The purpose of this study is to present the significance of developing reading skills in language teaching programme in the hope that the language will be realized with the potential for increasing students’ and teachers’ motivation and providing stimulating language practice. In AMU English has always been taught with the aim of providing scientific knowledge to widen learning horizon of students. Reading has been one of the skills and it has been advised to practice in academics to gain knowledge.

The development of language skills particularly reading requires a great deal of practice and devotion. Development of reading skills in ESL context demands extending students’ (reader’s) imagination, visualization and to encourage them to associate the language they are reading with the real life operating around them with real feelings and opinions. Teachers all around the world have been teaching foreign languages with the hope to imbibe in learners the actual nuances of the language. It is essential to bring into focus the contribution of teaching reading in language learning programme. Adapting materials in context has been in constant use since the curiosity of learning L2 has begun. In addition to this one of the emerging areas has been adaptation vis a vis reading proficiency. In Indian scenario we have reached a stage where a teacher could be the material producer if s/he wishes to accomplish her/his aims of teaching the language. The materials that are recommended by the Educational board such as CBSE can be adapted to suit the needs and levels of learners to generate interest among them. There are many programmes that are designed to test and train teachers at different levels such as NIT, PGCTE, B.Ed, and NET. Various certificates courses are offered at British Council, New Delhi that suggests recent development in language teaching. The present work highlights the essential skills in a teacher which are required for teaching language particularly in ESL context. In language teaching, the learning materials serve as the tangible heritage of teaching language to the non-native speakers. With the materials in hand the learners can resort to the language item s/he feels to revise.

In the succeeding chapters, the types of reading skills and materials have been elaborated and an endeavor has been made to show that the constant practice of language with extensive reading and positive attitude towards learning L2 leads to improvement in the language.

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