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READING THE TEXT

MEANING OF TEXT

A text is the core element of the reading process. (It is the means by which a message is transmitted from the author to reader. A text may be considered from the point of view of its structure and/or its functions, e.g. warning, instructing, carrying out a transaction) A text may consist of just one word, e.g. DANGER on a warning sign or it may be of considerable length, e.g. a sermon, a novel, or a debate. In this Unit, by 'text' we mean a printed or written text of a considerable length such as essay, poem, article, and short story. We need to know the features of this type of text. It is possible that a number of sentences are juxtaposed incidentally on the same page without having any relationship with each other, and it might mislead us to think that the sentences are part of a text. For example, read the following sample:

Death is the mother of beauty. Ramen is a good boy. I will go to Delhi on 25th December. He gave Rini a beautiful present. Hamlet said, "To be or not to be that is the question." Lina reads in a convent school. One day, Mr. Smith came to Calcutta to visit the museum. Ripeness is all.

Apparently it may seem to be a text. But there is something wrong with this passage. Obviously, there is no unity of theme as the sentences are not well connected or linked with each other. So this cannot be a text. A text, as a rule, must have some features, such as:

- (i) a common context (background),
- (ii) presupposition (assumption or something taken for granted),
- (iii) coherence (unity in theme or discourse, and no digression),

- (iv) cohesion (grammatical unity using linkers like: *so, as, but, therefore, nevertheless, etc.*), and
 (v) a structure or pattern.

TYPES OF TEXTS

There are different types or kinds of texts. In classical rhetoric, there are mainly four types of texts:

- (i) descriptive, (ii) narrative, (iii) expository, and (iv) argumentative.
- Handwritten notes:*
 ① Ethnography
 ② Conceptual
 ③ Field notes
 ④ Suggestive
 ⑤ Empirical
 ⑥ Policy document

In 19th century the fifth type, i.e. 'persuasive' was added to this list. Besides, we have also some other types of texts such as: *reflective and interpretative, etc.*

(i) Descriptive

Description refers to a rendition in words, especially observations of human or natural environment such as: natural scene or landscape, objects, people, events, process, institutions, etc. Description is often classified as one of the four major types of prose discourse, the others being Argument, Exposition and Narration all of which may use description. In a narrative form, such as the Short story or Novel, description involves highlighting the visible qualities of characters and setting. Passages of description are frequently distinguished from passages of Action or Dialogue. Classical narratology defines description as a 'narrative pause' interrupting the presentation of the chain of events. From a structural point of view, description specifies themes and sub-themes. To describe well, one must have the power to observe things minutely and find novelty in it.

(A descriptive text wants the reader to conceive a picture of what is being described.) While describing any item, it is important to use concrete and specific words for emphasizing its distinctive features. It usually:

- (i) makes frequent use of Adjectives and Adverbs (qualifying words).
- (ii) uses comparisons (by employing similes) to help picture the character or the setting.
- (iii) demands the reader to employ all the five senses.

- (iv) gives precise and detailed information in correct sequence.
 (v) arranges the points in order to emphasize important aspects.
 (vi) uses simple and clear language.
 (vii) maintains correct tense.

Now we will read some poems and prose passages as examples of descriptive text.

Example 1:

In the following poem the poet, W.B. Yeats, describes a quiet, almost magical, place in the Irish countryside that he visits when he wishes for peace and solitude and an opportunity to escape from the pressures of city life. In fact, his memories of this place are so strong that he can escape there in his mind when he feels things are getting too much for him.

The Lake Isle of Innisfree

I will arise and go now, and go to Innisfree,
 And a small cabin build there, of clay and wattles made;
 Nine bean rows will I have there, a hive for the honey bee,
 And live alone in the bee-loud glade.
 And I shall have some peace there, for peace comes dropping
 slow,
 Dropping from the veils of the morning to where the cricket
 sings;
 There midnight's all a glimmer, and noon a purple glow,
 And evening full of the linnet's wings.
 I will arise and go now, for always night and day
 I hear lake water lapping with low sounds by the shore;
 While I stand on the roadway, or on the pavements grey,
 I hear it in the deep heart's core.

W B Yeats

Example 2:

Charles Dickens visited Canada and the USA in 1942. Here is his account of seeing the Niagara Falls for the first time and of the effect the visit had on him.

American Notes for General Circulation

We called at the town of Erie, at eight o'clock that night, and lay there an hour. Between five and six next morning, we arrived at the Buffalo, where we breakfasted; and being too



near the Great Falls to wait patiently anywhere else, we set off by the train, the same morning at nine o'clock, to Niagara.

It was a miserable day; chilly and raw, a damp mist falling; and the trees in that northern region quite bare and wintry. Whenever the train halted, I listened for the roar; and was constantly straining my eyes in the direction where I knew the Falls must be, from seeing the river rolling on towards them; every moment expecting to behold the spray. Within a few minutes of our stopping, not before, I saw two great white clouds rising up slowly and majestically from the depths of the earth. That was all. At length we alighted: and then for the first time, I heard the mighty rush of water, and felt the ground tremble underneath my feet.

The bank is very steep, and was slippery with rain, and half-melted ice. I hardly know how I got down, but I was soon at the bottom, and climbing, with two English officers who were crossing and had joined me, over some broken rocks, deafened by the noise, half-blinded by the spray, and wet to the skin. We were at the foot of the American Fall. I could see an immense torrent of water tearing headlong down from some great height, but had no idea of shape, or situation, or anything but vague immensity.

When we were seated in the little ferry-boat, and were crossing the swollen river immediately before cataracts, I began to feel what it was: but I was in a manner stunned, and unable to comprehend the vastness of the scene. It was not until I came on Table Rock, and looked—Great Heaven, on what a fall of bright-green water!—that it came upon me in its full might and majesty.

Then, when I felt how near to my Creator I was standing, the first effect, and the enduring one—instant and lasting—of the tremendous spectacle, was Peace. Peace of Mind, tranquility, calm recollections of the Dead, great thoughts of Eternal Rest and Happiness: nothing of gloom or terror. Niagra was at once stamped upon my heart, an Image of Beauty; to remain there, changeless and indelible, until its pulses cease to beat, for ever.

Oh, how the strife and trouble of daily life receded from my view, and lessened in the distance, during the ten memorable days we passed on that Enchanted Ground! What voices spoke from out the thundering water; what faces, faded from the



earth, looked out upon me from its gleaming depths; what Heavenly promise glistened in those angels' tears, the drops of many hues, that showered around, and twined themselves about the gorgeous arches which the changing rainbows made!

I never stirred in all that time from the Canadian side, whither I had gone at first. I never crossed the river again; for I knew there were people on the other shore, and in such a place it is natural to shun strange company. To wander to and fro all day, and see the cataracts from all points of view; to stand upon the edge of the great Horse-Shoe Fall, making the hurried water gathering strength as it approached the verge, yet seeming, too, to pause before it shot into the gulf below; to gaze from the river's level up at the torrent as it came streaming down; to climb the neighbouring heights and watch it through the trees, and see the wreathing water in the rapids hurrying on to take its fearful plunge; to linger in the shadow of the solemn rocks three miles [5km] below; watching the river as, stirred by no visible cause, it heaved and eddied and awoke the echoes, being troubled yet, far down beneath the surface, by its giant leap; to have Niagara before me, lighted by the sun and by the moon, red in the day's decline, and grey as evening slowly fell upon it; to look upon it every day, and wake up in the night and hear its ceaseless voice; this was enough.

I think in every quiet season now, still do those waters roll and leap, and roar and tumble, all day long; still are the rainbows spanning them, a hundred feet [30m] below. Still, when the sun is on them, do they shine and glow like molten gold. Still, when the day is gloomy, do they fall like snow, or seem to crumble away like the front of a great chalk cliff, or roll down the rock like dense white smoke. But always does the mighty stream appear to die as it comes down, and always from its unfathomable grave arises that tremendous ghost of spray and mist which is never laid: which has haunted this place with the same dread solemnity since Darkness brooded on the deep, and that first flood before the Deluge—came rushing on Creation at the word of God.

Charles Dickens

**Example 3:**

In the following poem, the poet describes an event which happened to him while living on the Mediterranean island of Sicily. Through carefully chosen words and images he vividly recreates his encounter with a snake, as well as using the experience to analyze his own response.

Snake

A snake came to my water-trough
 On a hot, hot day, and I in pyjamas for the heat,
 To drink there.
 In the deep, strange-scented shade of the great dark carob-
 tree
 I came down the steps with my picher
 And must wait, must stand and wait, for there he was at
 the trough before me.
 He reached down from a fissure in the earth-wall in the
 gloom
 And trailed his yellow-brown slackness soft-bellied down,
 over the edge of the stone trough
 And rested his throat upon the stone bottom,
 And where the water had dripped from the tap, in a small
 clearness,
 He sipped with his straight mouth,
 Softly drank through his straight gums, into his slack
 long body,
 Silently.
 Someone was before me at my water-trough,
 And I, like a second comer, waiting.
 He lifted his head from his drinking, as cattle do,
 And looked at me vaguely, as drinking cattle do,
 And flickered his two-forked tongue from his lips, and
 mused a moment,
 And stooped and drank a little more,
 Being earth-brown, earth-golden from the burning bowels
 of the earth
 On the day of Sicilian July, with Etna smoking.
 The voice of my education said to me
 He must be killed,
 For in Sicily the black, black snakes are innocent, the gold
 are venomous.



And voices in me said, If you were a man
 You would take a stick and break him now, and finish
 him off.
 But must I confess how I liked him,
 How glad I was he had come like a guest in quite, to drink
 at my water-trough
 And depart peaceful, pacified, and thankless,
 Into the burning bowels of this earth.
 Was it cowardice, that I dared not kill him? Was it
 perversity, that I longed to talk to him?
 Was it humility, to feel so honoured?
 I felt so honoured.
 And yet those voices:
If you were not afraid, you would kill him!
 And truly I was afraid, I was most afraid, But even so,
 honoured still more
 That he should seek my hospitality
 From out the dark door of the secret earth.
 He drank enough
 And lifted his head, dreamily, as one who has drunken,
 And flickered his tongue like a forked night on the air, so
 black,
 Seeming to lick his lips,
 And looked around like a god, unseeing, into the air,
 And slowly turned his head,
 And slowly, very slowly, as if thrice adream,
 Proceeded to draw his slow length curving round
 And climb again the broken bank of my wall-face.
 And as he put his head into that dreadful hole,
 And as he slowly drew up, snake-easing his shoulders, and
 entered farther,
 A sort of horror, a sort of protest against his withdrawing
 into that horrid black hole,
 Deliberately going into the blackness, and slowly drawing
 himself after,
 Overcame me now his back was turned.
 I looked round, I put down my picher,
 I picked up a clumsy log
 And threw it at the water-trough with a clatter.
 I think it did not hit him,
 But suddenly that part of him that was left behind
 convulsed in undignified haste.

Wretched like lightning, and was gone
 Into the black hole, the earth-lipped fissure in the wall-
 front,
 At which, in the intense still noon, I stared with fascination.
 And immediately I regretted it.
 I thought how paltry, how vulgar, what a mean act!
 I despised myself and the voices of my accursed human
 education.
 And I thought of the albatross
 And I wished he would come back, my snake.
 For he seemed to me again like a king,
 Like a king in exile, uncrowned in the underworld,
 Now due to be crowned again.
 And so, I missed my chance with one of the lords
 Of life.
 And I have something to expiate:
 A pettiness.

D H Lawrence

Example 4:

The following poem of William Wordsworth describes the beauty of London in the morning:

Upon Westminster Bridge

Earth has not anything to shew more fair:
 Dull would he be of soul who could pass by
 A sight so touching in its majesty:
 This City now doth like a garment wear
 The beauty of the morning; silent, bare,
 Ships, towers, domes, theatres, and temples lie
 Open unto the fields, and to the sky;
 All bright and glittering in the smokeless air.
 Never did sun more beautifully steep
 In his first splendour valley, rock, or hill;
 Ne'er saw I, never felt, a calm so deep!
 The river glideth at his own sweet will:
 Dear God! the very houses seem asleep;
 And all that mighty heart is lying still!

William Wordsworth

Example 5:

The following passage describes a dark and rather unpleasant scene inside a building. It is taken from a short story called 'Games at Twilight' by Anita Desai. It describes the inside of a shed in a garden. In the story, a group of children are playing hide and seek. In this extract, the timid Ravi is hiding from the hunter, Raghu.

The Shed

But next to the garage was another shed with a big green door. Also locked. No one even knew who had the key to the lock. That shed wasn't opened more than once a year when Ma turned out all the old broken bits of furniture and rolls of matting and leaking buckets and the white ant hills were broken and swept away and Flit [an insecticide] sprayed into the spider webs and rat holes so that the whole operation was like the looting of a poor, ruined and conquered city. The green leaves of the door sagged. They were nearly off their rusty hinges. The hinges were large and made a small gap between the door and the walls--only just large enough for rats, dogs and, possibly, Ravi to slip through.

Ravi had never cared to enter such a dark and depressing mortuary of defunct household goods seething with such unspeakable and alarming animal life but, as Raghu's whistling grew angrier and sharper and his crashing and storming in the hedge wilder, Ravi suddenly slipped off the flower pot and through the crack and was gone. He chuckled aloud with astonishment at his own temerity so that Raghu came out of the hedge, stood silent with his hands on his hips, listening and finally shouted 'I heard you I'm coming! Got you-' and came charging round the garage only to find the upturned flower pot, the yellow dust, the crawling of white ants in a mud-hill against the closed shed door-- nothing. Snarling, he bent to pick up a stick and went off, whacking it against the garage and shed walls as if to beat out his prey.

Ravi shook, then shivered with delight, with self-congratulation. Also with fear. It was dark, spooky in the shed. It had a muffled smell, as of graves. Ravi had once got locked into the linen cupboard and sat there weeping for half an hour before he was rescued. But at least that had been a familiar place and even smelt pleasantly of starch, laundry and, reassuringly, of his mother. But the shed smelt of rates, ant hills, dust and spider webs. Also of less definable, less



recognizable horrors. And it was dark. Except for the white hot cracks, along the door, there was no light. The roof was very low. Although Ravi was small, he felt as if he could reach up and touch it with his fingertips. But he didn't stretch. He hunched himself into a ball so as not to bump into anything, touch or feel anything. What might there not be to touch him and feel him as he stood there, trying to see in the dark? Something cold, or slimy--like a snake. Snakes! He leapt up as Raghu whacked the wall with his stick--then, quickly realizing what it was, felt almost relieved to hear Raghu, hear his stick. It made him feel protected.

But Raghu soon moved away. There wasn't a sound once his footsteps had gone around the garage and disappeared. Ravi stood frozen inside the shed. Then he shivered all over. Something had tickled the back of his neck. It took him a while to pick up the courage to lift his hand and explore. It was an insect-- perhaps a spider-- exploring him. He squashed it and wondered how many more creatures were watching him, waiting to reach out and touch him, the stranger.

There was nothing now. After standing in that position - his hand still on his neck, feeling the wet splodge of the squashed spider gradually dry-- for minutes, hours, his legs began to tremble with the effort, the inaction. But now he could see enough in the dark to make out the large solid shapes of old wardrobes, broken buckets and bedsteads piled on top of each other around him. He recognized an old bathtub--patches of enamel glimmered at him and at last he lowered himself onto its edge.

-Anita Desai

(ii) Narrative

Narration is one of the four modes of prose discourse. It simply means 'telling of a story'. A narrative text is an account of a real or imagined events or stories. Thus, narrative is a sequencing of events and happenings where something is said to someone, i.e. there must be at least two persons - narrator and narratee, a speaker and a listener. There may be descriptions as well as dialogue in it. A narrative has a structure that is temporal and causal. The conceptual basis for narratives lies in sequences of experiences and events that are based on a culture of a specific country.)



So a narrative text conveys an experience, either real or imaginary and uses time as its deep structure. It can be informative, persuasive or entertaining. From the point of view of a narrator, a narration can be of three types- 1st person narration, 2nd person narration (very rare) and 3rd person narration. Examples of narrative texts are: ballad, fable, myth, fairy tale, short story, anecdote, poetry (long narrative poetry), personal account, cartoons, etc. The primary purposes of this type of texts are: to entertain or amuse, to inform, to describe and to report and reflect. A narrative is read more quickly than an expository text and research results show that narratives are better comprehended than expository texts.

Example 1:

A Tyrant

Once there lived a tyrannical king. One of his laws prohibited the people from talking loudly. Even when this law had been put in force, he still was not satisfied: so he ordered the law to be enforced among the animals.

One of his officers once heard a frog croak. The officer caught the frog and carried it before the king. The king began the trial by saying, 'Don't you know that there is a law prohibiting men and animals from making a noise?'

'Yes, your Majesty,' said the frog, 'but I could not help laughing to see the snail carrying his house with him wherever he goes.'

The king was satisfied with the frog's answer, so he dismissed him and called the snail. 'Why do you always carry your house with you?' asked the king.

'Because', said the snail, 'I am always afraid that the firefly is going to burn it.' The king next ordered the firefly to appear before him. The king then said to the firefly, 'Why do you carry fire with you always?'

'Because the mosquitoes will bite me if I do not carry this fire', said the firefly. This answer seemed reasonable to the king, so he summoned the mosquito. When the mosquito was asked why he was always trying to bite someone, he said, 'Why, sir, I cannot live without biting somebody.'

The king was tired of the long trial, so with the mosquito he was determined to end it.

After hearing the answer of the mosquito, he said 'From



now on you must not bite anybody. You have no right to do so.' The mosquito tried to protest against the sentence, but the king seized his mallet and determined to crush the mosquito with it. When mosquito saw what the king was going to do, he alighted on the forehead of the king. The king became very angry at this insult, and hit the mosquito hard. He killed the mosquito, but he also put an end to his own tyranny.

Example 2:

The King and his vassal

A king was very angry with a certain chieftain who had not paid respect to him by visiting the court. One day the king was walking through the streets of his capital in disguise with his chief minister, to see how the people fared. Soon after passing a butcher's shop, the king said to his minister, 'As soon as the chieftain arrives in the city, send him to me.'

When the minister returned to his palace, he found the chieftain on his way to the court. 'Don't visit his Majesty till I ask you to do so; and don't ask me for the reason now,' said the minister to the chieftain, who therefore postponed his visit. The king came to know of this, and asked the minister why he had done so. 'Sir,' said the minister, 'your order to send up the chieftain was given after passing a butcher's shop, and you meant to flay him like a sheep; so I asked him to see you some time after, when you should be in a better mood to see him.'

The king confessed his intention, and said, 'A wise minister is a tyrant's curb.'

Example 3:

Robinson Crusoe Discovers a Footprint

One day, when I was going towards my boat, I was surprised to see the footprint of a man on the sand. I stood amazed! I listened; I looked around me; I could neither hear nor see anything. I went up higher to look down; I went up the shore and down the shore, but it was no good; I could find no other footprint but that one. I went to it again to see if there were any more footprints and to tell if it had been my imagination. But I was not mistaken, for there was exactly the print of a foot—toes, heel, every part of a foot. I could not imagine how it came there.



I stayed a long time thinking, but became more and more confused. At last I returned home very frightened, looking behind after every two or three steps, mistaking every bush and tree to be a man.

When I came to my cave (which I called my castle), I ran inside it, as if I was being chased, I do not remember whether I used the ladder or went in by the hole in the rock which I called the door. I ran for cover, faster than any animal could run.

I did not sleep that night. The more I thought about what I had seen, the more afraid I became. I thought it could be one of the savages of the mainland who had wandered out to the sea, in small boat.

Luckily I was not on shore at that time, but what if he had seen my boat! If he had seen the boat he would have realized that someone lived on the island and would soon return with others to kill and eat me.

And so I lay fearful for many days and prayed for protection. In doing so, I was much comforted and began going out to investigate. But even now as I went forward, I looked behind me frequently, because I was still very frightened.

However, as I went about for two or three days and saw nothing I became a little bolder. I decided to go down to the shore again and examine the footprint once more. I decided to measure it with my own footmark.

As I came closer to the footprint, I realized that it could not be my footprint because I had not come to this part of the beach since a long time. Secondly, As I placed my foot alongside that footprint, it seemed larger than my own.

My fear returned! I went home again, believing that there was someone there. The island was inhabited!

(Adapted from Daniel Defoe's Robinson Crusoe)

(iii) Expository

Exposition is one of the four major kinds of prose discourse, the others being Argument, Narration, and Description. It explains an idea or develops a thought. So expository text refers to the presentation of facts, ideas, or opinions as in shorter forms like the article or essay or in longer nonfictional forms like history, scientific treatise, travel book, biography, autobiography.

Expository writing is often treated as a large category, including exposition as a major element but also making use of other forms like argument, description and narration. It is generally contrasted with imaginative writing or creative writing. Thus, an expository text refers to: giving an *exposé* (in the French sense) of a subject, setting it out for view. It may have text structures such as definition, classification, argument, illustration, examples, procedural description, persuasion, etc. It is also known as *explanatory text* whose main function is to present facts. In this writing the author's purpose is to inform or explain the subject to the reader and it primarily depends on logical relations.

An expository text conveys information accurately and precisely. The author's purpose is to augment the knowledge of the reader, to help him better understand a procedure or process, or to develop reader's comprehension of a topic/concept. An expository writing begins with the assumption that whatever the writer is stating, he is stating it with truthfulness and authority; and that he is not projecting his own opinion which is coloured and biased. That is to say that expository writing is objective, free from personal bias. Here the author answers the questions of why and how. In order to do that, he collects information from reliable primary/ secondary/ tertiary sources. The writer must select and incorporate relevant examples, illustrations, facts and other details. The main purpose of this text is to inform and instruct. Most writings for academic purposes are generally expository in nature.

Example 1:

War Games

Many sociologists believe that sporting events have become a substitute for war in modern times. Instead of fighting battles with rival nations, the aggressions and hostilities are acted out of the playing fields. For years, in the Cold War era, the two superpowers, the USA and the USSR, used the Olympic games as a surrogate battlefield. It was believed that the politics and economics of the nation which performed better would be perceived as the superior. Thus the Olympic games, which were intended to be exercises in peace and cooperation among

nations, became opportunities to show off a nation's superiority, and national emotions ran high.

Our grandparents often remember with relish the first time an Indian team defeated the British in football in colonial India. This game came to represent the struggle for independence, and a victory seemed to indicate the eventual victory over the British imperialists in the political arena.

The conditions of a game seem to parallel the conditions of a battle on a less lethal plane. Like soldiers, the few players represent their countrymen. Like an army, the team has undergone rigorous training and followed a strict discipline. There are certain rules and conventions which govern the sports arena. Most importantly, there is an emotional, illogical support for the national team, which is expected to win at all cost.

The media reflects and encourages this nationalist frenzy. Many cricket matches are referred to as 'battles'. The losing side is described as 'surrendering' to the other. National chauvinism is at its height in reports that describe the match. Thus, the atmosphere at sports fields is often charged with an intense emotion because it seems as if national pride and honour are at stake. Because of this, many social commentators believe that sports fields have come to represent battlefields.

Example 2:

Young gain most from exchanges

Younger pupils benefit most from exchange language trips to France, a research project has concluded. It confirms that all pupils' performances in French improve as the result of an exchange trip, writes Diane Spencer.

Dr Kate Seager from the School Examinations and Assessment Council carried out a three-year study of just over 100 pupils to test their French language skills following cross-Channel visits. Five groups were aged 17 to 19 and five were 13 to 14 age band. Visits lasted between nine days and a month.

Dr Seager was able to report on accent, accuracy, fluency, vocabulary and language structures. She found that the average overall improvement in language performance of most of the pupils tested after one month's stay was between 20 and 25 per cent and after the shorter stay it was 13.5 per cent.



However, a longer stay did not always result in a higher improvement in all linguistic aspects tested. The fluency of 17- to 19-year-olds who had stayed nine days had improved by about 19 per cent whereas for those staying a month the improvement was about 15 per cent.

Younger pupils showed a greater improvement in accuracy, between 21.5 and 25 per cent, than older ones who improved by 13.6 per cent after nine days and 19 per cent after a month.

She noted 'dramatic improvements' in both age groups in the use of vocabulary and adjectives: about 38 per cent for both age groups for adjectives and in vocabulary, 17 per cent for the older students for the short stay and 49 per cent for the young ones after a month.

But there was less success with accent: only a 4.5 per cent average improvement. More than two-thirds retained the same score after the visit, 'indicating that the accent acquired when first learning the language is, for the most part, retained'.

'At a time of an acute shortage of modern language teachers, it is important not to compromise on the accent of any teacher, but above all the teacher who introduces the language,' commented Dr Seager.

(from *The Times Educational Supplement*)

Example 3:

Teaching with a Magic Touch

Karen Gold learns that a pat on the back brings the best out of the class

A PAT on the back is worth a dozen curricular innovations, according to a study of how teachers touch their pupils in primary schools.

When teachers supplement praise with a pat, the whole class works on average 20 per cent harder, say researchers looking at 16 West Midlands primary schools.

In one class children concentrated almost twice as hard when their teacher added to every 'Well done'; in another, bad behaviour fell by more than two thirds after the teacher combined a pat with praise.

Touch studies were the brainchild of Kate Bevan, and education lecturer at Wolverhampton polytechnic. She and two



Birmingham University researchers spent more than 50 hours in 16 classes, watching children aged four to six and categorising how often teachers touched their pupils, when, where and why.

Almost none of teachers used touch to accompany praise. Mostly they touched the head, shoulder, hand, arm or back to move a child to another part of the classroom, show it how to do something—hold a pencil, for example—or for no apparent reason.

The researcher's theory was that a touch would reinforce praise. So, without telling the teachers what they were investigating, they asked four of those previously observed to stop all touching *except* when praising their pupils. They should touch whenever they praised, but they should not praise more than usual.

The results were staggering. Children's normal concentration in different classes ranged from 75 per cent of the three-minute spells of observation to only 39 per cent of the time. But during the praise-touch weeks, concentration in every class soared: to more than 90 per cent of the time in the harder-working classes; to 69 per cent of the time—almost double—in the ones where children had worked properly less than half the day.

The teachers achieved this without any extra praise, and with fewer pats over all, because all the inconsequential touches stopped. They kept control without touching, too: in the two classes where disruption as well as concentration was measured, incidents such as water throwing and pencil-grabbing fell by almost two-thirds.

The teachers were amazed. 'Some of them weren't even aware that they touched children at all,' says Kate Bevan. 'None of them had any idea it would have such a potent effect.'

She believes that a pat reinforced the pleasure of being praised, particularly for young children who are still more familiar with actions than words. Praise then becomes more memorable for the touched child and those nearby.

Touch is not on the teacher-training curriculum. Kate Bevan, who trains teachers, believes it should be: 'Teachers, can only do what they feel comfortable with, but this is part of the teacher's answer to what makes children work hard and what motivates them. They should at least be aware of it.'

(From *The Independent on Sunday*)



Example 4:

A Tale of Two Teachers

At a time of unprecedented East-West interchange, Russia is losing its English teachers. Pieta Monks reports from Moscow.

'I would never work as a teacher after I qualify—never! Anya's whole face expressed repugnance at the idea of being permanently stuck in a classroom with a lot of rowdy pupils. They don't even listen to me...'

She is a young, striking-looking, slim woman in her final year at the Moscow pedagogical Institute – now upgraded to university. She is very hard-working and able. She is at the moment on teaching practice, which she is finding difficult, hard and non-rewarding, financially and intellectually.

She looks even younger than her 21 years and lots of the children she teaches are bigger than her, and won't do what she tells them. There is also a dearth of good textbooks in her subjects which is English.

She needs a powerful incentive to keep at it, which she won't get. Russian schools are crying out for English teachers, any English teachers, let alone those of the calibre of Anya.

English speakers can earn a fortune in private enterprise. On teaching practice Anya gets 3,000 roubles a month—a bit more than basic rate for a teacher because she is at a special English school. Potatoes cost 80 roubles a kilo. A pair of shoes 3,000 rouble. She gets by because she lives at home. Her mother and father both work.

Of course, money isn't every thing to Anya, but she naturally wants enough to live on, especially if she doesn't find the job that congenial any way.

In the holidays she enjoyed working as an interpreter which paid three times her present pay.

Anya's rejection of the teaching profession is typical of her peers in college. Many of them, in fact, didn't even bother to finish the course but left once they found themselves profitable jobs in business, often earning, unqualified, more than their parents.

Olga Vinogradova is a lively, brilliant teacher, in her early thirties. She is an academic, who preferred to work in schools rather than carry on with her research. She teaches English,



but did not train as teacher. She is a graduate of the Institute of Linguistics, and worked on her thesis there, but found the professors stuffy.

She abandoned linguistics after getting her doctorate and become a computer expert, then an agricultural research scientist. Her English is excellent.

She was persuaded to go into teaching by the head of English at School No. 57, an inner city school. This was four years ago. She discovered that she enjoyed teaching and her pupils seemed to enjoy being taught by her.

She likes the new freedoms that allow her to teach the way she wants, as long as she broadly conforms to certain guidelines. A few years ago her timetable would have been rigidly controlled, even her 'voluntary' after-school work would have been strictly laid down.

There are particular problems in her inner city school. There are many Tartar children for whom Russian is not their first language, whose parents come to Moscow for work and whose living conditions are crowded and stressed. It is difficult to give special attention to them in classes of 40.

There are general problems too which she shares with Anya: lack of textbooks another teaching aids. For her, however, these are challenges that she can overcome.

But will she stay a teacher? Olga Vinogradova has two dependent children and mother who suffers from Alzheimer's disease. She cannot afford to carry on working as a teacher if her salary does not improve.

Her husband earns twice as much as her, but in today's inflationary Russia they are finding it very difficult to simply get by. If a few years ago 20 per cent of their income went on food, today it is 80 per cent, leaving not enough for clothes basic necessities.

Anya and Olga are two women typical of today: Anya lured into private business that wouldn't have existed to tempt her a few years back, and Olga lured into teaching by the new freedoms and ideas that now abound there. Both women now can reject the careers they were trained for. But will Russian teachers get the salary they deserve and will Olga be lost the teaching profession as well?

(adapted from *The Teacher*)

**(iv) Argumentative**

Argument refers to a series of statements intended to establish a position or prove a point. So argumentative text is a text where the writer takes a point of view and supports it. In this sense, it is one of four major kinds of prose discourse, the others being descriptive, expository and narrative.

Example 1:**Whither Mankind?**

This is a very bad age indeed—the nadir of human civilization is here and now. Who is happy today when he sees that all the traditions and morals are being thrown to the winds? Deception, ingratitude and crimes are increasing evermore; people do not hesitate to kill even their parents for the sake of money—could it become worse than this? The change is drastic and apparent. The youth of today do not care much for ideals; the change is drastic and apparent. The youth of today do not care much for ideals; they are busy in running after what is fashionable. Ask a boy or girl of twenty whether he/she knows about the teaching of Buddha, he/she will answer in the negative. But ask him/her the film that was running in a nearby cinema-hall for weeks ago or the latest range of shoes launched by Nike and see what a wealth of information he/she has in store or you. And what about the scientific devices and discoveries—the so-called gifts of modernity? See how they are being used to ensure that humanity can be wiped away from the earth in just a few seconds.

The desperation of things, however, might seem to point at a future totally different from now. After all, morning cannot be far away when the midnight has passed. Whether in the form of an avatar or a reawakening of good senses, senses that are truly human, it is bound to transform this pandemonium. A new world will come where the whole of mankind will be able to live and prosper.

Example 2:

If thou beest he; But oh how fallen! how changed
From him, who in the happy realms of light
Clothed with transcendent brightness didst outshine
Myriads though bright: If he whom mutual league,



United thoughts and counsels, equal hope
And hazard in the glorious enterprise,
Joined with me once, now misery hath joined
In equal ruin: into what pit thou seest
From what heighth fallen, so much the stronger proved
He with his thunder: and till then who knew
The force of those dire arms? yet not for those,
Nor what the Potent Victor in his rage
Can else inflict, do I repent or change,
Though changed in outward luster; that fixed mind
And high disdain, from sense of injured merit,
That with the mightiest raised me to contend,
And to the fierce contention brought along
Innumerable force of spirits armed
That durst dislike his reign, and me preferring,
His utmost power with adverse power opposed
In dubious battle on the plains of Heaven,
And shook his throne. What though the field be lost?
All is not lost; the unconquerable will,
And study of revenge, immortal hate,
And courage never to submit or yield:
And what is else not to be overcome?
That glory never shall his wrath or might
Extort from me. To bow and sue for grace
With suppliant knee, and deify his power,
Who from the terror of this arm so late
Doubted his empire, that were low indeed,
That were an ignominy and shame beneath
This downfall; since by fate the strength of gods
And this empyreal substance cannot fail,
Since through experience of this great event
In arms not worse, in foresight much advanced,
We may with more successful hope resolve
To wage by force or guile eternal war



Irreconcilable, to our grand Foe,
Who now triumphs, and in the excess of joy
Sole reigning holds the tyranny of Heaven.

– *From Paradise Lost*

(v) Persuasive

Persuasion is one of the five modes of composition, that the 19th century rhetoricians elaborated from Aristotle's three categories-deliberative or political, forensic or legal, epideictic or ceremonial. Other four categories are: description, narration, exposition and argument. Persuasion corresponds to Aristotle's concept of deliberative text which concerns future and urges listeners in parliamentary assembly to do or not to do something. So persuasive text is meant for getting readers to think deeply and see truth in the writer and thus change their views.

Example 1:

I have a Dream

Nineteen sixty three is not an end but a beginning...

There are those who are asking the devotees of civil rights, 'When will you be satisfied?' We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality.

We can never be satisfied as long our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of cities.

We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger one.

We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating 'For whites only'.

We cannot be satisfied as long as a negro in Mississippi cannot vote and a negro in New York believes he has nothing for which to vote.

No, no we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas



where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality.

You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair. I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident that all men are created equal.'

I have a dream that one day, on the red hill of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today.

I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right down in Alabama, little black boys and girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain and the crooked places will be made straight, and the rocked place will be made straight, and the glory of the Lord shall be revealed and all flesh shall see it together.

This is our hope. This is the faith that I go back to the south with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will



be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day, this will be the day when all of God's children will be able to sing with new meaning 'My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring!'

And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that, Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi, from every mountainside.

Let freedom ring.

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old negro spiritual: 'Free at last, free at last. Thank God Almighty, we are free at last.'

Martin Luther King

Example 2:

Letter of Abraham Lincoln to his son's teacher

My son starts school today. It is all going to be strange and new to him for a while and I wish you would treat him gently. It is an adventure that might take him across continents. All adventures that probably include wars, tragedy and sorrow. To live this life will require faith, love and courage.



So dear Teacher, will you please take him by his hand and teach him things he will have to know, teaching him - but gently, if you can, Teach him that for every enemy, there is a friend. He will have to know that all men are not just, that all men are not true. But teach him also that for every scoundrel there is a hero, that for every crooked politician, there is a dedicated leader.

*Teach him if you can that **10 cents earned** is of far more value than **a dollar found**. In school, teacher, it is far more honorable to fail than to cheat. Teach him to learn how to gracefully lose, and enjoy winning when he does win.*

*Teach him to be gentle with people, tough with tough people. Steer him away from envy if you can and teach him the secret of quiet laughter. Teach him if you can— **how to laugh when he is sad**, teach him there is no shame in tears. Teach him there can be glory in failure and despair in success. Teach him to scoff at cynics.*

*Teach him if you can the wonders of books, but also give time to ponder the **extreme mystery of birds** in the sky, bees in the sun and **flowers on a green hill**. Teach him to have faith in his own ideas, even if every one tell him they are wrong.*

Try to give my son the strength not to follow the crowd when everyone else is doing it. Teach him to listen to every one, but teach him also to filter all that he hears on a screen of truth and take only the good that comes through.

Teach him to sell his talents and brains to the highest bidder but never to put a price tag on his heart and soul. Let him have the courage to be impatient, let him have the patient to be brave. Teach him to have sublime faith in himself, because then he will always have sublime faith in mankind, in God.

This is the order, teacher but see what best you can do. He is such a nice little boy and he is my son.

Example 3:

Siberian tigers

It is estimated that the wild population of Siberian tigers stands at around 350-450 tigers.

Almost all wild Siberian tigers live in the south-east corner of Russia in the Sikhote-Alin mountain range east of the Amur River. Their former range included north-eastern China and the Korean Peninsula and as far west as Mongolia. They are



the largest of the tiger species and can grow up to 13 feet (4m) in length and weigh up to 700 lb (300 kg).

The Siberian-or Amur-tiger is considered a critically endangered species with the primary threats to its survival in the wild being poaching and habitat loss from intensive logging and development.

Tigers are most commonly poached for their fur and for their body parts used in traditional Chinese Medicine. It is estimated that in 1991 alone, one third of the Siberian tiger population was killed to meet the demand for their bones and other parts used in this practice. This even though the practice is now unlawful in China.

In 1993 the State Council of the People's Republic of China issued a notice declaring the use of tiger bone for medicinal purposes to be illegal. The Chinese government encouraged the Ministry of Public Health and the pharmaceutical companies to seek substitute medicines for tiger parts.

However, because it is such a lucrative trade-a single tiger can bring up to \$50 000 on the international market-the practice is still flourishing.

The other vital concern for the survival of the Siberian tiger in the wild is habitat loss.

Research has demonstrated the Siberian tigers require vast forest landscape to survive. However, logging, both legal and illegal, is threatening the tigers' home by fragmenting their habitat thereby isolating them from each other. In addition, the continuous creation of new logging roads provides poachers with access of formerly remote areas.

So, in essence, for the Siberian tiger to survive in the wild and no longer be considered an endangered species, two things must happen. First, habitat encroachment must stop and secondly, the thousands-of-years-old tradition of using tiger parts for medicinal purposes must also end.

-Tigers in Crisis

(vi) Reflective

Reflective text is a text that looks back on issues, events, activities and people and see how the reader's opinions change. It involves episodes of reading the text and then pausing to reflect and backtrack, for example, when a reader wants to check whether a new line of argument in a text is consistent with opinions expressed earlier in the same text.



Example 1:

On First Looking into Chapman's Homer

Much have I travelled in the realms of gold,
 And many goodly states and kingdoms seen;
 Round many western islands have I been
 Which bards in fealty to Apollo hold.
 Oft of one wide expanse had I been told
 That deep-browed Homer ruled as his demesne;
 Yet did I never breathe its pure serene
 Till I heard Chapman speak out loud and bold:
 Then felt I like some watcher of the skies
 When a new planet swims into his ken;
 Or like stout Cortez when with eagle eyes
 He stared at the Pacific--and all his men
 Looked at each other with a wild surmise--
 Silent, upon a peak in Darien.

-John Keats

Example 2:

Ode on a Grecian Urn

Thou still unravish'd bride of quietness,
 Thou foster-child of silence and slow time,
 Sylvan historian, who canst thus express
 A flowery tale more sweetly than our rhyme:
 What leaf-fring'd legend haunts about thy shape
 Of deities or mortals, or of both,
 In Tempe or the dales of Arcady?
 What men or gods are these? What maidens loth?
 What mad pursuit? What struggle to escape?
 What pipes and timbrels? What wild ecstasy?

Heard melodies are sweet, but those unheard
 Are sweeter; therefore, ye soft pipes, play on;
 Not to the sensual ear, but, more endear'd,
 Pipe to the spirit ditties of no tone:
 Fair youth, beneath the trees, thou canst not leave
 Thy song, nor ever can those trees be bare;
 Bold Lover, never, never canst thou kiss,



Though winning near the goal yet, do not grieve;
 She cannot fade, though thou hast not thy bliss,
 For ever wilt thou love, and she be fair!

Ah, happy, happy boughs! that cannot shed
 Your leaves, nor ever bid the Spring adieu;
 And, happy melodist, unwearied,
 For ever piping songs for ever new;
 More happy love! more happy, happy love!
 For ever warm and still to be enjoy'd,
 For ever panting, and for ever young;
 All breathing human passion far above,
 That leaves a heart high-sorrowful and cloy'd,
 A burning forehead, and a parching tongue.

Who are these coming to the sacrifice?
 To what green altar, O mysterious priest,
 Lead'st thou that heifer lowing at the skies,
 And all her silken flanks with garlands drest?
 What little town by river or sea shore,
 Or mountain-built with peaceful citadel,
 Is emptied of this folk, this pious morn?
 And, little town, thy streets for evermore
 Will silent be; and not a soul to tell
 Why thou art desolate, can e'er return.

O Attic shape! Fair attitude! with brede
 Of marble men and maidens overwrought,
 With forest branches and the trodden weed;
 Thou, silent form, dost tease us out of thought
 As doth eternity: Cold Pastoral!
 When old age shall this generation waste,
 Thou shalt remain, in midst of other woe
 Than ours, a friend to man, to whom thou say'st,
 "Beauty is truth, truth beauty, - that is all
 Ye know on earth, and all ye need to know."

—Joha Keats



(vii) Interpretative

Interpretative text is a text that gives the writer's perspective on an issue.

Example 1:

Ode to Autumn

SEASON of mists and mellow fruitfulness,
 Close bosom-friend of the maturing sun;
 Conspiring with him how to load and bless
 With fruit the vines that round the thatch-eaves run; 5
 To bend with apples the moss'd cottage-trees,
 And fill all fruit with ripeness to the core;
 To swell the gourd, and plump the hazel shells
 With a sweet kernel; to set budding more,
 And still more, later flowers for the bees,
 Until they think warm days will never cease; 10
 For Summer has o'erbrimm'd their clammy cells.

Who hath not seen thee oft amid thy store?
 Sometimes whoever seeks abroad may find
 Thee sitting careless on a granary floor,
 Thy hair soft-lifted by the winnowing wind; 15
 Or on a half-reap'd furrow sound asleep,
 Drowsed with the fume of poppies, while thy hook
 S pares the next swath and all its twinèd flowers:
 And sometimes like a gleaner thou dost keep
 Steady thy laden head across a brook; 20
 Or by a cyder-press, with patient look,
 Thou watchest the last oozings, hours by hours.

Where are the songs of Spring? Ay, where are they?
 Think not of them, thou hast thy music too,-
 While barrèd clouds bloom the soft-dying day 25
 And touch the stubble-plains with rosy hue;
 Then in a wailful choir the small gnats mourn
 Among the river-sallows, borne aloft
 Or sinking as the light wind lives or dies;



And full-grown lambs loud bleat from hilly bourn; 30
Hedge-cricket sing; and now with treble soft
The redbreast whistles from a garden-croft;
And gathering swallows twitter in the skies.

—J. Keats

Example 2:

Interpretation of Ode to Autumn

In the first stanza of "To Autumn," Keats personifies autumn as one who is friends with the sun. The personified autumn and sun "conspire" on how to bring fruit and vegetation to their most ripe state. It is just before harvest time; the plants are ripe and full. Autumn is in a vibrant state, so vibrant that the bees might "think the warm days will never cease." The notion of mists and "mellow fruitfulness" indicate an early part of the day.

Autumn is directly addressed in the second stanza as "thee." The speaker considers autumn during harvest time. Again personified, the speaker thinks of autumn sitting on a granary floor as the grain is being harvested. Then the speaker considers autumn asleep, made drowsy by the perfume ("fume") of the poppies. Finally, the autumn is watching the apples in a "cyder-press." Since the first stanza gives subtle indications of being early in the day, the second stanza would be midday or afternoon as autumn has spent "hours by hours" watching the harvest, a sense of some time gone by.

After the first stanza of ripeness and the second stanza of the harvest, the speaker tells autumn not to worry about the upcoming winter or the sounds of spring. Even though the end of autumn signals the death of some vegetation and shorter, colder days, autumn's song (sounds) are just as natural as spring's and summers. Interestingly, the speaker encourages autumn to appreciate her (autumn's) sounds in spite of the melancholy symbols that accompany the colder seasons:

While barred clouds bloom the soft-dying day,
And touch the stubble-plains with rosy hue;
Then in a wailful choir the small gnats mourn
Among the river sallows, borne aloft
Or sinking as the light wind lives or dies;



Words like "soft-dying", "wailful", and "mourn" indicate a mourning time: the end of autumn. The end of any season indicates change; since this is the natural state of things, the melancholia is joined with a sense of joy. Even though Keats (the speaker) mourned the end of autumn, he celebrated its sights, smells, and sounds for what they were. As the first stanza symbolized morning and the second stanza signaled midday, the final stanza signifies evening or night with the phrase "soft-dying day." The completion of autumn is analogous to the completion of a day; the natural progression of things.

TYPES OF TEXT: ACCORDING TO NATURE

According to nature, texts can be divided into several heads, the important ones being:

- (i) suggestive,
- (ii) empirical, and
- (iii) conceptual.

(i) Suggestive

The *Concise Oxford Dictionary* gives the following meanings of the word 'suggestive':

"**adj. 1** (often **suggestive of**) tending to suggest or invoke something. **2** hinting at or bringing to mind sexual matters, mildly indecent."

In the context of reading different texts or types of text, we may well accept both the meanings. (In the age of Internet anybody can understand what a "suggestive text" is, if he goes through certain types of SMS or MMS most of which have sexual overtones.) We are not at all concerned here with the second meaning.

We will accept the first meaning only for our discussion. So the functional meaning of 'suggestive text' for us is: *a text that suggests and invokes something*. We may think of any literary text which is rich in suggestiveness, for example, 'Ode to Autumn' by Keats, 'Ode to the West Wind' by P.B. Shelley or *The Waste Land* by T.S. Eliot. (This suggestiveness depends on the use of imagery, simile, metaphor and other figures of speech and most importantly on literary allusions.) (These texts need annotation for better understanding.) This is exactly what we need when we read shakespearean texts like *Hamlet* or *King Lear*. Naive

readers may not get the right meaning and thereby missing the suggestion to appreciate and enjoy a text. In this sense traditional forms of story like fable, parable, *Kathamrita* of Sri Ramakrishnadeva and symbolic story like *Faust*, *Gulliver's Travels*, *Moby Dick*, etc. are all suggestive texts. Sometimes in order to give some hints to get hold of the implied meaning the author drops suggestions in forms of epigraph or preface. T.S. Eliot preferred to use epigraph while Rabindranath drooped the hints in the preface. To give a classic example, Tagore wrote an 'abhas' (preface) to his novel *Char Adhyay* (*Four Chapters*) when it was being published in serial form. There he mentioned his meeting with Brahmabandhab Upadhyay at Hedua where he confessed: 'Rabibabu I have a great fall'. Reading this 'abhas' many readers wrote to the editor enquiring whether *Char Adhyay* was based on the true story of Brahmabandhab Upadhyay. Tagore had to withdraw the *abhas* immediately to avoid misunderstanding or misreading of the novel.

Satyajit Roy's film *Hirak Rajar Deshe* is also an example of a suggestive text.

Example:

Stupidity Street

I saw with open eyes
Singing birds street
Sold in the shops
For people to eat,
Sold in the shop of
Stupidity Street.
I saw in vision
The worm in the wheat,
And in shops nothing
For people to eat;
Nothing for sale in
Stupidity Street.

Ralph Hodgson

(ii) Empirical

To begin with, we should note that 'empirical' is neither a type of text nor a form of text. Generally, it refers to data, evidences or a body of knowledge. It is a collective term for knowledge

acquired by means of the senses, particularly by observation and experimentation. So any article or scientific treatise based on experiment and observation may be considered as 'empirical text'.

Examples:

1. Based on Observation

The Pond World

There was a rain-water pond behind our house in Dehradun. It was grandfather who first showed me the pond-world. We chose a dry place in the shade of the old peepul tree and sat for an hour gazing steadily at the green layer of dirt floating on the water.

For the first ten minutes we saw nothing. Then a small black spot appeared in the middle of the pond; gradually it rose higher and higher, until at last a frog's head stared at us with its great eyes. He did not know if we were friends or enemies and kept his body out of sight. A heron, who is a great enemy of the frog, might have been waiting about in search of him.

When he found that we were not herons, he informed his friends, neighbours, and soon several big heads and eyes appeared above the surface of the water. Throats swelled and they soon began their croaking sound of wurk! wurk! wurk!

In the shallow water near the tree a dark shadow was moving slowly. When we touched it with the end of the stick, thousands of black little tadpoles wriggled into life.

I took home a number of frogs, placed them in a large glass jar, and left them beside the window of my bedroom.

At about four o'clock in the morning the entire household was awakened by a loud and fearful noise. Seeing the dawn, the frogs had begun their morning song.

Grandmother wanted to throw the frogs, jar and all, out of the window but grandfather who saw her stopped her at once. He gave the jar a good shaking and the frogs stayed quiet. I kept awake because I had to shake the jar whenever the frogs were about to sing.

In the morning I let them free in the garden.

adapted form Ruskin Bond



2. Based on Experiment

A COMPARATIVE STUDY OF ENVIRONMENTAL AWARENESS AND RELATED BEHAVIOUR AMONGST THE NORMALLY SIGHTED AND VISUALLY IMPAIRED STUDENTS OF THE UPPER PRIMARY STAGES OF EDUCATION IN KOLKATA.

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ABSTRACT

The study is a comparative analysis of environmental awareness and action between normally sighted and visually impaired students belonging to upper primary stage of education. Sensorily impaired students are integral part of mainstream society. As such it is necessary that they grow up as environmentally responsible citizens of a county like all other members of the society. A self constructed standardized Likert type questionnaire to measure environmental awareness and action was used for this purpose. The statistical analysis comprising ANOVA and Fisher's-Z revealed that two groups did not differ in respect of environmental awareness and environmental action. The degree of relationship between the environmental awareness and action score in the context of sightedness and gender was also found to be not significant.

Keywords: Environmental Awareness, Environmental Action and Sightedness

INTRODUCTION

The protection of environment is of utmost important as never before in the history of human civilization the very existence human race was at stake. The global warming and other environmental degradation pose serious threat to this planet. Under these circumstances every individual has to do something for safeguarding environment. According to the Constitution of India it is the Fundamental duty of every citizen to protect and improve the natural environment including forests, lakes, rivers and wildlife and to have ecological compassion for the living creatures (Article 51-G).

The objective of environmental education is to develop environmental literacy as part of school education for every child who comes to school including the special children who



are integral part of inclusive society. It is difficult to define environmental literacy as no general accepted meaning has emerged (Morrone, et al., 2001). According to the National Environmental Education Advisory Council, to be environmentally literate is to understand how each and every component in an ecosystem interacts with and affects one another. In this formulation, environmental literacy has four aspects.

- Ecological concepts: Provide knowledge to make ecologically sound environmental decisions.
- Conceptual awareness: Develop awareness of how individual and collective behaviors influence the quality of life and quality of environment.
- Issue investigation and evaluation: Develop the knowledge and skills to investigate environmental issues and evaluate solutions for remedying them.
- Environmental action skills: Develop skills for taking positive actions to help resolve environmental issues (Hungerford, et al., 1980).

According to another definition, environmental literacy is where an individual is not only knowledgeable about ecology, but is also able to combine knowledge and values, leading to action (Morrone, et al., 2001).

In addition, Merle O'Neill defines environmental literacy as, "an individual's capacity to perceive and interpret the relative health of an environmental system and to take appropriate action to maintain, restore or improve the health of those systems" (O'Neill, 1996).

For this study, environmental literacy is defined as: "The knowledge of the scientific and ecological principles, concepts, facts, processes and values of environmental science combined with subsequent environmental action."

Thus it is imperative that the students develop environmental literacy through school education and it is simply not acquiring relevant facts and information as environmental literacy is all about ecological values, attitude and adopting pro environmental behaviour in the face of all difficulties.

In this study the students belonging to the upper primary stage were studied because this phase of development is important as the children at this time are passing through the



concrete operational stage of mental development towards the stage of hypothetical deductive reasoning as proposed by Piaget. So they are likely to be impressed by the various environmental issues and the basic foundation of moral character is laid at this time. Moreover it has been proved that environmental protection or action is positively correlated with social values. Sensorily deprived children may not perceive the environment as normally endowed children do. So the researcher decided to pursue this study.

STATEMENT OF THE PROBLEM

It has already been mentioned that physically impaired children are integral part of the society. Their education and normal development is the responsibility of the education system. So it is necessary to know about their feelings and attitude towards environment and whether they differ in this respect from the other children without any such impairment. Since visual impairment is more common so "A Comparative Study of Environmental Awareness and Related Behaviour amongst the Normally Sighted and Visually Impaired Students of the upper primary stages of education in West Bengal" was undertaken..

IMPORTANCE OF THE PRESENT STUDY

The researches on environmental education are considered to be very important because pro environmental behaviour can only be developed through it. Besides it also requires that special children must come under the influence of environmental education. The study is especially important as it seeks to find out the present knowledge and awareness level of visually impaired children. The study did not include all types of special children, as the number of visual impaired children is highest among the all types of impairment. (World Health Organization, 2002), which is why visually impaired group was compared with the normal group.

The present research is important in the sense that the concept of inclusion is new approach in education and few studies have been done in the context of environmental education of the visually impaired children.

SCOPE OF THE PRESENT STUDY

The study will include only visually impaired children's and the level of environmental awareness and action of these children will be compared with that of normally sighted children.



The objective is to find out whether the sense of sight in any way influences the process of awareness of the students.

OBJECTIVES OF THE PRESENT STUDY

The objectives of the present study are to find out—

- Whether there is any difference in the level of environmental awareness and action among the normally sighted children and that of visually impaired children.
- Whether gender has any effect on the scores of environmental awareness and action of the visually impaired students.
- To study the degree of relationship between environmental awareness and environmental action of normally sighted students and visually impaired student.

HYPOTHESES OF THE PRESENT STUDY

Hypotheses of the present study are to—

- H_0 1: There is no significant difference in environmental awareness between the normally sighted students and visually impaired students.
- H_0 2: There is no significant difference in environmental awareness between the normally sighted and visually impaired boy students.
- H_0 3: There is no significant difference in environmental awareness between the normally sighted and visually impaired girl students.
- H_0 4: There is no significant difference in environmental action between the normally sighted students and visually impaired students.
- H_0 5: There is no significant difference in environmental action between the normally sighted and visually impaired boy students.
- H_0 6: There is no significant difference in environmental action between the normally sighted and visually impaired girl students.
- H_0 7: There is no significant difference between the normally sighted and visually impaired students in the degree of relationship between environmental awareness and action scores.
- H_0 8: There is no significant difference between the normally sighted and visually impaired boys' students in the degree of relationship between environmental awareness and action scores.

- H_0 9: There is no significant difference between the normally sighted and visually impaired girls' students in the degree of relationship between environmental awareness and action scores.

RESEARCH METHODOLOGY

Variables:

The Variables surveyed under present study are as follows—

Dependent Variables: Environmental awareness—It is the sensitivity to the total environment and it's allied problems. The development of environmental awareness means to understand the environmental problems and to develop critical thinking and problem solving skill in the people.

Environmental action: By environmental action it is meant the observable and reported behaviour of the individuals, either done or willingness to do in future, regarding the protection of the environment.

Independent Variables:

Sightedness—The term partially sighted, low vision, legally blind and totally blind are used in the educational context to describe students with normally visual impairments and normally.

Moderator Variable:

In this case moderators may be the socio economic background of the students, intelligence, type of school etc. These variables may affect the environmental behaviour. However, these variables were not controlled in this study.

The Categories:

There is one category in the selected problem—Gender.

Design:

This is a quasi-experimental research in which case the researcher seeks to understand the relationship between dependent and independent variable. The design used will be termed 2x2 Simple factorial design

Tools used:

For this study, two scales were used:

Environmental Awareness Scale (EAS): The researchers developed this Likert type (3-point) scale. The reliability

(KR-21 value 0.72) and item validity were also tested by Tetrachoric correlation.

Environmental action Scale (EAS): The researchers developed this Likert type (5-point) scale whose reliability (KR-21 value 0.66) and item validity were also tested by Tetrachoric correlation.

Sampling:

The sample was drawn from the schools of visually impaired students studying in class VIII, situated in the city of Kolkata. In the present study random sampling was done. It is a probability sampling. In random sampling the researcher selects sample units from the population following principle of random selection. The present sample comprise 100 students (50 normally and 50 visually Impaired) comprising both girls and boys.

Procedure:

The Mean, Standard Deviation, Analysis of Variance (ANOVA), correlation and Fisher's z, were done to find out effect of the sightedness and gender.

Data analysis, Result and discussion:

Table No.-1 Comparison of the Environmental Awareness and Environmental Action scores of the Sub-Samples Based on Sightedness and Gender (Mean, S.D. & Std. Error).

Dependent variables	Independent variables and gender	sightedness	Count	Mean	S.D.	Std. Error
Environmental Awareness	sightedness	Nor. Sigh	50	77.02	6.62	0.93
		V.I.	50	73.62	7.69	1.08
	sightedness and Boys	Nor. Sigh	25	77.08	7.57	1.51
		V.I.	25	76.68	7.01	1.40
	sightedness and Girls	Nor. Sigh	25	76.96	5.68	1.14
		V.I.	25	70.56	7.22	1.44
Environmental Action	sightedness	Nor. Sigh	50	109.18	14.75	2.08
		V.I.	50	114.66	9.51	1.34
	sightedness and Boys	Nor. Sigh	25	111.68	18.02	3.60
		V.I.	25	118.72	6.83	1.37
	sightedness and Girls	Nor. Sigh	25	106.68	10.32	2.06
		V.I.	25	110.6	10.2	2.04

Table No.-2 Analysis of variance of the Environmental Awareness and Environmental Action for total sample and sub-sample based on gender.

Dependent Variables	Independent Variables and Gender		Sum of Squares	Df	Mean of Squares	F	Sig
Environmental Awareness	Sightedness	Between Groups	289.000	1	289.000	5.612	.020
		Within Groups	5046.760	98	51.489		
		Total	5335.760	99			
	Sightedness And Boys	Between Groups	2.000	1	2.000	.038	.847
		Within Groups	2553.280	48	53.193		
		Total	2555.280	49			
	Sightedness And girls	Between Groups	512.000	1	512.000	12.136	.001
		Within Groups	2025.120	48	42.190		
		Total	2537.120	49			
Environmental Action	Sightedness	Between Groups	750.760	1	750.760	4.871	.030
		Within Groups	5104.600	98	154.129		
		Total	5855.360	99			
	Sightedness And Boys	Between Groups	619.520	1	619.520	3.335	.074
		Within Groups	8916.520	48	185.760		
		Total	9536.000	49			
	Sightedness And girls	Between Groups	192.080	1	192.080	1.825	.183
		Within Groups	6051.440	48	105.238		
		Total	6243.520	49			

Correlation

Table-3 Comparison of the Coefficient of Correlation between Environmental Awareness and Environmental Action for total sample and sub-sample based on gender.

Groups	Sub Samples	Statistical indices					
		N	R	R correct	Z	t-value	Sig.
Sightedness	Normally sighted	50	.6673	.67	.81	1.3	NS
	Visually Impaired	50	.4877	.49	.54		
Sightedness—gender	Normally sighted Boys	25	.8272	.83	1.19	2.056*	Sig
	Visually Impaired Boys	25	.4524	.45	.57		
	Normally sighted Girls	25	.3408	.34	.48	.00	NS
	Visually Impaired Girls	25	.3445	.34	.48		

*Significance at 0.1 levels

The coefficients of correlation (r) between environmental awareness and environmental action for the sub-samples under study were tested for their significance of difference by computing the t -value. The obtained correlations were first corrected to the nearest two decimal figures (**Corrected r**) and the corresponding **Fisher's z** functions were found out followed by the estimation of t -value. The data and result obtained on comparing the coefficients of correlation between environmental awareness and environmental action for the different sub-samples are presented in Table.3,

TENABILITY OF THE HYPOTHESES

On the basis of the statistical analysis shown in the above mentioned tables the tenability of the hypothesis is shown in the following table.

Table-4

Hypothesis	Variables		F value	Level of Significance	Tenability of null hypotheses
H ₀ 1	Env. Awareness	N.S. & V.I students	5.6	.02	Rejected
H ₀ 2	Env. Awareness	N.S. & V.I Boys	.038	.847	Accepted
H ₀ 3	Env. Awareness	N.S. & V.I girls	12.136	.001	Rejected
H ₀ 4	Env. Action	N.S. & V.I students	4.871	.030	Rejected
H ₀ 5	Env. Action	N.S. & V.I Boys	3.335	.074	Accepted
H ₀ 6	Env. Action	N.S. & V.I Girls	1.825	.183	Accepted
H ₀ 7	Comparison of correlations	N.S. & V.I.	1.3	NS	Accepted
H ₀ 8	Comparison of correlations	N.S. & V.I. boys	2.056*	Sig	Rejected
H ₀ 9	Comparison of correlations	N.S. & V.I. girls	.00	NS	Accepted

CONCLUSION

From the above table it has become evident that the normally sighted and visually impaired students differ in respect of environmental awareness and action scores. The difference, however, is significant at .05 levels. Again among the boy students no significant difference was observed whereas the normally sighted (NS) girls and Visually Impaired (VI) girls differed significantly in respect of environmental awareness but not in respect of environmental action. Researches on environmental education vis-à-vis visual impairment or any other type of impairment are few and hence it is difficult to compare this result with other findings. The earlier researches have shown that women tend to be more conscious about

environment (Stern et.al 1995, Dietz et.al 2002, Laroche 2001). Therefore, girls, specially normally sighted girls, showing more awareness and willingness to do something for environment, as observed in this study, is consistent with the other research work.

The relationship between environmental action and awareness has been found to be tenuous. (Bamberg 2003). In this study too, correlation has been found to be positive but moderate to weak. It implies that awareness about environmental problem does not necessarily make an individual environmentally active. There are other factors like motivation, value system etc play significant role.

The Fischer z values show that the relationship between environmental awareness and action scores is not same for the two sample groups viz. normally sighted and visually impaired. It implies the relationship is stronger among the NS students than the VI students.

The study is not an elaborate one to generalize the findings. But it may be concluded that VI students are likely to be less aware about environment related problems than their normal sighted counterparts.

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(iii) Conceptual

Again we have a term "conceptual" for text type which is not found in any discussion on texts, whether classical or modern. Generally, the term 'concept' refers to an 'abstract idea'. In this sense, any text dealing with abstract concepts may be regarded as conceptual text. For example, Tagore's *Rakta Karabi*, *Taser Desh*, and *Muktadhara*, Goethe's *Faust*, Christopher Marlowe's *Dr. Faustus*, Jonathan Swift's *Gulliver's Travels*, medieval English long poem *Everyman* are all conceptual texts. In fact, any symbolic text or literary piece such as J.M. Synge's *Riders to the Sea* or W.B. Yeats' *Sailing to Byzantium* or T. S. Eliot's *Murder in the Cathedral* are examples of conceptual texts. Tagore's *Gitanjali* is a perfectly conceptual text. We can also think of Jibanananda Das's 'Banalata Sen' as a conceptual text that still appeals the Bengalis.

In philosophical context, it means: "idea or mental picture of group or class of objects, formed by combining all their aspects." (COD). From this definition (Philosophical) we can say that a text (philosophical) based on a "theory that universals can be said to exist, but only as concepts in the mind" can be called a "conceptual" text. For example, any treatise on scholastic philosophy of Abelard and Occam (they are important conceptualists) can be considered as a "conceptual text" strictly in the domain of Philosophy.

**Examples:****1. The Hand Holder: A Tribute to Caregivers**

There is no job more important than yours,
 no job anywhere else in the land.
 You are the keepers of the future;
 you hold the smallest of hands.
 Into your care you are trusted
 to nurture and care for the young,
 and for all of your everyday heroics, your talents and
 skills go unsung.
 You wipe tears from the eyes of the injured.
 You rock babies brand new in your arms.
 You encourage the shy and unsure child.
 You make sure they are safe from all harm.
 You foster the bonds of friendships,
 letting no child go away mad.
 You respect and you honour their emotions.
 You give hugs to each child when they're sad.
 You have more impact than does a professor,
 a child's mind is moulded by you,
 so whatever you lay on the table
 is whatever the child will explore.
 Give each child the tools for adventure,
 let them be artists and writers and more;
 let them fly on the wind and dance on the stars
 and build castles of sand on the shore.
 It is true that you don't make much money
 and you don't get a whole lot of praise,
 but when one small child says "I love you",
 You're reminded of how this job pays.

2: The Road not Taken

Two roads diverged in a yellow wood,
 And sorry I could not travel both
 And be one traveller, long I stood
 And looked down one as far as I could
 To where it bent in the undergrowth;
 Then took the other, as just as fair,
 And having perhaps the better claim,



Because it was grassy and wanted wear;
 Though as for that the passing there
 Had worn them really about the same,
 And both that morning equally lay
 In leaves no step had trodden black.
 Oh, I kept the first for another day!
 Yet knowing how way leads on to way,
 I doubted if I should ever come back.
 I shall be telling this with a sigh
 Somewhere ages and ages hence
 Two roads diverged in a wood, and I
 Took the one less travelled by,
 And that has made all the difference.

Robert Frost

TYPES OF TEXTS: ACCORDING TO FORM

Generally by 'forms of texts' we mean a body of writings like: essay, poem, short story, letter, precis, report, proposal, CV, research paper, advertisement, etc. Discussion of these forms are outside the scope of this book. So strictly following our syllabus, we will discuss very briefly only three forms of text:

- (i) Text on Ethnography (Ethnographical text)
- (ii) Policy Document, and
- (iii) Field Notes.

(i) Text on Ethnography

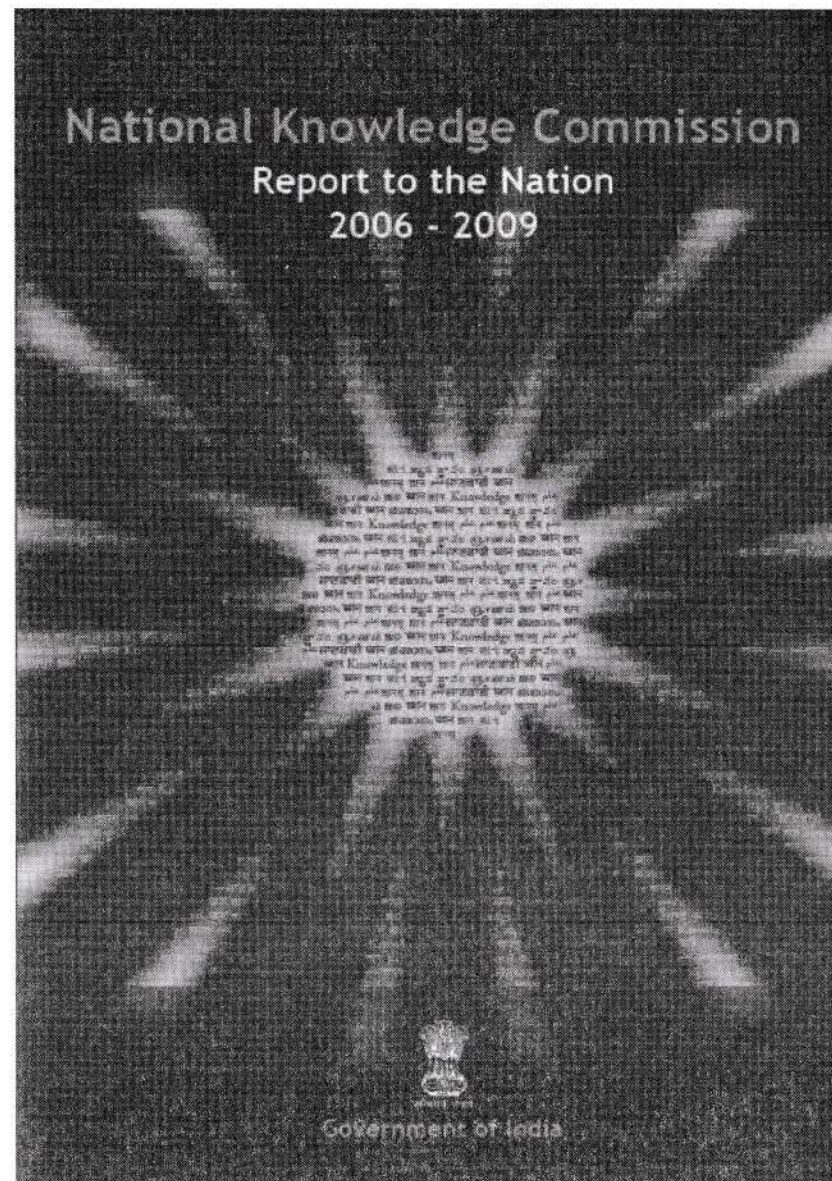
The term 'ethnography' refers to "the scientific description of peoples and cultures with reference to their particular customs and characteristics." (COD). From this definition we can derive a compound term 'ethnographic/ethnographical text' which chiefly deals with the systemic study of peoples and their cultures. It is designed to explore cultural phenomena where the researcher observes a society or a group either from the standpoint of a participatory observer or a non-participatory observer. What is most important in this form of text is the style of reporting the data gathered in the fieldwork. The reporter may report either as a participatory observer or a non-participatory observer. Some of ethnographic texts may be based on 'ethnomethodology', a concept propounded by H. Garfinkel during the 1970s.)

**Example:****The Dragon Dance**

The Chinese New Year is one of the most important Chinese festivals as it marks the beginning of a new year. To signal the start of the New Year festival, pigeons with whistles tied to their tail feathers are set free from their cages in the marketplace. The noise from the whistles lets people know the festival has begun. The Chinese have names of animals for every New Year. There are twelve animals and the people born in the year are said to have the personality of the animal. The animals are rat, ox, tiger, rabbit, dragon, snake, horse, ram, monkey, rooster, dog and pig. The Chinese New Year of the Dragon is considered special because the dragon represents power and luck. The dragon dance is performed at the New Year parade. The dragon dance is performed by dancers who carry a dragon made of paper over them. The heads of the dancers can't be seen, but their legs can be seen dancing.

(ii) Policy Document

Policy document refers to a kind of text that deals with a course or principle of action adopted or proposed by an organization or an individual. For example, National policy of Education, 1986, NCF 2005, NCFTE 2010 etc. Policy document, however, may be related to any domain of activity—personal, social, administrative, educational, judicial, and so on. The primary purpose of policy document is to give a guideline and direction to the future course of event in order to fulfil its objectives, and when the document has passed the period of its implementation it acts as record/source based on which evaluation of the project (for which the policy was made) should be done. This document is an important source for future research, especially in historical research. In fact, all researches in history, especially educational history, depend on the availability of such documents. It is for this reason Government and non-Government institutions maintain their records following certain scientific procedure and preserve them (now in digital form) for future reference. They also follow certain guidelines while destroying the records or making them public if they are of great importance.

**Example 1:**



NKC Snapshot

Recommendations submitted in 2006

- Libraries
- Translation
- Language
- National Knowledge Network
- Right to Education
- Vocational Education & Training
- Higher Education
- National Science and Social Science Foundation
- E-governance

Recommendations submitted in 2007

- Health Information Network
- Portals
- Open Educational Resources
- Legal Education
- Medical Education
- Management Education
- Open and Distance Education
- Intellectual Property Rights
- Innovation
- Traditional Health Systems
- Legal Framework for Public Funded Research

Recommendations submitted in 2008

- School Education
- Engineering Education
- More Talented Students in Maths and Science
- More Quality Ph.Ds
- Entrepreneurship

Recommendations submitted in 2009

- Knowledge Applications in Agriculture
- Knowledge Applications for Enhancing Quality of Life



Example 2: NCFTE-2010

National Curriculum Framework for Teacher Education

*Towards Preparing Professional
and Humane Teacher*



National Council for Teacher Education
New Delhi



(iii) Field Notes

Field note refers to notes recorded by scientists and social scientists when they undergo practical works in the field. Field notes are particularly important in descriptive sciences (like Biology) and social sciences (like Anthropology, Sociology, and archeology, etc.). The objective of field note is to create an accurate written record of field work, activities, observations and experiments. It records the name of observer, occasion of field work, purpose of the field work, then date, time, and place of observation, and information in great detail so that others can know exactly where, when and under what conditions the field work was done and field note was taken. This will help other researchers and scholars to return to the same areas in future to verify the findings and observe the changes over the time.

Generally, a field note has two sections: (a) journal, and (b) species accounts. Species accounts are used in Biology and Botany and they contain details of each species observed and sketches, diagrams, hand drawings along with labeling. For our purpose, the journal part is important as a text for reading activity. The journal gives accurate description of the field work with minute details. Information about the place of visit is given in such a detail that someone not familiar with the place can find out the location using the maps and description given in the field notes. It includes notes on weather, elevation, water bodies, topography, soil, vegetation, profession and other things accurately. If there is any guess, it is clearly mentioned there so that a reader may not be misled to take it as a fact. Data are given in detail and wherever possible they are quantified as much as possible. For instance, in place of "I saw some ducks in the pond" field note should have it like: "I saw at 9 am 10 pintail ducks (6 males and 4 females) on the north-eastern part of the pond about 10 metre from the embankment."



Example 1:

John Johnson
2000

Journal

Jepson Prairie Preserve, Dixon, Solano Co., Calif.

11 July I Arrived a bit before 8:30 and parked in the only parking lot. There was one other car there. I was going to (finally!) meet Dan Tolson, the Reserve steward. We were going to burn some star thistle patches that were missed during the early June burn here.

The weather is clear and windy. The wind is 10-20 mph from the WSW - I found out later this is normal for Jepson Prairie and picks up to typically 15-20 by mid to late morning.

I walked over across Cook Lane to meet the owner of the Honda Civic, who appeared to be gardening in a recently burned area. His name is Jim Steinert, and he is a co-ent at JPP. He was cutting off curly dock (*Rumex*) plants just below the seed head, and piling them up for burning. *Rumex* is an introduced species that folks are trying to remove from the reserve. It has dark rusty-red stalks and seeds, and now is brittle enough ^{to} snap off the stalk with your bare hands. So I did so until Dan Tolson arrived about 8:50 or so.

After a few more volunteers showed up, and Ken Poerner, the lead steward of Solano County Farmlands and Open Space Foundation, we drove S. on Cook Ln. to the S. end of the preserve to the sheep barns. There we put our rumex jumpsuits on, our fire shovels, gloves + helmets +

11

Journal

Oil oil POINT RESERVE, S.B., S.B. Co., CA

Mike Collins
2000

Biggest Threat to DUNE BEETLES is our
INTERACTION WITH PLANTS.

→ 3 PLANT SPECIES IN EMERGENCY DUNES:

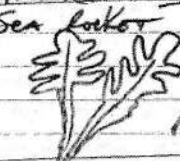
SEA POKET - *CALICE MARITIMA*

SALT BUSH -

BENCH BUSH - *AMBROSIA CHAMISSONIS*

6 July
PRIMROSE → *CAMISSONIA* SP. (PRIMROSE)


Sea Poket



PODS LOOK LIKE
ROCKETS

PODS FLOAT green

SALT BUSH



PODS FLOAT

Light blue-green

MOST COMMON PLANT IN #2

ALCA-UNSTABLE DUNES

BENCH BUSH


1 INDIVIDUAL

LONG BRANCHES

IF BUNDED

PART WILL

SURVIVE



Light green

LONG TAP
ROOT

Field Notes, Journal

G. Repin
2000

MACROINVERTEBRATES

Landel Hills - Big Creek Reserve, Monterey Co., Ca

20 July

MACROINVERTEBRATE survey of Robertson Creek
(Hastings Reserve)

* 2 people collecting for 1 hr.

** * based on pollution tolerance, ↑# means less tolerant - cleaner H₂O

# species	morpho-species	rating **	WQI
5	Caddis Fly	6	30
6	May Flies (true bugs)	7	42
2	Hemipteran	4	8
1	Water Penny	4	4
2	Beetles	3	6
4	Dragonflies	6	24
2	Damselflies	6	12
1	Black Fly	2	2
1	True Midge	2	2
1	Sedler Fly	2	2
1	Pouch Snail	3	3
			135

Field Notes, Species Account

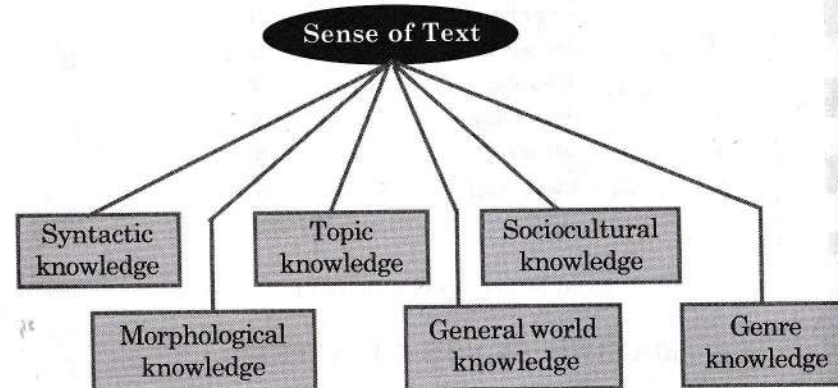
MAKING SENSE OF A TEXT

We have already discussed that reading process is described as an 'interactive process' especially in the context of reading L2. The term "interactive" can be interpreted in two ways. First, it refers to an 'active process' in which there is a dynamic relationship between a text and the reader while he tries to 'make sense of the text'. In his efforts to create meaning from the text a reader combines linguistic information from the text with his experiential knowledge, i.e. knowledge of the world. This process of making meaning comes very close to what Goodman (1967) called 'a psycholinguistic guessing game'. From this stand point, reading can be viewed as a dialogue between the reader and the text, or it can be extended to say that it is an interaction between

the reader and the author. Here the reader has two options—either he will try to construct a ‘personal interpretation’ of the text or he will try to establish the author’s original ‘intensions’. Making sense of the text implies either approach.

According to Tricia Hedge, a reader may use at least six types of knowledge for ‘making sense of a text’:

- **Syntactic knowledge:** knowledge of the arrangement of words within a sentence .
- **Morphological knowledge:** knowledge of word formation using different processes like affixation, derivation, etc.
- **General world knowledge:** this knowledge comes from perception and experience.
- **Socio-cultural knowledge:** knowledge of the norms and customs of society and its approach to life.
- **Topic knowledge:** knowledge about the main theme.
- **Genre knowledge:** knowledge of the type of text and its features and functions.



From this analysis, we may have a second interpretation of the term ‘interaction’. It may mean interplay among various types of knowledge that a reader employs in his reading process to ‘make sense of the text’. Two of the knowledge—syntactic and morphological—deal with the language aspect of the text and they help a reader decode the language of that text. They are known as *linguistic* or *systemic knowledge* (Tricia Hedge). On the other hand, the remaining four knowledge—general world knowledge, sociocultural, topic and genre knowledge— are called *schematic knowledge*. This enables the reader to work with the language of a text in order to interpret its meaning. Thus ‘making sense of a text’ means an interplay of schematic and systemic

knowledge. In recent literature on reading *top-down processing* has been used to refer to the application of prior knowledge or background knowledge. Background knowledge is equated with *schematic knowledge* mentioned above. The term bottom-up approach has been used to describe the decoding the letters, words and other language features in the text. This approach is equated with the systemic or linguistic knowledge.

IMPORTANCE OF DIFFERENT TEXTS IN CURRICULUM

Different types of texts are selected in a curriculum and this selection is very crucial from pedagogic point of view. First, varieties of texts offer some freedom of choice and in that case ‘interest’ is the key criterion in the selection of texts for learners. Second, these texts offer variety, i.e. variety of topics, of length of texts, of rhetorical organizations (e.g. description, persuasion, comparison, narration, argument, etc.) and of reading purposes. Most of these texts are mostly authentic texts and are suitable for matured readers of L1. However, it is very difficult to find authentic texts for children especially in second language. For that purpose texts are adapted, simplified and graded for L2 learners.

Purpose	Types of Text
to get information	travel brochures, train timetables, bus schedules, notice, public signs, directories, catalogues, information leaflets, regulations, weather forecast.
to respond to curiosity about a topic	Magazine articles, newspaper editorials, advertisements, guidelines, brochures.
to follow instructions	Maps, route planners, recipes, assembly instructions, instructions for use, guides, manuals.
for pleasure and enjoyment	Poems, short stories, plays, reviews, lampoons, skits, cartoons.
to keep in touch	Postcard, notes, invitations, letters, condolences, memos, messages.
to know what is happening in the world	News articles, news in brief, faxes, news reviews
to find out when and where	Announcements, programmes, tour guides.

Types of texts included in a curriculum can be categorised in different ways. One such a way is like this:

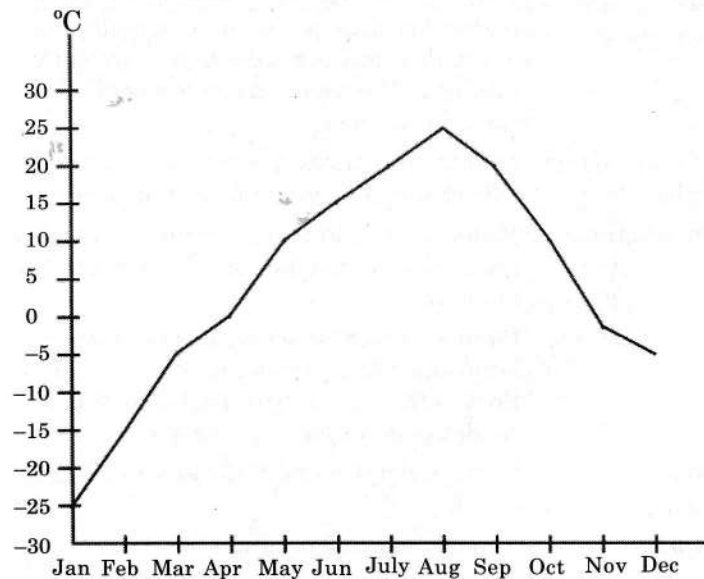
(a) Non-prose text: Graphs and tables, maps, charts, diagrams, comic strips are known as 'non-prose texts', sometimes as 'non-texts'. Non-prose material affords opportunities for productive practice in both top-down and bottom-up processing. Students rely on their prior knowledge as they learn to interpret familiar types of non-prose material. The rapid recognition activities invited by these texts help students achieve the *automaticity* of reading. Perhaps the most important feature of non-prose material is that it often accompanies prose, for example, the statistical table that appears in a scholarly article. By calling students' attention to non-prose material, a teacher can demonstrate the interaction between prose and non-prose portions of texts.

Example:

Using the information in the following figure, Write T (true) or F (false) in the parentheses beside the statements that follow.

Temperature Graph

Average monthly temperature in Fishport for the period 1960-1970



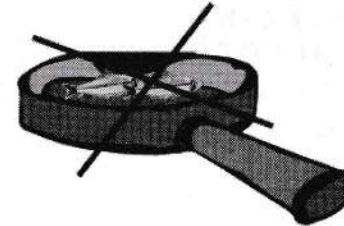
1. The average January temperature in Fishport for the period 1960–1970 was 25°C. 1. ()
2. For the period 1960–1970, the average July temperature in Fishport was the same as the temperature in September. 2. ()
3. Like those in March, December temperatures averaged -5°C . 3. ()
4. In Fishport, January, February, and March were all colder than December during the decade for which we have data. 4. ()
5. On average, neither July nor September was as hot as August. 5. ()

Example 2:

Read the following notice

Public Notice

FISH FOR FUN!
DO NOT FISH FOR FOOD!



FISHERMEN!
FOR THE PROTECTION
OF YOUR HEALTH
FISH FROM THESE WATERS
SHOULD NOT BE EATEN
BECAUSE OF MERCURY
CONTAMINATION

Department of Land and Forests

Now answer these questions:

1. Is the function of the notice to give information, to warn or to give an order?
2. Where would people see the notice?
3. Can people fish where they see the notice?
4. What must they not do?

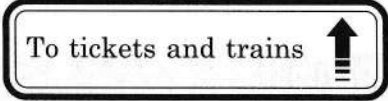
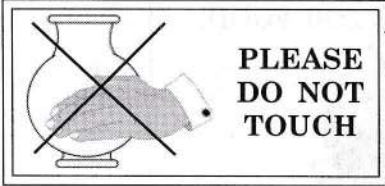
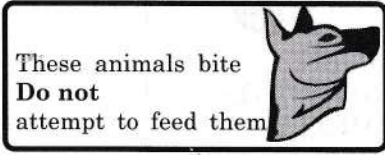

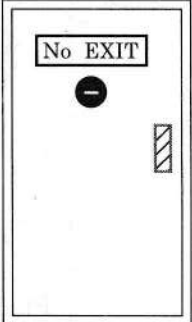
5. What warning is given by the picture?
6. What will happen if people do not follow the warning?

Example 3 :

Choose the best answer. Which of these notices would you see

- a. in a house?
- b. in a public building?
- c. in a railway station?
- d. in a zoo?
- e. in a museum?

Everyday Notices

1. 
2. 
3. 
4. 
5. 

(b) Expository text: Expository texts are mainly used for reading for academic purposes. Expository texts are important sources for various kinds of reading activities such as:

- (i) recognizing presupposition and drawing inferences,
- (ii) distinguishing fact from opinion,
- (iii) recognizing a point of view,
- (iv) differentiating a point of view from another point of view,
- (v) evaluating a point of view, and
- (vi) sequencing events/ facts logically

(c) Fiction, poetry, novel and short story (imaginative/creative writing):

- ✓ (i) These texts bring an aesthetic pleasure to the readers which is often unattainable through other reading. These texts are suitable for extensive reading.
- ✓ (ii) Literary text provides a window into the way cultures attempt to reproduce themselves through its readers.
- ✓ (iii) They seek to capture universal human truths, often placed within a particular cultural perspective. They invite cross-cultural comparison.
- (iv) The 'strangeness' of poetry provides students with opportunities to focus on all aspects of reading, especially critical and interpretative. Students read poems for diverse reasons: for a general understanding, for entertainment or pleasure, for detailed understanding, and to evaluate the stand-point of the poet. The precision of language of poetry highlights the use of figures of speech, syntax and stylistic devices, deviation from norms, metrical arrangement and nuances of vocabulary. These texts are good for *receptive reading and vocabulary building*.

G Lazar (1993) suggests that different texts, especially literary texts, should be included in curriculum for the following reasons:

- (i) They are motivating,
- (ii) They are authentic and have educational values,
- (iii) They help students understand another culture,
- (iv) They act as stimuli for language acquisition,
- (v) They develop students' interpretative abilities,
- (vi) They expand students' language awareness,
- (vii) They encourage students to talk about their opinions and feelings, and lastly
- (viii) They provide fun/joy and educate the 'whole person'.

Different types and forms of texts in a curriculum will help us achieve several objectives of reading for our students, such as:

- to be able to read a range of texts.
- to adapt reading style according to range of purposes and apply different strategies (e.g., skimming, scanning) as is appropriate to a text.

- to build a knowledge of language (e.g., vocabulary, syntax, structure), which will facilitate development of greater reading ability.
- to build schematic knowledge in order to interpret texts meaningfully.
- to develop awareness of the structure of written texts and to be able to make use of, e.g., rhetorical structure, discourse features, and cohesive devices in comprehending texts.
- to take a critical stance to the content of texts.

The teacher's responsibilities in helping learners achieve these goals will be to motivate reading, especially *sustained silent reading* (SSR) by selecting or creating appropriate texts, designing useful reading tasks, setting up effective classroom procedures, encouraging critical reading, and by creating a supportive environment for practicing reading. Each learner will have to build on different strengths and will have to overcome different weaknesses. Therefore, there can be no single rigid methodology for reading. The teacher will need to focus on different goals at different times and use a range of texts and tasks to develop reading skill of his students.

Exercise

1. Objective / Very short type questions (for 2 marks)

- (a) What is a text?
- (b) What are the features of a text?
- (c) What is a descriptive text?
- (d) What is a narrative text?
- (e) What is an expository text?
- (f) What is a persuasive text?
- (g) What is an argumentative text?
- (h) What do you mean by a conceptual text?
- (i) What do you mean by a suggestive text?
- (j) What do you mean by an empirical text?
- (k) What do you mean by ethnographical text?
- (l) What do you mean by policy document?
- (m) What do you mean by field note?
- (n) What do you mean by reflective text?
- (o) What do you mean by 'silent sustained reading' (SSR)?

- (p) What do you mean by making sense of a text?
- (q) Suggest some forms of literary texts. *utility*
- (r) Suggest some forms of non-prose texts.

2. Short type questions (for 5 marks)

- (a) Write short note on: expository text/narrative text/ descriptive text.
- (b) Show your acquaintance with the following: field note/ policy document/ ethnographical text
- (c) Discuss the importance of different texts in curriculum.
- (d) What are the importance of expository texts?
- (e) Discuss the utility of literary texts in curriculum.
- (f) Discuss the utility of non-prose texts in curriculum.
- (g) What do you mean by making sense of text? Discuss with example.
- (h) What is your perception of the following?
- (i) Suggestive text ii)conceptual text, iii) empirical text

4

READING COMPREHENSION

Reading Comprehension

Reading comprehension occurs when readers construct meaning as they interact with the written words in an exchange of ideas between themselves and the message in the text. To comprehend a text, readers rely upon their ability to *decode text fluently, draw upon their extensive vocabularies, and employ comprehension skills and strategies* to assist their understanding of the printed materials. This requires them to draw upon their *prior knowledge and experiences* to make connections between their existing knowledge and the information presented in the text. This interactive process between readers and text enables readers to understand, remember, and use information read and is influenced by *readers' purpose for reading, motivation, and social context*.

When learning to read, developing fluent word recognition is important for enhancing comprehension of text. Both decoding and comprehension demand memory which has a limited capacity. Effort devoted to decoding words detracts from the ability to expend resources on understanding text. Therefore, developing automatized decoding is vital to increasing comprehension. However, a focus on word recognition should not be at the expense of an emphasis on developing vocabulary and comprehension skills and strategies. All areas need to be developed simultaneously as children learn to read.

Vocabulary and concept development is also essential to developing comprehension in children learning to read. Knowledge of words and their meanings contributes to clearer understandings of the text. When vocabulary is unknown, children rely on clues from the text, which may result in an incorrect understanding of what was read. To build a rich vocabulary that enhances comprehension, children learning to

read need to be immersed in language-rich experiences, both in natural as well as instructional contexts. Exposure to a wide range of vocabulary is needed, including contextualized oral language and the decontextualized language in oral storytelling and written text. These encounters with vocabulary that begin before formal instruction and continue over time enable children to develop deeper understandings of words and the meanings they convey.

The ability to identify printed words and attach meaning to the words enables children to construct literal interpretations of the text. To comprehend at a deeper level, children learn to activate their prior knowledge or schema to make inferences about what they read. Children reading about a trip to the park will use information based on their own experiences to help them understand. They will rely on what they know about parks to infer information that is not explicitly stated. When the connections they make are relevant and accurate, comprehension is fostered.

As children learn to read, they develop a *repertoire of strategies* that promote active engagement before, during, and after reading. Prior to reading a text, children learn to establish a *goal* for reading and activate their prior knowledge. Children use their *prior knowledge* and the existing text to *make predictions* as they read. Active reading involves making predictions, confirming or modifying the predictions, and making new predictions. As children make predictions and confirm or modify those predictions, they are engaged in constructing meaning.

While reading, children also learn to *monitor their reading*. They become aware of the *text structure*, the relevance of what they are reading, and their own understanding or lack of understanding of the text. They learn to moderate their pace, re-read when necessary, and use different reading strategies to enhance their comprehension. Their increasing repertoire of strategies may include *generating questions, visualizing the text, and paraphrasing* what they read. They learn to identify important information and organize details around the main ideas. The development of their *metacognitive awareness* enables children to regulate their reading and become more effective readers.



Defining Reading Comprehension

The challenge of understanding reading comprehension derives, in part, from the difficulty of defining its borders. Comprehension is defined by the Research and Development (RAND) Reading Study Group (RRSG, 2002) as "*the process of simultaneously constructing and extracting meaning through interaction and engagement with print.*" This definition was intended to signal the importance of a number of key features of comprehension: (i) the accurate decoding of print, (ii) a process of meaning construction through which inferences and information not available from the print are incorporated into the meaning representation, and (iii) active, motivated engagement from the reader. The processes that occur during typical comprehension events have been the subject of considerable research, which has made clear that the success of any reading comprehension event is determined by variation on three dimensions: the text, the reader, and the task, all defined within a sociocultural context. The RRSG has characterized successful comprehension as what occurs when the demands of the text, the challenges of the task, and the skills of the reader are all well aligned.

Texts

Consider a candidate text that might be found in a first grade reader:

Alex and Ali ran to the swings and jumped on.

What constitutes comprehension for this text? At a minimum, a mental representation of two individuals moving quickly toward and using some playground equipment should be conjured up, but is the inference that Alex and Ali are probably children part of the comprehension process or does that go beyond basic comprehension? Is it required that the comprehender assign genders to Alex and Ali, or that gender assignment be postponed, recognizing that Alex could be short for either Alexandra or Alexander, that Ali could be a boy's name or a nickname for Alison? If Ali is provisionally classified as a boy, is it part of comprehension processing to infer that he comes from a Muslim family, or is that an inference that goes well beyond basic comprehension? If the reader has, for example, just arrived from China and has never encountered these first names before, has that reader fulfilled expectations with the inference that these



are perhaps animate creatures. Must the reader infer that Alex and Ali actually started swinging, or does that go beyond comprehension into the realm of prediction? Does an inference that Alex and Ali were enjoying themselves belong to the realm of comprehending this sentence or comprehending the world? In other words, what is a sufficiently elaborated representation of this simple sentence to qualify as comprehension?

The dilemmas posed by considering different levels of processing of this brief text are, of course, greatly expanded if we consider the comprehension of longer and more complex texts, from paragraphs to newspaper reports or scientific articles to entire novels. At some point between the simple sentence above and the several volumes of *Remembrance of Things Past*, the definition of comprehension shape-shifts from a simple representation of an event to deep understanding of a worldview, but fixing the boundary between those activities is not easy.

Readers

Considering students at different points in development also dictates emphasis on different aspects and levels of comprehension, whether one is motivated to design instruction, select assessments, or investigate the underlying comprehension processes. For example, researchers and practitioners focused on reading to learn for students in secondary grades must take into account the overwhelmingly important contribution to successful comprehension of students' access to relevant background knowledge. Thus, in science, social studies, and math classes, there is often considerable emphasis on ensuring that students know something about a topic before and as a support to their reading a text about that topic. On the other hand, researchers and practitioners more interested in early reading instruction and/or in remediation for struggling readers tend to emphasize issues related to reading and understanding the words in the text because that is where beginning readers encounter comprehension challenges, and it is often (though not always) the reason struggling readers do not comprehend well. In between these extremes of teaching beginning and struggling readers and teaching reading for learning, there is instructional emphasis on what might be thought of as simple comprehension - comprehension by students who have mastered word reading, reading texts which only make limited demands on background

knowledge, but which do require (1) building and continually revising/expanding a text representation while reading, (2) making some inferences about connections among sentences and about connections to real world situations, and (3) perhaps some comprehension monitoring and comprehension repair mechanisms.

Task

A further complicating factor in defining successful reading comprehension has to do with the task being undertaken. There are important cultural, educational, and individual differences in the conceptualization of comprehension. In some literary and religious traditions, for example, literal memory for text is valued above interpretation of the text, whereas in others, attention to the actual words of the original text is much less important than coming to a justifiable interpretation of it, making connections to it, and even perhaps critiquing it.

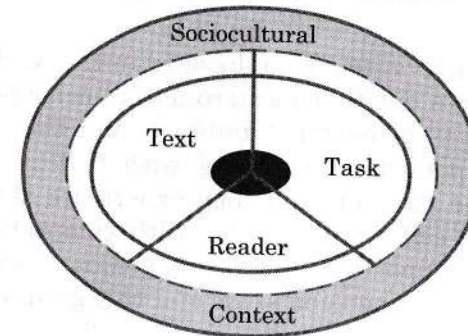
Stark differences in task can be observed within cultures across disciplinary boundaries as well. For example, a science textbook is meant to be read for information, and comprehension can be said to occur when the reader expands and/or revises his/her understanding of some phenomenon by reading the information in the book; all too often, of course, the science textbook reader simply remembers the new information long enough to pass a test on it, without actually revising his/her enduring understanding. Therefore, the question that then arises is whether this is a failure of comprehension or a failure of science learning.

In contrast, though successful comprehension of a novel read in a language arts or literature class does require learning the basics of characters, setting, and plot, just acquiring that information is not considered successful learning unless some appreciation is also engendered of the mood, the characters' and author's perspectives, the theme, the author's goal in writing the book, and other features. One might well, in the course of reading some literary works, incidentally pick up information about scientific or historical or interpersonal topics treated in the book, and that would signal comprehension in one sense, but a literary reading would demand much more from the reader. Therefore, in literature classes, the question arises whether the dutiful student who can write an accurate plot summary of a

novel, but fails to recognize, for example, that the narrator has taken an ironic stance or that the plot is a modern reenactment of the *Odyssey*, has failed at reading comprehension or at literary analysis.

Integrating Information about Reader, Text, and Task

Predicting comprehension success requires calculating information about the reader's stage of development, the complexity of the text being read, and the task being engaged in. Successful comprehension occurs when these three dimensions are well aligned. For each of these dimensions of comprehension, there are simple cases and more marginal, gray areas where comprehension shades into learning or interpreting or functioning disciplinarily. The vast differences in what we would call successful comprehension across different levels of reader skill, text challenge, and task definition pose a challenge in summarizing what we know about reading comprehension.



Theories of Reading Comprehension

A few theories of reading comprehension have been particularly useful in guiding research and informing instruction. The simple view of reading (Gough and Tunmer, 1986) conceptualizes comprehension as the product of two capacities: the capacity to decode and the capacity to understand spoken language. The simple view claims, then, that comprehension is limited not only by speed and accuracy of word reading, but also by oral comprehension ability, and that if either of these abilities is zero, then comprehension does not occur. Children following a normal developmental trajectory are subject to comprehension limitations stemming from constraints on word reading during the early years of schooling, and stemming from the limits on



oral language skills thereafter. Under this view, it is clear that building oral language skills (vocabulary, comprehension of complex syntax, and comprehension of extended discourse forms) constitutes a key contribution to reading comprehension.

The simple view underemphasizes, though, the role of background knowledge and of motivation. The theory formulated by Kintsch introduces background knowledge by articulating how the textbase (the product of core comprehension processes) interacts with the mental model (the meaning representation constructed from the textbase and world knowledge. Kintsch (1998) also notes the importance of attending to the genre and the rules of reader-writer communication within the genre. Key in understanding the textbase and its links to the mental model, the genre, and the larger communicative act are various signals at the sentence level (e.g., after, same, and but) and the larger discourse level (e.g., headers and lists) of how the bits of information in the text are meant to be related to and integrated with one.

The role of motivation is emphasized in the work of Guthrie (2003), who points out that background knowledge is likely to be richer in areas of personal interest, and that readers are more likely to persist in wrestling with text if (1) they are interested in the topic and (2) they experience self-efficacy as readers. Reader self-efficacy grows with comprehension skill, which in turn supports reading engagement, which in turn further builds comprehension skills and background knowledge.

Developing Reading Comprehension

As we have said before, reading comprehension is a complex cognitive skill that requires an active interaction between text elements and the reader. Since comprehension of a text is the ultimate goal in reading, understanding of the comprehension processes seems critical to the study of reading.

Children beginning to read already have a well-developed system for oral language comprehension. By the end of preschool most, children have well-developed vocabulary and world knowledge as well as morphological, semantic, and syntactic processes that make oral language comprehension possible.



1. Recalling word meanings
2. Drawing inferences about the meaning of a context
3. Finding answers to questions given explicitly or merely in paraphrase
4. Weaving together ideas from content
5. Drawing inferences from the content
6. Recognizing a writer's purpose, attitude, tone, and mood
7. Identifying a writer's technique
8. Following the structure of a passage

Table: Comprehension Skills

One of the consistent findings in comprehension research is that compared to more skilled comprehenders, unskilled comprehenders are also less skilled in decoding. In fact, during the early stages of beginning reading, text comprehension is limited to children's skill in decoding. Until decoding processes are rapid and efficient, high-level comprehension processes are severely limited. There is now converging evidence that for both children and adults, difficulties in comprehension are related to difficulties in decoding as well as to problems with working memory.

Besides being better at decoding, skilled comprehenders also have better global language skills than less skilled comprehenders. Studies have shown a causal relationship between vocabulary and comprehension. There is evidence showing that vocabulary instruction leads to gains in comprehension and improvement on semantic tasks. It is also clear that both direct and indirect instruction in vocabulary lead to comprehension gains.

Skilled comprehenders also have better metacognitive skills than less skilled comprehenders. Skilled comprehenders are aware of how well they are comprehending and use various comprehension strategies that guide them as they attempt to understand a text.

Young readers benefit from cognitive strategy instruction. Instruction in cognitive strategies generally make students aware of their own cognitive processes in reading. Usually a teacher either models the use of comprehension strategies or guides the students in the use of strategies. Many approaches to cognitive

strategy instruction allow readers to practice their newly acquired cognitive strategies with the teacher until the readers master their use.

In short, beginning reading instruction needs to focus on children's acquisition of letter-sound relationship, as well as comprehension strategies to assure that both word recognition and comprehension skills can develop simultaneously.

Strategies that Work:

There are several strategies that help in comprehension process. They are:

- (i) active listening,
- (ii) comprehension monitoring,
- (iii) activating prior knowledge,
- (iv) mental imagery,
- (v) mnemonics,
- (vi) graphic organizers,
- (vii) question answering,
- (viii) question generation,
- (ix) text structure/ story structure, and
- (x) summarization.

(i) Active listening

To instruct active listening, teachers guide readers in learning to listen while others read. The listening reader follows the text as another student reads aloud. The teacher may also pose questions for the readers to answer while they listen. Active-listening training improves listening and reading comprehension. It increases a reader's participation in discussions, engenders more thoughtful responses to questions, increases memory for the text, and focuses the reader's attention and interest on the subject matter.

(ii) Comprehension monitoring

One can learn to listen to one's own reading and to monitor one's own comprehension. Instruction in comprehension monitoring during reading helps readers manage their "inner speech" (Vygotsky's term) as they read. Self-listening and self-monitoring of one's own understanding during reading promote more careful reading and better comprehension.)

To teach comprehension monitoring, a teacher, when reading aloud to a class, demonstrates the strategy by interrupting his

own reading to *think aloud*.) He articulates to the class his own awareness of difficulties in understanding words, phrases, clauses, or sentences in a text. When a text poses potential comprehension breakdown, such as unfamiliar concepts or logical inconsistencies in a passage, the teacher might look back in the text to try to solve a problem, restate the text content in more familiar terms, or look forward in the text to find a solution. After observing a teacher modelling the comprehension monitoring strategy, readers are encouraged to carry out the same procedures—first with teacher scaffolding and then on their own. (Eventually the student readers take responsibility for recognizing comprehension difficulties and for demonstrating ways to overcome them (e.g., by guessing and looking back or reading forward in the text).)

(iii) Activating Prior knowledge

Prior knowledge instruction is designed to assist readers in bringing to mind their own knowledge that is relevant to understanding the text. A teacher can activate prior knowledge by asking students to think about topics relevant to the passage, by teaching the requisite relevant knowledge, by using pre-reading activity on related but better-known topics, by having the readers predict what will happen in the text based on personal experience, by having readers make associations during reading, and by previewing the story or text.

(iv) Mental imagery

Mental imagery instruction teaches readers to construct images that closely represent content to what was read and understood. The results of researches on mental imagery are that imagery-trained readers are more likely to detect inconsistencies than the non-imagery trained readers. In four studies with students in grades II to VIII, it has been found that mental imagery instruction leads to modest increase in memory for the text and improves reader's detection of text inconsistencies.

(v) Mnemonics

Like mental imagery instruction, mnemonic instruction teaches readers to use an external memory aid, but unlike mental imagery, it can be one that does not necessarily and closely represent the text. A teacher demonstrates how to construct a picture, keyword, or concept as a proxy for a person, concept,

sentence, or passage—such as using an image of a “tailor” to remember the name “Taylor”. These keywords and images aid later recall. A well-known example from Mathematics used in solving problems can be mentioned here: BODMAS (Bracket, Of, Division, Multiplication, Addition, Subtraction).

(vi) Graphic organizers

Graphic organizer instruction shows readers how to construct displays/designs/diagrams that organize one’s ideas based on a reading of the text. Graphic organizers aim at creating awareness of text structures, concepts and relations between concepts and tools to represent text relationships visually. They also assist readers in writing well-organized summaries. Diagrams, pictorial devices, and story maps can all be used to outline the relationships among text ideas. This instruction is useful for expository texts in content areas such as science or social studies.

Examples of Basic Graphic Organizer

Forms for Commonly Used Text Structures

1. Definition
 [] is a [] that []

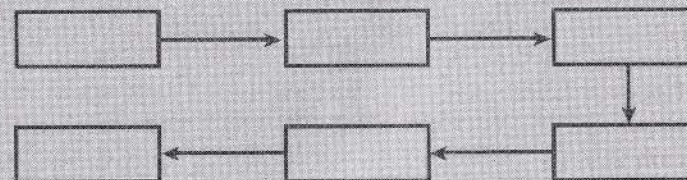
2. Comparison—contrast

	1	2
Comparison	[]	[]
Contrast	[]	[]

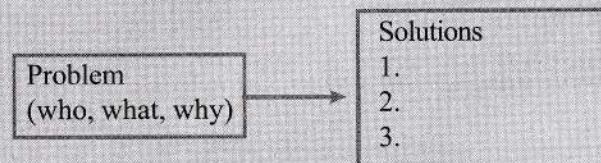
3. Cause-effect (in any number as needed)

1.	[]	→	[]
2.	[]	→	[]
3.	[]	→	[]

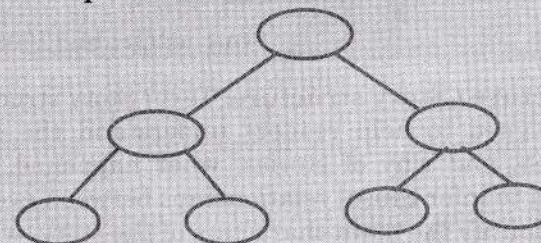
4. Process / sequence



5. Problem-solution (in number as is needed)

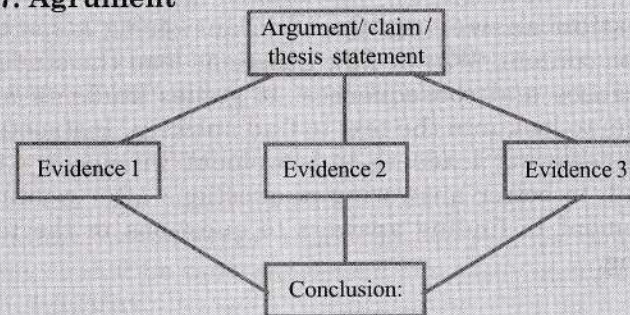


6. Description /classification



Or

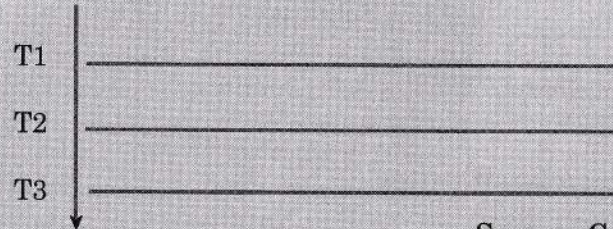
7. Argument



8. For-against (cf. comparison-contrast)

	for	against
Position 1		
Position 2		

9. Timeline



Source: Grabe (2009)

(ix) Text structure / Story structure: Text / Story structure instruction is designed to help readers understand the who, what, where, when, and why of stories, what happened, and what was done and to infer causal relationships between events. Readers learn to identify the main characters of the story, where and when the story took place, what the main character did, how the story ended, and how the main characters felt. Readers learn to construct a story map recording the setting, problem, goal, action, and outcome of the story as they unfold overtime.

Story structure instruction improves the ability of readers to answer questions, to recall what was read, and to improve standard comprehension test performance. The instruction also benefits recalling, question answering, and identifying elements of the plot/story structure.

(vii) Question answering: Question answering helps the reader focus on content. *Why* or *how* questions lead the student to focus on causes and consequences. It guides students and motivates them to look into the text to find answers. Instruction on question answering leads to improvement in memory for what was read, to better answering of questions after reading, or to improvement in finding answers to questions in the text during reading.

(viii) Question generation: Teachers demonstrate this strategy by generating questions aloud during reading. Readers then practice generating questions and answer those questions as they read the text. Teachers provide feedback on the quality of the questions that are generated. Teachers teach the students to evaluate whether their questions have covered important information, whether questions are related to information provided in the text, and whether they themselves could answer the questions.

Question generation instruction during reading benefits reading comprehension in terms of improved memory, accuracy in answering questions, or better integration and identification of main ideas.

(x) Summarization: Teaching readers to summarize makes them more aware of how ideas based on the text are related. Readers learn to identify main ideas, leave out details, generalize, find out topic sentences, and remove redundancy. Through example and feedback, a reader can be taught to apply these summarization rules to single or multiple paragraphs and then constructing a summary or spatial organization of paragraph summaries.

Further, the instruction of summarization improves memory for what is read, both in terms of free recall and answering questions.

Conclusion: Cognitive strategy instruction does work to improve readers' comprehension performance. In her 2000 address to teachers, Carol M. Santa, president of the International Reading Association (IRA), mentioned that "Teaching [comprehension] is a lot harder and more abstract than teaching phonemic awareness or language structure...". Successful comprehension teachers must be strategic themselves, coordinating individual strategies and altering, adjusting, modifying, testing, and shifting tactics appropriately until readers' comprehension problems are solved. For readers to become good reading strategists requires teachers who have appreciation for reading strategies.

DEVELOPING VOCABULARY FOR READING

One of the obstacles to reading comprehension is unknown or unfamiliar vocabulary. A reader has to remove this obstacle to reading so that he can comprehend and study on his own without much difficulty.

The words or vocabulary items fall into three categories:

- (i) **ad-hoc vocabulary (also known as: incidental vocabulary):** words which are important for a given piece of text, but are unlikely to have any utility outside that particular text.
- (ii) **passive vocabulary:** words which are likely to be encountered frequently in speech or writing, and which the student should be able to recognize, though he may never use them in his own speech or writing.
- (iii) **active vocabulary:** words which a student will require for his own use in speech or writing.

Since the words that are known as the *passive* vocabulary are not intended to be practised for active use, the meanings of these words can be given in the mother tongue. So mother tongue equivalents should be given only after the uses of these words have been illustrated in the target language.

In case of *ad-hoc vocabulary* the teacher's aim is to get the words "out of the way" as rapidly as possible. There is no need, therefore, to illustrate the use of such words through contexts. It is quite enough if the teacher gives the "meanings" of such words—in the mother tongue if necessary—or glosses them in advance. In this context we should know what a *gloss* is.

Glossing a word is a little different from merely providing the meaning. When a word is glossed, it is related to the context in which it actually occurs. A word can have several meanings, or several shades of meaning. The gloss of the word indicates, from the context, exactly which meaning is intended. In other words, it is the 'functional meaning' or 'contextual meaning' of a word used in a text.

Vocabulary as a language skill required for comprehension

There are many studies on teaching vocabulary but few on the relationship between vocabulary instruction and comprehension. In the context of comprehension strategy instruction, vocabulary instruction promotes the knowledge of new word meaning by teaching readers semantic processing strategies. For example, students learn to generate questions about an unknown word by examining how it relates to the text or noticing how a word

changes meaning, depending on the context in which it occurs. The teacher may model being a "word detective", looking for contextual clues to find the word's meaning, analyzing words and word parts, and looking at the surrounding text for clues to a word's meaning. For instance, the word 'comprehension' combines *com*, meaning "together" with *pre-hension* meaning "able to grasp in one's hand". From this, an operational definition of comprehension can be constructed (e.g., putting together individual word meanings to grasp an idea).

TECHNIQUES OF DEVELOPING VOCABULARY

We know that vocabulary items to be taught are generally divided into three categories: (i) ad-hoc, (ii) passive, and (iii) active. The words which students are required to use actively in their expression form the active vocabulary. Words which are required for comprehension purpose constitute the passive vocabulary. The words that students require for an understanding of a particular lesson are the *ad-hoc* words. The teacher can simply gloss these words.

A single word may have a number of meanings. In presenting vocabulary items, context is important and hence words should not be taught in isolation. Words get their full meaning from context. So we need techniques for contextual orientation.

Before the actual teaching of the words the teacher has to decide upon the categories of words, i.e. active, passive or ad-hoc vocabulary which he should teach. The selection of classroom techniques for developing vocabulary depends upon the relative importance of the different categories of words.

In presenting the new words teachers should take care to give students the *sound*, the *sense* and the *shape* of words; i.e., the *pronunciation*, *meaning* and *spelling* of the words. New words once presented should be further established by means of several repetitions which are spaced, controlled and meaningful. This should be done especially for the words needed for active use for the productive purpose.

Classroom Techniques

A. Using objects

- (i) **Labels:** pasting labels on objects
- (ii) **Magazine picture:** pictures that illustrate words in dialogue; blackboard sketches, etc.

- (iii) Props: objects that can be shown in the class
- (iv) Classroom objects: calendar and clock
- (v) Slides—for conveying the cultural differences of ordinary word.

B. Using gestures and symbols

- (i) Descriptive adjectives: *tall, thin, happy, dumb, lame*, etc.
- (ii) Preposition of place: *on, in, over, into, under*, etc.
- (iii) Action verbs: *go, sing, hop, jump, throw*, etc.

C. Using known vocabulary

- (i) **Synonyms:** probe—investigate
The same ideas are expressed by two or more different words or phrases and one of these may be familiar to the reader.
- (ii) **Antonyms:** rich—poor
- (iii) Synonyms and antonyms in sentence-contexts:
Jaba is a *rich* lady but her friend is *poor*.

D. Using word categories

- (i) Names of categories can be taught verbally if students know some names of items that belong to particular category:
Stationery—eraser, pen, pencil, ink, paper,
Cosmetics—cream, oil, powder, lipstick.
Utensils—spoon, cup, saucer, mug, kettle.
Furniture—table, chair, sofa, bench, etc.
- (ii) A number of related words can be introduced under a particular category:
Farm: farm, farmer, plough, harvest, sow, reap.

Meals (food)—breakfast, lunch, supper, dessert, peach, cream, sausage, salad.

E. Definition and paraphrase

Parasite : animal or plant living on/in another and getting its food from it.

F. Using the mother tongue

Direct use of the mother tongue, i.e., to give equivalents in the mother tongue, is necessary especially for abstract words like peace, politeness, nobility, mercy, etc.

The use of mother tongue (made judiciously) in teaching new words is the best way to provide meaning. A lot of practice time will be wasted in avoiding the mother tongue.

G. Finding meanings from the context

The ability to determine the meaning of vocabulary items from context is one of the most important aspects of successful reading. This is a technique for determining the meanings of unknown words. This is to guess the meanings from context. The most common way of finding meaning from the context is by inference.

Example: expensive—A cotton shirt costs fifty rupees. A silk shirt costs one hundred and fifty rupees. A cotton shirt is cheap but a silk shirt is *expensive*.

Clarke and Silberstein (1977) note that the following types of contexts can provide the meaning of an unfamiliar word:

- **synonym in apposition:** He was a *nomad*, an incurable wanderer, who never could stay in one place.
- **antonym:** Mrs. Sen *loves* me deeply but she *despises* my friend.
- **cause and effect:** *By surrounding the protesters with armed police (cause) the movement was effectively controlled.* (effect)
- **association between and object and its purpose or use:** The professor brought the *treatise* (object) from the shelf and *began to read* (purpose of use).
- **description:** Pupu got a bike. *It is a sports model, capable of reaching speed from 70 mph to 120 mph.*
- **example:** Titli can be quite *gauche*; *yesterday at the dining table she sneezed without covering her nose.*

H. Semantic grouping

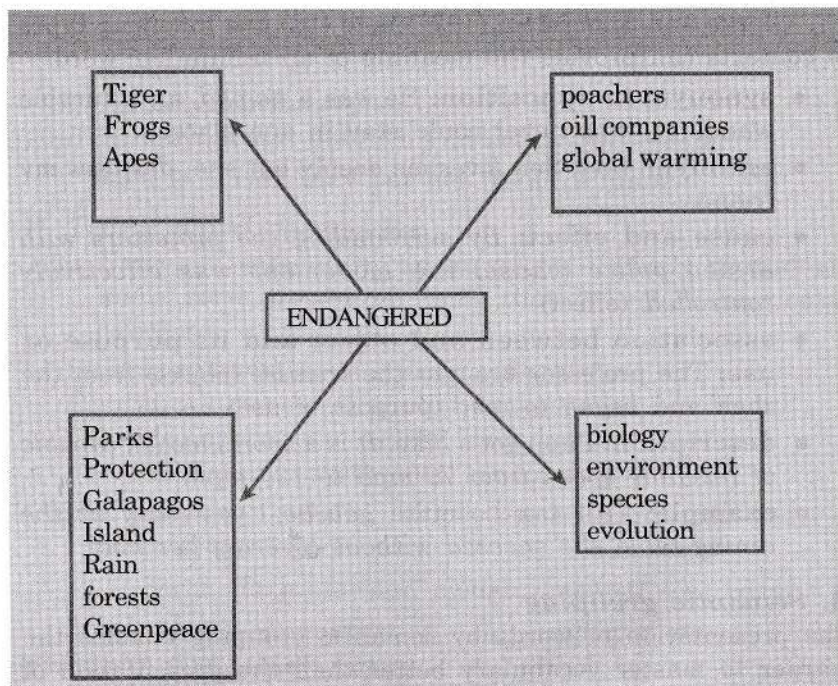
The presentation of words by semantic grouping enables the learner to master vocabulary better than the presentation of individual items. The association of words by their meaning is an important factor in vocabulary learning. Words are easily learnt if they are organized into semantic groups. When we learn our own language, we associate words and sentences with thought, ideas, actions and events. This method of presentation of words will help retention in memory. Hence a useful strategy for vocabulary teaching is to present words in a semantically organized group, (e.g., shore, ocean, island, beach, etc.). The

words in each group would support each other, the familiar words helping the student to understand the meaning of the unfamiliar words. Hence this kind of grouping of words, i.e., semantic organization of words presented at a time helps the learners:

- (i) to understand words easily,
- (ii) to remember and to recall them at a later stage,
- (iii) to appreciate the association between words.

Besides, it also develops the higher order skill of the constructive use of the words.

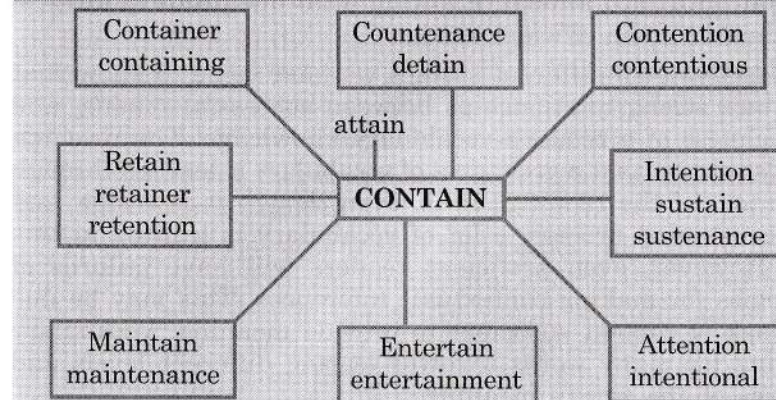
Semantic Map



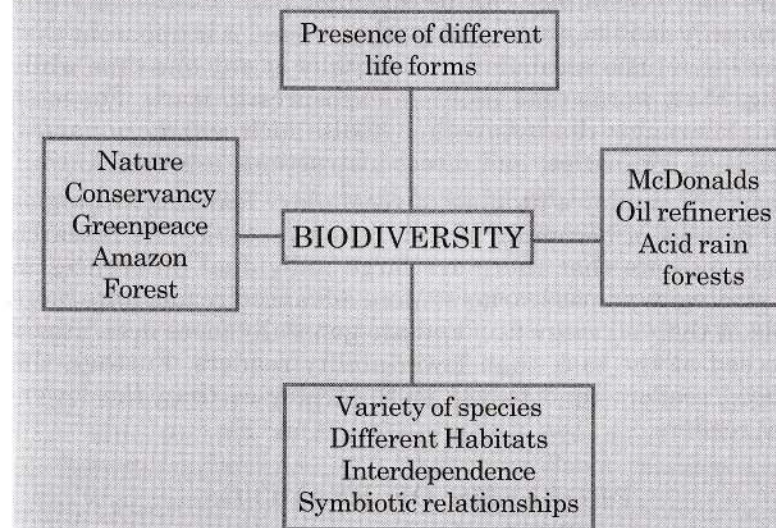
I. Word-Map & Concept Map

With most advanced students it is sometimes a useful idea to ask them to give words, phrases or proverbs that they know which are related to a common word (e.g. friend: boyfriend, girlfriend, befriend, friendly, friendship, making friends, etc.)

Word Map



Concept of Definition Map



Source: Grabe (2009)

Sustaining Ambiguity

Even native speakers do not know the meaning of every term in their first language. It is important that students should be able to recognize moments when the meaning of unfamiliar vocabulary does not impede overall reading comprehension. Often a general sense of a term will suffice; for example, within

a list of desert creatures, the non-specialist would not need to be familiar with each animal. Knowing what one needs to know is a hallmark of the efficient reader.

Finally, from different studies we have come to know that there are strong relationships between successful reading and the richness of a reader's vocabulary knowledge. The research has also shown that a great deal of vocabulary is learned through a context of the reading. (Thus, even though it is a slow and time-consuming process, a lot of vocabulary is learned in this way. However, even proficient readers will have failures of strategies for making contextual inferences. This may be due to a lack of context sufficient to provide meaning. Vocabulary learning for many words involves learning different levels and nuances of the word's meaning.)

There has been a great deal of discussion regarding the extent to which learners acquire vocabulary *incidentally*. (In general, it appears that vocabulary can be acquired both *incidentally* and *intentionally* as readers process text. However, it is apparent that readers learn little vocabulary incidentally at any one time while reading. Most words take multiple exposures to learn. For most second language readers, other tools such as *dictionaries*, *thesauruses*, *glossaries*, and *direct instructions* are useful.)

(Learners employ a number of vocabulary learning strategies in the process of becoming accomplished readers. The research findings indicate that there are large individual differences in these strategies across learners. More advanced readers are more flexible in their strategy use and are generally more determined to succeed at the task than lower-ability readers. Further, the advanced readers tend to use more strategies than the lower-ability readers.)

PROBLEMS OF READING

In the context of reading we come across the following reading problems: (i) problems related to mechanics of reading, (ii) faulty reading habits, (iii) miscues or decoding errors, (iv) vision loss, (v) problems that learners face while reading, and (vi) reading handicaps.

(i) Problems Related to Mechanics of Reading

Many readers read slowly because of certain faults in the process of reading. The slow reader, who is generally also a *poor reader*,

is word bound. That is, he takes the words one at a time, rather than in groups:

(For example, in the sentence: "In spite of the fact that many of the guests did not come, the party was a success.", the successful reader should be able to perceive, without effort, the natural boundaries between the sense groups:

In spite of the fact that/many of the guests/ did not come / the party/ was a success.

(Thus, while the poor reader will decode 'in spite of the fact that' by successive visual and mental efforts, the better reader will be able to decode the entire group of words in a single effort. This needs, obviously, sufficient familiarity with the syntax of the language (here English), which comes only with greater experience and exposure of the language.)

(ii) Faulty Reading Habits

Certain faults in reading techniques have been noticed among second or foreign language learners. Many of those faults might have actually been acquired in first language (L1) reading. Research shows that there is a strong transfer of reading habits from one language to another. Therefore, if bad reading habits have been developed in L1, it may be useful first to tackle L1 reading problem before developing better reading habits in the second or foreign language, at least where similar writing system is used.

(A student who is learning to read develops certain faults which prevent him from mastering the mechanics of reading. These are:

- (a) **Movement of head:** The habit of moving the head from side to side rather than using eye movement creates problem in reading. It also slows down reading.
- (b) **Vocalization:** Vocalization refers to 'mouthing' the words audibly, using lip movements. It slows down the pace of reading.
- (c) **Subvocalization:** Subvocalization refers to forming the sounds of the words one is reading and even murmuring them aloud. But reading aloud or subvocalization is much slower than silent reading. Our eyes move faster than our tongue. So efficient readers do not subvocalize. We tend to read word by word instead of sense groups, which slows down the pace of reading.

- (d) **Finger pointing:** Another faulty habit that slows down the reading process is finger pointing which children use to fix their concentration on the word they are deciphering. Finger pointing is particularly common when the writing system in the second or foreign language is not the same as the one used in L1.
- (e) **Regression:** Another reading habit that makes reading slower is the occurrence of regressive eye movements, i.e. the eyes move backwards to check previous words instead of moving steadily forward.
- (f) **Memory span & Eye-fixing:** Perceiving only one word per eye-fixing; the student 'hops' visually from one word to the next, whereas he should move smoothly across the lines, taking in entire groups of words—visually and mentally—at a time. This also requires the student to develop a larger 'memory span'—i.e. to be able to 'hold' large groups of words in his memory while he is decoding the next set of words, so as to get complete meaning.

(iii) Miscues or Decoding Errors

Through one-to-one oral reading (or individual oral reading), a teacher can identify and interpret a child's miscues, or decoding errors. Miscue analysis, or the analysis of a reader's error patterns provides valuable clues to a reader's interaction with a text.

Analysis of a child's miscues provides the teacher with information on what to emphasize with that child: phoneme—grapheme relationship, use of context clues, or use of prediction depending on what one knows about a language. In this respect, miscue analysis is a valuable diagnostic tool for a remedial reading programme.

(iv) Vision Loss

Sometimes, problems with vision can have an impact on a child's ability to read and interpret a text. Often it is the elementary school teacher who first recognizes a possible visual problem.

Children with problems, especially a vision loss that cannot be corrected with glasses, can be helped by:

- placing them near the board;
- giving instruction in small groups, clustered around an easel where words are written clearly in large shape;

- using a reader-mate, who reads the instructions in the exercises given in the book or on the board;
- preparing special test and exercise materials in large print and dictating test questions;
- providing large-print version of written materials.

(v) Problems that Learners Face while Reading

Our learners at school are not trained to read on their own. Teachers take care to read the text aloud and explain it almost word by word to the learners. They hardly allow learners to face the challenge of reading—to struggle and discover the meaning. Hence, learners lack confidence to read on their own. They are so tense and anxious that they may not understand what they read. They are also not motivated to read as they find most prescribed texts uninteresting or irrelevant. The heavily literature-oriented anthologies fail to appeal to them. Further, not knowing the nuances of reading, they feel that they have to read and understand every word. This is time-consuming and frustrating.

Reasons for Comprehension Failure

Let us now consider the nature and the source of difficulties experienced by children with specific reading comprehension difficulties—i.e., children who have developed age-appropriate word-reading skills but whose reading comprehension skills lag behind. Results of researches on reading show that comprehension difficulties arise because of deficits in three broad areas:

- the word level, (ii) sentence level, and (iii) text level.

(i) The first view is that text comprehension problems arise because of difficulties at the word level. Slow or inaccurate word reading may affect comprehension because it uses limited processing capacity and does not employ skill that is necessary for text comprehension processes such as *inference* and *integration*. Another word-level skill that may affect text comprehension is *vocabulary knowledge*. It is one of the best predictors of reading comprehension. Poor vocabulary limits reading comprehension. Some poor readers (those who are weak in word reading and comprehension) have poor vocabulary knowledge.

(ii) A second view is that comprehension problems arise at the sentence level of processing. Knowledge about syntactic forms, sentence/clause structure, cohesion markers, and punctuation is necessary to work out the meaning of sentence in a text.

(iii) A third view is that poor comprehenders' problems arise because of difficulties beyond the word level and the sentence level, that is, at the discourse level of processing a text. Many studies indicate that good and poor comprehenders matched for their word-recognition skills differ in three components of comprehension—namely,

- (a) inference making,
- (b) metacognition and comprehension monitoring, and
- (c) understanding text structure.

Poor comprehenders generate fewer inferences than good comprehenders, and their difficulties cannot be attributed to differences in general knowledge. Poor comprehenders are also poor at monitoring their understanding of text, demonstrate impoverished knowledge about reading strategies, and exhibit difficulties in the production of coherent and integrated narratives.

(vi) Reading handicaps

The onset of brain damage in adult life frequently leads to a disorder of reading or writing in people who could previously read. The handicap is usually accompanied by aphasic symptoms affecting spoken language. The reading disorder is referred to as *(acquired) dyslexia* and the writing disorder as *(acquired) dysgraphia*. The *a-* prefix is also used, especially in Europe and North America (*alexia, agraphia*). The label 'acquired' distinguishes the handicap from widely known *developmental kinds of dyslexia* and *dysgraphia* that occur in young children where there is no evidence of any brain damage. The acquired dyslexia is of various types such as:

- (a) phonological dyslexia, (b) deep dyslexia, (c) surface dyslexia, etc.

In this book there is no scope for discussing the acquired dyslexia. We can rather concentrate on developmental dyslexia which we as teachers should know.

Developmental Dyslexia

It is widely recognized that there are children who, after a few years at school, are consistently seen to fail at the tasks of

reading, writing, and spelling, despite their normal intelligence, regular instruction, and opportunity to learn. No medical, cultural, or emotional reason is available to explain the discrepancy between their general intellectual and linguistic abilities and their level of achievement in handling written language. There is often a history of early language delay, but by age of 9 year or so, spoken language ability is apparently normal, whereas written language skills may remain at the level of 5- or 6-years-old.)

Their ability to read, whether for information or pleasure, and their daily failure in their attempts at written work, has a devastating effect upon their ability and motivation to learn. There are often associated problems in coping with number symbols (arithmetic), and in tasks requiring short-term memory, such as following instructions. Their poor writing and spelling tends to be viewed as a symptom of educational sub-normality or lack of intelligence—or, if the child is known to be intelligent, leads to a charge of laziness or insincerity, with subsequent punishment in school and increased family tension at home. (In this context we can think of Amir Khan's film *Tare Jamin Par* which deals with the problems of dyslexia). As a result, it is not surprising to find that many such children become anxious, withdrawn, or aggressive—with deteriorating behaviour in some cases leading to maladjustment.)

Exercise

1. Objective / Very short type questions (for 2 marks)

- (a) What is reading comprehension?
- (b) What is reading strategy?
- (c) Mention four strategies of reading.
- (d) What is the relationship between vocabulary and reading comprehension?
- (e) What is comprehension monitoring?
- (f) What is graphic organizer?
- (g) What is ad-hoc vocabulary?
- (h) What is passive vocabulary?
- (i) What do you mean by glossing?
- (j) What do you mean by summarization in the context of reading?
- (k) What do you mean by question generation in the context of reading?



- (l) What do you mean by mental imagery in the context of reading?
- (m) What do you mean by mnemonics in the context of reading?
- (n) Show two forms of graphic organizer as diagrams.
- (o) What is sub-vocalization?
- (p) What is finger-pointing?
- (q) What is regression?
- (r) What is eye-fixing?
- (s) What is memory span?
- (t) State two reasons for comprehension failure.
- (u) What do you mean by reading handicaps?
- (v) What is dyslexia/dysgraphia/dyscalculia?
- (w) What do you mean by acquired reading handicaps?
- (x) What do you mean by developmental reading handicaps?
- (y) What is vocalization?
- (z) State two problems that our students face during reading in classroom.

2. Short type questions (for 5 marks)

- (a) Why is prior knowledge important in reading?
- (b) Discuss any two reading strategy.
- (c) What is comprehension monitoring? How does it help in comprehension?
- (d) What is graphic organizer? Show some diagrammatic forms of graphic organizer.
- (e) Why is question-answering important in comprehension?
- (f) Why is question generation important in comprehension?
- (g) What is semantic map/word map/concept map? Explain with example/diagram.
- (h) What are the three forms vocabulary?
- (i) Who is a poor reader? What are the probable causes of poor reading?
- (j) What are the reading handicaps? Discuss very briefly.
- (k) What do you mean by developmental dyslexia?
- (l) Why is context important for vocabulary development?
- (m) Discuss some techniques of vocabulary development.
- (n) Mention some problems of reading.
- (o) What do you mean by faulty reading habit? Give some examples.
- (p) Show acquaintance with the following concepts:
 - (i) Graphic organizer, (ii) Story/text structure,
 - (iii) Summarization, (iv) Question generation.



Notice

This is hereby informed to all the faculty members and students of B. Ed. Semester I, session 2020-22 that a decision has been taken to conduct the orientation of students through online classes of Semester I, Session 2020-21 on Monday, 1st February, 2021 via Google meet. All the students will have orientation regarding B. Ed. Semester I, Session 2020-21 till 6th February, 2021.

The link will be shared accordingly.

Sadhana Jha

Dr. Sadhana Jha

Principal,