Chapter – Three  Status, Types and Techniques of Reading in ESL

3.1 Reading

Teaching and learning EFL have been gaining prominence in ESL countries. In the order to communicate and interact with native speakers it has become necessary to learn the essential skills of language. Due to globalization and increase in trade between the nations there has been an alarming rise in learning EFL. People are more curious to learn the language of trade, the Lingua Franca of the world, the language which establishes contacts with the developing nation. To learn language, mastery over the four basic skills is indispensable. The knowledge of the language of the world is advantageous since it opens many doors of opportunities; it leads the access to literature, better job opportunities, higher education and extension of knowledge of different cultures. Acquiring language requires learning the four skills LSRW and other sub skills which ultimately make learners proficient performers in L2. Acquiring accuracy, fluency and mastery in language by learning and practicing the four basic skills makes learning of language organized. The natural order of learning a language is Listening, Speaking, Reading and Writing.

Every language needs a sequence to follow that promises the accomplishment of the target language. Disorder in any of the sequence would disturb the entire chain of learning language. Listening follows speaking that entails reading and writing. Listening and reading display similar characteristics, as both the skills require comprehension of the text. Speaking and writing are productive skills that follow the two skills. While learning language, all the skills are essential, as they are integrated with each other. Learning to read is determined by learning strategies to comprehend reading materials. Reading is the skill that is extensively recommended in the field of language learning. It is the skill that broadens learning horizon. A reader has access to the resources of knowledge that he requires by employing his reading skill. Reading is the skill associated with academic institute. Therefore it is significant to know, what is Reading?

Reading is getting information from letters, symbols, and pictures written/printed on paper or embossed on paper by raised dots, inscribed on stones or drawn on a paper or
board. The eyes read and hands do the reading by touch for blind while the mind processes the information it receives and decodes the meaning.

Writing is representation of the symbols in the printed form to bring the idea, concept, or notion into visual form. Reading is to bring these ideas, concepts or notions into some sort of sound. Reading is a thinking activity. The purpose of learning to read is to learn about new things written in different languages and on variety of subjects. Reading imparts wisdom to human race. Reading is acquiring knowledge about the Phonemes, Orthographic structures, Graphemes, word-order, sentence structure etc. A reader has to possess the knowledge of the context in which the language is used, the culture of the language in which it is presented and the signification and value of the language used. A reader uses various skills in decoding the meaning of unfamiliar words, he looks for Morphemes, Semantics, Syntax and Context cues to derive meaning from the text. The reader activates the background knowledge to interpret and comprehend the words and sentences (Wikipeadia). The significant facet of reading is Comprehension. Comprehension is the intellectual capacity of the reader to grasp the connotation and denotation of the language that is read or heard by operating his background knowledge, which he has acquired through his experiences. Comprehension is not getting meaning from the page instead it lies in how the reader perceives and how he applies his schemata to the text. Smith cited in TESOL Newsletter (1986) defines comprehension as

Relating new experience to the already known. (p.1)

He adds that there are certain concepts that the reader has in mind when he reads he puts forward those concepts to test the anticipations, guesses and predictions when these anticipations are confirmed it is then that he comprehends the text. The confirmation of these anticipations is significant to understand the text. Reading is acquiring knowledge, contributing ideas and progressing in communication. Reading means comprehending the text, without comprehension and understanding there is no reading done. Lewis (1978) states:

Reading is not actually done with the Eyes, it is a mental activity. It is done with the mind acting as sensory extensions of the brain, as transmitting belt carrying images of words to the brain.

(Ibid: 52)
He further says:

Blind people can read though they have lost or never had the use of their eyes. Their fingers become the sensory extensions of their brains.

(Ibid)

Badrawi (1992) explains reading thus:

Reading is both a process and a product. It is more than just receiving meaning in a literal sense. It involves bringing an individual’s entire life experience and thinking powers to bear to understand what the writer has encoded. Thus, prior sensory experiences provide the basis for comprehending what is read. (p-16)

Reading is an activity that exposes the reader to the unknown world if the reading is done earnestly. It is all about bringing the known information to the unknown information and skills. Jordan and Mackay (1979) opine:

Reading, like Listening, is a receptive skill. Like listening, reading involves the use of incomplete data input in predicting and anticipating what probably follows - what the receiver has not yet heard or seen. Input is phonetic for the listener and graphic for the reader, but for the good reader there seems to be no intermediate phonological level of processing.

(Jordan and Mackay 1979:26)

Learning of language is an ongoing process, it takes place at many levels consequently learners are acquainted and trained in all the elements of language learning. Aukerman (1981) cited in Badrawi (1992) has divided the process of learning into four major categories:

3.2 Categories of Learning:

3.2.1 Perceptual Learning: It is the ability to perceive the objects first, at the outer level; second at the inner level. Aukerman in Badrawi (1992) explains:

Perceptual Learning is the ability to progress in establishing perceptual discrimination, first of gross shapes, objects, people, and places etc., and then of finer shapes, such as letters and words.

(Ibid: 16)

3.2.2 Associative Learning: Associating the letters and symbols with their related sounds and meaning to establish a link between the printed word and the spoken form. Each letter has various spoken forms and every picture has different interpretation. The context determines the meaning and suggests association. She emphasizes:
There are, however, so many variables in the associative learning that it is impossible to predict exactly how much repetition each individual will need (if any) to establish a connection between a printed word and its spoken counterpart. Intelligence, past experiences, motivation, physical alertness, etc., is some of the variables in the associative process of learning to read. (Ibid)

Any learner with a limited background knowledge and less exposure is likely to have a negative effect in developing association with letters and symbols. To develop associative value it is recommended to read widely and extensively.

3.2.3 Cognitive Learning: Reading is a cognitive process. A reader is thinking while involved in the task. Reading stimulates mind and in response, the mind gives the meaning to the reader. Cognitive Learning is the ability to relate the existing knowledge with the new knowledge. It is a higher level of learning where the learners begin to compare and contrast the two learning. She further suggests:

It involves comparing, recognizing similarities and differences, evaluating and interpreting learning values, and truths in keeping with reality. (Ibid)

Learners learn and interpret differently as they have varied experiences and knowledge; it depends upon the application of their vast and varied experiences they bring into learning that eventually determines the cognitive learning.

3.2.4 Affective Learning: Most learning is done when the learners enjoy learning. Making the learning pleasurable and motivating increases the rate of learning, the learners have positive attitude and low anxiety. She elaborates:

In reading this takes place when the reader's emotions are aroused by the printed word. Joy delight, excitement, and so on acts as satisfiers to quicken and deepen the learning process. (Ibid: 17)

Not a long passage but a small word could be used to sensitize the learning. Affective learning involves all the categories, it is at this stage of affective learning when the meaning is driven from the text and the learner interprets the meaning.

3.3 Types of Reading

3.3.1 Intensive Reading:
Reading shorter text, to extract specific information. This is more of an accuracy activity which includes reading for detail. These different ways of reading are not mutually exclusive, for instance, one often skims through a passage to see what it is about, before
deciding whether it is worth scanning a particular paragraph for the information one is looking for. In real life, our reading purposes constantly vary and therefore, when devising exercises, one should vary the questions and the activities according to the type of text studied and the purpose in reading it. When working on a page of classified advertisements, for instance would be highly artificial to propose exercises requiring the detailed comprehension of every single advertisement. This would only discourage students and prevent them from developing reading strategies adapted to the true purpose of their reading.

3.3.2 Extensive Reading:

In extensive reading, the habit of reading is developed. This involves the ability to read quickly. Extensive reading is the mature rapid reading where the readers read silently with fluency and comprehension.

Extensive reading may be utilized when there are abundant materials to read for instance studying for exams, preparing assignments or reading for pleasure. Munby (1979) states:

> Extensive reading skills are not concerned with a detailed examination of the text but involve, for example reading for some specially required information or to get the gist of or general picture of the passage, chapter, and book. (p. 143)

For extensive reading Grellet (1981) suggests:

> Reading longer passages, texts, usually for one's own pleasure. This is fluency activity, mainly involving global understanding. (pp. 4-5)

Efficient reading is an essential qualification for success in today's world. Creating an awareness of reading flexibility and developing the strategies for awareness are therefore among the most useful contributions to be made for creating responsiveness towards reading in learner's life. Reading a text does not always mean understanding everything and every word of the text. Reading requires understanding of the text depending upon the purpose of reading. Reading text should be made more explicit and interesting for learners to read. Learner ought to be taught to apply their implicit knowledge of L1 and L2. Flexibility involves adjusting strategy to purpose, and these strategies do not simply develop naturally from intensive reading. The development of these strategies requires a great deal of practice in different sub skills, which should be developed in EFL reading classes with plenty of out of class practice. This means developing students' linguistic awareness as well as assigning reading exercises. Reading Classes should involve the
teaching of reading sub skills that will best help the students to consciously select and effectively use the most appropriate technique for any reading task. Elaborating extensive reading Nuttal (2002) says:

Extensive reading is the reading done leisurely outside the class. Getting students to read extensively is the easiest and most effective way of improving their reading skills. It is much easier to teach in favorable climate, where reading is valued not only as an educational tool, but as a source of enjoyment. (p. 127)

Kembo (1993) explains:

Extensive reading refers to the less rigorously supervised reading that pupils will do both in and outside the classroom. The texts read will normally be those of their own choosing, even though the teacher's guidance will be crucial at the beginning. (p. 36)

Extensive Reading is the activity that is done in informal environment. Generating interest among the readers to read on their own is the aim of engaging learners in the text. Extensive reading develops vocabulary, confidence in speaking, listening skills and writing skills. It is further said that:

For extensive reading, the criteria of readability and suitability of content are even more important than for use in class, because we expect the students to read the books on their own.

(Nuttal 2002: 131)

Richard. R. Day (2004) describes two writing activities for developing extensive reading:

3.3.2.(i) Timed repeated thinking and writing (TRTW): In extensive reading the students are not usually asked to answer the question about the books they have read. In extensive reading the students read to develop their habit of reading. Richard (2004) asserts that, in this activity the students write freely without thinking about grammar, sentence structure, spelling or punctuation. They are asked to write after thinking for a short while. TRTW help students with getting started to write about what they have read. Moreover the students are instructed to write only on the topics or the books they have read.

3.3.2.(ii) Timed repeated skimming and writing (TRSW): The students are instructed to read a text for one or two minutes they mark the text when asked to stop. The activity to
‘read’ and ‘stop’ is repeated twice or thrice. Repeated reading of the same text improves reading speed. After reading they write about the text read at a given interval of time.

Timed repeated activity, helps learners improve their reading fluency.

(Anderson and Makaafi cited in Richard 2004: 9)

Besides Richard (2004) explains:

Timed Repeated Skimming and Writing (TRSW) combines timed repeated reading with timed repeated writing. Instead of reading at a comfortable pace for overall understanding, students skim their books. Then they write about their books for a given period of time. The goals are to improve the skill of skimming, to help students with getting started in the writing process, and to help students become more fluent writers.

(Ibid: 9)

He strongly recommends ESL/EFL students to undergo Extensive reading he asserts:

Good things happen when EFL students read extensively. Studies show that they not only become fluent readers, but they also learn new words and expand their understanding of words they knew before. In addition, they write better, and their listening and speaking abilities improve. Extensive reading activities such as the two described in this article make student reading a resource for language practice in reading, vocabulary learning, listening, speaking, and writing.

(Ibid: 10)

Extensive Reading is mainly a method of being accustomed to learning to read by reading a lot of material, which is interesting and easy to understand. To help foster extensive reading, students should be given materials that are interesting to the students. Commercial graded readers for ESL serve the purpose well; new materials should be given to them to read aloud.

The most important intermediate reading skills are –

1. Reading with incomplete information (reading a passage with a sizeable number of unfamiliar vocabulary items).
2. Organizing for careful reading (skimming and scanning).
3. Organizing information (specific time to preview).
4. Reading critically.
5. Developing effective personal reading strategies.
6. Setting effective reading speeds for different kinds of reading.

(www.languageinindia.com)
3.3.3 Skimming:

Reading is a technique taken on to get the gist or general idea. It is often adopted while reading for general information. It is applied in reading to check whether the text needs detailed study and to see what the content of the text is about. Skimming is an activity of fluent reading.

Lewis (2005) defines:

...skimming is getting the essence of material without all of it- it involves judicious and selective skipping of nonessential or less essential matter.

(Ibid: 160)

In skimming the insignificant words are avoided, all the meaning bearing elements are focused because they contain the information.

Lewis (2005) exemplifies,

Example: Original text

It was 2am on a hot August night. In San Francisco suburb, a man lurched out of a bar and into his car, and roared northward at 80 miles an hour. Before police could stop the drink-crazed driver, he had crashed into another car and sent six persons to the hospital.

(Ibid: 142)

Skimmed text

2am, hot August night, San Francisco suburb, man lurched out of bar, into car, roared northward 80 miles. Before police stop drink-crazed driver, crashed another car, sent six persons hospital.

(Ibid: 158)

Here out of the 50 words 22 words are eliminated approximately, almost 40% of the text has been skimmed.

In skimming, the focus is to look around for phrase and content words such as noun, verb, adverb, adjective, synonym and antonym that communicate ideas, express thoughts and give the outline of the text.

Lewis (2005) elaborates

In all the phrase-perception activity, the focus is on to ignore unimportant words in order to respond to the meaning of a phrase in a single, split-second fixation.

(Ibid)
Skimming has three sub-skills;

1) Slight skimming
2) Partial skimming
3) Complete skimming

Slight skimming is instantaneous and unconscious. All the insignificant words and few content words are quickly skimmed to have a quick glance of the text. This activity operates at the superficial level of the text to catch sight of a few content words to know the content of the text.

Partial skimming is conscious skimming. The reader goes through the text to pick the main points, the details that support the theme. It is usually adopted when the reading material is long, when the reading becomes tiresome and the theme is unclear. The words that are catchy and substantiate the text are read. Partial skimming is adopted when the text has to be read, and re-read.

Complete skimming is a conscious activity. The main content or the theme is looked for dropping all the details, examples, illustration. The opening and the closing lines of the text are focused. It is usually adopted when there is scarcity of time to read the text. The most significant information is looked. It is best worked when there is need to review/revise the text.

Complete skimming is witnessed in, Preparing for examination, to recall/refresh points. Complete skimming can produce efficient and effective recall of the previously read sections of texts in minimum time with minimum effort and maximum success. While reading a text by skimming, all the sub-skills of skimming are used depending upon the need and content of the text.

3.3.4 Scanning:

The text is read by scrutinizing the content of the text to search the required information. The text is inspected and skimmed when insignificant information comes in the way. All the details in the text are scanned until the specific information is located. The reader is more focused, attentive to get the information. It is generally adopted when looking into a directory, a catalogue, telephone and electricity bill, and invoices. It is also useful in looking for a date, a number, short phrases or key words containing information.

3.3.5 Critical Reading:
By critically analyzing the text the information in the text is evaluated to determine the acceptability of the meaning driven. Here the writer’s intended meaning is compared with the reader’s understanding of the text to evaluate the meanings to come to conclusion.

Clark and Silberstein (1979: 56) explain:

Critical reading is required to push students beyond the “thorough comprehension” stage of reading, to encourage them to react to readings with the same critical judgments they probably exercise when reading in their native language.

They further suggest that to build critical reading skills in learners, learners should be provided with the text that elicit point of views in responses to the reading texts. They should be able to use references from the text to support their argument. In other words critical reading requires certain class discussion, interaction where the readers could react to the piece of text and present their judgments with evidence.

3.3.6 Digital Reading:
It is a new form of reading that has emerged with the development in technology. There are various materials read on internet, SMSes, and e-books. Learners send and receive information on E-mails which demand quick and efficient picking and understanding of message. Materials are available on Net and in order to access these materials, practicing essential reading skills like skimming, scanning, browsing and locating information is necessary.

3.4 Techniques of Reading

3.4.1 Silent Reading (SR):
The reader reads the text silently without vocalizing. Silent reading is mainly done to comprehend the text independently. It is also known as Sustained silent reading (SSR) and Drop Everything And Read (DEAR). Nation (2009) suggest that it is a kind of reading where the quiet period could work as an opportunity by the students to come up to the teacher to ask for their queries. It is the kind of reading a reader normally indulges unlike loud reading. SR is real kind of reading. It is mainly applied in extensive and intensive reading. The objective of SR is to understand concept of the text for thought development, vocabulary extension and to write better. In real life situation it is used in preparation of exams to retain information, reading newspapers, magazines, reading
certain texts to memorize. In class, the teacher often says to students to read certain section of the text such as Poetry, Novels and short stories to familiarize students with the theme of poetry/novel/short story. After SR the teacher explains the concepts of the text by first reading aloud himself and explaining the text stanza wise to ascertain comprehension of students.

3.4.2 Loud Reading (LR):
The reader reads the text loudly, mainly it is done where loud reading is preferred, to correct the pronunciation, stress, rhythm, pitch juncture, and to check the segmental and supra-segmental features of the language. LR determines reader's fluency in comprehension. Quick reading demands quick word recognition, linking the words into sentences in sense groups. It helps reading by reinforcing grapheme-phonemic correspondences (GPC). It aids acquisition of prosodic features of English. Gibson (2008) suggest that

Reading Aloud can also be used as a technique for autonomous learning and may help some anxious students to feel more able to speak. (p.29)

LR is the technique used to expose learners to the classroom environment. It is usually adopted in academic environment where the students read a piece of text followed by teacher explaining the text. It is a good way of checking reader's pronunciation. It can develop 'reading competence' and 'reading confidence' Harmer (1983). Making accurate connections between graphemes and phonemes is vital in reading in order to develop word recognition to pronounce and learn new words (Stanovich 1991) cited in Gibson (2008). LR forces readers to practice these connections. Birch (2001) cited in Gibson (2008) recommends reading aloud as practice so that the students have as much feedback as possible on their decoding skills. It can also help to develop reading fluency. It is being used as a testing tool to check intelligibility of non-native speakers. LR has been encouraged in ESL contexts where students have to make presentations where they read out essays to audience comprising their fellow students and teachers. LR is being used as a testing tool by many recruiters in MNCs. In BPO employees are given the training to make presentation with appropriate rhythm and intonation.

In class teaching LR is preferred to teach plays and poetry where it becomes significant to get in to the character of the play. CBSE class X Course -A, Teacher's manual
suggests teaching the play ‘Julies Ceaser’ by Shakespeare by loud reading and the suggestion is to give explanation of the text later.

3.4.3 Skimming:

The reader quickly runs his eyes over a piece of text to get the gist of it eliminating the insignificant words. Skimming is to get the gist of the text, to find whether the text contains the information relevant to the requirement.

3.4.4 Scanning:

The reader scans through a text to find a particular piece of information. It is adopted to have specific information. A reader usually scan news paper, magazine, looking for the price tag on particular item etc. In extensive and intensive reading a reader often switch is to skimming and scanning sometimes to find specific and general information.

3.4.5 Adjusting Speed:

A reader reads text by changing speed according to the purpose and complexity of the text. Fluent reading is speed reading where the reader reads fluently without stumbling because he readily comprehends the text. Complex and unfamiliar texts are read with slow speed usually because the comprehension level lessens thus affecting the reading proficiency.

3.4.6 Guessing: It is a technique widely applicable in every sphere of learning. It is a Pre-reading activity. Guessing means to think or to form opinion on incomplete information.

Oxford dictionary (1996) gives the meaning as

“to estimate without calculation or measurement”.

“to form a hypothesis or opinion about.”

“to conjecture.”

(Oxford Dictionary 1996:176)

Reading has association to understand every word. Many times a reader hits upon a word or a phrase that he is unable to find in the dictionary; therefore, it is expected to form opinions based on several indications that are present within the text. To guess the meaning it is essential to understand relation between the words in meaning and the form. This technique of hypothesizing meaning of words/phrases is termed as guessing.

There are two situations where the meaning of a word can be deduced.
3.4.6 (i) From the context: Meaning could be guessed from the immediate context in which the words occur, the preceding or the following words propose the meaning of unfamiliar words. The denoted word connotes a number of meanings that differ from their actual meaning. The framework of the sentence and theme of the content gives the suggestion to guess meaning.

3.4.6 (ii) From the form of the word: To uncover the meaning of the unfamiliar word is to look for the clues in the text, the structure and grammatical class of the word. A word is broken into its components i.e. the root, prefix, suffix, infix, stem then the word is checked for its grammatical category.

Some steps of decoding the meaning of unfamiliar words are given in DCED-104 (2004)

Step-1 - determine the word class; Verb, Noun, Adjective, Adverb.

Step-2 - determine its function in the sentence, i.e. how is it related to other words in the sentence?

Step-3 - contextual clues, i.e. the context in which the word occurs positive or negative? What does the context tell about the word?

Step-4 - Is there any relation between the word and words that are familiar.

Step-5 - try to drive the eventual meaning of the word.

(DCED-104 2004:44-45)

3.4.7 Previewing:

It is a Pre-reading activity in which the reader quickly glances or surveys the content of the text not looking into every portion but some features, which are easily caught by the eyes, for instance; the heading, subheading, italicized words /sentences, bold letters, pictures, figures, capital letters. It is a technique to envisage the picture of the text to facilitate reading. Zimmerman (1997) cited in Alan Hunt and David Beglar (2005) advocate:

Previewing increase the salience of target vocabulary, ensure more repetition in terms of input and possibly output, allows learners to meet lexis in both partially decontextualised and fully contextualized settings, which has been found conducive to acquisition. (p.6)

Reading involves a variety of skills- The main skills given by in Grellet (1981) are as follows:
1. Recognizing the script of language.
2. Deducing the meaning and use of unfamiliar lexical items.
3. Understanding explicitly stated information.
4. Understanding information when not explicitly stated.
5. Understanding conceptual meaning.
6. Understanding the communicative value (function) of sentences and utterances.
7. Understanding relations within the sentences.
8. Understanding relations between the parts of a text through lexical cohesion devices.
9. Understanding cohesion between parts of a text through grammatical cohesion devices.
10. Interpreting text by going outside it.
11. Recognizing indicators in discourse.
12. Identifying the main point or important information in a piece of discourse.
13. Distinguishing the main idea from supporting details.
14. Extracting salient points to summarize (the text, an idea etc).
15. Selective extraction of relevant points from a text.
16. Basic reference skills, to get meaning from the immediate environment.
17. Skimming to get general idea of a text.
18. Scanning to locate specifically required information.
19. Transcoding information to diagrammatic display.

(Grillet 1981: 4-5)

3.5 Reading Proficiency and Comprehension:

Comprehension in second Language reading.

Learning any language is a complex process. It is easier to speak but difficult to learn to read. Many readers read fluently in their mother tongue, the reading habits of mother tongue assist and influence reading in second language. Therefore, the learners who are proficient readers in mother tongue learn to read in TL/FL much easier as compared to those who are not proficient readers in their MT. Reading means to comprehend a text, to infer, making decisions and finally arriving at conclusion of the interpretation. Fast
readers comprehend better than the slow readers; developing speed reading is the mark of proficient reader.

Anderson (1999) maintains that second language readers face many difficulties in developing the reading skill. Reading is the least practiced skill in the classroom. In a class of average 35-40 students with allotted 50 minutes of teaching, the reading skill takes a back seat and almost neglected. Hence by instigating habit and interest of reading among learners the skill could be developed. Anderson suggested the four reading-rate activities, which could be recommended in second language reading class to increase and develop motivation among students to develop reading proficiency. Anderson (1999) points out:

The activities do not require specially developed texts or equipments and therefore can be implemented by classroom teachers using class texts or materials. Furthermore, the activities are short and can fill in small units of time.

(Ibid: 4)

Certain kinds of activities develop familiarity with the reading skill and hence encourage the learners to enjoy reading. Coady and Anderson cited in Anderson (1999) assert:

A major benefit of these activities is that they make the reader aware of the importance of reading rates- not at the expense of reading comprehension but in conjunction with comprehension. Students find these activities worthwhile and see measurable progress in their reading rates because of these activities.

(Ibid: 4)

The essential Reading Rate activities are:

3.5.1 Rate- build up reading: The learners are allotted specific time limit of 60 seconds to read as much as they can. They are again given 60 seconds to read the same material, the task of reading in allotted time is repeated again third and fourth time. The emphasis is laid to make the learner grasp and comprehend the material more quickly and fluently in the third and fourth reading. The aim of this activity is to exploit the material and encourage the learners improve the reading rate.

3.5.2 Repeated Reading: The learners read a short passage repeatedly until they attain some speed in reading and comprehension. He points out that

Result of repeated reading study with native speakers of English Indicated that the students continued to use this technique, the initial speed of reading each new selection was faster than the initial speed on the previous selection. Also, the number of readings required to reach the criterion reading speed decreased as the student continued the technique.

(Ibid: 3)
Repeated Reading activities develop interest among the learners and create interest to read the materials. The readers begin to get accustomed to the flavors of the material that helps them to drive the meaning of the unfamiliar words, complex sentences and the context, eventually the comprehension is expanded.

3.5.3 Class-paced Reading: For every success or achievement, it is necessary to set firm goal without which the path remain unclear and effort go in vain. These activities are learner-centered activities because the learner himself sets a goal. To make the class learner centered they are assigned to select the number of pages and words per page, the learners decides time limit to achieve the goal of reading within time limit set by himself. This gives him the liberty to act on his own and increases confidence.

The learners are expected to attain the set of goals. The learners who read faster are not discouraged to read slowly. He exemplifies:

If the class goal is to read 200 words per minute (wpm) and the material being read is 100 words per page the class would be expected to read one page every 30 second. As each 30-second period elapses, the teacher tells the class to move to the next page.

(Ibid: 4)

Those who are unable to keep up the designated pace, the practice of reading is recommended.

3.5.4 Self-Paced reading: The activity permits the learners setting up their goal to finish the reading task in the allotted time. This activity motivates learners to finish the task. In self paced reading the learners develop confidence of reading because they engage themselves to do reading and try to give their innate ability. He elaborates:

If a student objective rate is 180 wpm and the material being read has an average number of 10 words per line, the student needs to read 18 lines of text in one minute to meet goal.

(Ibid)

The learners read silently for five to seven minutes while the teacher keeps the check. This way the learners can analyze themselves and raise their reading rate along with comprehension. Reading is significant part of every classroom. Reading encourages students to write better, helps to acquire vocabulary, sentence structure, and improves pronunciation and spoken ability. Reading speed develops comprehension, interest and confidence among the learners that makes learners optimistic and positive towards target language learning.
3.6 Materials for Reading:

Materials are the storehouse of abundant knowledge. Information regarding any field of knowledge is preserved in reading materials. Any person who has to seek information concerning an unknown aspect, by reading s/he can gain information of his requirements. There are abundant materials for reading which eventually involves many skills and strategies for comprehension. The materials for reading are:

1. The signboards and hoardings of advertisements on roads.
2. Advertisements on television.
3. **Bus, Railway, Flight and school timetable.**
4. Schedule updates at Railway stations, Airports and Bus stops
5. Catalogues in library and catalogue of various products.
7. Information of products (medicines, food items, machines etc).
8. Dictionaries and Encyclopedias.
11. Road Signals.
12. Course books and Materials related to Academics.
13. **Emails and Articles on internet.**
14. Text messages.

These materials can be used as reading resource, they also serve good source of teaching various reading techniques and strategies for developing the reading skill.

3.7 Schema and Theory of Schema:

Schema or schemata (the plural) are the storehouse of knowledge, information, previous experiences that the reader has in mind. The entire schemata he had gathered in his years of learning and growth. It is the background knowledge of the reader that acts as a catalyst in comprehending the text. When we listen, speak, read and write we constantly relate the ongoing processes, actions and activities to the one we had performed or come across earlier. This previous knowledge (schema) assists in deriving the meaning from the text that we face. This continuous relativity of the past with the new experience or the interaction of the existing and newly acquired information widens learning experience.
Based on the previous knowledge the learner makes interpretations to comprehend the newly acquired information, he (reader) compares and confirms the interpretations by applying various techniques to come to a conclusion.

Grabe (1991) advocates that:

...it has been extremely useful notion for describing how prior knowledge is integrated in memory and used in higher-level comprehension processes.

(p. 389-390)

Implications of schema theory in reading instruction have proven to be very useful in improving reading. With the coming of Audio-lingual method, ESL reading in the 1980s has gained much attention.

Many pedagogues have investigated that activating the existing knowledge of the reader plays a significant role in comprehension process and retention of the information. It is argued that a high degree of background knowledge may overcome the obstacles of language learning:

Schema theory has provided a strong rationale for pre-reading activities and comprehension strategy training.

(Ibid: 390)

'Schema theory' the term was coined by Bartlett in 1932. David Nunan (1990) describes Schema theory as:

The mental structures which store our knowledge are called Schemata; the theory of comprehension based on schemata is called schema theory. According to the theory, reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes. It is simply a matter of applying decoding conventional grammatical knowledge of the text. Good readers are able to relate the text and their background knowledge efficiently. (p.33)

The reader when exploits the text applies his background knowledge or schema to comprehend the text. The degree of applying background knowledge varies with the complexity of the text. The reader's age, experience, world view, exposure to the world, interest, motivation Tickoo 2004 describes:

Schemata are knowledge structures which contain information about aspects of the world, about different types of object, events, persons, situations. According to Schema theory, successful comprehension depends on the availability of relevant schemata and their activation. (p.54)
Tickoo (2004) proposes that a mature reader comprehends the text using two types of knowledge to gain meaning from the text. He has added two dimensions to the background knowledge.

3.7.1 **Knowledge of the language system (KOLS):** This comprises of the phonology, morphology, syntax, semantics, graphemes and the word-order etc. with KOLS a reader decodes the text recognizing the words and sentences and reads superficially.

3.7.2 **Knowledge of the world (KOW):** Here the text is approached by using the knowledge of the world. The reader's experience and exposure to the world accounts for comprehension of the text. After recognition of language pattern this knowledge guides in comprehending the text.

Schema theory hypothesizes that knowledge is stored in mind in abstract forms. Reading means getting the meaning from text. It is a two way course of action, and should be treated as an active process. The knowledge that a reader carries in his mind facilitate in understanding the unfamiliar content. Reading comprehension depends more on what the reader brings to the text. Interrelation of the existing knowledge with newer forms by activation of schema can be taught to ESL learners to get the better understanding of L2 environment. Pearson and Johnson (1978) in TESOL Newsletter suggest that there are several 'tasks' that can be applied to building schemata.

1. **Comparison:** compare something that students know with something that they do not know that is the existing knowledge of the students can be utilized to compare with the new experiences.

2. **Sequencing activities:** this can be practiced by arranging the jumbled sentences/paragraphs into an organized pattern. In ESL context this activity enhances the learners to guess using the appropriate cohesive devices of the text.

3. **Highlight casual relation:** the effect is the result of the cause; the learners need to utilize this technique to check the meaning of the text by analyzing that cause leads to effect.

4. **Paraphrase:** This can be used as Post-reading activity. Learners write the summary of the text in their own words. This activity followed by discussion would reveal that main ideas should be separated from insignificant details.
Misinterpretation conceived by the learners can be corrected by the teacher for getting the gist of the text.

(Pearson and Johnson 1978 cited in Helen 1986:11)

3.8 Components of Reading:
There are five essential components of reading spelled out by reading researchers. They claim that these five components contribute greatly in developing language learning which eventually assist in developing reading skill. There is no particular recommended sequence of teaching these components. The level of the learner is analyzed first and then teaching components of reading take preference. But the one component essentially to be taught at the first place is the Phonemic Awareness. If the learner is not aware of phonemes of the language, he cannot proceed further in learning to read. The other skills form a sequence and learners gain proficiency in the reading skill.

The components are:

3.8.1 Phonemic awareness: It is the knowledge about the sounds of language that the words are made up of sounds that can be separated into individual units. Nation (2009) defines that phonemic awareness is not awareness of particular rather it is the awareness of the general principles that the words are made up of separable of sounds. Phonemic awareness and letter knowledge are the best predictors of how well first language learners learn to read and ultimately it affects the learning to read in L2.

3.8.2 Phonics: Phonics is the systematic relationship between written letters and sounds. Learning phonics actually means learning the alphabets of the language, the group of letters, learning the spelling-sound correspondences that exist in a particular language.

3.8.3 Vocabulary: Reading teaches the words of the language which are necessary elements of mastering the language. Teaching parts of speech determines the classes of words and being able to recognize the parts of speech assists in comprehension of words from context.

3.8.4 Fluency: Fluency is the ability to use the language accurately and appropriately with economical use of language.

3.8.5 Comprehension: Interpreting the text (spoken or written) and being able to react to the message accurately and appropriately determines comprehension. Widdowson (1984) advocates:
Reading is not simply a matter of correlating words as they occur in context with their dictionary signification but of creating value by the process of active Interpretation. (p.85)

Reading involves cognition that drives the meaning of the words / sentences. Grabe (1991) gave the following Components of fluent reading process:

1) **Automatic Recognition skills:** recognizing the letters, words immediately, it includes the ability to being able to read/pronounce a word by employing the knowledge of the phonemes of the language. This is the initial stage of reading where the reader begins his task of reading.

2) **Vocabulary and Structural Knowledge:** to read a text it is essential to have knowledge of the structure of vocabulary and sentence, the pattern of sentence, significance of word order and the arrangement of words according to the grammatical category.

3) **Formal Discourse Structure Knowledge:** knowledge of the context in which the language is being used, driving the meaning by applying the background knowledge.

4) **Content/word Background Knowledge:** applying schemata to the text. The reader utilizes his existing knowledge according to the content of the text and views the text with different perspective to have the clear vision of the text.

5) **Synthesis and Evaluation Skills/Strategies:** evaluating the meaning with the help of word cues and non-word cues.

6) **Metacognitive Knowledge and Skills Monitoring:** Metacognitive skills include recognizing the more important information in text, adjusting reading rate, skimming, previewing, using context to resolve a misunderstanding, formulating questions about information, monitoring cognition, including recognizing problems with information presented in text or an ability to understand text.

3.9 **Significance and Purpose of Reading:**

Reading is the ability to decode the most intricate text; it could be anything from cracking a code, interpreting a symbol or deciphering the meaning of an unfamiliar word. Reading involves interpreting the written or printed letters visually or kinaesthetically. Reading for many people is an enjoyable activity; for some a channel to widen the intellect, for others
it is the way to expand and gain information. Thus, it has different purposes and diverse objectives. The reader applies different strategies and skills of reading the text. Mastery in the components is significant, since they are the foundation of learning to read, the components enable the readers to read efficiently and proficiently. The purpose of reading plays a very significant role in determining the level of comprehension.

In education it is the means of acquiring and gaining knowledge. A student willingly or unwillingly has to indulge in reading in order to pass and gain marks. Education is gained by reading the materials that are taught in the class:

> Reading should always be considered as part of the total scheme of language arts in which almost all our communication is based.

(Moyle 1968: 130)

A reader reads to get the unknown information Alderson (2001) has given three significant elements in the process of reading.

1) Reader
2) Text
3) Interaction

The Reader must have something to read i.e. the Text, reading a text is establishing contact with the text i.e. Interaction.

The three elements are significant to accomplish the task of reading.

Reader is the decoder of the message that he is reading in the form of a text, therefore it is essential for him to be familiar with the linguistic code.

The reader understands, recalls details from the text and tries to get the gist from the text. In doing so, he applies many sub skills consciously or unconsciously. Barrett in Alderson and Urquhart (1984) have identified five different sub skills a reader applies in reading viz. are:

1) Literal comprehension.
2) Re-organization of ideas in the text.
3) Inferential ability.
4) Evaluation.
5) Appreciation of the text.
The subskills mentioned operate at different levels and affect the learners' comprehension and interpretation. The readers have different background knowledge, purpose and motivation when they read that varies the product and processes of reading.

The reasons why a reader reads are:

3.9.1 A person reads to gain information to check the existing knowledge or to come to a judgment after acquiring knowledge.

3.9.2 A person reads for enjoyment to entertain him. People reading a piece of literature require understanding of the words of the writer and the sequence of the words the writer adopts.

3.9.3 Reading to learn language, acquire vocabulary, syntax, discourse, tone, rhythm, phonetic and phonemic patterns of the language. Cross-cultural knowledge, contextual knowledge, rhetoric sense, phrase, idioms, of the language. Reading promotes learning. These sub-skills of language are essential to learning the language. The purpose of reading is crucial to learners' gain of information.

3.9.4 Reading for content Information- reading widens the worldview about the words. It is also a medium to obtain information about the subjects of varied fields. In the language classroom, use of authentic materials teaches the real life use of language.

Nation (2009) has stated the following purposes to read:

3.9.5 Reading to criticize a text: the texts are interpreted differently and appreciated variedly. especially prose and poetry are critically analyzed to comprehend the interpretations.

3.9.6 Reading to write: The way to good writing is reading extensively.

Reading is an interactive skill. While reading various kinds of reading techniques and skills are applied to comprehend the text.

The reader uses the existing knowledge, applies skills to confirm his anticipations.

Elements of competence given by Canale and Swain that are required to learn language efficiently are:

1) Linguistic Competence: The ability to recognize the elements of writing system, knowledge of Vocabulary, word order, structure of phrase, clause and sentence.
2) **Discourse Competence**: Knowledge of discourse markers, cohesive devices that lead to coherence.

3) **Sociolinguistic Competence**: Knowledge of the culture of language and dialect of the society in which it is used.

4) **Strategic Competence**: Knowledge of the various processes of language to comprehend the text. Use of Top-down and Bottom-up processes.

Reading encourages evaluation skills, inference, and prediction and confirmation of the hypothesis during the process.

### 3.10 Techniques of Comprehension:

**Reading Comprehension**: The purpose of comprehending a text is to develop in the reader the abilities and strategies required for obtaining and comprehending information, develop interest and eventually making the reader competent, confident and fluent in drawing the meaning of the text.

Comprehension is a mental process. It not getting information from the printed page, as there is no meaning there, but only lines and curves that are called letters and from which the words are build. Meaning lies not on the printed page but in the mind of the person who writes the words. Comprehension can not be found on the printed page because it is in the mind of the reader who reads these words. If the reader’s background, training, attitude and culture are similar to the writer’s, he is likely to interpret the text with no conscious effort. One reason for reading is to understand the reader’s ideas. The understanding may not be total. The meaning cannot get into the reader’s mind without the implementation of comprehension strategies. The meaning cannot be passively absorbed. Thus, it is implied that the readers ought to work hard to get the meaning out by “Interrogation of Text”

#### 3.10.1 Word attack skills:

Every reader utilizes this skill at every stage of reading, young or adult, skilled or unskilled. However, young and adult readers face much difficulty while reading an unfamiliar word whereas Skilled/unskilled reader uses this skill to crack the meaning of unfamiliar word. New/unfamiliar words often frighten the readers.

There are various techniques that can be used to deal with the new words that come in the way of comprehension.
The first of these skills is the ability to

a) **Recognize** - The very first stage to read is word recognition i.e. to identify the word structure, its syntax, prefix, suffix, grammatical class in the sentence and the semantic features of the words i.e., the collocation, association, denotation and connotation.

b) **Recall** - recalling from the background knowledge the meaning of the words, the contextual as well as inferential meaning. While reading a reader reads and recalls the information just read which further assist in reading comprehension.

c) **Identification of the word** - to determine the status of the word whether the word is meaning bearing in the sentence or it is worth skipping. Several intertwined skills are involved in word recognition. Not all of them work for everyone and at every time and not all-individual need an equal amount of instruction in any or all of them. Some of the skills are:

i) **Sight recall:** The reader recognizes a word and so does not have to figure it out.

ii) **Context clues:** This is the most important skill for determining the meanings of unfamiliar words in the use of context clues. This is possible because the reader has some degree of shared experience with the author and some knowledge of how the language works.

Most of such clues are verbal but since pictures generally relate to the content, they also provide clues to meaning. A reader using context clues to determine the meaning of a word draws information from the remainder of the sentence from other sentences in the context, or from experiences, he or she has had with related ideas, i.e. making an “informed” guess.

The skill in using context clues is closely related to the reader’s depth and breadth of vocabulary. Knowledge of the multiple meanings of many words is necessary as knowing that many words that have synonyms. Figures of speech, idioms and phrases have special meanings; modifying phrases and clauses serve as specific purposes, and particular words suggest the author’s pattern of thinking.

iii) **Structural Analysis:** This involves looking for known parts within unknown words and trying to determine the meaning according to prefix, suffix and morphological patterns.
iv) **Phonics:** It is relating the graphic symbol (one or more letters) to sound. Matching pictures to text, while reading images of the information is created in the mind of the reader. It is relating sound with the pictures.

v) **Dictionary:** Looking into the dictionary for assistance in deriving meaning of unfamiliar words. A dictionary contains meaning of words, synonyms, antonyms that help the reader to comprehend meaning of unfamiliar words.

vi) **Decoding independence:** Independent readers use a combination of pronunciation and meaning of clues, reflecting the fact that all learning involves associating the unknown with the known. Readers should be encouraged to develop independence in reading through using all avenues to help relate the known to the unknown.

Badrawi (1992) suggests that the activities that help to develop learner’s ability to improve their reading comprehension. To encourage thinking, the activities must be ‘purposeful’, ‘must relate to students experiences and interests’ and ‘require some degree of reasoning or the testing of ideas’. Reading merely for finding answers to specific questions should be discouraged and replaced by thought provoking questions aiming for more than factual information and by discussions meant for Why, How, What was the result, When etc. She has given some thought provoking activities for developing reading comprehension:

1. Individual Conference-to determine comprehension.
2. Illustrating favorite events by drama or drawing.
3. Question about cause and effect relationships.
4. Oral reports on topics of special interest.
5. Helping pupils construct their own questions to be answered from the reading.
6. Activities in which the main idea of a selection is to be found, details related to the main idea are listed, direction are followed, inferences are made and justified and conclusions are drawn.
7) Preparing short oral or written summaries related to other topics. e.g.: Science Experiments, Social studies etc.
3.11 Traditional and Modern view of Reading:

Reading has been one of the significant skills since the language learning had begun.Traditionally reading was viewed as a passive skill; the reader was merely seen as the ‘recipient’ of the information or an ‘empty vessel’ who brought nothing to the text. See Figure 3.13.

**Traditional view of reading:**

![Diagram of Traditional view of reading]

(McDonough and Shaw 1993: 105)

The ‘text as an object’ notion leaves the reader as just the passive recipient of the information which the author provides to the reader who is an ‘empty vessel’ who has nothing to share with text. The modern viewpoint of reading disregards reader as an ‘empty vessel’ rather it encourages readers as the active participant in the reading process. Nuttal (2000) describes reader as the interactor with text. Modern reader can be depicted by the following diagram. See Figure- 2

**Modern view of reading**

![Diagram of Modern view of reading]

(reader)

(Background knowledge, Previous knowledge, general intelligence)

(McDonough and Shaw 1993: 105)
Reading is an interactive process like conversation where two people are involved in talking. The speaker and the listener, in reading it is the reader and the text which converse together. Reading is a complex process than speaking. Nuttal (2000) maintains:

...because both reader and writer depend on one another. The interaction is complicated by the fact that the writer is absent at the time of reading; so she gets no feedback and cannot know what part of her textbook will cause misunderstanding. She has to guess and shape the text accordingly, but she never knows who the reader will be, she will never completely succeed. (p.20)

Nuttal (2000) maintains that there are four different kind of meaning that a reader should be acquainted with. The knowledge of these four meanings helps the reader to draw the meaning from the text in a more skilled manner. A word or a sentence has four kinds of meaning:

1. Conceptual meaning
2. Propositional meaning
3. Contextual meaning
4. Pragmatic meaning

(Ibid: 20)

3.12 Models of Reading:
In the last 40 years reading researchers /pedagogues of second language teaching have been studying the link between the reading process and how to teach reading to second language learners. Depending on the interpretation of the reading process, the reading researchers have illustrated models of reading that represent the procedures of reading. However, Gibson and Levin (1975) in Mitchell (1982) have argued that:

There can be no single model of reading that there are many reading processes as there are people who read, things to read and goals to be served. (p.127)

A reading model like any ordinary model, displays the sample of the processes that go into the mind of the reader. Singer and Ruddell (1985) define a reading model as “a graphic attempt to depict how an individual perceives a word, processes a clause and comprehends a text”.

All the models are simplified representatives or facsimiles of far more complicated structures. It is important to point out what it means to know what a ‘model’ is. One can develop a model of a process. For example, teaching is a process that has certain distinct
activities such as planning, executing methods and strategies, teaching, assessing and evaluating. Any model may be used to represent theory either an entire theory, or some part of a theory, so that it may be understood better (Sharma, 2005).

With the emergence of communicative approach, the emphasis on teaching the language is to teach language pragmatically to enable the learners to use the language as it ought to be used. Mitchell (1982) defines Reading as

the ability to make sense of written or printed symbols. (p.1)

For many years, reading researchers have been investigating the processes that go into the mind of readers. Reading researchers Alderson and Urquhart (1988), Mitchell (1962), Gough (1985), Rumelhart (1985), LaBerge (1985), Grabe (1991), Singer (1981), Carpenter and Just (1986) and Grellet (1981) have investigated the cognitive processes in the mind of readers and the reading processes they indulge in. Many reading researchers have studied the cognitive processes of readers’ mind and depending upon their understanding of the cognition process, they have attempted to display the processes in the form of reading model. The four models of reading are:

1) Goodman’s (1967) model.
2) Gough’s model.
4) Rumelhart’s Interactive Model of Reading.

The models depict the mind processes of the readers that go into performing the reading task. The models given by the reading researchers are the models of Fluent reading. These models display the mechanisms of reading process. However, no one model is perfect in determining the mechanisms of the processes of fluent reading. Mitchell (1982) suggests that the models should clearly specify the sub processes that go within the mind of readers, such as word recognition, cohesion, inferencing and comprehension:

A complete model of reading should specify the way in which the processing sequence can be modified by the reader in his efforts to achieve different goals (e.g. reading for enjoyment, skimming, reading to memorize material, etc.) and the way in which it is varied in response to processing difficulties that arise during reading. (p.128)

Models should determine the control of eye movement, fixation, strategies and techniques used and types of reading involved. There are three comprehension processes.
Top-down process, Bottom-up process and Interactive process. There are models that emphasise differently on these processes; depending on the focus the reading researchers have classified the models into the following three categories. Based on the advantages of depiction of mind process, there are four significant models that are discussed. According to the comprehension process, reading pedagogues have classified the models into three kinds. Top-down model, Bottom-up model and Interactive model.

3.12.1 Top-down model

Top-down reading models suggest that processing of a text begins in the mind of the readers with meaning-driven processes, or an assumption about the meaning of a text Boothe (1999).

Dechant 1(991) cited in Boothe (1999) says that ‘readers identify letters and words only to confirm their assumptions about the meaning of the text. Boothe (1999) says a top-down reading model is a reading model

- that emphasizes what the reader brings to the text
- says reading is driven by meaning, and
- Proceeds from whole to part.

Goodman (1967) presented a mode of oral reading in youngsters. This reading model lays emphasis on top-down processing. It emphasizes on what the reader brings to text, here the schema of the reader is the resource of fluent reading. According to this model reading comprehension is from ‘whole to part’. It states that comprehension begins in the mind of the reader, who already has some ideas about the meaning of the text. Goodman’s (1967) model presents the process of reading in the manner that, the reader ‘selects graphic cues’ from the field of ‘vision’ and uses this information to help in the formation of ‘perceptual image’ of the part of the text. (p.128) The selection of information is guided by a number of factors including the reader’s strategies, cognitive style, and knowledge and in particular it is guided by the contextual constraints imposed by the material previously analyzed. He points that reading process starts with the eye movement and fixation, eyes further selects the graphic cues and uses this information in the formation of “perceptual image” the resulting perceptual image is made up of “what the reader sees” and “partly what he is expected to see.” The reader searches his memory
(schema) for the related syntactic, semantic and phonological cues to enrich the perceptual image and to confirm the prediction and ensure comprehension. Goodman’s readers tries to make 'a guess or tentative choice consistent with the graphic cues'(p-130) if the reader is successful he holds the resulting in 'medium-term' once the choice is made, it is tested against the prior context for grammatical and syntactical acceptability. If the reader fails to confirm or the consistency is not achieved with the prior context the reader regresses and repeats the earlier operations until the suitable sequence of the words are formed. This model explicitly states that reading is a predictive process, the reader samples from the print 'just enough to confirm his guess of what is coming". It also suggests that schema influences even at the beginning stage in the process of reading such as 'selection of graphic cues', 'formation of perceptual image' and 'the initial identification of words'. However due to model's insufficiency in explaining the description of fluent reading process, bottom-up model gained prominence which was proposed by Gough in 1972 and LaBerge (1974). See Figure-3.1
3.12.2 Bottom-up model
A bottom-up reading model is a reading model that emphasizes the written or printed text it says that reading is driven by a process that results in meaning (or, in other words, reading is driven by text), and proceeds from part to whole. Anderson 1990, Bloomfield and Barnhart 1961, Dechant 1991, Finn 1990, Fries 1962, McCormick, T. 1988, Weaver,
C. 1988, Wildman and Kling 1978 are the advocates of Bottom-up model they propose that the reader needs to identify letter features, link these features to recognize letters, combine letters to recognize spelling patterns, link spelling patterns to recognize words, and then proceed to sentence, paragraph and text-level processing. Ken Boothel (1999) Gough’s (1972) and The LaBerge and Samuels’s (1974) models are based on bottom-up processing. In bottom-up process, the reading researchers emphasized on the comprehension which begins by processing the smallest linguistic unit (phoneme) and working towards larger units (syllable, words, phrases clauses, sentences). Bottom-up is reverse of top-down. It works from part to whole.

Phoneme ----→ Syllable ----→ word ----→ phrase ----→ Clause ----→ sentence ----→ paragraph.

3.12.2(i) LaBerge and Samuels (1985)

In 1921 Arthur Gates determined that reading comprehension and reading speed are two distinct but related factors, both of which should be included in a reading program. LaBerge and Samuels (1985) developed this idea in their model, emphasizing the importance of automaticity of certain components of the reading process. Basically, they theorize that readers who are able to identify words quickly (automatically) will comprehend better, since they can then devote most of their attention to comprehension, i.e., the meanings and relationships of those words (Lopez 1993).

Sharma (2005) describes that attention is the nucleus of this model. Attention has two components External attention (EA) and Internal attention (IA). EA deals with the ‘orienting behaviors’ or ‘directing ones sensory organs i.e. eyes and ears’. Attention has three characters: Alertness, Selective attention and Limited capacity

1. **Alertness**: Simply refers to active attempt to come in contact with sources of information which is the material to be read.

2. **Selective Attention**: While reading our eye sees many neighboring text (words) that are in the nearby span of the eye. By selective attention, further decoding of the line takes place after choosing the line that is to be read by the eye.

3. **Limited capacity**: It refers to the fact that a reader can attend to one thing at a time. No two readings can be done simultaneously, a reader has to select and
process the material due to his limited capacity of decoding and processing information at a time.

The LaBerge and Samuels Model is a bottom-up processing model. The model claims that while fluent reading a reader carries certain operations without attention with respect to automaticity. It is the outcome of considerable practice and while reading, reader reverts back to episodic memory for processing unfamiliar text/words. Mitchell (1982) elaborates that LaBerge model views reading as a process of activating internal codes corresponding to features, letters, internal codes corresponding features, letters, spelling patterns, visual and phonological representations of words. The model did not gain much attention for describing reading models due to its certain weakness.

LaBerge and Samuel (1974) proposed a theory of fluent reading. According to LaBerge and Samuel, reading is a process of “activating internal codes corresponding to features and letters and spelling patterns, visual and phonological representation of words etc and is concerned primarily with the conditions under which successive codes can be activated with or without the reader’s attention.”

3.12.2(ii) Gough (1972)

Gough presented a model of oral reading in 1972. Mitchell (1982) elaborates that in the first stage, ‘visual information’ from the text is registered in the ‘icon’ where it remains available until the reader makes another fixation. The information is used as a raw material for the purpose of identifying the sequence of letters in display. The device responsible for the identification process is the ‘scanner’ which is expected to consult pattern recognition routines held in long-term memory. The material read is placed in ‘character register’ and operated by the mechanism ‘the decoder’ which arranges the string of letters of ‘systematic phonemes’. In the process of operation ‘the decoder’ is assumed to make use of ‘code book’ of grapheme-to-phoneme correspondence rules. The end products of the process are stored temporarily in the form of tape-recording. The phonemic representation, supplemented by reference to the lexicon is used to identify the sequence of words in sentence, and these words are held in ‘primary memory’ until the sentence can be parsed and placed in another more stable form of storage termed ‘the place where sentence go when they are understood’ (TPWSGW TAU) it is the primary memory where the reader stores the sense of the matter he has read. The materials in the
language teaching should contain such pieces that interests learners and motivate them to read with positive attitude.

The comprehension device draws upon the resources from syntactic and semantic rules in the course of analyzing the sentence. During the processing of sentences the reader utilizes the resources but it was undefined as to how a reader would draw upon these resources therefore he termed it as ‘Merlin’. The model was unclear to give description of eye movements, contextual clues and prior knowledge of the reader. Therefore the interactive process model gained prominence in the teaching of reading. See Figure-3.2
Gough's model of reading

(Mitchell 1982: 132)
3.12.3 Interactive model

An interactive reading model attempts to combine the valid insights of bottom-up and top-down models. It attempts to take into account the strong points of the bottom-up and top-down models, and tries to avoid the criticisms leveled against each, making it one of the most promising approaches to the theory of reading today. McCormick, T. (1988) cited in Boothe (1999) opines:

The interactive model suggests that the reader constructs meaning by the selective use of information from all sources of meaning (graphemic, phonemic, morphemic, syntax, semantics) without adherence to any one set order. The reader simultaneously uses all levels of processing even though one source of meaning can be primary at a given time.

(Rumelhart says that reading is an interactive process, a reader applies top-down and bottom-up processes while reading. This process emphasizes on the interaction of top-down and bottom-up processes simultaneously through out the reading process. He had made an attempt to devise a model of reading where both types of information works together (bottom-up and top-down) before the reader eventually settles upon an interpretation of the text. In the first stage the information is taken from the text by the eye and entered in a ‘visual information store’ or ‘icon’. Visual features are extracted from this ‘store’ and made accessible to the central component which is the ‘pattern synthesizer’ which draws up a variety of information (syntactic knowledge, semantic knowledge, orthographic knowledge, lexical knowledge). This device utilizes this information to decode information taken from the ‘store’ to derive meaning. Thus, information from all the four sources mentioned earlier along with the contextual situation is brought into the ‘message centre’. Each knowledge source contributes a set of hypothesis about entities that might be present in the stimulus. The plausibility of each hypothesis is then weighed, evaluated by testing it against the information in all other parts of the system. This procedure reveals which set of hypotheses are mutually compatible. All the predictions consistent with the information from other sources are ‘strengthened’ and the remaining is discarded. After repeated checking performed simultaneously at all levels, the selective strengthening of compatible hypothesis define a ‘set of hypothesis’ that are consistent with the feature information. This set of hypothesis
is accepted as the final interpretation of the text at each of the different levels of analysis.

See Fig-3.3

![Diagram of Rumelhart's Model of Reading]

**Rumelhart’s Model of Reading**

(Mitchell 1982:135)

SLA promotes learning to read in efficient manner, mastering the necessary skills and sub skills in reading are necessary to have command over the language.

Learning to read is learning a language and its nuances by investigating the text. A reader reads with varying needs for purpose, employs his own strategies to get the meaning of the text. Reading provides confidence in language learning. If a learner is taught the importance of reading in the learning programme it would be able to learn and practice the language independently even without any external support or guidance. Reading is one skill that gives learner an opportunity of independent and autonomous learning.
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