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## UNIT 3 READING AND WRITING SKILLS

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### **3.0 INTRODUCTION**

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There is virtually no systematic teaching of reading and writing skills at higher levels of education. Consequently learners suffer in developing these skills at advanced stage. Therefore, in this unit we have made an attempt to present the basic concept and nature of reading and various stages in the process of reading. As the learner moves from lower to higher stages of reading, his/her critical and creative levels of comprehension improves a lot, which helps in developing divergent and convergent thinking. Various skills and techniques of reading help the learners as active consumers of information. Skills of skimming and scanning, intensive and extensive reading help the readers to benefit from various forms of reading materials at higher levels.

Recent researches on writing have provided us with an important insight: good writers go through certain processes which lead to successful pieces of written work. They plan the intent and put their thought in an appropriate language and style. The final draft is prepared through reviewing and editing. Writing skills for different

types of written forms differ in its approach and style. These skills could be developed and sharpened by constant practice of reading and writing varied forms and formats of written material.

### 3.1 LEARNING OUTCOMES

After going through this unit, you should be able to:

- Define ‘reading’;
- Describe reading process;
- Identify the stages in reading;
- List important reading comprehension skills;
- Teach SQ3R technique to your learners and adopt it effectively for your study purposes;
- Describe writing process;
- Be familiar with different forms of writing; and
- Distinguish the salient features of each of these types of writing skills.

### 3.2 THE READING PROCESS

Reading is a process whereby a reader brings meaning to and gets meaning from print. This implies that readers bring their experiences as well as their emotions into play in order to derive meaning from text. Reading for meaning is the activity we normally engage in when we read books, journals, newspapers etc. It involves looking at sentences in a text and understanding the message they convey, in other words, making pause of a written text. Reading is thus an active process. When we read, we do not merely sit as passive receivers of the text. We also draw or help us guess what the text will pay next. Thus reading may be defined as a multifaceted and layered process in which a reader by actively interacting with the text, tries to decide what has been encoded by the writer/author. In this process the learner establishes a meaningful communication with the writer.

Thus reading is an interactive process. It is purposeful, selective and text based. The reading speed varies according to one’s purpose in reading and the content of the text. It involves complex cognitive skills. Some one has called it a ‘psycholinguistic guessing game’ as it involves guessing, inferring and predicting the coming events based on the given situation.

#### Check Your Progress 1

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of this unit.

State why reading is seen as active interaction with the reading material. Your answer need not exceed eight lines.

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## 3.3 STAGES OF READING

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In the process of reading, the learner passes systematically through the following stages:

- Perception and word recognition
- Comprehension
- Evaluation and reaction
- Application

### 3.3.1 Perception and Word Recognition

This stage of reading is also known as mechanical aspect of reading or 'reading on the lines'. While going through this stage, the reader first perceives the right word (structure) and its pronunciation. The image or the concept of the word is formed in his/her mind with the association of form, sound and meaning of the word altogether. This recognition of word is based on our past experience. A skilled reader recognizes the word as a whole instead going through each syllable like the beginner reader. Sometimes the advanced reader comprehends the meaning of a phrase/sentence without going through each word separately. At times a word or phrase acquires another meaning in a different context. The word 'rational', for example, besides its general use, is used in mathematics in a special sense.

### 3.3.2 Comprehension

In the second stage of reading we go deeper into literal meaning of the material read. Thus comprehension requires the abilities of critical thinking and reading. Besides literal comprehension, interpretations are essential for higher order of reading. Interpretation takes the reader beyond the printed page by requiring him/her to put together ideas which the author has not explicitly related to one another in the text. As an outcome of this process, the reader is able to process information and draw conclusions.

At critical level of comprehension the reader considers the relevance, authenticity and utility of a factual material. For example, if the reader is looking at a novel, he/she evaluates the logic of a character's behavior in comparison with his/her own experiences or own observation of characters in other works, e.g. novel or story. Interpretative and critical levels of comprehension is also known as 'reading between the lines'.

Creative reading level of comprehension uses divergent thinking skills to go beyond the earlier discussed levels of comprehension: literal, interpretative and critical reading. At this stage the reader tries to come up with new or effective alternative ideas, solutions etc. to those presented by the author. He/she goes beyond the described situation and creates new situations on the basis of his own experience, inference and imagination. This stage of comprehension is also known as 'reading beyond the lines'.

### 3.3.3 Evaluation and Reaction

While comprehending the text, the reader goes on determining the utility, appropriateness and reliability of the information and ideas

received. A good reader should always go on evaluating the events, ideas, characters or intentions of the author. At the same time he/she goes on reacting ideally to the material read. For example, if an author justifies the need of freedom of every person in modern times, as a reader of this text, I may react that freedom should also go along with certain responsibilities, and both should have their place for the development of the individual and the society. Higher level of comprehension must always lead to the development of evaluative capacity and appropriate reaction, among the reader, towards, the material read. Evaluation and Reaction should be the bye product of critical and creative reading.

### 3.3.4 Application

The final stage of any reading activity should evolve in the application of acquired knowledge, ideas, experience, skill, attitude and values in one's own life. Whatever positive reactions a person has formed while reading the material must become the part and parcel of his/her personality. Any reading activity should be considered fruitful only if it brings the desirable changes in the readers' thoughts, feelings and actions. The goal of any fruitful reading activity should be the transformation of the personality of the reader by assimilating the positive ideas and values, and applying the same in his/her day to day life.

#### Check Your Progress 2

- Notes:** a) Write your answers in the space given below.  
 b) Compare your answers with those given at the end of this unit.

1) What are the four levels of comprehension?

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2) Describe the third stage of reading process, i.e. evaluation and reaction.

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## 3.4 DEVELOPING READING SKILLS

We have understood different stages/levels of reading process in the previous section. While selecting any reading material and teaching the same we should be careful to develop the appropriate reading skills and techniques to achieve the goals of reading. For example, literal comprehension may require the skills of understanding word meaning, sentence and paragraph comprehension. For developing critical and

creative reading, the skills to be employed may be: finding the central idea, generalization, drawing inference, prediction on the basis of given facts, analysis and synthesis, critical evaluation of the material read, etc. Besides these, the following techniques and skills may also be employed for successful readings:

- SQ3R Technique of Reading
- Skimming and Scanning
- Intensive and Extensive Reading

### **3.4.1 SQ3R Technique of Reading**

Students at higher level are normally provided a lengthy list, but they cannot afford to spend time to read everything. Moreover, different texts require different approaches depending on what the learners are expected to get from them. The implication is that the strategy should be flexible in tackling text materials. The one strategy that gained wide acceptance is the SQ3R technique.

SQ3R stands for the initial letters of five steps that should be taken in studying a text. The five steps are:

- 1) Survey
- 2) Question
- 3) Read
- 4) Recall
- 5) Review

#### **Survey**

It refers to a quick glance through the preface, chapter headings, summary, index, etc. of the text. Surveying a text helps the readers grasp the main ideas. The preface helps to decide whether or not the book deserves his/her attention. A quick survey of contents tells what topic the author is dealing with and how the themes have been organized. The index tells instantly whether or not the text contains what are needed.

#### **Questioning**

After surveying the preface and contents you may ask questions like:

- How far can I depend on this book?
- Will the book be helpful to me as its preface suggests?
- Whether the book deals with the topics that I want to go through in detail?

Since questions are generally more helpful if given at the beginning or end of a chapter by the author himself, it is always better to note them during the survey. Having made your survey and started to question, you are now ready for the third step – reading the text.

#### **Read**

Reading text material demands critical and creative skills. Use of these skills for comprehension have already been discussed in section 3.4. Unless we read actively and intensively the intended textual material,

the questions which have been formulated can never be answered satisfactorily.

**Recall**

What has been read needs to be recalled for retention. Regular attempts to recall will help improve your learning in three ways—improving concentration, giving you a chance to clarify your doubts and remedy your misinterpretations and developing your ability to evaluate, react and apply what you have read.

**Review**

The purpose of reviewing is to check the validity of our recall. We must review the material read periodically. The best way to do this is to do a quick repeat of the four steps discussed earlier i.e. survey, question, read and recall.

**Check Your Progress 3**

- Notes:** a) Write your answer in the space given below.  
 b) Compare your answer with the one given at the end of this unit.

Suppose you are teaching SQ3R technique to your students. Say in about 10 lines whether you would ask them to strictly follow the logical order in which SQ3R is presented. Substantiate your answer.

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**3.4.2 Skimming and Scanning**

By Skimming we mean glancing rapidly through a text to find out its general content, central idea or gist. We do this, for example, when we want to find out whether a certain article is relevant to our own area of study or research, or when we glance over a page of newspaper to see if there is anything worth reading in detail, or when we go through a book to find out its subject matter.

By scanning on the other hand, we mean darting over much of a text to search for a specific item or piece of information that we wish to discover. This skill also involves the ability to reject or pass over irrelevant information. It is the kind of reading we do when, for example we read through a biographical account to find out the date on which a certain event happened, or glance through the telephone directory looking for a person’s telephone number. We may also see the table of contents or index of a book to find out whether certain aspect of a problem has been dealt within the book.

**3.4.3 Intensive and Extensive Reading**

The aim of intensive reading is to arrive at a detailed and thorough understanding of the text. It involves the learners working through the

short passage and examining it closely and in detail. The material for intensive reading is chosen with a view to developing the student's power of judgment and discriminative reading of interpretation and appreciation. Students learn to read with careful attention and concentration.

**Extensive reading**, on the other hand, involves reading in quantity for one's own enjoyment. It provides the students an excellent opportunity to increase reading speed, developing reading interests and reading habits. Extensive reading is normally carried out by the students on their own, outside the classroom. It complements the learning that takes place in the classroom as it provides valuable reinforcement of language already presented in the classroom as well as gives students useful practice in skills such as inferring meaning from the context when structures and vocabulary are not familiar.

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## **3.5 THE WRITING PROCESS**

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Recent research on writing has provided us with an important insight. Good writer goes through certain processes which lead to a successful piece of written work. He/she starts off with a plan and thinks about what is to be conveyed and when. After writing the first draft, the writer is constantly reviewing, revising and engaging in the creative process. In this process the writer goes through the following stages:

- Planning
- Translating
- Reviewing/Editing.

### **3.5.1 Planning**

Before putting pen to paper, a good writer always tries to answer the following questions:

- What subject matter, format and style should I select for my writing?
- Who is supposed to read this?

The planning stage is also known as the prewriting stage. While writing, the plan need not be strictly adhered to. As an author goes on writing, the plan may change slightly according to the mood of the writer or on the demand of the composition. In real life, writing normally arises out of a genuine need to communicate something to somebody but in the classroom that need has to be created in such a way that students are motivated to write on their own.

### **3.5.2 Translating**

Here, translating means putting ones thoughts into appropriate language and style, i.e. finding the right words and sentences as well as choosing the right style of presentation. For example, sometimes in a few sentences while illustrating his/her point of view the authors used to provide appropriate examples. Few authors provide the main central idea in the concluding sentences or at the end of the paragraph. The chosen form of writing may be prose or poetry. If it is prose, its format may be essay, story, letter, dialogue, one act play,

biography or autobiography etc. The style of presentation may be descriptive, reflective, critical or creative. Thus the first draft of writing is prepared as per plan.

### 3.5.3 Reviewing/Editing

This may be regarded as post-writing stage. Many good writers keep reviewing their work as they write. From writing the first draft to the stage of editing one needs much rethinking and reorganization of ideas and language. The writer has to adopt a reader's perspective here and assess whether the ideas expressed and language used in the composition are easily comprehensible to the reader. At this stage, good writers add or delete the content or linguistic expression according to the demand of the subject matter or the requirement of the reader.

The process of monitoring is in operation right through the above three stages of composition. As we plan, we monitor our ideas; while drafting, we monitor the other mechanisms including punctuation, vocabulary and grammar. Reviewing and editing are also forms of monitoring.

#### Check Your Progress 4

**Notes:** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

What is the importance of planning, translating and reviewing in the writing process? Write three sentences for each of them in the space given below.

1. Planning

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2. Translating

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3. Reviewing

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## 3.6 DEVELOPING DIFFERENT TYPES OF WRITING SKILLS

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The major types of written composition are:

- Paragraph
- Essay
- Letters
- Reports

We shall discuss below each of these forms of writing and the related skills.

### 3.6.1 Paragraph Writing

Paragraphs form a part of any continuous piece of writing, e.g. essays, reports, letters etc. The characteristics of well written paragraph are:

- a) It has unity – Each paragraph deals with specific idea. Generally most paragraphs have a topic sentence which contains the key idea of the paragraph.
- b) It has coherence – Each sentence in a paragraph, which logically follows from the previous sentence, and anticipates the next sentence.
- c) It is well organized – Each paragraph has a definite plan. Various types of paragraph organization may be: narration, i.e. time sequence or organization of events, comparison and contrast etc.

While writing a paragraph, the writer should keep in mind the ideas of unity, coherence and proper organization of ideas.

### 3.6.2 Essay Writing

Essay writing is an important form of written composition. In this form we express our ideas and experiences about any topic in a well organized and effective manner. The expression becomes lurid when supported by lines from poetry etc.

Normally an essay has three parts – introduction, main body and conclusion. We begin the writing of an essay by introducing the main idea or event expressed in the main body of the essay. The quality of an essay is judged by an effective and interesting introduction. The main body of the essay consists of a number of well organized and coherent passages explaining and discussing various aspects of the topic. While concluding the essay, the writer provides the gist of the whole composition in such a manner that it leaves a lasting impression upon the reader.

### 3.6.3 Letter Writing

Letter enables us to communicate with people who are away from us. Every letter has a writer, a reader and a situation. Some of the purposes for which we write letters are to inform, to invite, to enquire, to complain, to express sympathy, to congratulate, etc.

Letters are of two types: formal and informal. Formal letters are written for business purposes usually among strangers. Informal letters include all correspondence between members of a family, friends, relatives, etc.

The important parts of a letter are: the writer's address, date of writing, the receiver's address, salutation, body of the letter, writer's signature and full name.

### 3.6.4 Report Writing

A report describes an event or an experience. Reports are of several kinds: newspaper reports, reporting events of a social, political or religious function, national or international games/sports competitions, scientific inventions, business meetings, etc. The following are the salient features of a report:

- 1) A report is brief and complete.
- 2) It is usually written in third person.
- 3) It includes only relevant details.
- 4) It is accurate and has no digressions.
- 5) Ideas are logically arranged.
- 6) It avoids emotional overtones.

### 3.6.5 Sharpening Your Writing Skills

If you are one who has a hard time finding the right word or expression for writing, don't feel that you are alone. Developing strong writing skills needs practice and patience. For many people writing clearly and concisely does not always come easily. However, there are general ways, you can sharpen your skills. There are some suggestions.

- a) Write everyday or at least as often as you can. Keep a daily journal. Content is not important here, but the act of writing is. Consistency is the key when you develop your writing skills.
- b) Read as much as possible. Exposing yourself to what others have written is a great tool. Read books, newspapers and magazines. This will help you understand more about style, sentence structure and word usage.
- c) Join professional writing class or an online course to help you develop your writing skills.
- d) Learn basic grammar rules. Writing guides such as "The Elements of Style" can be found in the reference section of any library. Once you have mastered the basics, writing skills will be easier to develop.
- e) Prepare to write more than one draft. No one's writing is perfect the first time. Read out loud what you have written – this can help pick up errors you might not have noticed otherwise. Perhaps you can ask a trusted colleague to proofread your work as well.

### Check Your Progress 5

**Notes:** a) Write your answers in the space given below.  
b) Compare your answers with those given at the end of this unit.

- 1) Write an attractive introduction and conclusion on one of the following topics:
- a) The India of my dream
  - b) The computer age
  - c) Secularism

Introduction

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Conclusion

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- 2) Differentiate between letter writing and report writing by giving three characteristics of each:

a) Letter Writing:

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b) Report Writing

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## 3.7 ENHANCING READING AND WRITING BY USING TECHNOLOGY

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In this technological world, reading and writing do not limit to only print version, rather they encompass technological medium also. Here, the term 'technology' is treated as 'computer' and 'internet

enabled computer' although it has some other meanings attached with other tools, such as: telephone, audio/video cassettes, radio, etc. Just by seeing the texts of a book learners may not interest in reading, in a similar way by holding a pen in front of a white paper does not arise any interest in writing. The mechanism or procedures required to develop reading and writing skills have been discussed in the previous sections.

In this section, the analysis will focus on how technology improves learners' learning in DE contexts. Learners in the information technology enabled world are pleased to read and write by using technological tools, and more prominently with internet enabled computer and computer machines. Computer as a tool does not only help learners to read the text on screen but also assists them to edit text in parallel with reading. While reading on internet they can listen audio, watch video, and do many other activities of their interest. This is so because of the multimedia insertion in the computer machine. It is assumed that learning becomes interesting and creative in its approach.

Advances in technology have provided learners word processors, e-mail, interactive websites, video games, pod casts, and DVD facilities to use in their reading and writing purposes. These new media facilitate different ways to convey information. Distance learners by adapting technology medium do navigate the required information and become master on new techniques. Thus, it is asserted that to acquire reading and writing skills through technology, one should become proficient in using computer, internet, and related technologies.

Reading online guides learners to acquire critical thinking and research strategies to search for the correct information that they require for their studies. For example, to search a simple information a learner needs to assess a list of suggested sites and then analyze web contents for relevance to the question at his/her hand.

### **3.7.1 Acquiring Reading and Writing Skills by Using Internet**

Reading on internet gives pleasure to learners because, unlike a paper book, it is enabled with texts, videos, audios, and links to different other websites. Some of the reading benefits learners derive from online platforms are as follows, though these are not considered as the complete list.

- i) Learners can get their preferred learning styles, such as; visual, hands-on, auditory, etc.
- ii) Websites offer content clues and organized structures of contents, such as subheads, diagram, and clickable definitions of unfamiliar terms, which help emerging readers to develop stronger comprehension skills.
- iii) Navigating and exploring websites make learners predict what they will read next.

**Learner Support:  
Development of Skills**

- iv) By using e-mail tools, they can send their opinions or arguments to their friends and also receive their feedback on time. Hence self-encouraged to read and write on internet platform. This tool provides excellent reading and writing practice in an informal and low-stress setting.
- v) Text that is available in electronic format assists in accommodating learner with disabilities who use screen or text readers (Orkwis & Mclane, 1998)
- vi) With electronic text, learners can change the letters size, appearance, and layout to accommodate their needs.
- vii) Since reading resources and writing activities are available on the internet, and internet sites often contain graphics, sound, video, and animation, hence these motivate learners to excel in their studies.
- viii) Reading supported by graphics, illustrations, drawings, pictures, and other visual illustrations inspires learners to overcome the barriers while reading textual materials.

As many learners, those many learning styles, are their reading styles. Hence, catering education to different learners should have multiple strategic approaches. And, internet can serve this purpose. It accommodates all sorts of learners due to its unique features and creative aesthetic design platforms.

The recent proliferation of electronic text, talking story books, trade books, and internet based textual materials enthrall learners to use various technological tools and methods for their learning activities. Learners with disabilities benefit to a great extent by using technology in their reading and writing purposes. Learners with disabilities have problems with reading fluency, text comprehension skills, vocabulary learning, and abstract reasoning from text presentations from the paper based books. But these are eradicated by using the technology in their learning methods.

According to Orkwis and Mclane (1998) many customized electronic instructional materials and techniques are available. These materials and techniques help learners to access textual information and adapt different learning styles that suit them.

Reading and writing methods have been changed over the past few years after the intervention of internet based electronic materials. There are a few softwares used in reading and writing purposes. These are (Castellani, J. & Jeffs, T., 2001):

- a) Text-reading software
- b) Word-prediction software
- c) Visual concept-organization software
- d) Graphic-based writing software
- e) Writing templates
- f) Fundamental skills software

*Text-reading software*—integrates word prediction by letter, word, and sentence; highlights and scans words as text is read; provides auditory feedback and speech synthesis; offers definitions, spell-check, and thesaurus support for highlighted words; and abbreviation expansion for commonly used words, phrases, and or large text blocks.

*Word-prediction software*—offers beginner, intermediate, and advanced user dictionaries; predicts by letter, word, and sentence; highlights and scans words as text is read; provides auditory feedback and speech synthesis; and can often be used with switch/alternative keyboard access.

*Visual concept-organization software*—provides graphic templates and character webs; offers visual structure for understanding events; cause and effect, and writing outlines; allows for individual user templates; and support for brainstorming.

*Graphic-based writing software*—provides story-boarding and framing; works with pictures, sound, music, voice recording, and text for story representation; provides spell-check and speech feedback; and integrates pictures found on the internet into writing products.

*Writing templates*—provide structural frameworks for letter, resume, outlines, checklists, and report writing.

*Fundamental-skills software*—word attack, sentence mastery, symbol recognition, switch-activated communication software, phonics, electronic storybooks, and simulation software.

*Alternative input devices*—switch access, Morse code, alternative keyboards, touch screens, voice recognition, and on-screen keyboard.

(see <http://chd.gse.gmu.edu/telecomm/main.html>).

How can reading and writing activities be combined with available technology tools? There are many methods to teach children with disabilities to read and write. Regardless of the reading approach, once students have chosen authentic materials, teachers can decide the best method to work with a student on any given text passage. Providing repeated opportunities for students to build their reading and writing skills through available technology tools starts by having students choose the materials they would like to read. Then adapt these materials so that students can work independently.

On the internet, the interest inventory provides a blue print for selecting writing and reading topics of learners' interest. By searching with the help of internet tools, learners access to their reading level materials of their interest. By using text readers software, learners can track the text, convert text to speech, learn unknown vocabulary and avail opportunity to work on higher level of passages. In addition to these, searching the internet for useful educational text can be overwhelming, given the current limited time for planning.

Text readers have inbuilt features that allow learners to study independently by receiving text-to-speech feedback, built in thesaurus, and spell checkers. Web browsers have the built in capacity to enlarge, change the colour, spacing, and count the number of words in a line. Each of these features can help learners of physically disabled category who have difficulties in reading and comprehension

making. This in turn increases learners' attention and motivation, provides opportunities for them to practice reading strategies and work independently with texts (Castellani, 2000).

**Table 1: Reading and Writing with the Internet**

<b>Time Frame</b>	<b>Reading Activities</b>	<b>Writing Activities</b>	<b>Using the Internet</b>
<b>Before</b>	<ul style="list-style-type: none"> <li>Recognize reading level</li> <li>Identify vocabulary and begin creating word list for new or difficult words, prepare prediction questions or questions specific to the text you have found on the Internet</li> <li>Use fundamental skills, software skills (Laureate)</li> </ul>	<ul style="list-style-type: none"> <li>Recognize writing level</li> <li>Use visual concept organization software, such as inspiration, graphing software (Flowchart)</li> <li>Use fundamental skills software</li> </ul>	<ul style="list-style-type: none"> <li>Complete Interest Inventory</li> <li>Scan for pictures</li> <li>Prepare (preview) links ahead of time, bookmarks</li> <li>Search for information, locating text sites on grade level</li> <li>Find materials for grade level (Flesch-Kincaid or 90% rule)</li> <li>Find information on the Internet, based on student preferences or by conducting individualized student searches (using browsers that automatically spell check, etc.)</li> </ul>
<b>During</b>	<ul style="list-style-type: none"> <li>Use text readers, grammar, abbreviation expansion</li> <li>Reread text, have computer read, take turns reading with student</li> <li>Use an available electronic dictionary, thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions to expand on story and provide detail</li> <li>Use writing templates and word-prediction software</li> <li>Use graphic-based writing software</li> <li>Turn questions and answers into sentences</li> </ul>	<ul style="list-style-type: none"> <li>Make decisions about interest and authenticity of materials and student motivation</li> <li>Transfer pictures and text to a disk or word processor for further work with information</li> </ul>
<b>After</b>	<ul style="list-style-type: none"> <li>Provide comprehension activities with extended activities through different learning modalities</li> <li>Look at suggested readings on similar topics by the same author</li> </ul>	<ul style="list-style-type: none"> <li>Publish and share work with others on the Internet</li> <li>Create a literacy portfolio for each student</li> <li>Create booklets on Internet sites and have students</li> </ul>	<ul style="list-style-type: none"> <li>Create booklets on Internet sites and have students rate the story site (rate the stories)</li> <li>Search for related future reading activities and extensions</li> </ul>

Source: Castellani, J. and Jeffs, T. (2001), P.66

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## 3.8 LET US SUM UP

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In this unit we learnt that:

Reading is an integrative and interactive process, and it is difficult to give a single definition of reading.

Reading process involves four stages, i.e. perception/word recognition level, comprehension, evaluation/reaction and application levels.

Comprehension consists of literal, critical and creative levels. These levels are also known as reading ‘on the lines’, ‘between the lines’ and ‘beyond the lines’.

A good reader always evaluates the material read, reacts to it as per his/her own experience and background, and finally applies the assimilated ideas in his/her own life.

Among the various skills of reading, we discussed SQ3R technique – Survey, question, read, recite and review.

The basic skills of reading are skimming for gist, and scanning for specific information.

The two types of reading are: intensive reading that involves examining a text closely and in detail, and extensive reading that involves reading fluently for immodest ending the plot and enjoyment.

Writing is basically a creative process. The writer goes through the stages of planning, translating and reviewing/editing while writing any composition.

A good writer first plans the content, format and style of the writing according to the need and interest of the reader.

After planning he/she translates the subject matter into appropriate language and style. Thus the first draft of the writing is prepared. Later on this draft is reviewed and edited in order to make it comprehensible to the reader.

Writing various forms of composition require respective writing skills which need to be developed and sharpened by constant practice and patience. For example paragraph writing requires unity and organization of ideas while essay writing requires effective introduction, well organized body and concluding remarks.

A good writer should read prominent author’s writings, and develop mastery of the language, expression and style of his/her own.

On the internet, the interest inventory provides a blue print for selecting writing and reading topics of learners’ interest. By searching internet tools, learners access to their reading level materials of their interest. By using text readers’ software, learners can track the texts, convert texts to speech, learn unknown vocabulary and avail opportunity to work on higher level passages. In addition to these, searching the internet for useful educational text can be overwhelming, given the current limited time for planning.



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## 3.9 REFERENCES AND FURTHER READINGS

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## 3.10 FEEDBACK TO CHECK YOUR PROGRESS QUESTIONS

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### Check Your Progress 1

When we read a text, whatever it may be, we do not passively absorb what is given in it. We normally interact with it actively and breathe meaning into the words to get the writer's message. Hence, reading is defined as active interaction with the text.

### Check Your Progress 2

- 1) Four levels of comprehension are: Literal, interpretative, critical and creative.
- 2) A good reader after comprehending the text, evaluates the events, ideas, characters or the intention of the author. At the same time he/she should react ideationally and intentionally about the author's expressed ideas and intentions etc.

### Check Your Progress 3

Although the steps in SQ3R are in logical and natural order, sometimes overlapping and repetitions may be found among them. For example, even while we are passing through survey or reading, we may be repeating our survey while recalling or reviewing.

#### Check Your Progress 4

- 1) **Planning:** At the pre-writing stage, the writer plans the subject matter, format and style and uses it while writing the composition. Along with this he/she also considers the choice and interest of the reader.
- 2) **Translating:** The first draft is written as per the plan. The language and style of presentation used are appropriate according to form and format of the composition.
- 3) **Reviewing:** In the final draft, the writer rethinks and re-organizes the ideas and language of the composition wherever necessary. Additions and deletions may be carried out as per the demand of the subject matter or the requirement of the reader.

#### Check Your Progress 5

- 1) The topics should be written as per your own choice and in your own likeness keeping in mind the introduction and the conclusion.
- 2)
  - a) Letters are of two types – formal and informal. Formal letters are written for business purposes while informal letters are written to the members of the family, friends or relatives. The language and expression are also formal or informal as per the types of the letters.
  - b) Report describes an event or an experience. It is brief and includes only relevant details. It is accurate and ideas are logically arranged.