CHAPTER VI

THIS STUDY: PROCEDURE, FINDINGS AND IMPLICATIONS FOR ELT

Introduction

As pointed out above, there are basically two principal approaches to discourse analysis (1) discourse as product, and (2) discourse as process. We have described above some of the studies made under these approaches and have also mentioned their shortcomings. However, in spite of these drawbacks, it has been shown that instructional training in discourse patterns has a positive effect on ESL reader's reading comprehension ability. We, therefore, felt that instructional training in this socio-linguistic approach to written discourse should prove beneficial to our learners, particularly adult second language learners. The approach, we felt, should be superior to others in that it seeks to combine the two approaches: discourse as product and discourse as process.

In my knowledge no one has investigated the effect of learners' awareness of this 'conversational' nature of written discourse on their reading comprehension. We do not know whether ESL readers possess the appropriate formal schemata against which to process this structural organization of written communication nor do we know whether there is a differential impact of this background knowledge
on ESL readers of varying linguistic competence. This study has tried to investigate these questions.

**Purpose**

The aim of this study was to find the effect of ESL learners' awareness of this peculiar nature of written discourse on their reading comprehension with particular reference to expository texts. Our main hypotheses were that:

1. Effective readers possess and activate the appropriate formal schemata against which to process this conversational organization of written texts; and

2. ESL readers can be helped in their reading comprehension through instructional training in this 'discourse as dialogue' structural organization of written discourse.

**METHOD**

**Subjects:**

For the purpose of this study we drew students who had enrolled themselves for B.A.(Pass) 1st year course of the University of Delhi during 1989-90 session and were reading through the distance education system at the School of...
Correspondence Courses and Continuing Education (University of Delhi), Delhi. All these students had English Course 'B', a language-based course meant for those who did not pass English or did not have English in Class XII at school.

Initially, we randomly picked up 100 students and wrote to them by post inviting them to these additional coaching classes in English Course 'B' but only five students reported on the appointed day. A second similar attempt was made to get students for this study but it too proved a failure. Hence a general announcement was made in the first week of January 1990 to all B.A.(Pass) II year English 'B' Course girl students of the School of Correspondence Courses and Continuing Education who were then attending Personal Contact Programme classes being held for them, inviting them to attend this additional coaching class. We made it clear that we would have only 100 students on first-come first-served basis. Surprisingly, the response was quite encouraging and 74 students reported on the appointed day.

These students were apprised of the purpose of this study. They were told that reading and writing were important skills which they needed at all levels and that they would be given training both in reading and writing skills and that for this purpose the textbook prescribed for them in II year English Course 'B' would be used.
The students were told that it was a large group and hence they would have to be divided into two equal groups to make learning effective. They were then asked to write a short paragraph of about 150 words on one of the following general topics:

(1) Why I want to do B.A.

(2) The T.V. Serial I liked.

Paragraph writing was a topic included in their syllabus and we wanted to use their performance at this task to achieve two objectives: (1) to note their entry behaviour and also to categorise them as 'good', 'average' and 'poor'; and (2) to divide them into two homogeneous groups so as to form an Experimental Group and a Control Group.

On going through their test performance, it was found that many students had resorted to cheating and copied from each other though we had done our best to point out that it was a sort of diagnostic test to enable us to devise suitable steps to remedy their weakness.

Their performance in paragraph writing was graded making suitable allowance for cheating cases and, on the basis of their performance, they were categorized as good, average and poor. They were then divided into two homogeneous groups, Group I and Group II, each group
containing equal number of students from all the three categories. Group I was to be the experimental group and Group II the control group.

In the next session these students were told of their respective groups and were advised to sit in their own group in future.

This division of the students into two groups created problems for us as it naturally separated many who tended to stick together either because they were friends or lived in the same locality and travelled in the same bus and hence had developed companionship.

The students resisted division and out of 74 only 40 turned up for the next session which was to take place in two separate classrooms. However, 37 new faces turned up to join this additional coaching class in English 'B' and joined the groups where their friends sat. Continuing the study with the small number that was left would have been against our basic philosophy of carrying out this experiment in as near as possible real life classroom situations found in colleges in Delhi. Moreover, we could not be certain how many of these would continue till the end of the study. Hence we allowed these new faces to join us. As our previous attempt at dividing them into two homogeneous groups on the basis of a test had disastrous consequences,
we tried no more to force our criterion of group allocation on these students and left them to choose one of the two groups but advised them in their own interest not to change their group in future sessions.

The final study, however, is limited to only those students who took at least two out of the four tests we administered during the period of the instructional training.

**Instructional Materials**

For the purpose of this study we used the textbook *(Heritage of English: An Anthology of Verse and Prose* edited by Devendra Kohli and Harish Trivedi on behalf of the Deptt. of English, Delhi University (Delhi : Macmillan 1980) prescribed for B.A.(Pass) II year students of English Course 'B' of the University of Delhi. This was done in keeping with our aim to be as close as we could to real classroom situations. Hence we made use of the materials actually used in the class. Secondly, we wanted to sustain the motivation of these learners who were due to appear in their II year university examination in another three months' time. With the sword of examination hanging over their heads, they would not have been interested in specially prepared texts. All that they clamoured for was their own textbook and the
sort of questions asked in their annual university examination. This proved both a blessing and a curse. While it sustained their motivation, it curtailed our freedom to do other important things (e.g. note making, summarising, abstracting and attempting to do various activities to show that they have comprehended the text) not of immediate relevance to them in their university examination. Hence we could not study the impact of our new approach on their ability to make notes, summarize, abstract and to do various other activities—skills so important to our learners.

From this prescribed textbook we selected the following (Appendix III) for our experiment:

1. "English Zindabad vs Angrezi Hatao" by Khushwant Singh—an extract from his collection India Without Humbug (1977);


3. "Life in Anand Bhavan" by Vijaya Lakshmi Pandit—an extract from her autobiography The Scope of Happiness (1979); and

Out of these four, chapters at 1 and 2 above had comparison/contrast as their dominant top-level rhetorical structures; 3 was more or less a listing of description; and 4 a text of mixed patterns.

In addition to these four chapters, some poems were also taken up on students' demand to keep up their motivation though these poems have not been taken into consideration in this study.

**Instructional Procedures**

The two groups were engaged in two different classrooms thrice a week for two periods of one hour each. While I engaged one group, the other group was engaged by another teacher, Dr. N. K. Jain of the Department of English, School of Correspondence Courses, who had volunteered to help the researcher. The study continued for 21 working days. Every effort was made to give the programme the semblance of real classroom teaching. Attendance was taken by circulating a piece of paper; classes were held in the newly-built classrooms of the school; each class was given 3 hours a week against the 3 hrs. 20 min. a week (4 periods of 50 min. each) given to a subject in colleges in Delhi; and teaching was done only on working days.
The chapters "English Zindabadi, Zindabadi Matalo" by Khushwant Singh and "Draupadi and Sita" by Iravati Karve were taken up during the first week with both the groups. Both the groups were taught through the traditional method, that is, they were asked to read through the chapters paragraph by paragraph with the help of a 'glossary' written on the blackboard and then answer reading comprehension questions on the portions read by them. The aim was to attune the students to this new environment and convince them that this additional class was useful to them from examination point of view.

After this familiarization process, the two groups were taught in two different ways. The control group was introduced to the ideas of top-level rhetorical organization (Meyer, 1975), linking devices (Halliday and Hasan, 1976), and flow-charting (Geva, 1983). This group was encouraged to read through texts without bothering about unknown words and to try to comprehend by using their knowledge of top-level rhetorical organization, linking devices and flow-charting.

The experimental group, on the other hand, was told to see written discourse as a dialogue between the reader and the writer; see how the two types of illocutionary acts mentioned above, viz. the focal and support acts, were performed by the writer, to realize 'exchanges' and
'transactions' and their boundaries and see how they were related to each other. They too were not given any glossary and were encouraged to guess meanings of difficult words from context/clues; predict the topic, organizational structure and vocabulary expected in the text from the title, form, opening/closing paragraphs/lines and focus on sender and receiver of the message. For this a number of exercises were devised to focus their attention on what Halliday calls 'ideational', 'interpersonal' and 'textual' features of written discourse.

The two chapters already done, viz. "English Zindabad vs. Angrezi Hatao" by Khushwant Singh and "Draupadi and Sita" by Irawati Karve, were taken up again for practice in the respective methodologies used for the two groups.

During the next 8 days two more chapters, viz. "Life in Anand Bhawan" by Vijay Lakshmi Pandit and "Man's War Against Nature" by Rachel Carson, were taken up with the two groups through the two different methodologies being employed for them, to give the students practice in handling these two types of text which were different from the ones they had handled earlier.

Testing Materials and Procedures

During the course of this study we administered five
tests to our subjects (Appendix IV). The first test was given on the opening day. It consisted of two topics of general interest and the subjects were asked to write a paragraph of about 150 words on one of these topics. The aim was to use their performance on this test to divide them into two homogeneous groups and to make a note of their entry behaviour. But for reasons already stated above this test did not serve the purpose.

The second test was administered immediately after the subjects had completed the first two chapters taught to them through the two different methodologies stated above. An announcement for this test (and other subsequent tests, too) was made in advance so as to enable the students to revise the relevant chapters at home and come prepared for the test.

This test was specially written to test students' reading comprehension of the two chapters already done with them. The test consisted of three multiple-choice questions; one question designed to test their ability to read for 'focal' information; and one question to test their ability to make notes.

The third and the fourth tests were similar to the second test in many respects. These two tests were also specially written and were administered soon after the two
groups finished the next two chapters of the book. These
tests, too, consisted of 'select' and 'supply' type items.
In the latter, the students were asked to supply either a
word or a sentence or a short answer. In addition, these
tests were also designed to test their ability to abstract
information, understand anaphoric/cataphoric references and
rewrite/explain writer's point of view in their own
language.

The final test, that is, test V, was taken from
Christine Nuttall's (1982) Teaching Reading Skills in a
Foreign Language. This test is based on a short reading
passage "Pollution". The aim of giving this test was to
test our subjects' response to an "unseen" passage after the
instructional training. This test was selected mainly
because the reading passage "Pollution" is similar to the
chapter "Man's War Against Nature" that had already been
done in the class. Hence we presumed that the theme, topic
and vocabulary would not pose problems for our subjects.

Results

The performance of the two groups on the tests were
scored by the researcher in accordance with a scheme of
marking already drawn up. Most of the items in the tests
were of objective type and hence presented no problem.
Where learners were asked to write short answers or to explain/rewrite or to abstract information, marks were given on the basis of the points/ideas answered by the learners. Since all the tests were marked by one person, strict uniformity in marking can be assumed.

The performance of the two groups on tests II to V was taken up for comparison. Test I given before the training started was ignored for the reasons already recorded above. The data were analysed and 't' tests were used to compare the performance since the subjects involved happened to be below 30. We excluded from our data the performance of all those subjects who took just one test and no more.

The results of the data are presented in Appendix V. As can be seen from the results, the performance of Group A, the experimental group, was significant on tests II and III ('t'={3.52 and 't'={2.24 respectively for p<0.05 level). On Test IV one of the subjects in Group A scored a zero because she was absent when the relevant chapter was done in the class. If the score of this learner is excluded, the result would be significant at 80 per cent confidence limits: ('t'={1.315 for p<0.20).

Discussion

The data analyses provide evidence to support the main
hypothesis that instructional training in the nature of written discourse as a dialogue between the writer and his prospective reader(s) would facilitate and improve reading comprehension with particular reference to expository texts. The evidence comes from confirmation of three (two tests at 95 per cent and one at 80 per cent confidence limits) out of four tests.

The main hypothesis was that compared to the traditional training group the experimental training group would do better on a reading comprehension test. This is borne out by the results of tests II, III and IV as stated above.

The second hypothesis was that adult EFL learners so trained in reading discourse as a dialogue would be able to transfer this skill to unseen passages as well. But the results of test V which sought to test the two groups' reading comprehension of an unseen passage did not show evidence for this hypothesis.

The results of test IV (in which the result is significant only at $p<0.20$) and test V (result n.s.) show that the difficulty level of the reading text exerts a powerful effect on the behaviours utilized by the readers. The results confirm 'the short-circuit hypothesis' proposed by Clarke (1980) who suggests that limited control over the
language "short-circuits" the good reader's system causing him/her to revert to poor reader strategies then confronted with a difficult or confusing task in the second language. The texts of the first three chapters were easier as compared to those of the last two. These texts were by Indian writers; they were written in the English Indian students are generally familiar with; and they were on subjects already known to our students. Moreover, texts of the first two chapters followed comparison/contrast structural organization which has been shown to be easier to read and recall than others. The text of the third chapter was descriptive and this structural organization is also said to be easier than the one which follows no recognizable pattern.

The results of this study are certainly not discouraging but we must write a word of caution. Since the number of the subjects involved in the tests was below thirty in each of the four tests we administered during the period, the study may be termed only as a pilot study. Moreover, the results of this experiment are generalizable only with particular reference to the type of our learners and the nature and type of the reading materials we used. Further studies may be necessary with a mixed ability group of boys and girls. Longitudinal studies of the effect of discourse awareness on good, average and poor learners and
its delayed effect on their reading strategies may also be rewarding.

**Implications for ELT**

Some important conclusions may be drawn from the present study. The obvious one, of course, is that explicit, overt teaching of the conversational nature of written communication facilitates EFL students' reading comprehension. From this study we can also arrive at a wider generalization, subject of course to the limitations of this study, that in order to teach effective reading skills, the readers must be trained to approach the printed text as a social event the realization of which involves not only the knowledge of the language code but also one's prior knowledge about the topic, style of the writer, rhetorical organization, structural organization, knowledge of the world and also how language functions in society. In other words, the realization of the meaning of a message is an interactive process—a holistic activity involving both top down and bottom up processes simultaneously. The view of the 'discourse as a dialogue' we have taken in this study can give us some idea about how to devise activities to teach our readers some important top down strategies so that they can engage themselves in this interactive process.
If we take conversation as a discourse type then useful insights can be gained from discourse analysis into its pedagogical implications. As already stated above this conversational view of the structural organization of written communication obliterates the distinction traditionally made between the two modes of language—the written and the spoken forms. This traditional division of language into the spoken and the written is based on a difference in production and reception of language. Yet as far as discourse structure is concerned, a more fundamental distinction seems to be between formal, planned or conventional structure—which may be either written or spoken—and less formal, unplanned discourse—and this, too, may be either spoken or written where meaning of the message is negotiated in time by the interlocutors. If the former is planned and has a definite structural organization, the latter, though unplanned, also has a recognizable structural organization and is negotiated in terms of shared norms and conventions of conversation, a knowledge of which is essential in realizing the meaning of the message. We have already described the salient features of three traditions, viz. (1) Ethnography of Communication, (2) Discourse Analysis, and (3) Conversational Analysis, which seek to study language in society and have contributed a lot to our understanding of how language functions in
These studies have looked into what is traditionally called the 'spoken form' of the language and since we consider written communication as a form of dialogue, the findings of these studies are equally relevant to us as teachers of reading. Some important pedagogical implications particularly of the latter two areas would be as under:-

1) Activities must be designed to train readers to focus on -

   a) the addressee(s) and the addressee(s), the social relationship between them, their relative status or the role they are playing;

   b) situational context: who says, what, to whom, when and where;

   c) shared knowledge about the topic of discourse and the physical world and also about the conversational conventions shared by the interlocutors and what their breach signifies: how participants in interaction handle conversation;

   **turn-taking**: how turns are indicated, how turns are taken and given, signals that indicate them, overlapping and interrupting and what they signify; how to get in and get out of conversation;
adjacency pairs: mechanism to signal shift in topic; how meaning is negotiated through cooperative and politeness principles; mechanism to repair discourse; reformulations (gist or the upshot); etc. etc.

d) discourse type and discourse part: discourse structure, their elements and how they are related, word order and information structure.

We have already referred to Schema Theory research which shows that the greater the background knowledge a reader has of a text, the better will he comprehend the text. Many suggestions have been given on how to give learners appropriate background knowledge, if they lack it, and also how to activate it, if they possess it already. Prominent among these are -

(1) Pre-reading activities
(2) Text-mapping strategies
(3) Teaching predicting
(4) Picking out anomalies/non-sense insertions

Background knowledge can be given by direct teaching through lectures, pre-reading activities; viewing movies, slides, pictures; field trips; demonstrations, real-life experiences; class discussion or debates; plays, skits and

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other role-play activities; text-previewing, introduction and discussion of the key vocabulary to be encountered in the text; key-word/key-concept association activities; and even pre-reading of related texts.

Several approaches and methods for facilitating reading through activation of background knowledge have been proposed. Some of these are as follows:

(1) Survey-Question-Read-Recite-Review method (SQ3R) (Robinson, 1941)--surveying the text;

(2) Language Experience Approach (Hall, 1981; Rigg, 1981)--creating the text themselves;

(3) Extending concepts through language activities (Smith-Burke, 1980)--setting a communication purpose for reading;

(4) Directed Reading-Thinking Activity (Stauffer, 1980)--predicting what the text will be about;

(5) Experience-Text Relationship (Au, 1979)--sharing previous experiences on the topic; and

(6) Pre-Reading Plan (Langer 1980, 1981)--Free associating on the topic.

Carrell (1988: 248) tries to bring out the common
features of these methods. All these methods train the reader to do something before reading the text in order to activate appropriate background knowledge. In addition, all these methods have the reader read the text against the background of activated knowledge. Finally, they all have the reader do something after reading to synthesize the new information gained from the text with their prior knowledge.

Besides these, a number of instructional strategies have evolved recently to help make the reader aware of the rhetorical structure of texts, e.g. "networking" (Dansereau et al. 1979), "mapping" (Anderson 1978), "Flowcharting" (Geva 1980, 1983), and "top-level rhetorical structures" (Meyer 1975; Bartlett 1978). We have already referred to some of these in Chapter V of this study.

Many techniques have also been suggested for previewing texts (see, e.g., Mikulecky 1985). In addition to these, other techniques can also be used to teach second language readers to predict text content. These include: (1) exposing a text bit by bit (either sentence by sentence, or clause by clause) and asking readers to predict the contents of the next part (see Steffensen, 1985); (2) giving students to reconstruct what has been omitted by reading the first and last sentences of a paragraph of a text, or by reading the first and last paragraph of a text; (3) reordering/rearranging (words, clauses, sentences, paragraphs of a
text); (4) asking students to unscramble two intermingled texts (Crane 1984); (5) attempting Cloze texts, and (6) asking students to pick out anomalous words, sentences embedded in texts on familiar topics (Pearson and Spiro 1982). It is essential that the teaching of reading to even adult ESL/EFL learners must train them to focus on the interpersonal meaning of language through a variety of activities which should be done preferably in groups/pairs.

Some Suggested Activities

I. 1) Read the following text. It actually consists of several different texts but, unfortunately, the typist has forgotten to indicate where one text ends and the next begins. Decide how many texts there are, and where they begin and end.

The book attempts to describe and classify various types of reading comprehension exercises. It is not a textbook for students or a general handbook on reading. Wanted an experienced teacher for teaching at the in-service teacher training courses of this institute. The successful candidate will be expected to have experience in teaching courses in English language skills at the university level, preferably in English as a foreign/second language. For relief from the discomfort of diarrhoea. Ideal for business and holiday travel at home and abroad. I
dose to be taken every 2 hours for the first 2-3 doses. Then 1 dose every 4 hours. Not more than 8 doses to be taken in 24 hours. If symptoms persist, consult your doctor.

GLASS FRAGILE HANDLE WITH CARE. Plug the iron in and switch on. Set the heat control dial to the temperature required, but don't start ironing immediately. If you wait for a few minutes, the iron will stabilise at the required setting.

2) Now attempt the following:

a) Identify the possible sender(s) and receiver(s), their office (professional position in the social set-up), status (age, sex, class), and role (a temporary interactional stance assumed);

b) Describe the discourse type (e.g. advertisement, menu, letter); discourse part (vote of thanks, index of a book, delivery of judgement); discourse function (to inform, instruct, warn); Physical form (large carton box, medicine bottle).

c) Supply a suitable title for each text (e.g. Instructions for Use; To the Reader).

3) Compare your responses with those of others in your group. Discuss with them and justify your choice.

You may like to revise your answers in the light of this discussion.
II. 1. Where do you find the following? Identify the possible sender and receiver of these messages, situations, and functions these are expected to perform (more than one answer may be possible):

a) Stick no Bills
b) Beware of the Dog
c) Small Family is a Happy Family
d) In OUT
e) Incase of Fire, Ring 100.

2. Discuss your answers with your partner/others in the group and justify your answer.

3. Can you think of a few more phrases of this type? Make a list of these and identify their possible sender(s)/receiver(s), situations and functions these are expected to perform.

III. Underline the FOCAL sentence in each of the following passages and discuss with others in the group the function of the support information in each case:

Najab's diffidence was notorious among his friends. He was known to have blushed at the mere mention of a girl. A strangely introverted lad with dreamy eyes, no one had ever associated him with any act of bravado. His father, Aftab,
would say, "All that my ancestors and I have acquired during a hundred years, this lad will squander away, not because he is a spendthrift but because he will be too shy to charge money for what he sells!"

(K.N. Daruwalla, "Love Across the Salt Desert")

The child had no longer anything human about it. It was a monster! The head had become enormous and the body, of an incredible thinness, was all shrivelled up. As until then it had sucked only its thumb, it was all swollen and could no longer enter the mouth.

(Lilika Nakos, 'Maternity' from Great Short Stories of the World, Reader's Digest, 1972).

The Titanic was on her maiden voyage to America. She was the envy and admiration of the maritime nations of the world. In speed, in comfort, in beauty, in equipment, she was a masterpiece. Everything about her was big and fascinating. Ten decks rose tier on tier. Passengers could walk for four and a half miles without exploring all of her wonders. Among her amenities were a Parisian cafe, a Jacobean dining room seating 500, a swimming pool, squash racket courts, a gymnasium, a library, sun parlours and tea-terraces and a huge ballroom with hidden lighting.

(M. Geelan, 'The Sinking of the Titanic' from True Stories of Tragedy and Terror).
Since time immemorial, snakes have been looked upon with fear and revulsion. At the sight of a snake, the first instinct is to kill it. In India, there are many frightening tales even about the harmless snakes--the rat snake gives a deathly sting with its tail; the vine snake pecks at your eyes; the common sand boa causes leprosy. All these are mere superstitions, which only reinforce people's fear of snakes.


IV. The sentences in the following passage are jumbled up. Rewrite them in their proper order. Compare your version with that of your partner/others in the group and discuss with him/them what gives you a clue to rewrite them. Is there more than one possible order of rewriting them? Why?

1) These animals are called' marsupials' (from marsupium, Latin for pouch).
2) The eutherians are usually referred to as 'placental mammals'.
3) Finally at the top of the mammalian hierarchy, we come to the sub-class Eutheria ('true beasts').
4) The mammals are now divided into three sub-classes.
5) Their young, though born alive, are in a very undeveloped form and will die in short order unless they manage to reach the mother's protective pouch and stay at the mammary nipples until they are strong enough to move about.

6) The egg-laying mammals form the first class, Prototheria (Greek for 'first beasts').

7) Their distinguishing feature is the placenta, a blood-suffused tissue that enables the mother to supply the embryo with food and oxygen and carry off its wastes, so that she can develop the offspring for a long period inside her body (nine months in the case of the human being, two years in the case of elephants and whales).

8) The embryo in the egg is actually well developed by the time the egg is laid, and it hatches out not long afterwards.

9) The second sub-class of mammals, Metatheria ('mid-beasts'), includes the opossums and kangaroos.


V. Given below are four sentences. Three of these are the opening sentences of the following passages. Match
these opening sentences with their respective passages. Discuss your choice with others in the group and give reasons for your choice.

**Sentences**

1. Everyone and everything is made of atoms.
2. Atoms are of different sizes, but all of them are very small—much too small to be seen.
3. Most atoms stay as they are all the time.
4. One type of naturally radioactive atom is the atom of a metal called uranium.

**Passages**

1. For example, the atoms in a piece of copper today are the same as they were thousands of millions of years ago, when the earth first came into existence, and we know that they will stay the same. A few kinds of atom, however, are always changing. Quite suddenly, one of these atoms will throw out a small piece, or particle, from its centre, or nucleus. As a result, it becomes a different kind of atom, a little smaller than before. Atoms which naturally behave in this way are called radioactive, and their change into smaller atoms is called decay.
2. You are, and so is this book. The whole of our ordinary world is made up of only ninety kinds of atom. However, there are many more than ninety kinds of substance in the world, because atoms join together in many different ways to make many different substances. In this way, although there are only twenty-six letters in the English alphabet they can be joined together in many different ways to make many different words.

3. Indeed, they are so small that we cannot compare them with anything that is familiar to us. A million atoms would fit into the full stop at the end of this sentence. There are 250 million atoms in a steel pin one inch long.

VI.1) Given below are the responses of a son who is conversing with his mother. The responses of the mother have been deleted. Rewrite the passage in the form of a dialogue between the mother and the son showing the responses of the mother. Compare your version with your partner/others in the group and discuss your version with them.

Hi, mum! Yes, I bumped into Lyn and went to the pub for a drink. She was telling me about a funny thing that
happened to her yesterday. Well, she was driving home from work when suddenly she saw an old lady on her hands and knees in the middle of the road. Yes, in front of her car. She was so shocked that she stopped without warning, and the car behind crashed into her. No, she wasn't, fortunately. Near the church on York Street, where they're repairing the road. I'm just coming to that... so Lyn got out of her car and the other driver got out of his. Then the old lady picked something up, and walked away without saying a word. Well, yes. Then a policeman came; but he didn't believe their story. Luckily there was a witness, a man waiting for a bus. He saw it all. Guess what the old lady was doing. She was looking for a false tooth! Yes. It fell out as she was crossing the road. The witness heard her mumbling, 'Oh, my gold tooth'. It's true. Ask Lyn.

Example

Son   Hi, mum!
Mother Ah, there your are. I was getting worried about you. It's late.
        (Now continue).

2) Suppose the son has to communicate all this in writing to his mother who is away from home. How would he do it? Write it down on behalf of the son. What guides you in putting it in writing?
(Is it the top-level structure: 'Result--Cause';
the sequence of events: 'time sequence'; or your assumptions about the questions and expectations of the mother?) Compare your version with your partner/others in the group and discuss it with them. How does this written communication differ from the dialogue?

VII. Read the text "Draupadi and Sita" (Annexeure III) and mark "Exchanges" and "Transactions". Make a list of the words/expressions and other devices that help you in this. What problems do you face in doing this task?

The approach we have suggested here does not preclude other training strategies (both bottom-up and top-down) such as those suggested by Grellet (1981), Nuttall (1982), and Greenall and Swan (1986). In fact, it is always advisable to devise a variety of activities and tasks (to keep the interest of the learners) to give them background knowledge or to enable them to utilize it in reading if they already have it. Some of these exercises can be as follows:-

- Predicting activities
- Reading for a purpose
- Rearranging/reordering
- Matching activities
- Finding anomalies
- Completion activities
- Replacement activities
- Finding deviations from normal
- Problem solving activities
- Text-mapping/flow-charting/modelling
- Marking acts, moves, exchanges etc.
- Transferring (dialogues to monologues and vice versa)
- Describing discourse types, discourse forms, discourse parts, discourse functions, possible interlocutors, etc.

In fact, one can devise many types of activities keeping in mind the level and interest of the learners.

In addition to equipping the learner with reading skills and strategies, the teacher must also devote attention to creating conditions conducive to learning, such as to motivate the learner, reduce anxiety, select suitable material relevant to the level and the life of the learner, provide a variety of reading material for different levels of the learner, and to make learner realize that self-reading is important to academic study.