



# Mechanics of Teaching Reading in English Language

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## Abstract:

The present paper stresses on the fact that in order to have a good command over English language teachers need to pay equal focus on its all aspect viz reading, Writing, speaking, and Listening. However, through this article I would like to bring attention towards few techniques of readings. These techniques are also adopted by school teachers and this article has been written after interviewing teachers from some reputed from different schools of Udaipur city. Techniques such as Scanning, Skimming, SQ3R, Note making. The only thing required to achieve a desired result is correct explanation of the Technique and constant reminder in the form training.

**Keywords: English reading techniques: Scanning, Skimming, SQ3R.**

## Introduction:

As a part of my Thesis as I was observing the English class at different Government school in Udaipur District, I could visualize the imperfection in the quality standards, therefore in my quest to search for a result imparting method, I tried to interact with the principals and English teachers. After interacting with the teachers, principals and after review I reach to the following conclusion that every aspect of a language learning that is, Reading, writing, speaking and listening is equally important. In the present article I particularly wants to focus on Reading skill and the mechanics which is successfully implemented by few of the convent English medium schools, so that a benchmark policy can be recommended to the policy makers.

Reading skill is critical in nature as it comprises of various concurrent processes. English language is mainly used as a second language in India, mostly on academic grounds. Also it is a language of library. By way of library language, it benefits learners to get a chance to communicate with the current scientific and hi-tech world. The reading skill plays a distinctive role in any individual's life.

A student who is a beginner in reading should have the below given sub-skills:

He/she should be able to Identify and have knowledge of the sense of words, sentences and idioms and should have audible reading with accurate pronunciation and correct pitch. The children should be able to find out the meaning of unfamiliar words by connecting with the context. One should have Self reading practice with an ability to differentiate among lexical and contextual resources and to summarize the passage after reading.

It is very important for teachers to understand the pattern of reading as it is not as simple as it seems. When somebody reads something, his eyes move on the written or printed signs. It travels by jumps and among jumps it also takes break for at least a second. These small breaks of the eyes among jumps are known as Fixation and the span of print covered among two fixations are known as Eye-span. Basically Eye-span is one who determines the excellence of one's reading capacity. A lengthier eye-span will be with good reader and a poor reader will be with smaller eye-span. Needless to mention that a competent reader will be the one who has ability to understand the reading material completely and can summarize the same quickly, not the one can read longer material at a single time. In any case we know that comprehend ability is reading. According to Gestalt, reading quickly makes you comprehend better. The statement is right in some way as if we read fast; we may not miss the connection among the words in the sentences we read. Thus we can comprehend better. However this doesn't mean that the understanding ability improves respectively with the reading speed.

## The Reading Process

The reading process is divided into three phases. The primary phase is called as ‘**recognition phase**’ in which a reader simply understands a spoken word in its printed form (Lecolinet.1994). At this phase it is difficult to understand the pronunciation and spelling, if the writing is in English. Certainly, due to English writing, Indians have to face a lot of difficulties during this phase as Indian languages itself differ largely. Furthermore, English is a non-phonetic language (Del, 2009), thus it is not easy to learn its pronunciation and spelling easily.

The secondary phase of the reading process is known as ‘**Structuring Phase**’. During this phase learners are able to recognize the grammatical connections among the objects and so comprehend the structural connotation of the grammatical units.

And finally, the third phase is called as the ‘**Interpretation Phase**’. This phase is known as an advance phase as here learners are able to differentiate between a “statement of fact” and a “statement of opinion”. Also, the learners can easily understand how the characters temper along with author’s purpose of writing. Here the learners can also figure out the whole message and the matter further than the vocabulary meaning.

### The recommended methods of teaching ‘Reading’: The entire process can be divided into 8 stages.

**Stage I:** Before initiating for the lesson the first task of the teacher is to introduce their pupils about the vocabulary and the structure which is used in the lesson. A teacher should start this task as a verbal lesson in practical grammar. This task needs to be done before teaching with the textbook. The main role of teacher here is to ensure that he explains the words and constructions with exciting demonstrations contextually.

**Stage II:** This stage is called as pre-reading period. The teacher will provide all essential information that will help the students to comprehend the text during reading. In this stage he rehearses the structure imparted in stage I. Here if the taught lesson is in the continuation to the previous session reading, then the teacher has to effort and make pupils recall for what they learnt in their preceding class.

**Stage III:** Reading by the teacher as a model lesson. In this a teacher delivers the lesson with accurate intonation, stress, pronunciation and break. This stage is very important for pupils as they listen to the model lesson very carefully and adapt the same for future reading.

**Stage IV:** Students read the paragraph mutely. Teacher encouraged them to look up the thesaurus for finding out the meaning of the word and practice.

**Stage V:** Here the students finish mute reading thorough study of the lesson is started. The teacher deliberates the language parts of the paragraph.

**Stage VI:** In order to assess the understanding of the students, the teacher summarizes the taught lessons. This is the right point for any further doubts and clarifications.

**Stage VII:** This stage is called as post-reading period. Students carried out a number of exercises on grammar and vocabulary.

**Stage VIII:** This stage is called Audible reading by the students. Several teachers track this audible reading practice after their model lesson reading. However it is not a right method, as, students should not be asked to read loudly without comprehending the lessons they are not clear for.

### Other skills of Reading: Skimming and Scanning.

Skimming is known as reading over the cover of a portion of writing or peep quickly though a writing to catch out its overall meaning, main thoughts or essence. Skimming is a special skill of reading which assists on determining whether the volume would be beneficial for solving an individual study purpose or not (Devine, 1987). In skimming, you permit your eyes to move from top to bottom or in crisscross way to pick up some important ideas. The reader has serious efforts while reading via avoiding the non-useful information carefully and by focusing on the central ideas in the passage. In skimming a reader travels like a bird in the whole passage and still grabs the central ideas. Skimming is determined by speed and understanding. If we negotiate speed for understanding and understanding for speed, then whatever we read cannot be named as skimming.

Scanning is reading something over the passage so as to find out the certain part of information. This skill then also comprises the capability to reject or pass over irrelevant information. Scanning also requires a conscious speed. When we skim through a passage, we attempt to catch the broad notion of the passage, however we scan a passage to acquire exact information. In scanning we are totally aware that we need to avoid some words even though they are important, the key purpose here is to search for the exact information we are looking for. Finding out a meaning of a word in a dictionary, searching a contact number from the telephone yearbook and finding out the list of confirmed travelers from the railway chart are few examples of this.

## Popular technique adopted by various teachers is SQ3R Technique:

The goal of English language teaching is to make a person an autonomous reader. A proficient reader must be able to read and understand the literature which he reads. In order to be a proficient reader one must have few learning methods. When a person reads, he understands what the writer wishes to communicate through his work. The proficient reader is who just does not be a silent receiver of the communication that the writer tries to transpire (Al-Ghazo, 2015). Instead, he would try and figure out more than what the author wished to say. For instance, the poems of Robert frost, an American poet, don't carry heavy vocabulary. However, his readers have got a load full of different understandings from the poems. Even Robert Frost would not have thought that so many ideas would immerge from his poems. The more one reads the poems, the more he gets indulged in it. This is limited to a proficient reader. A full reading includes reading, comprehending, responding and assimilating. If a reader fails to react on what he has read, then it turns out to be futile and essence less. Hence, it is a tutor's responsibility to ready the pupils as vigorous readers. The fruits of effective reading can only be collected if one uses improved learning methods. SQ3R is one such method. Francis P. Robinson established this method. This method is a very good illustration of methodical way of reading.

### Meaning of SQ3R-

S – Survey

Q – Question

3R – Recite, Read, Review

**Survey:** This means to have a speedy look at the book that one wishes to read to understand about it. It is like a practice race before the real race starts. Surveying is also used as a method in reading. In this method, the reader flips the pages casually and checks whether the subtitles are as per his liking or not, checks if the writing is supported with proper examples and other points which motivates a reader to carry on with the reading. By this the reader knows in advance about what he should expect while reading the book. This is an add-on and a genuine mode of pre-reading.

**Question:** Questioning is the second step. The reader asks several questions on the titles and subtitles to endorse the need of reading the book further. The more questions a reader asks about the titles and subtitles, the more he understands about the content of the book. Questioning depends on the requirement of the reader. This is also a pre-reading step.

**Read:** The reader would have comprehended something from the survey that he made on the book and the questioning he did on the titles and sub-titles. The next step is reading. The reader, while reading the text would comprehend the key ideas and focus on the examples given in the book which would support his thought process properly. The appropriate surveying and questioning would help the reader to expect what comes next.

**Recite:** In this stage the reader briefs other people about what he has grasped. This may be within his fellow students. It is also termed as Peer Educating. Reciting helps in improved recollection and a strong way of remembering. Recollection and remembering are the two key study abilities, while other is insight and knowledge. This way reciting helps to showcase the key ideas in a chronological order and is a support function for remembering.

**Review:** Review is the last point in the SQ3R method of reading. The timely recollection of things that are grasped is called a review. People would for sure forget the things that are ignored. Hence, the reader should review or reconcile what he has read. This is a post-reading step. Post-reading helps comprehending the writing analytically.

### The process Note-taking or making:

Especially in upper primary classes and secondary, it is not easy for students to take note of the whole thing what we listen. Now day's higher learning is mostly related with noting down the running notes. Sometime these running notes are equal to referring the ten reference books. Note taking skill is a learning skill which can be encouraged in the pupils by motivating them to take notes from the professors in schools and universities and dialogues of famous personalities. Notes taking skill can be developed among students from starting from their own teachers also. This special practice if turned out in students will definitely advantage the pupils from the last hour examination fear. He can simply go through with the notes he made in the classroom and can get enough information to excel.

Note making is a reading skill in which pupils make their own records from different guides and references (Zimmerman,1998). Lastly, they make a short summary from the notes they have prepared from various sources. Training must be provided to the students to make notes from the critical and extended books or novel sources. They should also be skilled enough to explain a large event in a summarized form. Note making technique includes reading, understanding and examination. The technique sharpens the concentration level of students. But unfortunately, it is very rarely seen that teacher encourage students to prepare their own notes.

## Conclusion

Reading is an important aspect in learning English. The above techniques are being practically adopted by the English medium convent school's teacher and they are really giving sparkling results. These techniques are easy to follow. All they need is a right set of teachers' mind frame and positive attitude. A regular reminder in the form of training will surely produce the desired result.

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