimes only on tools or on the human body). Dance, above all, seems to be the oldest elaborated art.
The ancient, common character of art contrasts sharply with the prevalent idea that art is a luxury product of civilization, a culture frill, a piece of social veneer.

It fits better with the conviction held by most artists that art is a reflection of human life, the truest record of insight and feeling, and that the strongest military or economic society without art is poor in comparison with primitive tribes of savage painters, dancers or idol carvers. Whenever a society has really achieved culture it has created art, not late in its career, but at the very inception of it.

Art is, indeed, the spearhead of human development, social and individual. The vulgarization of art is the surest symptom of ethnic decline. The growth of a new art or even a great and radically new style always shows a young and vigorous mind, whether collective or single.

1. According to the author …… (Select the correct answer to complete the sentence)
   a) Primitive cultures have no form of art
   b) All cultures develop some form of art
   c) Language and art develop together
   d) Without religion there can be no culture

2. The modern prevalent idea of art is ……
   a) the same as the ancient idea of art
   b) that art is a very common thing
   c) that art is an unnecessary luxury
   d) that art is very important for social life.
3. Which sentence in the passage tells you that when art becomes cheap it is a sign of moral decline of that society?

4. Find single words or phrases in the passage which have roughly the same meaning as:
   a) An imaginary story connected with religion (para1)
   b) Fine surface appearance (Para2)
   c) At the very start (Para 3)
   d) Taken together or alone (Para 4)

5. Form nouns from the following verbs:
   a) to develop
   b) to achieve
   c) to create
   d) to fit

6. Rewrite the first sentence of the paragraph beginning with the words “…..”
   “As surely as every culture ……..”

7. Which of the following brings out the main ideas of the passage?
   a) Morals and society
   b) The cultural importance of art
   c) Dance, the oldest art form
   d) Modern art and human life

   Answers:
   1. All cultures develop some form of art.
   2. That art is an unnecessary luxury.
   3. “The vulgarization of art is the surest symptom of ethnic decline”.
   4. a) mythology
      b) veneer
      c) at the very inception
      d) collective or single.
   5. a) development
      b) achievement
      c) creation
      d) fitness/ fitting
   6. “As surely as every culture develops language, it also develops some kind of art.”
   7. “The cultural importance of art.”

The second passage of the two is an interesting topic which is common to all human beings and it deals with the idea of “Truth about Our Planets”. (From Doctor Aspi, A Course in Communication skills in English. Sheith Publishers Pvt. Ltd. Bombay, 1978.)

We know that other planets also have days and nights and seasons. One of the questions that have always proved fascinating to almost everybody is whether there are creatures on any of these worlds to see these changes. ‘The Man from Mars’ has become one of the most popular subjects for jokes. Why Mars? We naturally expect that if life exists on other planets it would be on those most like the earth. There are Mars and Venus, the two planets nearest to us. Venus is towards the sun and Mars in the other direction.

Of the two, the nearest planet Venus is more like the earth in size and distance from the sun, but Mars has excited more interest because we can see its surface. Venus is covered with clouds that we cannot penetrate, even with rays that enable us to take pictures through earth clouds.

Mars was named after the god of war because of its red colour which is plain even to our unaided eyes. When Mars is closest to the earth and sun light is reflected directly from it, a very modest telescope will enlarge it to the apparent size of the moon. Although we can’t see its features as clearly as the moon’s, we have been able to
learn more about its surface than about any other object in the sky except the moon.

1. Give the passage a suitable title.
2. State whether the following statements are TRUE or FALSE.
   a). Some planets have day all the time and others have all the time.
   b). No one has bothered about the question of there being creatures on the other planets.
   c). People joke about the man from Mars.
   d). Mars and Venus are two planets which are nearest to us.
   e). Venus is towards the Sun and Mars is in the other direction.
   f). Mars is most like the earth in size and distance from the sun.
   g). Venus is covered with clouds.
   h). A telescope is of no use to see Mars.
   i). We know more about Mars than any other heavenly body except the moon.
   j). Mars and Venus are both red coloured.

3. Write two sentences on what the writer has to tell us about the Mars.
4. Write two sentences on what the writer has to tell us about the Venus.
5. What is our expectation about life on other planets?
6. Why does the writer use the moon as a point of comparison with Mars?
7. Complete the following sentences in one sentence each:
   a) We joke about the man from Mars because .......... 
   b) Mars was named after the god of war because .........
   c) A modest telescope will enlarge Mars to the size of the moon because .....
8. The use of the word ‘penetrate’ in the second sentence of the second paragraph indicates that the writer
a) believes our telescopes to be of no value.

b) wants to tell us that Venus is covered with clouds.

c) wants to tell us that Venus is further away from us than Mars.

9. This passage is written chiefly with the intention of
a) showing us the greatness of God the Creator.

b) telling us all about the moon.

c) arousing interest in space travel.

d) providing us some information about our neighbouring planets.

10. Fill in the blanks with the relevant phrases from the passage:-

a). One of the questions that have always ........... to almost every body is whether there are creatures ........... to see these changes.

b). ........... the nearest planet Venus is more like the earth in size and distance from the sun, but Mars ........... because we can see its surface.

c). Mars was named ........... because of its red colour which is plain ...........

Answers:
1. “Our Neighbouring Planets”

2. a) Some planets have day all the time and others have all the time.(FALSE)

3. Mars is not more like the earth in size and distance from the sun, but Mars has excited more interest because we can see its surface with the help of a modest telescope. It was named after the god of war because of its red colour which is plain even to our unaided eyes.

4. Venus is towards the sun and is more like the earth in size and distance from the sun. Venus is covered with clouds that we cannot penetrate, even with rays that enable us to take pictures through earth clouds.

5. Our expectation is whether there are creatures on any of these worlds which resemble our earth to see these changes.
6. We have been able to learn more about moon’s surface than about any other object in the sky. Like moon, Mars has excited more interest because we can see its surface with the help of a modest telescope.

7. a) We joke about the man from Mars because Mars is closest to the earth and sunlight is reflected directly from it, a very modest telescope will enlarge it.

b) Mars was named after the god of war because it was named after the god of war because of its red colour.

c) A modest telescope will enlarge Mars to the size of the moon because Mars is closest to the earth and sunlight is reflected directly from it.

8. The use of the word ‘penetrate’ in the second sentence of the second paragraph indicates that the writer wants to tell us that Venus is covered with clouds.

9. This passage is written chiefly with the intention of providing us some information about our neighbouring planets.

10. a) One of the questions that have always proved fascinating to almost everybody is whether there are creatures on any of these worlds to see these changes

b) Of the two, the nearest planet Venus is more like the earth in size and distance from the sun, but Mars has excited more interest because we can see its surface.

c) Mars was named after the god of war because of its red colour which is plain even to our unaided eyes.

5.15. Findings:

The distribution of marks after thorough evaluation as per Chart II is shown as follows. The marks obtained by students are classified into five categories according to the total marks obtained by both the males and female students. The category of marks is five and they are a) 35 marks b) Between 36 and 40 c) Between 41 and 50 d) Between 51 and 60 and e) Above 60. It is given below:
CHART: II SHOWING THE SCORING OF 50 STUDENTS

Marks of 50 Students

- 50% (25 Students) - 60 & above
- 24% (12 Students) - 51-59 Marks
- 20% (10 Students) - 41-50 Marks
- 6% (3 Students) - 36-40 Marks
Chart II cites the divisions of marks obtained by the select samples for the study. The marks in reading comprehension are calculated in frequency distribution and it is shown as follows. A total of 25 students scored more than 60 marks and the percentage of the marks is 50%. A total of 12 students scored between 51 and 59 marks and the percentage of the marks is 24%. A total of 10 students scored between 41 and 50 marks and the percentage of the marks is 20%. A total of 3 students scored between 36 and 40 marks and the percentage of the marks is 6%.
Chart III shows the duration of time taken by the students involved in the reading comprehension test. Many of the students belonging to English found the reading materials and the questions followed somewhat difficult to their standard. Some of the students found the reading materials worth as far as their standard is concerned. The students were slow both in their reading and answering of the questions. They spent only 75% of the allotted time for the test and they either sat or left the halls after spending 45 minutes there in the hall. A few students spent the allotted time in the hall and some of them made complaints about the shortage of time in answering the questions. Some students spent only 50 minutes to answer and the remaining spent the full one hour. All students thought that this reading comprehension tests were interesting and asked the teachers to come forward to conduct such tests frequently.

5.16. Suggestions:

As the students are from all walks of life the level of reading comprehension is below normal. This comprehension should be developed and the available opportunities should be utilised in a much planned manner. The curriculum should be designed in such a manner that it has to include the strategies to develop not only the speaking ability but also the reading ability.

The role of the teachers is vital after the curriculum is designed. They have to initiate an interest among the students in the act of reading by giving appropriate reading materials. Periodical evaluation of the reading capacity of the students should be made and guidance to the underdeveloped students in reading should be provided. The quality of each reading material for comprehension should be
analysed and the standard of the students is always to be considered at such times. The teacher has to act as a monitor when students indulge in reading. The curriculum should be designed in such a way to give opportunities to inculcate speed reading and timed reading both in the class and in the laboratory. Then and there the achievement level of the students is to be evaluated particularly in speed reading by providing them with materials for comprehension.

However, the students have to show keen interest in comprehending the reading materials supplied to them for comprehension and they evoke a very good interest particularly in answering the questions which follow the reading materials. Many of the students come with the idea that the questions are totally in a different way and they find them very useful for reading and answering the questions. They pay attention not only to the reading material to understand the general meaning of them but they spend more time to understand the real meaning of the passage.

5.17. Sum-up:

Three aspects of particular relevance for classroom instruction on target language reading emerge from this action-level perspective. First, it seems plausible that readers’ concepts of the action levels vary from reader to reader. Depending especially on their socio cultural background, target language readers might conceptualize the role that reading plays in various higher-level actions, the established ways in which authors and readers interact for specific purposes, and the options of how to go about comprehension repairs in quite different ways. Research on socio cultural variation in reading as mental action, on socio cultural clashes in the target language reading classroom, or on (rather problematic) unnoticed
misunderstandings in the cooperation with the author therefore seem to be promising lines of research for target language reading instruction.

Secondly, many of the strategies suggested are rather broad. It would be useful to further examine these strategies and to identify some of the micro-strategies involved. Strategies such as what to do if a word is unknown, how to segment text into semantic “chunks”, and how to cope with unfamiliar grammatical constructions are all critically important for students reading in a language other than their first.

Thirdly, most research on target language reading strategies has so far focused on differences between good and poor readers. However, such studies only provide us with rather indirect clues concerning classroom or self-study interventions that might (or might not) be useful for poor target language readers. It consequently seems desirable that future investigations focus on actual learning outcomes of reading strategy interventions. This may be to find which aims to empower self-regulated and autonomous target language readers.

From the discussion of the three levels involved in learning how to read in a language other than the first, a picture of good target language learners emerges who are firstly aware of the higher-level activity that determines their specific reading goal and who regulate and control their mines their specific reading goal and who regulate and control their reading with respect to this activity. Secondly, good language learners are able to reconstruct the author’s goal and linguistic action steps from the text, and organize their mental action steps into interplay with the author’s linguistic action steps. Thirdly, good learners monitor their comprehension, evaluate comprehension problems with respect to the pursuit of the specific reading goal, and
take comprehension-securing action on the basis of such evaluation. These results concerning the functional action-orientation of good target language readers call for the integration of reading instruction into authentic study, work, or community contexts that, from this particular perspective, seem indispensable for successful target language reading development.

The results of the reading comprehension study shows that most of the students favour a well planned activity in answering the questions to score good marks. This activity enhances them to attain effective reading procedure. It is worth noting that in the process of developing reading skills among the tertiary learners, the teachers have to devise promoting devices which are feasible for the capacity of the students. Teachers should note that providing learner autonomy in the act of reading will create effective results. They should be vigilant to see whether students involve actively in the reading activities. They have to proceed to get the feedback in order to know that the students have spent the time allotted in a useful way. It is only by doing this that the students may develop their proficiency in the skill of reading.

It is vital that students should not memorise the reading article, instead, they may try to understand the reading item for it will serve a great purpose. Every reading item will be containing different structure of sentences. He has to identify them for a perfect understanding of it. Some difficult sentences may cause some sort of hindrance in further reading and at such times the students should speak them aloud and this act will help him extricate the meaning. Students can improve the skills pertaining to reading by reading as much as possible. They have to select their interesting subjects and should indulge themselves in re-reading activities. They can
develop the reading as a daily habit allotting a minimum of one hour to read the most interesting items and there should not be any compulsion. Novels, encyclopedias, and the most popular magazines such as, ‘The Illustrated Weekly of India’, ‘Front Line’, ‘Economic Times’ and ‘The Readers’ Digest’ are suitable for students who want to collect general knowledge and they will certainly entertain them. Lastly, the students should be encouraged by the teachers to read newspapers outside the classroom, explaining that ongoing reading can help them discuss ideas more fluently. The teachers may talk to his/her students about reading and comprehension of English texts to develop strategies for reading.