CHAPTER TWO
Significance of Teaching Reading
2.0 PRELIMINARIES

This chapter examines the significance of teaching reading, its process, purposes and pedagogy. It analyses the curriculum, syllabus and textbooks prescribed at the Higher Secondary Level. It also discusses the different approaches, methods and techniques of teaching reading and arrives at the conclusion that all efforts must be exerted to make the learners of English capable of pursuing loud and silent reading.

2.1 SIGNIFICANCE OF TEACHING READING

Of all the four language skills, namely listening, speaking, reading and writing, reading remains the most important as far as English in India is concerned, for English continues to be a library language. The fact is that most students of higher education are still required to read reference books, textbooks and journals in English for prosecuting their studies. The teachers of English, therefore, have to be constantly alive to this educational reality and perform their task accordingly. Reading is much more than simple recognition of words on the page, though it is the basic step in any act of reading. Etymologically, to read is to discern, to analyze the matter in hand thoroughly. Educationally, to read is to synthesize our understanding of the matter holistically. Then,
reading is a complex process of comprehension and evaluation involving cognitive operation like problem solving and decision-making. Hence, all aspects of reading skills need to be taught to the students with utmost care. This concurs with what Ruth Strong has said; "Reading is more than seeing words clearly, more than pronouncing printed words correctly, more than recognizing the meaning of isolated words. Reading requires you to think, feel and imagine. Effective reading is purposeful. The use one makes of his reading largely determines what one reads, why one reads and how one reads" [1967:71].

The aim of teaching reading, then, is to make students efficient and effective readers for mastering their chosen subject of study, and thereby for becoming experts in their respective fields.

The task of teaching reading becomes easier if all the students are adequately motivated. Unfortunately, the ground reality is disappointing for various reasons, including irrelevant syllabus, self-defeating examination system, and bleak future for the students. Further, today, there are more powerful distractions in the form of action movies and televisions, though the satellite communication system is being used for educational purposes. Under these circumstances, the reading teacher is in an inevitable
position. His primary task is, first of all, to make students readers, that is, to get them start reading the prescribed text. Only then can the teacher ever hope to produce efficient and effective readers. Therefore, the secret of the teacher's success lies in his ability to motivate the students for involving them in the reading process. The task is not easy but one can surely try his best.

2.2 THE PROCESS OF READING

Reading is viewed as a complex process integrating all aspects of human behaviour and continued instructional guidance to read accurately and efficiently to appraise what is read, and to relate what is read in a significant way to other areas of life. Reading is a key to wealth of experience that links people in a way that is not limited by distance or time. Some writers have defined reading as a sequence of cognitive events. Huey suggested: "Reading is an intellectual process in which the reader learns and practices accuracy of thought, good judgement and a feeling of values" [Cited in Robeck, John and Wilson, 1974:222-3].

Although Huey thought of the reader as acquiring mental discipline directly from the author, rather than constructing his own conceptual framework, he grasped the complexity of the reading
Thus reading at any age should be done with a purpose. Learners should be able to find relationship between the existing concepts. Learners, who begin to read, avoid using a dictionary and guess the meaning of many words. This converts reading into an activity, which results in guessing. Reading should not be converted into a mere guesswork. Jack A. Home and his research assistants gradually isolated most of the significant elements in normal reading analysis. The definition, which evolved from the research, reflects the complexity. They observed: “Reading is an audio-visual verbal processing skill of symbolic reasoning, sustained by the interfacilitations of an intricate hierarchy of factors that have been mobilized as a psychological working system and pressed into service in accordance with purposes of the reader” [Cited in Robeck, John and Wilson, 1974:34].

Hence in the present scheme of teaching English as L₂ our ambition is to develop the skills of reading and writing and this can be developed through exercises in the comprehension. Time and again the authorities in the field of English Language Teaching have emphasized the teaching of reading with comprehension. H. V. George has commented that “the first and foremost priority may have to be accorded to teaching reading with speed and comprehension” [Cited in Yardi, 1994:58]. The only viable
objective for a large majority of students is reading with comprehension. This has been forcefully brought out by Narayanswami when he says:

    In a developing country like India, which is yet to achieve a technological break-through, the printed page is the only means of communication. It reaches millions untouched by electronics. To us reading is a prime necessity: in fact education - and all higher education is little more than purposive reading - i.e. it is our only hope of ever being able to ensure a better and fuller life for our countrymen. To neglect reading is to neglect education, and we neglect both at our peril [Ibid:63].

Reading with comprehension should be the top most priority in a situation where English is L3 and has to be taught on a larger scale. But the teacher of English finds the conditions uncongenial. The classes are overcrowded and the learners are inadequately motivated. Furthermore, the socio-economic factors also seem to be a hindrance in the development of the reading skill in the learners.

Riessman, an American, in his survey, found that in general 15 to 20 percent of American children had some degree of reading disability. He estimated that among the lower socio-economic classes, particularly, among the disadvantaged, the disability estimate rose as high as 50 percent [Otto et. al, 1974:9]. The obvious reasons for these
findings are malnutrition, poor health, crowded living conditions, unstable home environment and economic pressures. The same seems to be true of the Indian children. However, these are the extreme circumstances over which the teacher generally has little control.

There are, on the other hand, a number of other reasons for poor achievement, which may be associated with socio-economic status. Most of these may be summed up under three headings:

(i) Background experiences
(ii) Level of motivation and
(iii) Language.

Moreover, reading is an on going, ever changing process. No matter how well an individual reads, he will always be able to make improvement. Even after he leaves school, he will need to improve the proficiency of some old skills and to develop new ones. As he chooses a career, he will have to develop special skills associated with his work. The telephone operator must be proficient in the rapid reading of telephone numbers, digits etc. The architect must learn to read blue prints accurately and so it goes. New careers, new personal and social responsibilities, new life situations all demand the continuous development of reading.
Although reading is a developmental process, it does not proceed at a fixed rate. One of the harsh realities of reading development is that the good readers get better, and poor readers fall farther behind.

Just as reading has been described as a developmental process it might also be called as an unfolding process, as each successive level of accomplishment unfolds, it reveals insight into successively higher levels of achievement. In addition, the unfolding process opens up an everlasting increasing variety of opportunities for practice and application. Skills are mutually reinforcing, moving the student towards greater and greater independence in relation to both instruction and content. This is what the reading process is all about, a movement from dependence to independence, a movement from developing reading as a task to using it as a tool.

In looking at reading as a developing task, two things immediately stand out. First, we must realize that reading is taught; it is not something that occurs incidentally.

Reading is not an instinct. It is a learning process dependent on the acquisition of certain skills and procedures. John Carrol begins his analysis of the reading process by looking at the adult reader. He views the skilled reader as "a decoder -
someone who identifies unfamiliar words by recognizing elements of it that give him reasonably good ones as to how the word should be pronounced" [Cited in Chapman, 1974:58]. The reading material somehow merges together in such a way as to build up in the mind an impression of a meaningful message. Each component must be learnt and practised. Differences in reading practice result not from what should be taught but from the order in which they are taught.

Dr. William S. Gray [1960:9] describes the following steps in a mature reader's associative processes:-

i) He recognizes the author's meaning.

ii) He uses his previous knowledge to evaluate the soundness of the author's ideas, to reach valid conclusions, and to gain new insights and interests.

iii) His feelings also enter into his decisions to accept or reject the ideas read.

iv) He uses these enlarged patterns of associations in his further reading and thinking.

Reading has been variously defined by different writers and at different periods in history. It was defined as "the process of recognizing printed or written symbols, involving such habits as accuracy in recognizing the words that make up a passage, span
of recognition, rate at which words and phrases are recognized, rhythmical progress of perceptions along the lines, and accurate return sweep of the eyes from the end of one line to the beginning of the next" [Barbe, 1965:47].

A broader view of the nature of reading is that it involves the recognition of important elements of meaning in their essential relations including accuracy and thoroughness in comprehension. This definition, while implying a thorough mastery of word recognition attaches major importance to thought getting. Those who hold this view believe that reading involves both the recognition of the meaning of words and phrases, and the fusing organization of various elements of meanings into a chain of ideas or an integrated system of thought.

Another definition implies that "reading is a much more inclusive process than either of the preceding. It assumes, that the reader not only recognizes the essential facts or ideas presented, but also reflects on their significance, evaluates them critically, discovers relationships between them and clarifies his understanding of the ideas apprehended" [Ibid:48].

In reading for a particular purpose, such as to determine the relative merits of the views presented by two authors, the reader may select and organize pertinent facts as he reads and may
weigh values carefully. The superior quality and unique advantage of reading of this type has been discussed pointedly by Wheat and Dhand:

The active selection, organization and assimilation of thought from the printed page in terms of the author's purpose is coming to be recognized as a mental activity that is not only more important but also of a higher order. In the former activity, the writer controls the thinking of the reader, in the latter, the reader controls his own thinking [1931:234].

Any conception of reading that fails to include reflection, critical evaluation and clarification of meaning is inadequate. It recognizes that this very broad use of the term implies that reading includes much that psychologists and educators have commonly called thinking. Many attempts have been made recently to ascertain the attitudes and skills required for efficient reading. They may be classified to advantage as follows:

Perceiving words, grasping meanings, reacting to what is read, using or applying the ideas acquired. These steps correspond closely with the demands which modern life makes on readers [Gray, 1975:64].

Perceiving words in reading involves two steps: the focusing of attention on written or printed material in a spirit of inquiry, the arousal of associations that help in distinguishing one
word or group of words from another and in recognizing their meanings or pronunciations or both.

A mature reader in any language recognizes words as wholes, that is by their general characteristics or striking features, often in groups of two or more. This as a rule occurs quickly and without hesitation. The reader examines the familiar word carefully for clues and its recognition. This view is supported by the results of research. In a detailed study, for example, of perception among both children and adults reading an alphabetic language, it was found that the general characteristics of a word are the clues by which it is recognized. But when some unfavourable condition arises, or when words are strange or difficult, additional distinctions within the words are required, in which case the parts of the words must be brought clearly to consciousness according to the degree of complexity or unfamiliarity.

Reading can easily be defined simply as the ability to derive understanding from written text. However, this simple definition belies the complexity inherent in the ability to read. L2 reading can best be understood as a combination of skills and abilities that individuals bring to bear as they begin to read.

The following five abilities should be seen as definitional, though others can be added under a finer specification of reading:

First, fluent reading is by definition a rapid process. The various bits of information being activated at any moment in working memory need to be active simultaneously if the information is to be integrated for understanding. Slow reading rates make the assembling of text comprehension a very inefficient and laborious process. Ability to recognize words automatically is necessary for fluent reading.

Reading is an interactive process in two ways. Reading requires many skills and abilities to be carried out simultaneously, some of which are automatic. At the same time the higher level comprehension process, such as deciding the main ideas of the text, requires an interaction of textual information and background knowledge. This interaction is also needed to know whether effective strategies are being used to achieve the reading purpose.

Reading is strategic and flexible in that readers assess whether or not they are achieving their progress for reading. If not, readers must then flexibly adopt various processing and
monitoring activities. This ability to adapt strategically is the hallmark of a good reader.

Reading is purposeful. The most central purpose for reading is comprehending the text.

Reading is a linguistic process. We derive understanding and new meaning as we interact with the text information by means of linguistic processing. It is sometimes said that if meaning is to be developed from the text, reading must be primarily a reasoning activity.

Reading is at the same time a product, a tool and a process. It is a product in the sense that it is the result of what has been taught and learned by the reader. It becomes a tool when it serves as a means of carrying out the reader's immediate purposes and of satisfying his needs, both utilitarian and psychological. It is a process [more accurately a set of integrated processes]. The actual act of reading requires an appropriate sequencing of reader's behaviour which begins with the reader's readiness to locate and to respond to a printed source. It uses varied decoding interpreting responses to arrive at the reader's reaction to the meaning he associates with that source material.
2.2.1 READING AS A PURPOSEFUL BEHAVIOUR

Effective reading in life should be more than the passive reception of a message laid before the reader. As the reader gains in maturity, his reading should become increasingly purposeful, his approach flexible and his involvement as dynamic as his need and the message warrants. Kaplan observes;

In addition to satisfying a variety of short-term instrumental or service tasks, we read to satisfy such general motives as gaining respite through escape, relaxation and other psychological reinforcement, enjoying the content or appreciating the style of the written material, and/or the resolving of real or theoretical problems. As such motives influence the reader's reaction to the message the type of emotional effect it produces, the degree to which the information is assimilated and learned and retained, and/or the logical or creative application of the content [2002:47].

The reader who makes a purposeful, dynamic search for meaning in the writer's message is likely to increase his accuracy, efficiency, and personal satisfaction in that reading.

2.2.2 READING AS A PERSONAL BEHAVIOUR

Reading is a very personal behaviour. How we read is shaped by our personal characteristics and how well we read is dependent upon our personal resources of reading potential. The degree of reader potential needed will depend upon the nature of
the reading task and written source. Robert Kaplan in this context states:

Even the least demanding reading situations encountered by youth in school and in life will require certain minimal personal resources in the form of general experiential background, competency in handling fundamental language and reading process, perceptual and genitive ability to associate, learn, retain, generalize and reason, as well as a freedom from inhibiting physical and emotional conditions. The fact that mature reading calls for efficient integration of multiple forms and higher level of behavioural processing places even greater demand upon the personal resources of the reader [Ibid:49].

2.2.3 READING AS A DEVELOPMENTAL BEHAVIOUR

Reading is a developmental behaviour. It is learned gradually and accumulatively. If the pupil has the potential to learn, if his general and school experiences combine appropriately with his need to learn-then he should progress along a continuum towards ever-increasing reading maturity. Such development includes the mastery of increasingly complex reading behaviour, the ability to cope with higher levels of vocabulary and written structure, greater differentiation and flexibility in interpretive response, functional habits of application, and more sophisticated appreciation [Ibid:50]. It is a fact that pupils vary in reading development. Such differences are a product of variance in pupil's
personal learning resources and the opportunity to learn through formal and informal learning experiences.

Reading is an activity made up of a large number of skills of both a motor and a cognitive kind. The factors required for reading are [a] the student [b] the teacher and [c] the material.

When the pupil reaches the Higher Secondary level he should be able to read with comprehension and speed. This does not stand true. Many pupils are not able to read correctly. Reasons for the failure may be varied. There is no interaction between the teacher and the student. Though the reading material is available in plenty, teaching reading and developing reading is the most neglected aspect.

2.3 THE PURPOSES FOR READING

There are various purposes for reading. Many of these purposes require distinct combinations of skills in order to achieve the reader's purpose. Because of this variation, it is not easy to define reading as a single notion or a unitary ability.

Purposes for reading can include the following: reading to find information [scanning, searching] reading to learn, reading to critique and evaluate and reading for basic comprehension [Ibid].
In the case of reading to find information, the crucial skill is to scan for a specific word, phrase, form or number. Meaning in the text may slow down to skim to see if he or she is perhaps in the right neighbourhood. This skill is carried out at a very fast rate of words per minute [WPM] processing of the text. Reading to learn in contrast, requires reading for the main ideas, but in addition, it requires awareness of many of the details of the text and a strong organizing frame in which to relate the various meanings of the text. Such textual coherence aids recall when the relevant information is needed. The cognitive processing is carried out at relatively slow rate of WPM processing [Perhaps around 175-200 WPM for fluent L₁ Readers, much slower for fluent L₂ Readers] [Ibid].

Reading to critique and evaluate requires, in addition, reflection and elaborate connections to prior knowledge and integration with prior knowledge, including the reader’s attitudes, emotions, motivations for reading and level of topic-specific background knowledge. Reading rate is likely to be slower for this purpose.

The most common and most basic reading purpose is reading for general understanding. It is the primary goal. Reading for general understanding is typically carried out at about 250-300
WPM by fluent readers. This purpose satisfies most reading expectations for understanding main ideas and a subset of supporting ideas and information, while it is often noted as 'basic' and 'general', it is by no means easy to carry out fluently. Reading for general understanding, under normal processing rates requires a very large recognition vocabulary and automatically of word for recognition for most of the words in the text, a reasonably rapid overall reading speed for text information, integration, and the ability to build overall text comprehension, under same time pressure. This set of processing abilities is the common goal of reading instruction, though most reading teachers and curriculum developers have only a limited concept of the processing demands. Instead, most instructors and text materials end up teaching slow translation of texts, a possible purpose for reading, though perhaps a skill entirely outside standard purposes for reading.

When one reads for a given purpose, his attention is directed to certain meaning more than to others, furthermore, he is stimulated to use the facts apprehended in a particular way. On one occasion, for example, he merely remembers the facts apprehended well enough to report them in class, on another
occasion, he reflects on the meaning of the statements, reads or applies them in the solution of problems.

As revealed by laboratory studies made by Judd and Buswell changes in the purpose of reading result in differences in the mental processes involved in reading. The records they secured showed that many pupils are unprepared to engage effectively in reading for various purposes. The number of specific purposes for which pupils read is surprisingly large. Perhaps the most elaborate study reported thus far, Hathaway identified 16-20 purposes of reading which were classified under nine major headings, namely, to gain meanings, to gain information, to guide activity, for social motives, [that is to influence or entertain others], to find values, to organize, to solve problems, to remember, to enjoy [Barbe, 1965:53].

When the specific purposes were ranked for usefulness by twenty-five judges, the following were among those ranking highest.

- To satisfy an eagerness for knowledge
- To compare views on a subject
- To find illustrations of an idea
- To discover relationships
- To note the degree to which a thing is true
- To view two sides of a question
- To seek advice
- To attain an attitude of open mindedness and ability to form a tentative judgment
- To entertain children
- To learn the opinions of a district upon a political issue

[lbid:54].

The foregoing list has value only in suggesting the wide variety of purposes that were identified.

Studies of the purposes for reading in classrooms are equally illuminating in effort to identify those which have been emphasized repeatedly in recent reports and investigations resulted in the following interesting list:

1. To find answers to specific questions
2. To determine the authors aim or purpose
3. To find the central thought of a selection
4. To follow a sequence of related events
5. To find the most important points and supporting details
6. To select facts which relate to a problem
7. To judge the validity of statements
8. To find facts supporting a point of view
9. To draw valid conclusions from materials read
10. To discover problems for additional study

11. To remember what is read

12. To determine the essential conditions of a problem

13. To follow directions with reasonable speed and accuracy

[Ibid:54].

When the results of various studies are combined, three conclusions stand out clearly, first reading is used for a surprisingly wide variety of purposes, second, the purposes of reading in one curricular field vary to a considerable extent from those in other fields and third, the purposes change from one level of scholastic advancement to another. In view of the facts presented earlier, it is evident that teachers of all subjects from the primary grades to the university face a major responsibility in training students to engage effectively in the various types of reading activities in which they should participate.

2.4 CURRICULUM, SYLLABUS AND TEXT BOOKS

The term curriculum comes from the Latin word ‘currere’ which means ‘to run’. The course of the race, with time, came to mean the ‘course of study’ [Wiles & Bondi, 1984:3]. The traditional definition of curriculum is a course of study or training leading to a product or education.
Curriculum is a strategic plan for the means of achieving a goal over a specific span of time. As the knowledge is increasing multifold there is always a need felt for the development of the curriculum. The development of curriculum is not the mere deletion or addition of certain topics. It is to trace out the lesser relevant topics and substitute them by the more relevant ones. The relevance of the topics must be in tune with the needs of the learners, the expectations of the society, the availability of the materials and their applicability taking into consideration the opinion of the teacher community. The curriculum ought to meet the changing needs of the changing society but at the same time it must also have a minimum period of duration. It can’t be changed every six months or every year. Hence it is advisable that a curriculum must have a time period of at least three years and not more than five years. Therefore the curriculum designers should be able to foresee the requirement of the society by taking into consideration the rapid changes taking place.

A curriculum is a plan for learning consideration of two major dimensions, vision and structure. Vision in a curriculum is the product of a set of assumptions about people and the world at large and takes the form of some conceptualization of reality. The curriculum also contains a structure or basic organization for
translating the visionary aspects of the plan into experiences for the learner [Ibid].

The curriculum must lead to the balanced growth of the student’s analytical, aesthetic and moral faculties. Job-oriented curricula are certainly desired in modern times. A curriculum must aim at developing the good behaviour of the student. It should go for developing a healthy body as well as a healthy mind. Curriculum should aim at growth and self-realization of the individuals and make them realize their potential as individuals.

Curriculum encompasses the broader concepts of the syllabus. Syllabus is uni-dimensional whereas curriculum is multi-dimensional. Programme of studies or the whole activities of the college provided to the students is curriculum. While preparing curriculum the requirements of society should be kept in mind. The frontier areas of research must be identified and the students must be sensitized to those areas. Curriculum is just an indication to run in which direction. If the destination is unknown the learners become nervous. Hence the teacher must give the bird's eye view about the course. Teacher's role is that of a sign-post. He should just show the direction. Often times it is seen that the teacher is eager to teach what he knows and not what the students require. While developing the curriculum one should be clearly focussed.
One must think about the availability of books and whether it is reachable to the students from the financial point of view. One may have to compromise with the curriculum on these grounds.

Curriculum is the totality of a content of the subject matter to be taught and objectives to be achieved and methods to be used while syllabus is only referred to the content of the subject matter. A curriculum statement includes:

1] Statement of the underlying philosophy or learning theory
2] Assumptions
3] Goals
4] Objectives
5] Strategies
6] Instructional materials
7] Time frame
8] Accountability

Planning the curriculum thereby becomes a complex task with broader social implications beyond the academic ones. The UGC Model Curriculum [2001:11] states that any programme or degree bearing the word ‘English’ in its title should ensure a certain competence in using the English language and studying English texts.
2.4.1 ANALYTICAL PERSPECTIVE ON CURRICULUM DEVELOPMENT

Background:

Taking into consideration the recommendations of the Kothari Commission [1964-66] and National Education Policy [1968], the State of Maharashtra adopted the 10+2+3 educational pattern to be implemented uniformly throughout the state. Accordingly the first Secondary School Certificate Examination on the new syllabi was held in April 1975. The implementation at the +2 stage for Std. XI and Std. XII was done from the academic year 1975-76 and 1976-77 respectively. The first Higher Secondary Certificate Examination was held in April 1977.

Subsequently the syllabi were revised based on the recommendations of Dr. Ishwarbhai Patel National Review Committee. This was implemented for Std. VIII from the academic year 1982-83 and the first S.S.C. Examination was conducted in March 1985. It was implemented at the +2 stage from the year 1985-86 and 1986-87 respectively and the first Higher Secondary Certificate Examination was held in March 1987.

Based on the National Policy of 1986 the syllabi were again restructured for the third time. These syllabi were implemented for Std. IX and Std. XI simultaneously in the academic year 1994-95.
and for Std. X and Std. XII in the year 1995-96. The first Secondary School Certificate and Higher Secondary Certificate Examinations were held in March 1996 by the Board.

2.4.2 THE RECOMMENDATIONS OF NCERT POLICY

N.C.E.R.T., New Delhi has made several valuable recommendations in its document viz. The National Curriculum Framework 2000. Views pertaining to the organization of the curriculum at the elementary and secondary stages, goals and aims of education when seen in a larger perspective, the scheme of studies at different levels, organization of the curriculum at the Higher Secondary Stage, vocationalisation of education, adopting more relevant modes of evaluation of the learners' progress have been explicitly dealt with in the document. To know the reactions of the experts and all the stakeholders of the syllabi, the said document was translated into Marathi and was published through 'Shikshan Sankraman' and reactions were sought. A State level conference was arranged to deliberate on the Curriculum Framework, this threw up various issues which are now reflected in the restructured syllabi. Through proper adaptation of syllabi, the curricular guidelines provided in the document were linked to the needs of the nation.
2.4.3 FEATURES OF THE RESTRUCTURED SYLLABI

The periodic reframing the syllabi of almost all the subjects ensures an adequate coverage of knowledge and information in accordance with the times and the age group of the learners. It also ensures that a proper place is given to the culture, heritage, social reforms, life skills, students interests and needs, and that cognizance is taken of the very different abilities of students from heterogeneous backgrounds.

An effort has been made to make the syllabi more futuristic and user friendly. Rapidly changing lifestyles and the explosion of knowledge and information have been taken into consideration. In order to make the citizen of tomorrow a more concerned and able individual the frontline issues have been given due consideration in all the subjects. The following areas were focussed upon –

1. Training in life skills
2. Education to develop vocation skills
3. Education in stress management
4. Sex education
5. Education in information technology
6. Teaching communication skills
7. Environment awareness and the need for ecological preservation
8. Value education
9. Education enhancing general knowledge
10. Education to enable students to face the challenges of liberalization, privatization and globalization
11. Education for fighting terrorism and emergency management
12. Education for improving emotional quotient
13. Creating consumer awareness
14. Safeguarding human rights
15. Creating awareness regarding space technology
16. Genetic engineering
17. Biotechnology
18. New areas of health care
19. Energy problems
20. World geography
21. World Trade Organizations
22. Anthropological discoveries
23. Entrepreneurship
24. Water Management
25. Awareness regarding agriculture
26. Awareness regarding child labour
27. Eradication of superstition
28. Travel and tourism
29. Awareness regarding removal of corruption
2.4.4 THE CURRICULUM FOR THE SUBJECT OF ENGLISH AT STD XI AND STD XII

It has been prepared bearing in mind the curriculum of English for the classes I to X in Maharashtra, the NCERT Model Curriculum of English for Std. XI and Std. XII, the curriculums of English in the other states of India, current thinking in curriculum development and curriculum implementation, and the views/opinions expressed by teachers, parents and other stakeholders on the existing curriculum framework. An effort has been made to incorporate suggestions of various stakeholders, who responded to the Board’s request to express their opinions on the existing curriculum of English.

2.4.5 CHARACTERISTIC FEATURES OF THE NEW CURRICULUM

- In pursuance of the existing policy of the State Government, a common course in the subject of English has been designed for the learners from the English medium and the Non-English medium schools.

- The course offers opportunities for remediation, consolidation and extension of the language skills already learnt.
• The course endeavours to meet the functional [communicative], literary [aesthetic] and cultural [integrative] needs of the learner.

• The course provides opportunities for meeting the linguistic needs of the vocational as well as the academic stream. It aims at preparing the learner linguistically to undertake different professional courses like Medicine, Engineering and to pursue different types of undergraduate courses in various streams such as Science, Law, Commerce, Humanities, Agriculture, etc. It also aims at helping the learner to face the wider world of work.

• The National Policy on Education 1986, the National Curriculum Framework for School Education 2000 and the policy of the State Government underscore the need of making education learner centred. The role of the learners is that of an active participant and the role of the teacher is that of a facilitator of learning. The focus is on the process of learning.

• The major thrust of this curriculum is on the development of communication skills. Along with the basic language skills of Listening, Speaking, Reading and Writing, the skills such as narrating, describing, reporting, summarizing, persuading, note-taking, note-making, etc. have also been focussed.
The course makes a conscious effort of helping the learner to sharpen his / her literary sensibility, by offering him / her opportunities to read and discuss a variety of literary texts.

2.4.6 GENERAL OBJECTIVES

To enable the students –

1. to develop his / her language skills to a fair degree of proficiency
2. to acquire communication skills in English useful in real life situations
3. to enrich his / her vocabulary
4. to use English with appropriate grammatical forms
5. to develop reference skills and inculcate self-study habits
6. to use English not only as a library language but also an important language of communication
7. to cultivate a broad human and cultural outlook

2.4.7 A Course book in English [Yuvak Bharati] Standard XI

1. For Detailed Study :
   a] **Prose** : About 80 pages of literary and non-literary [informative] texts / passages [excluding notes, illustrations, tasks, etc.]
   b] **Poetry** : About 200 – 250 lines.

**GRAMMAR:**

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<th>Item</th>
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| Revision of the items learned up to Std. X | Revision of the tenses learned up to Std. X  
Advanced level of the above items  
Past Perfect -  
Use-action completed before another action in the past.  
Past Perfect continuous -  
Use-action in progress from one moment in the past till another moment in the past.  
Sequence of Tenses |
| 1. Tenses                   |                                                                                                                                               |
| 2. Types of sentences      | Simple, Compound, Complex, Relative clauses.                                                                                                                                                           |
| 3. Clauses                  | Proper usage and synthesis.                                                                                                                  |
| 4. Verbs of perception     | Uses of see, hear, smell, feel, taste and know, have, own, think, etc.                                                                       |
| 5. Voice                    | Statements, questions, indirect objects, object + object complement, negatives. Advanced level [Conversion].                                   |
| 6. Reported Speech          | Advanced level, continuous short paragraph consisting of three to four connected sentences.                                                 |
| 7. Collocation              | The co-occurrence of lexical items.                                                                                                          |
| 8. Uses of 'too' and 'enough' | Conversion and synthesis.                                                                                                                     |
10. Articles : Uses and omission ‘a’, ‘an’ and ‘the’.
11. Prepositions : Indicating time, place and direction.
12. Linking word / discourse markers : Use of linking words in sentences and in larger units.

2.4.8 A Course book in English [Yuvak Bharati] Standard XII

1. For Detailed Study :
   a] Prose : About 80 pages of literary and non-literary [informative] texts / passages [excluding notes, illustrations, tasks, etc.]
   b] Poetry : About 200 – 250 lines


GRAMMAR :

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<th>Specification</th>
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</thead>
<tbody>
<tr>
<td>Revision of the items learned up to Std. XI</td>
<td>Advanced level of the above items.</td>
</tr>
<tr>
<td>1. Tenses</td>
<td>: Past Perfect - Use-action completed before another action in the past.</td>
</tr>
<tr>
<td></td>
<td>: Past Perfect continuous - Use-action in progress from one moment in the past till another moment in the past.</td>
</tr>
<tr>
<td></td>
<td>: Sequence of Tenses.</td>
</tr>
<tr>
<td>2. Types of sentences</td>
<td>Simple, Compound, Complex, Relative clauses.</td>
</tr>
<tr>
<td>3. Clauses</td>
<td>Proper usage and synthesis.</td>
</tr>
<tr>
<td>4. Voice</td>
<td>Statements, questions, indirect objects, object + object complement, negatives. Advanced level [Conversion]. Advanced level, continuous short paragraph consisting of three to four connected sentences.</td>
</tr>
<tr>
<td>5. Reported Speech</td>
<td>Conversion and synthesis.</td>
</tr>
<tr>
<td>6. Uses of 'too' and 'enough'</td>
<td>May, might, must, etc.</td>
</tr>
<tr>
<td>7. Modal Auxiliary</td>
<td>Uses and omission 'a', 'an' and 'the'.</td>
</tr>
<tr>
<td>8. Articles</td>
<td>Indicating time, place and direction.</td>
</tr>
<tr>
<td>9. Prepositions</td>
<td>Use of linking words in sentences and in larger units</td>
</tr>
<tr>
<td>10. Linking word / discourse markers</td>
<td>Changing word forms-nouns, verbs, adverbs, adjectives.</td>
</tr>
<tr>
<td>11. Word formation</td>
<td></td>
</tr>
<tr>
<td>12. Infinitives, Gerunds and Participles</td>
<td>Usage and synthesis</td>
</tr>
</tbody>
</table>

**WEIGHTAGE TO BE GIVEN AT STANDARD XI AND XII**

The following will be the weightage given to the various aspects of the syllabus:

1. Reading skill [textual and non-textual] 40%
2. Communication Skill 20%
3. Writing Skill 15%
4. Grammar [both textual and non-textual] 10%
5. Oral test 15%

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2.4.9 THE DESIGN OF THE COURSE BOOK FOR STD. XII

This course book has been divided into three sections: [1] Informative Writing [2] Imaginative Writing [3] Rapid Reading.

The texts/passages for these sections have been selected using certain criteria. Firstly, they represent different text types and secondly, they have been written either by Indian writers or by writers from different parts of the world. The course book includes no information about the writers and their writings. It is necessary to understand the reason for this. This kind of information does not have much relevance here, as the students at this stage need to focus their attention more on 'writing' than on 'writers'. They should acquaint themselves with a variety of 'text types' and should acquire the skills of 'reading' and 'writing.' The ultimate objective is the acquisition of 'communication skills'.

2.4.10 INFORMATION WRITING

The texts/passages included in this section are 'informative' in nature and represent a variety of 'text types'.

[1] Reading a Newspaper
[2] Reading and Responding to Advertisements
Summarizing

Persuading and

Narrating.

These Units have been developed with a view to helping the students acquire the communication skills included in the syllabus. The focus is not so much on ‘what’ information has been communicated, as on ‘how’ it has been communicated.

Two Units from the XI Standard Course book have been continued here. They are: a] Summarizing and [b] Note-making. They have been continued here because they are useful study skills and their revision and extension will help our students.

The four other Units are new. Each of them has its relevance in our personal and professional life. For instance, a newspaper is a very important channel of communication. We expect the students to read it for different purposes. The unit ‘Reading a Newspaper’ will motivate the students to read newspapers and will give them some confidence to develop this skill. The modern age is the age of advertising. Students will not only read but also respond to advertisements. The Unit on ‘Reading and Responding to Advertisements’ offers useful guidance in this direction. ‘Persuading’ and ‘Narrating’ are very important skills of language in everyday life. Not only at home or
at school, but also at work. To make use of these skills is the need.

2.4.11 UNIT FORMAT

The teacher needs to understand the implications of the various stages of the Unit Format. What is the teacher's role? And what is the student's role? The teacher has to initiate the activity drawing the student's attention to stage one: 'Preparation'. The texts/passages are to be read by the students silently. The teacher has to ensure maximum 'student participation' at all these stages.

The course book recommends pair/group work at various stages of learning. In a large class this will be especially useful. For example, if the teacher puts a question to the class and only one student answers it, other students do not get the opportunity of participating in the process of learning. Pair/group work will encourage every student.

What will be the role of the teacher then? The teacher is expected to help and monitor the pair/group activity. If students work individually all the time, the teacher will have too much of correction work. The teacher may also encourage students to compare their answers with those of their friends. Pair/group work will reduce this burden of the teacher.

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2.4.12 IMAGINATIVE WRITING

This section includes 'literary writings' such as (i) poetry (ii) essay (iii) one-act play. The introduction given at the beginning of the section outlines the objective of the study of 'literary writing'. Teachers and students are advised to read this introduction carefully, as it will give them a clear perspective. The poems included in this section are not meant for detailed literary or critical study. The students are expected to look at the poems mainly from the point of view of the typical language and the poetic devices used. This will lead them on to 'appreciation' of poems. Poetry, therefore, has been given a different treatment in this course book. The same could be said about 'essay' and 'one-act play'.

2.4.13 RAPID READING

The objective of this section is to develop the skill of reading with speed. This objective can be achieved only when students start reading independently. Teachers are advised to read the introduction to the section carefully. The stories are meant for 'students' reading'. The teacher has to motivate the students to read and check whether they actually read the stories. Initiating discussion on the stories in class can do this.
2.4.14 USE OF ILLUSTRATIONS / PICTURES

A few illustrations and pictures have been included to attract the learner’s attention and to prepare him/her for ‘reading’ and ‘writing’. The teacher is expected to exploit the pictures by involving the students in discussion, so that picture serves as a stimulus for ‘learning’.

2.4.15 TESTING AND EXAMINATION

When the objectives of teaching / learning are revised, changes in the material, methodology and also the testing pattern are to be made. The main objective of teaching English at this stage is to equip the learner with the language skills for personal, academic and professional life. As such the focus will be more on ‘Skills’ than on ‘content’ more on ‘language ability’ than on ‘literary appreciation.’ Further, the learner’s reading and writing skills and not so much his/her memory shall be tested.

Hence the specific objectives for the teaching of reading skill would be to enable the students to:

1] improve the speed of reading
2] read in order to find the intention and attitude of the writer
3] read aloud and appreciate the rhythm of a poem
4] adopt different reading strategies depending on the types of texts and the purpose of reading
5] skim as well as scan the text
6] read and predict the events to come
7] read in order to infer through the context
8] read non-verbal presentations such as railway time-table, graphs, charts, etc
9] understand grammatical sentences and their implications
10] read brochures, reviews, reports, news items to get information
11] read silently to find out the suggestive meaning in a poem and a prose text
12] distinguish the main ideas from the subsidiary information
13] read extensively so as to develop interest in different forms of literature and styles of writing
14] read so as to make a note, to summarize and to classify
15] use the information given in the text to respond to e.g. advertisements
16] understand and appreciate features of literary style.

The teachers are expected to exert all efforts to eliminate the difficulties confronting students in the process of Reading Comprehension. However, this may be possible only by making
the learner acquainted with the mechanics of reading which include:

1. Learning by proper moment of eye
2. Expanding eye-span and learning how to contain more words at a time
3. Learning to convert written symbols into waves of sounds
4. Learning to link the waves of sounds with this contextual meaning.

All these skills may be achieved by employing the suitable method of Reading Comprehension.

2.5 DIFFERENT APPROACHES, METHODS AND TECHNIQUES OF TEACHING READING:

ATOMISTIC AND HOLISTIC

In describing the methods of teaching reading the difference between a philosophy of language teaching at the level of theory and principles and a set of derived procedures for teaching a language, is central. In an attempt to clarify this difference, a scheme was proposed by the American applied linguist Edward Anthony in 1963. He identified three levels of conceptualization and organization, which he termed approach, method and
technique. The arrangement is hierarchical. The organizational key is that techniques carry out a method, which is consistent with an approach. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject to be taught [Richards and Rodgers, 2003:19]. Whereas, "a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural" [Anthony, 1963:63]. With one approach, there can be many methods. A technique is implementation – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well [Ibid: 65-7].

According to Anthony’s model, approach is the level assumptions and beliefs about language and language learning are specified, method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented, technique is the level at which
classroom procedures are described. Richards and Rodgers remark that:

Anthony’s model serves as a useful way of distinguishing between different degrees of abstraction and specificity found in different language teaching proposals. Thus we can see that the proposals of the Reform Movement were at the level of approach and that the Direct Method is one method derived from this approach. The so-called Reading Method, which evolved as a result of the Coleman Report should really be described in the plural-reading methods-since a number of different ways of implementing a reading approach have been developed [2003:19].

To teach English as a language following approaches of recent origin are used: Structural, Situational, Multi-Skill, and Communicative approaches. The Structural Approach makes use of carefully selected and graded language items, i.e., structures and vocabulary. The Situational Approach indicates how a teacher can create real situation in the classroom. In this approach English is basically taught in the same way in which the child learns his own mother tongue. Multi-Skill Approach takes care of various skills involved in learning a language, whereas the main aim of Communicative Approach of language teaching is to master the skill of communication. A teacher must encourage the students to relate certain experiences. The pupil should not be
discouraged if he is irrelevant and out of context. This will help him mastering the language.

The various methods of teaching reading may be broadly divided into two groups: 'the atomistic' and 'the holistic' or more precisely, the methods may be said to lie on different points on a scale with these two as the two extreme ends. Here are some of the methods, beginning at 'the atomistic' end of the scale.

METHODS OF TEACHING READING

Important methods of teaching reading are:

1. Alphabetic method
2. Phonic or syllabic method
3. Word method
4. Phrase method
5. Sentence method
6. Story method

The history of teaching reading is replete with the various methods used to help the child to identify and recognize the printed symbol. These methods have been labeled the synthetic, analytic or analytic synthetic methods. Syllable method is called synthetic method. There are three methods: the word method, the phrase method and sentence method. They are so called because
they begin with the word, phrase or sentence and these larger units then are broken down into their basic elements.

2.5.1 ALPHABETIC METHOD

It is also called the 'ABC Method' and 'Spelling Method'. It is used in the West as well as in the East. It was invented by Greeks and Romans and was used till the end of the middle ages. It persisted well into the nineteenth century in many countries and even longer in others.

The procedure is letter-words-phrases-sentences [Gray, 1969:78]. This method is used for the beginners. If the skill of reading is developed in a correct way learners find easy to read correctly at higher level of studies.

It has its own advantages as the learner gets ample opportunity to see the words correctly written and thereby enabling him to build up the essential visual image of words without which correct spelling is impossible.

It has many limitations as learners find it to be a difficult and a lengthy method. In this method the pupils are taught the names of the letters in their alphabetic order. Two or more letters are combined to form a word e.g. he h-e is he s-h-e- is she. Then the next step is the learners are taught to combine words into phrases and sentences. The pupils are then taught to read passages. The
learners find this process dull and monotonous. Many critics find this method as unpsychological. To many experts this method neglects conceptual and perceptual learning. Horace Mann has observed:

I am satisfied that our greatest error in teaching children lies in beginning with the alphabet. How can one, who as yet is utterly incapable of appreciating the remote benefits which is in after life reward the acquisition of knowledge, derive any pleasure from an exercise which presents neither beauty to his eyes nor music to his ears, nor sense to his understanding [Cited in Menzel, 1944:49].

2.5.2 SYLLABLE METHOD / PHONIC METHOD

Teaching by this method starts with the teaching of syllables. Thus in this method the unit of teaching is syllable and not an alphabet. Syllables are used directly i.e. introduced and learned. Syllables are combined to form words and sentences. According to William S. Gray: "As syllables are introduced and learned they are combined to form words and sentences. The use of syllables is preferred because as practically all phoneticians agree, many consonants can be pronounced accurately only in combination with vowels" [Gray, 1969:81]. Since syllables form compact sound many consonants can only be pronounced accurately only when they are combined with vowels.
This method is helpful in reading such sounds. It is found to be a better method in comparison with the Alphabetic method. The arguments for and against the syllabic method have been summarized by George W. Cowan, in response to an enquiry sent out by UNESCO. The points favourable to this method are:

i) It presents a logical arrangement of material

ii) It provides a method for attacking new words

iii) It is easy to teach, the advanced pupils can teach others

iv) The lessons can be prepared with the minimum knowledge of the language

v) The entire course of basic instruction can be included in a relatively small amount of material

vi) Teachers who have taught by the syllabic method gladly co-operate in teaching by this method. They often resist any innovation and influence their community against it. Educationists in areas where syllabic method is used also affirm that it is admirably adapted to the demands of adult mind [Ibid.:81].

The limitations of syllabic method are:

i) If too many syllabic charts are used at the beginning, the pupil may lose interest before he begins to read sentences and stories.
ii) If the materials are too difficult at first or advance too rapidly the pupil may become a mechanical 'word caller' unable to understand all the words that he can pronounce.

2.5.3 WORD METHOD

This method is also known as 'Look and Say Method', 'Global Method' and 'See and Say Method'. It is considered better than the alphabetic method. However it is Thompson and Wyatt who think that it is not different from Alphabetic Method. They say, "It is as much the alphabetic because ultimately the recognition of a word depends upon recognition of component letters, their sequence" [Cited in Pahuja, 2004:154].

The word method is a direct method and has all the advantages of a direct method. It facilitates oral work. It is based on the following maxims abstract:

i) Proceed from simple to complex

ii) Proceed from concrete to abstract

iii) Proceed from known to unknown

It lays emphasis on the conceptual as well as contextual meaning.

The word method has many limitations as it encourages bad habit of reading one word at a time. All words cannot be
taught by using pictures. It fails to develop the skill of deciphering new words. There are abstract words, full meanings cannot be got through single, separate words. It does not help in developing accuracy and independence in recognizing words. Since the child is required to remember many symbols of words it strains his memory. It ignores spellings and helps in developing the habit of guessing [Ibid].

2.5.4 THE PHRASE METHOD:

It lies midway between word method and sentence method and is based on the following assumptions:

i) Phrases are interesting than words

ii) Phrases convey meaning

iii) At each fixation of eye, a reader recognizes not a word, but a group of words

iv) Phrases are more suitable units of reading

PROCEDURE:

i) The teacher prepares a list of phrases and writes a phrase on the black board

ii) He asks pupils to look at the phrase attentively

iii) The teacher reads the phrase and pupils repeat it several times
iv) New phrases are compared with the phrases already taught [Ibid:155].

It has also been recommended in the belief that since good readers recognize groups of words at each fixation of the eyes, the phrase method should foster rapid growth in efficient reading.

Phrase method has some limitations as it is considered as an uneconomical method of mastering words which places more emphasis on meaning rather than on reading.

2.5.5 SENTENCE METHOD

This method is just opposite to Alphabetic Method. Sentence is the unit of speech. It is to be adopted as a unit of reading. This method is based on the following assumptions.

i) The true unit of thought is a sentence and not a word

ii) A sentence is also a unit of speech

iii) A sentence conveys a complete meaning

iv) A sentence has a distinctive total words [Gray, 1969:85].

PROCEDURE

First of all a teacher selects a sentence and teaches it by conversation. If the sentence method is well applied it lays the foundation of practically all the attitudes and skills required for
good reading - a thoughtful reading attitude, a clear grasping of meaning, accuracy and independence in word recognition.

Intelligent reaction to what is read, application to what is acquired and interest in learning when the reader advances beyond the initial stages, he is faced with the difficulty of adjusting himself to a new set of reading attitudes and develops the attitudes and skills already implanted, improving and extending them. Thus ensures uninterrupted growth and makes for economy and efficiency [Ibid.1969:86].

Some of the advantages of sentence method are

- It is natural as also psychological method
- It facilitates speaking and helps in self-education
- It uses visual aid and develops the eye span

Sentence method has some limitations as it over emphasizes memory in the process of learning. Teaching of alphabets through this method becomes tedious. The readers find it difficult to read a sentence without the knowledge of words and letters. It is a time consuming method. Trained teachers and properly graded textbooks are needed [Pahuja, 2004:157].

2.5.6 STORY METHOD

It is an advance method. In this method the pupils are told story in four or five sentences illustrated through pictures. The
students first learn the story by heart and then read it. Thus they first recognize sentences and then words. This method is based on the assumption that students have a general liking for stories.

The story method is an expansion of the sentence method. Using a sequence of sentences in the form of the story as the unit of instruction in early reading activities. As stories have a universal appeal for students, it is claimed that Story Method ensures keen interest in reading.

The advantage of the Story Method is that it helps to create interest in the child as it gives a complete unit of thought.

Story Method has some limitations as it encourages guessing in the students. It fails to develop a habit of reading accurately. It puts a heavy load on the memory of the students [Ibid:158].

2.6 LECTURE METHOD

The lecture technique, whereby the teacher talks while students listen and make notes, has been praised and criticized. It is agreed, however, that in order for lecturing to be effective, there must be communication between the teacher and the students. The teacher should organize his/her lecture in such a way that students take an active role in the learning process.
HOW:

1. Decide on a specific topic. It must not be too general or the teacher will not be able to cover it effectively in the allotted time.
2. Decide on objectives. What should the students get out of the lecture?
3. Research the topic if necessary.
4. Prepare a lesson plan.
5. Before beginning the lecture, ensure that all students are attentive.
6. Stimulate interest in the topic immediately. Begin with an amusing anecdote or a controversial piece of related information for example.
7. Outline the main points at the beginning and at the end of the lecture.
8. Periodically ask students if they have any questions.
9. Speak loudly and clearly.
10. Make eye contact with the audience.
11. Review the main points at the end of the lecture [Dhand, 1990:117].
IMPORTANT CONSIDERATIONS

The following guidelines will help the teacher conduct an interesting effective lecture and promote students participation:

1. Avoid speaking in monotone.

2. Outline the main ideas to be presented first and review these points at the end of the lecture.

3. Provide concrete example(s) whenever possible with the assistance of teacher made and/or commercially made audio/visual aids.

4. Get the students attention immediately with some interest-catching device. Stimulate interest in the topic. Hold students attention on varying the pace and tempo of the voice, making eye contact moving around the room providing interesting and exciting oral and visual examples and talking with students not to the chalkboard.

5. Repeat and emphasize important points.

6. Ask questions and be prepared to answer questions during the lecture.

7. Include humorous anecdotes whenever possible.

8. Keep the language at the student's level of understanding. Be sure to clarify any terminology students are unsure of.
9. Use strategically placed pauses of silence so that students can think about the material presented.

10. Discuss a parallel story in order to illustrate and clarify a point. Include familiar experiences whenever possible.

11. Always consider that students with short attention spans may have trouble in concentrating. Take special care to pose questions and create short discussions.

12. Be prepared. Prepare a detailed outline and a lesson plan. Prepare appropriate visual materials and questions.

13. Create a stress-free environment. One way to do this is not to emphasize the formality of a lecture situation and provide information in written form if possible, and/or if students request it.


15. Bring in meaningful examples whenever possible. Students should be encouraged to share relevant examples from their own backgrounds.
16. Do not be afraid to stray from the lesson plan if a teachable moment on an unrelated topic or issue arises [Ibid:119].

Selection of a method depends upon the classroom situation and the background of the students. Today, the method followed is the lecture method. All other methods have become obsolete. According to the curriculum and New Education Policy the teaching method is learner centred. The entire class should be divided into groups. Reading passages are to be read silently and discussion on the passage read is to be done within the group. A teacher has only to supervise and guide. How the groups are made is discussed in detail.

2.7 GROUP WORK: Advantages and Constraints.

This is the method recommended in the course book. There are numerous plans in grouping pupils for instruction. Self-contained classroom is a rather popular way of grouping pupils for instruction.

Generally, there are three levels of instruction. First, there is a large group instruction with the total class of pupils taught. There can be interaction of team members while teaching or team members may take turns in large group construction. The
strongest teacher at any given time should do the large group teaching. Next in sequence, team members work with small numbers in a group or committee in reading. In collaborative endeavours, the pupils supervised by team teaching members analyze ideas presented in large group instruction. The third level of teaching is the individual endeavour. Here, a pupil generally works on a project or task directly related to the large group of committee endeavour in reading.

2.7.1 HETEROGENEOUS GROUPING IN READING

The prevailing attitude of educators is that heterogeneous grouping should be emphasized in the teaching of reading. A more democratic atmosphere should be prevalent when pupils interact with others of different ability levels. Teachers need to look at diverse levels of reading achievement to be a blessing in a classroom. Pupils may work together in peer groups to assist each other in reading for a variety of purposes. Pupils then will differ from each other in many ways, which include:

1. Intelligence and achievement.
2. Interest and motivation.
2.7.2 HOMOGENEOUS GROUPING IN READING

Homogeneous grouping has been advocated in the past and still has its advocates. Here, there is uniformity of reading achievement among class-mates. Heterogeneous grouping has a wide range of pupil achievement in reading whereas homogeneously grouped pupils tend to have as narrow a range as possible in reading within a classroom.

There are advantages in homogeneous grouping of pupils in reading instruction. There is less of a range of learner achievement and the teacher tends to find it easier to provide for pupils when learner achievement is more uniform in the classroom. Pupils are challenged more by good readers in a homogeneous group as compared to having slow learners who might hold a group back in reading achievement.

In addition, homogeneous grouping advocates the following:

1. Pupils who possess more of homogeneous characteristics can do a better job of challenging each other, especially the more talented learners.

2. The teacher can do a better job of providing for individual differences in a homogeneous grouping setting due to a smaller range of pupil achievement in a classroom.
3. Each pupil can do more of his/her share of work when committee endeavours are emphasized.

4. Less looking down upon slow learners should be in evidence when pupils are quite similar in achievement within a classroom.

5. There can be numerous opportunities to stress heterogeneous grouping when pupils are in physical education, art and music classes [Ibid:224].

Disadvantages occur when teachers teach the homogeneously grouped class as if these learners are all alike in reading achievement. The reading teacher still needs to provide for pupils of diverse achievement levels.

2.8 CONCLUSION

There are numerous ways of grouping pupils for instruction. Whatever approach is used, pupils should benefit as much as possible from reading instruction. Team teaching stresses large, small and individual methods of grouping for instructional purposes.

Many educators recommend pupils be grouped heterogeneously with mixed achievement levels in a classroom so that learners from all ability groups may learn from each other.
Thus, when content is discussed from a reading assignment, each pupil may participate fully regardless of ability levels. According to Ediger and Rao, "We believe that there should also be homogeneous grouping whereby there is more uniformity within a group as compared to heterogeneous grouping. For example, three reading groups within a classroom have served well for many teachers to provide for three achievement levels in the use of readers. Here again, flexibility can be a key concept in moving children from group to group when evidence warrants" [Ibid:352]. If two to four pupils have read the same book, they may be in committees to have a conference with the teacher covering the content of the completed reading of the book.

Constructivism is a contextual approach in evaluating pupil achievement in reading. The teacher observes and assists pupils in reading when situations arise. Learners construct their own knowledge within a given selection being read. In contrast, behaviourists believe that knowledge is objective and external to the learner. Pupils may achieve the behaviourally stated objectives as quickly as individual abilities permit. Pupils might also desire to work cooperatively in a reading activity. The sharing of ideas in a committee to achieve stated objectives can be an excellent way of grouping for instruction, if pupils work
harmoniously within the committee. Pupils need ample experiences in learning to work together effectively.

It is clear, therefore, that every method has its own advantages and disadvantages. In the context of ELT in India whatever method adopted, all efforts must be exerted to make learners of English capable of pursuing loud and silent reading. A better standard in both may help the learner to advance in the exercise of reading comprehension and ultimately the learning of English. Thus chapter III describes the types of reading.