

## PREFACE

In a bid to standardize higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses viz. *core, generic, discipline specific, elective, ability and skill enhancement* for graduate students of all programmes at Honours level. This brings in the semester pattern, which finds efficacy in sync with credit system, credit transfer, comprehensive continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry their acquired credits. I am happy to note that the university has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade ‘‘A’’.

UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 have mandated compliance with CBCS for UG programmes for all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme.

Self Learning Materials (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English / Bengali. Eventually, the English version SLMs will be translated into Bengali too, for the benefit of learners. As always, all of our teaching faculties contributed in this process. In addition to this we have also requisitioned the services of best academics in each domain in preparation of the new SLMs. I am sure they will be of commendable academic support. We look forward to proactive feedback from all stakeholders who will participate in the teaching-learning based on these study materials. It has been a very challenging task well executed by the Teachers, Officers & Staff of the University and I heartily congratulate all concerned in the preparation of these SLMs.

I wish you all a grand success.

**Professor (Dr.) Ranjan Chakrabarti**  
Vice-Chancellor

Netaji Subhas Open University  
Under Graduate Degree Programme  
Choice Based Credit System (CBCS)  
Subject : Honours in Education (HED)  
Course : Reading and Reflecting on Text  
Code : SE - ED - 21

First Print : November, 2022

---

Printed in accordance with the regulations of the Distance Education Bureau of the  
University Grants Commission.

**Netaji Subhas Open University**  
**Under Graduate Degree Programme**  
**Choice Based Credit System (CBCS)**  
**Subject : Honours in Education (HED)**  
**Course : Reading and Reflecting on Text**  
**Code : SE - ED - 21**

**: Board of Studies :**  
**Members**

**Dr. Atindranath Dey**  
*Director, SoE, NSOU, Chairman (BoS)*

**Dr. Abhijit Kr. Pal**  
*Professor & HOD, Dept. of Education,  
West Bengal State University*

**Dr. K. N. Chattopadhyay**  
*Professor & HOD, Dept. of Education,  
University of Burdwan*

**Dr. Dibyendu Bhattacharyya**  
*Professor Dept. of Education,  
University of Kalyani*

**Dr. Sibaprasad De**  
*Professor, SoE, NSOU*

**Dr. Sanat K. Ghosh**  
*Professor  
SoE, NSOU*

**Dr. P. Nag Chowdhury**  
*Professor  
SoE, NSOU*

**Dr. Papiya Upadhyay**  
*Assistant Professor  
SoE, NSOU*

**Dr. Parimal Sarkar**  
*Assistant Professor  
SoE, NSOU*

**: Course Writer :**

**Dr. Rakhi Bhattacharya**  
*Assistant Professor Dept. of Education,  
Govt. General Degree College, Kalna-I*

**: Course Editor :**

**Dr. Papiya Upadhyay**  
*Assistant Professor  
SoE, NSOU*

**: Format Editor :**

**Dr. Parimal Sarkar**  
*Assistant Professor, SoE, NSOU*

**Notification**

All rights reserved. No part of this Self-Learning Material (SLM) may be reproduced in any form without permission in writing from Netaji Subhas Open University.

**Dr. Ashit Baran Aich**  
*Registrar (Acting)*





**Netaji Subhas Open  
University**

**UG : EDUCATION  
(HED)**

**Course : Reading and Reflecting on Text**

**Code : SE - ED - 21**

---

<b>UNIT 1 : REFLECTIONS ON LITERACY</b>	<b>7-20</b>
<b>UNIT 2 : REFLECTIONS ON READING COMPREHENSION</b>	<b>21-28</b>
<b>UNIT 3 : SKILL DEVELOPMENT IN RESPONDING TO TEXT</b>	<b>29-39</b>
<b>UNIT 4 : REFLECTING UPON WRITING AS A PROCESS AND PRODUCT</b>	<b>40-50</b>
<b>UNIT 5 : PRACTICING INDEPENDENT WRITING</b>	<b>51-60</b>

---



---

## **Unit 1 □ Reflections on Literacy**

---

### ***Structure :***

- 1.1 Objectives**
- 1.2 Introduction**
- 1.3 Literacy and Current University Graduates : Status and Concerns**
  - 1.3.1 Literacy**
  - 1.3.2 Current Status of literacy**
  - 1.3.3 Concerns about students' literacy**
- 1.4 Role of Literacy in Education, Career and Social Life**
- 1.5 Literacy, Thinking and Self Esteem**
- 1.6 Literacy of Language / English : Need and Strategies**
- 1.7 Basic Braille Literacy**
- 1.8 Summary**
- 1.9 Self Assessment Questions**
- 1.10 References**

---

### **1.1 Objectives :**

---

After completion of the unit the learners will be able to:

- Reflect upon current level of literacy skills of self
- Reflect upon the concerns related with literacy of self
- Understand the relation among literacy, thinking and self esteem
- Understand the importance of literacy on second language / English
- Understand and reflect upon literacy of basic Braille

---

## 1.2 Introduction

---

The concept of literacy has changed through time. In this unit students are exposed to that changing so that they can evaluate their current position in relation with modern determinants of literacy. This will also give them an opportunity to develop further and behave like a true 'literate' not just someone able to 'read and write'.

---

## 1.3 Literacy and Current University Graduates : Status and Concerns

---

### 1.3.1 Literacy

Literacy in its simplest form means skill of reading and writing. Oxford dictionary explains it as 'ability to read and write' or competence or knowledge in a specified area. But in educational aspect, literacy is more functional in its application. Therefore, United Nations Educational, Scientific and Cultural Organization (UNESCO) defines literacy as the "ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts."

Literacy in its meaning includes broader aspects than just reading and writing ability. Literacy is the tool to make a true meaning of your environment. Therefore literacy is extremely important for future generations. Even if we explain the definition given by UNESCO, to be literate one has to be "able to identify, understand, interpret, create, communicate and compare .....". Therefore the 'reading' and 'writing' is far from mechanical to have literacy. True meaning of literacy is hidden in much more complex process.

In the 'NATIONAL COMMISSION TO REVIEW THE WORKING OF THE CONSTITUTION' a constitution paper was presented on 'LITERACY IN THE CONTEXT OF THE CONSTITUTION OF INDIA'. Here, the concept of literacy was explained vividly.

Literacy, as defined in Census operations, is the ability to read and write with understanding in any language. A person who can merely read and not able to write would not be considered to be literate. But, it was also said that any minimum educational standard or formal education is also not necessary to be known as literate. That leads to the question what are the dimensions in literacy?



According to Daniel A. Wagner, Director, Literacy Research Center at the University of Pennsylvania "Achieving a literate society in which adults can fully participate in the workplace, community, and family will be a major challenge for the world in the coming millennium".

Literacy is now part of the Human Rights Dialogue. Now most of the nations of the world have also accepted their obligation to provide at least free elementary education to their citizens. Article 26 of the Universal Declaration of Human Rights declares:

"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and Professional education shall be generally available and higher education shall be equally accessible to all on the basis of merit".

### **1.3.2 Current Status of literacy**

In the document, "Education For All", the Department's own statement on the subject (as expressed through the NIEPA (now NUEPA) document) is as under:

"A review of the progress of basic education shows that goals and targets were fixed in the past on the basis of an inadequate understanding of the significance of education. These targets did not take into account the problem of availability of resources, and the conflicting claims of social and economic planning. When the Constitution directed the State to endeavour, within a period of ten years, to provide free and compulsory education to all children till 14 years of age (Article 45), it was expressing an ideal to which the whole nation was expected to commit itself. In the event, however, this commitment and the resources, which go with it, were not forthcoming. The Education Commission (1964-66) indicated targets in a similar time frame and it also made similar assumptions regarding national commitment and the availability of resources. By 1986, the experience of planning more than three and a half decades had amply highlighted the diversity and complexity of the problems the country had been facing in achieving the goal of basic education for all. Notwithstanding this, the Parliament, while approving the National Policy on Education in 1986, chose to approve the following formulation of the target: "It shall be ensured that all children who attain the age of 11 years by 1990 will have had five years of schooling or its equivalent through the non-formal stream. Likewise, by 1995, all children will be provided free and compulsory education upto 14 years of age." Interestingly, here again the timeframe

of roughly a decade was chosen. It became apparent very soon that the targets set for 1990 would not be achieved. It appears that in setting such high targets, the Parliament, like the Constituent Assembly, was reiterating its commitment to the ideal of education for all and was expressing its firm belief that education is a basic right that cannot be denied to anybody. If right from the beginning, it is apparent that the goals are unrealistic and unachievable, they do not lead to the kind of motivation and resource mobilization required. The right approach therefore, is to set realistic targets - realistic not to be defined as easily achievable, but as achievable, with conceivable maximum input of meticulous planning and resources - financial as well as human. We shall therefore proceed to propose realistic targets that we believe can be achieved by the year 2000."

At the end of the eleventh five year plan 2007-2012, India has achieved a Gross Enrolment Ratio—GER 17.9% upward from 12.3% from the beginning of the plan period. The twelfth five year plan of the Indian government for 2012-2017 envisages several revolutionary initiatives to exponentially improve the quality and reach of higher education across the length and breadth of the country.

A very concrete and qualitative recommendations are given by the committee to advise the Government on renovation and rejuvenation of higher education headed by Prof. Yashpal, an Executive Chairman of UGC and his team, (2015).

Some of their recommendations are :

- Present regulating bodies should be subsumed within a national commission for higher education and research.
- IIT and IIMs, our best run institutions must stand to be models of all-round excellence.
- Task of universities is not only to impart knowledge to young people but also to give them opportunity to create their own knowledge.
- Graduates should be sufficiently exposed to interdisciplinary experience which can sustain them when the demands of the particular job market changes
- Theoretical knowledge must be accompanied by practical experience.
- To teach effectively at the university level, one needs rigorous engagement in research.

- Strategy of syllabus redesigning to succeed, evaluation and exam pattern should be changed and pedagogy practises used by teachers.
- Exposure to students at UG level in various disciplines like humanities, social sciences, athletics etc. in an integrated manner.
- Full-fledged orientation programme for newly recruited teachers, which should focus on curriculum, communication and assessment skills.
- New kinds of course designing for professional; learning in all fields from management to architecture and from medical to engineering.
- Setting up a state level council for speedy development of the skills necessary in the present phase of Indian economic development.
- UG students must get opportunities to interact with the best university faculty, as specially the senior faculty of post graduate level.
- Start programme of management education in I.I.Ts.
- Teacher should have complete autonomy in academic matters to frame her\his course and evaluation system.

**In 2015 end facts about literacy in India were as follows :-**

- India is home of largest population of illiterate adults in world - 287 million, amounting to 37% of the global total.
- 47.78 % out of school children are girls. In the next census they will be calculated as illiterate women, which would then have a ripple effect on the education of their children.
- Bihar, Jharkhand and Uttar Pradesh are amongst the bottom five states in terms of literacy of Dalits.
- India's literacy rate has increased six times since the end of the British rule - from 12% to 74% in 2011, yet, India has the world's largest population of illiterates.
- The literacy rate of female Dalits in Bihar is 38.5% in 2011. It is far behind India's progress trend. It is still 30 years behind the India's national literacy Rate which was 43.7 in 1981.
- 60 lakh children in India are still out-of-school

- 92% government schools are yet to fully implement the RTE Act.
- India is ranked 123rd out of 135 countries in female literacy rate.
- In the South Asian region, India ranks fourth, behind Sri Lanka with a female-male ratio of 0.97 and Bangladesh with a female-male ratio of 0.85.
- The percentage of women to the total number of school teachers has gone up from 29.3% in 1991 to 47.16% in 2013-14.

### 1.3.3 Concerns about students' literacy

The report of the International Symposium and Round Table, UNESCO, 1990 on 'Learning to care: Education for the Twenty-first Century' emphasized some aspects for a desirable education system and stated the problem as one of participation in creating a more equitable, fairer and liveable world in the twenty-first century. The efficacy of education in human development can never be understated. Education is fundamental to every constituent of the society irrespective of gender, physical, racial, economic, geographical, cultural, or linguistic differences. Education is a Nation's Strength. A developed nation is inevitably an educated nation. India as a developing nation has been systematically progressing on the educational front since its independence and has seen an appreciable surge in reaching out to all the classes of its society. The improvement on the country's economic front, the up scaling of communication technology and the advent of the internet, have vastly leveraged the promotion of education across all verticals. The accelerated growth of the educational sector in last decade is a sparkling testimony to this fact, with facts and figures showing an unprecedented improvement of education in India.

Some of the barriers hampering the improvement of quality in higher education are listed below:

- The students who complete their study of UG and PG programme do not have much employability in job market.
- Present society demands interdisciplinary knowledge which is one of the most missing features in the present higher education system.
- Curriculum remains more or less stagnant for number of years, whereas the changes and trend in the society take place in quick succession.

- Development of quality and visionary approach always begins with top level of management but it is not adequately found in the head of the institute, management of the colleges or University chair persons.
- The hard fact of poor reading habit of the teachers, teachers just go to classes to teach with stereo type teaching pattern, using the same material for years and years. This deprives the students of the basic training to face the real world.
- No autonomy in work or little space of time to work in creative manner, can't give a chance to search for new knowledge. Even competent teachers are deprived of this sort of academic freedom to mould the future career of students.

---

## **1.4 Role of Literacy in Education, Career and Social Life**

---

Knoblauch (1990) stated that "Literacy is one of those mischievous concepts, like virtuousness and craftsmanship, that appear to denote capacities but that actually convey value judgements". He discussed the socio-cultural aspects of definitions he believed went beyond describing skills and were based on assumptions, ideological dispositions, and political influences. His idea of literacy brings it closer to the broad aspect of education. As is stated by Elizabeth B. Keefe & Susan R. Copeland the relevance and utility of skill-based, individualized definitions of literacy for students with extensive needs for supports has been challenged over the past two decades. Like in proposing a framework for emergent literacy for students who are visually impaired, Erickson and Hatton (2007) refer to literacy as occurring in relation to "print or its equivalent". Another example from their paper is an expansion of the literacy definition as not only an individual trait but something that occurs in interaction with other members of the linguistic community. Rather it emphasises that literacy occurs in a social milieu and therefore should not be defined as solely referring to individual literacy skills in isolation.

Elizabeth B. Keefe & Susan R. Copeland also explained in their quest for "what is literacy?" that there are current emerging trend to see literacy as social phenomenon. For example, Scribner (1984) commented that, "most efforts at definitional determination are based on a conception of literacy as an attribute of individuals; they aim to describe constituents of literacy in terms of individual abilities. But the single most compelling fact about literacy is that it is a social achievement".

Therefore to understand literacy in relation to education, career and social life the following can be assumed safely-

- Literacy is beyond skill identification
- Literacy is a social phenomenon
- Literacy leads to guided instruction , research and policy decisions
- Literacy demands non-restrictive environment with no exception for students with any kind of disability or age level

In the paper ' LITERACY IN THE CONTEXT OF THE CONSTITUTION OF INDIA' it was also quoted that with the limited definition of 'literacy' being adopted for enumeration purposes, there has been concern on the content of a Mass Literacy program. The focus of mass literacy efforts is in terms of basics - the mechanics of reading and attention to computation (addition, subtraction, multiplication and division) in mathematics. It is recognized that these basics are not rooted in the goals of higher-order thinking - conceptualizing, inferring, inventing, testing, hypothesis and thinking critically. It is true that these literacy programs do not have in mind, literacy practice that would promote capacities for independent reasoning, of the kind sought by Third World socially minded pedagogues like Paulo Friere or the leading edge of reformers, business leaders and cognitive psychologists. A candid analysis of illiteracy's political and cultural consequences throughout the population will necessitate in our seeking to move literacy expectations beyond a rudimentary ability to read, write and calculate. The recognition that 'literacy' has to be situationally relevant has given rise to the concept of 'functional literacy', which has been referred to by the Second Education Commission.

Literacy when thought of as specific skill development is more related with career. As for example , being able to read is one basic criteria for literacy and also the primary step to comprehend text. Reading proficiency is fundamental issue for various career skills including almost all office jobs. even in school level, reading skill is the indicator for higher level of achievement. This as well as reflect up employability. The idea of functional literacy also make education more creer oriented and opens up experiences for vocational education. Therefore career and literacy does go hand in hand.

Why the career and literacy is of so importance this time especially ?

In a world bank report, 2015 it was stated that -

When looking at recent data, it is hard to escape the conclusion that although India has enjoyed high economic growth this has largely been jobless economic growth.

It is imperative for there to be a big push in the areas of education and employment in India. This is the most significant policy challenge facing the Indian economy.

In 2012, India's population was 1.23 billion of which 65% was of working age. India already has a smaller ratio of old people to those of working age population than that of China. Therefore, over time, if India's youth is productively engaged, the country's private financial savings and physical capital investment are likely to boom. In contrast to China, India's population will continue to grow beyond 2025 and these trends are likely to persist well into the future. By this time, India can be a high-income or high middle-income country. Arguably, no country currently faces such fortuitous circumstances; indeed very few countries ever have.

One of the many important suggestion stated in the World Bank document is -

A critical input into such job creation would be the rapid skilling of India's youth. Apart from a substantial revamping of school level education, this would require sharply redesigned and expanded national apprenticeship programs. While a large part of these would be established through regular classroom contact, there would be a significant role for remote learning through, for instance, the newly formulated Digital India initiative.

They also added that perhaps the most significant change required among policymakers is attitudinal - both in the public and private sectors. The current fixation with growth and poverty is understandable. However, India's development philosophy must realize that that neither high, medium-term growth, nor sustained poverty reduction, are possible without a paradigm change in India's approach to the education and employment of youth. The consequences of failure could be grave.

We are very aware of the relation between education and social life. As reflected by Justice Bhagwati " "The fundamental right to life which is the most precious human right and which forms the arc of all other rights must therefore be interpreted in a broad and expansive spirit so as to invest it with significance and vitality which may endure for years to come and enhance the dignity of the individual and the worth of the human person. We think that the right to life includes right to live, with human dignity and all that goes along with it, namely, the bare necessities of life such as adequate nutrition, clothing and shelter and facilities for reading, writing and expressing oneself in diverse forms, freely moving about, mixing and co-mingling with fellow human beings."



According to the UNESCO publication, "Education in Asia and the Pacific", Raja Roy Singh, year 1986 has rightly written:

"The dynamics of education and its role in each society in development and transformation make it essential that education continuously renews itself in order to prepare for a future rather than for obsolescence. This renewal process derives from a variety of sources which include: the growth of human knowledge, which is the basic component of education; the heritage of collective experience and values which education transmits to the new generations; the means and methods of communication by which knowledge and values are transmitted and the new values and aspirations which the human spirit adds to the collective experience and wisdom of the past or by which the heritage of the past is reinterpreted and reassessed."

---

## **1.5 Literacy, Thinking and Self Esteem**

---

Now that we have understood that literacy is beyond reading and writing skill we are about to stretch the limit of it. One such broad understanding about literacy is the relationship with higher faculty of cognition. As for example to teach thinking consistently we should treat it as fundamental literacy skill. Literacy is about that preliminary step to learning and to avoid traditional, subject centred education students should be encouraged to think while being literate. Thinking while learning is not optional. It is inherent in modern concept of education. Therefore literacy should never be an exception. Learning while thinking requires frequent, deliberate practice. To become clear and flexible and coherent thinker, students need to be in the process and also the product of it. Thinking in itself is a part of literacy and needs to be practiced. Else learner will remain inactive and the foundation of literacy, learning would fall flat. For thinking in literacy using text to comprehend fully is a good practice. Text is not only for reading but how to move from reading to comprehension is the same road student travels in thinking literacy.

Self esteem is defined as the confidence in one's own worth or ability. Literacy is considered to be the very 1st step of being educated. Therefore at any time or situation learner is not able to attain the basics in literacy often go through anxiety, depression, anger and results into low self esteem. Like " students with dyslexia internalize feelings



of failure as a result of their dyslexia and not as a result of their lack of effort or commitment." ( Long, MacBlain & MacBlain,2007). Expectation in literacy is generally very high and involves different stakeholders including family, teachers, society, nation and individual himself or herself. Therefore support in literacy is very important. Guidance and counselling is a must in this condition. Just teaching a child phonics and basic techniques to achieve literacy is belittling the holistic nature of it.

---

## **1.6 Literacy of Second Language / English : Need and Strategies**

---

- Exploring all academic terms which are new to the students keeping their background knowledge
- Guided instruction is another strategy where students work together to understand what they have read
- Students are to encourage to use their thinking skills and discouraged to memorise information
- Meaning - based context and universal themes are more effective which relates to students personal life etc

---

## **1.7 Basic Braille Literacy**

---

Literacy is the tool for equality and inclusion. Braille Literacy has a whole new meaning in India as half of world population with blindness lives here. Therefore Braille literacy is of utmost importance in education. Learning Braille would require a fundamental development of tactile movement and also the child must have exposure to the concept of reading and text.

Teaching and learning Braille is a skill based activity must be done under supervision. Teacher must remember though that it is a highly individualized process as life experience of the learner varies greatly and effects in his understanding. Their skills and developmental levels vary radically. There are various institute which provide training for Braille learning.

Currently e-Braille transcript system on computer made it user friendly and more accessible. With NGO and Govt. collaboration more number of institutes are able to provide e-Braille to the learner for their daily usage.

---

## 1.8 Summary

---

J. C. Harste(2003) in his write up "what do we mean by literacy now?" explained language literacy and stated that language did not develop because of one language user but rather because of two, and they wanted to communicate. Language is the first and foremost a social meaning - making process. Most of what we know about language we have learned from being in the presence of others. Literacy is about language and power, language and access, diversity, and redesign.

Strategy based instruction refers to explicit classroom instruction directed at learners regarding their language learning and use strategies, and provided alongside instruction in the second language or English as second language itself. For novice students trying their hand in second language, they are generally allowed to participate in any form. Students can copy words and phrases and write them from memory. There could be some activity applied using 'identify' 'list' or 'label' newly learned words. Motivation is a key issue for these new learners. Especially there is always an issue of being looked down upon for making any mistake. Therefore it is the duty of the teacher to keep an open and accepting environment while practicing second language. Strategies adopted are activities using visual stimulus , paragraph completion , dictations, organizing texts or visuals etc.

The other factors teacher must take into note while dealing with second language skill development are

- Proficiency in another/1st language
- Cultural background of the learner
- Whether have any language related difficulty
- Students age and development stage

New Teacher Center at University of California shared their experience of practicing English as second language with following key strategies-

- The improvement on the country's economic front, the up scaling of communication technology and the advent of the internet, have vastly leveraged the promotion of education across all verticals.
- Expectation in literacy is generally very high and involves different stakeholders including family, teachers, society, nation and individual himself or herself.

- There are other factors teacher must take into note while dealing with second language skill development
- Currently e-Braille transcript system on computer made it user friendly and more accessible. With NGO and Govt. collaboration more number of institutes are able to provide e-Braille to the learner for their daily usage.

---

## 1.9 Self-Assessment Questions

---

- a) What is current literacy rate in India?
- b) What is functional literacy ?
- c) Who invented Braille?
- d) Define self esteem.
- e) What is social education?
- f) Write four relation between social life and literacy.
- g) Name four barriers in higher education.
- h) What are the major factors for second language skill development?
- i) Write a short note on e-Braille.
- j) What is the modern concept of literacy?

---

## 1.10 References

---

Copeland,S.R. & Keefe,E.B.(2011). What is literacy? The power of a definition. Research and practice for persons with severe disabilities. Retrieved from <http://journals.sagepub.com/doi/abs/10.2511/027494811800824507>

Lee,C.J.(2011). What do we mean by literacy?. Journal of Educational Thought. Retrieved from [https://www.jstor.org/stable/23767207?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/23767207?seq=1#page_scan_tab_contents)

National commission to review the working of the constitution. A constitution Paper(2001). Retrieved from <http://lawmin.nic.in/ncrwc/finalreport/v2b1-5.htm>

Harste,J.C.(2003). What do we mean by literacy now?. Voices from the middle. Retrieved from [http://www.readwritethink.org/files/resources/lesson\\_images/lesson1140/VM0103What.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson1140/VM0103What.pdf)

Maheshwari,A.N. Assessment and Accreditation in Determination and Maintenance of Norms and Standards for Teacher Education. NAAC. Retrieved from <http://www.naac.gov.in/docs/Quality%20Enhancement%20in%20Teacher%20Education.pdf>

Pandya,P.J.(2016). Improving quality of higher education in India. E-journal Retrieved from <http://www.uancmahilacollege.org/papers/10.pdf>

Patel, T.P. & Soni,N.K.(2014). Quality teaching & higher education system in India. International journal of scientific and research publications,Vol 4,Issues 1. Retrieved from <http://www.ijsrp.org/research-paper-0114/ijsrp-p25109.pdf>

Verma,J.J.S.(2004).Education, sustainable development and the human rights approach. Lecture delivered. Retrieved from <http://www.naac.gov.in/docs/Quality%20Higher%20Education%20and%20Sustainable%20Development.pdf>

Professional resources.Concordia University Website. Retrieved on 2nd September, 2017 from <http://online.cune.edu/defining-career-literacy/>

Richmond,M, Robinson,C. & Sachs-Israel,M.(2012). The global literacy challenge. UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0016/001631/163170e.pdf>

Roucek,J.S.(1967). The role of literacy and illiteracy in social change.Springer Link. Retrieved on 10th September, 2017 from <https://link.springer.com/article/10.1007/BF01416364>

Six key strategies for teachers of English -language learners.(2005). Case Study.Alliance for excellent education. Retrieved from <https://uteach.utexas.edu/sites/default/files/files/SixKeyStrategiesELL.pdf>

---

## **Unit- 2 □ Reflections on Reading Comprehension**

---

### ***Structure :***

#### **2.1 Objectives**

#### **2.2 Introduction**

#### **2.3 Practicing Responses to text : Personal , Creative and Critical**

##### **2.3.1 Response to text**

##### **2.3.2 Personal response**

##### **2.3.3 Creative Response**

##### **2.3.4 Critical Responses**

#### **2.4 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making**

#### **2.5 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies**

#### **2.6 Basic Understanding of Reading Comprehension of Children with Hearing Impairment and Learning Disability**

#### **2.7 Summary**

#### **2.8 Self Assessment Questions**

#### **2.9 References**

---

### **2.1 Objectives**

---

After completion of the unit learners will be able to

- Reflect on different types of text
- Understand the meta cognitive process involved in reading and practice
- Apply different strategies to make meaning of the text
- Understand how to develop good reading skills and habits in Primary Level
- Understand reading comprehension of children with hearing impairment and learning disability

---

## **2.2 Introduction**

---

In education, Reflecting is the higher level of learning. Therefore to reflect upon a text, to achieve comprehension in reading learner has to work hard on certain skills. Therefore the following unit explain those skills in detail.

---

## **2.3 Practicing Responses to text : Personal , Creative and Critical**

---

### **2.3.1 Response to text**

Too often we have reduced reading in to a phonics and grammar practice. But to be literate, one needs to read things critically. Proper reading is part of 'instrumental literacy'. Instrumental literacy is made up of all those proficiencies one needs in order to be able to access a text and understand what it is doing to readers. Students need to be invited to become linguistic detectives as well as encouraged to practice writing texts that do different kinds of work.

### **2.3.2 Personal response**

Personal response to a text involve almost same format as any other response but the difference is in element of response. Here subjectivity is much more appreciated. The main concept is what the text tells us personally? For that past experience of the individual is most influencing factor. One same text can mean various different thing to reader as the experience involving the general area will be different.

To practice 1st we have to select a text that is appropriate to the ideas we wish to express. This will enable us to write freely and remain motivated. As is said in education we should start from known. This will also increase the accuracy in communication.

After reading the text carefully there must be a discussion. It could be an open discussion or an inner dialogue which could be verified with teacher.

While responding to the text the reader must remain personal as you are responding on something of your choice. Personal responses can be made using any of the forms like - short stories, editorial, letter, screen play, diary entry, speech, anecdote, commentary etc.

### 2.3.3 Creative Response

Being able to respond creatively is one of the highest achievements in learning but it requires a free and spontaneous environment. To respond creatively to a text students need to practice main to skills thinking and responding on that thinking creatively. For a creative response the reader must have a good grasp on the text. After that reader have a choice to follow the writers way of thinking a nd add something or can present an argument against it. The key to a creative response is

- Asking in depth question to find new answer
- Getting your thinking cap on
- Text can be analysed as a whole or in parts as that make sense to you
- Choosing right character or idea to emphasis is very important
- In fiction the reader may go beyond the time frame of the text to be creative
- Response may be practiced verbally or non verbally
- There must be ample opportunity to be creative. Students should not be restricted to react in any certain way. Manipulation , as long as creative should be encouraged.

### 2.3.4 Critical Responses

To be able to make critical response require heist of abilities and practice. World renowned teachers help built various models to aid students in this style. To learn creative response process student must attack the involved text rather just stopping at comprehension. The text is read and re-read and then questioned. " where the text grabs most attention and why ?" is one important question reader should ask themselves. Another important question is " what are the further areas which the text leading you to?"

While analyzing Critical Response Process Deborah Lee Luskin mentioned workshop is one of the best technique to develop critical responses. In a workshop on responses on text ( ideally in presence of creator or writer, teacher being the facilitator) the below mentioned steps can be followed -

1. Statements of meaning on the basis of the text.
2. Thinking like the creator / writer of the text.

3. Questions from reader
4. Interaction with follow up questions

In another view Bartholomew Brinkman gives away three secrets to respond critically-

1. Imitation
2. Manipulation
3. Interpretation

For beginners it is advised to start practicing critically respond to a text by following criticisms already present on the text, if any. This reception is the primary step for responding critically later. Imitation is the foreground for specific understanding of the text to get a direction , sometime correction too. In manipulation reader work on imitation - learning in broader aspect. At times , readers are asked to imitate certain style of writing or technique and the result leads to manipulation and creating something beyond.

---

## **2.4 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making**

---

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read. Students can be asked to share the following -

- Identify where the difficulty occurs
- Identify what the difficulty is
- Restate the difficult sentence or passage in their own words
- Look back through the text
- Look forward in the text for information that might help them to resolve the difficulty



---

## **2.5 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies**

---

There are various ways to help students develop good reading skills in Primary level students. Some of them are as follows-

# Using various type of material: different format of material helps student of this standard to remain motivated and become curious to explore new. It changes the medium too which helps attention span.

# Playing with words: it is very important to enrich students word storage. But without doing it mechanically with memorization , teacher can help them use new words in different kind of activities like word matching , fill in the blanks, index card, use in a original sentence etc.

# Reading must be communicable: without achieving the next level any learning falls flat, so is reading skill development. Students must be encouraged to use reading in communication. It is utmost important to relate any kind of learning with students life so is reading and it can be connected through the aid of communication practice.

# Reading in a group : group activity is beneficial for so many reason in teaching learning process. Simply to keep discipline to develop social skill and then directly it benefits in rate of learning. Especially for a struggling reader group reading is that very important support which saves her or him from being excluded.

# Continuous assessment : it is not easy to measure reading skill if not done methodically and continuously . it must be documented from very beginning and in detail. Emphasising both the positive growth and area the student lack. It would be of immense help for the teacher to plan later on as that continuous graph would automatically conclude which part needs more attention and the teacher could plan accordingly,

---

## **2.6 Basic Understanding of Reading Comprehension of Children with Hearing Impairment and Learning Disability**

---

Comprehending a text has various techniques. For a learner with hearing impairment or learning disability, the question remains what more technique should we involve so that the student is able to comprehend the text. In this part we would briefly consider

those techniques and methods which would empower a teacher to create an inclusive environment for learning.

According to Estabrooks and Estes (2007) identified four components of text comprehension as

1. The ability to rapidly decode and attach meaning to new words,
2. The syntactic and morphologic competence to gain collective meaning from the decoded words,
3. The ability to hold the meaning in working memory while processing new words and
4. The ability to apply text processing strategies for the purpose of figuring out unfamiliar words and passages.

For a hearing impaired learner, the difficulty in comprehending a text is because of missing out on significant auditory information. Also, in formal education more than often comprehension of text is compromised for time restrains and the impact of this trend of hearing impaired learner effects far more gravely as they are not only fail to learn the process but now have to adjust with artificial inactive learning.

Research summarized by Snow, Griffin and Burns (2005) encourages conversations with peers and grown-ups before, during and after read-aloud time to nurture literacy, as well as routine conversations with expert communicators such as teachers, peers and parents to help children develop their background knowledge of the language. They also encourage development of phonemic awareness in meaningful contexts through wordplay activities, such as reading in character and using interactive books.

Learning disabilities are related with neurological processing problems and these interferes with learning abilities. The degree of difficulty is dependent on the type of learning disability student have. Therefore early detection is very important and there are times when failure in comprehension make the adults aware of a disability in learning. Learning disabilities are of various forms like auditory processing disorder, dyscalculia, dysgraphia , dyslexia, language processing disorder, non-verbal learning disability, visual perceptual / visual deficit and many more. All of these are related with specialized counseling. Therefore the teacher has to go through a proper training on how to help these learner. But the key approach is to enhancing the ability of the environment so that differently able learner become as comfortable as any other.

---

## 2.7 Summary

---

- Instrumental literacy is made up of all those proficiencies one needs in order to be able to access a text and understand what it is doing to readers.
- To respond creatively to a text students need to practice main to skills thinking and responding on that thinking creatively.
- For beginners it is advised to start practicing critically respond to a text by following criticisms already present on the text, if any.
- Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading.
- For a hearing impaired learner, the difficulty in comprehending a text is because of missing out on significant auditory information.
- Teacher must consider those techniques and methods which would empower a teacher to create an inclusive environment for learning.

---

## 2.8 Self-Assessment Questions

---

- a) What is meta-cognition?
- b) What is critical response of text?
- c) Name one learning disability which effects reading skill development.
- d) What is playing with words?
- e) What is manipulation in critical responding?
- f) Write four strategies for meaning making.
- g) Take any text and make a personal comment on it.
- h) How to motivate primary school students to read?
- i) Write some reading activities of primary students.
- j) What a teacher can do to help student with learning disability in reading skill development?

---

## 2.9 References

---

Comprehension strategies for children with hearing loss.[open source]. Retrieved from <https://www.agbell.org/professionals/education/comprehension-strategies-for-children-with-hearing-loss/#>

Ahmadi, M.R. et al(2016). The importance of metacognitive reading strategy awareness in reading comprehension. English language teaching. Retrieved from [https://www.researchgate.net/publication/273989234\\_The\\_Importance\\_of\\_Metacognitive\\_Reading\\_Strategy\\_Awareness\\_in\\_Reading\\_Comprehension](https://www.researchgate.net/publication/273989234_The_Importance_of_Metacognitive_Reading_Strategy_Awareness_in_Reading_Comprehension)

Easterbrooks, S. R., & Estes, E. (2007). Helping deaf and hard of hearing students to use spoken language. Thousand Oaks, CA: Corwin Press.

Maarof, N. & Yaacob,R.(2011). Meaning making in the first and second language: reading strategies of Malaysian students. Procedia-social and behavioural sciences. Retrieved from <http://www.sciencedirect.com/science/article/pii/S1877042811001194>

Pandit, B., Suryawanshi, D.K. & Prakash, M.(2007). Communicative language teaching in english. Nityanatun Prakashan. Puna.

Snow, C., Burns, M.S.& Griffin,P.(2005).Knowledge to support the teaching of reading: preparing teachers for a changing world. San Francisco:Jossey-Bass.

Tavakoli, H. (2014). The effectiveness of metacognitive strategy awareness in reading comprehension: The case of Iranian University EFL students.The reading matrix. Retrieved from <http://www.readingmatrix.com/files/11-24o5q41u.pdf>

Teaching students to construct written response to text. Website Retrieved from <http://www.sassysavvysimpleteaching.com/2015/11/teaching-students-to-construct-written/>

What is the creative responses? [Open source]. Hawker college. Retrieved from [http://www.hawkerc.act.edu.au/\\_\\_\\_data/assets/pdf\\_file/0008/268901/6a\\_What\\_is\\_the\\_Creative\\_Response.pdf](http://www.hawkerc.act.edu.au/___data/assets/pdf_file/0008/268901/6a_What_is_the_Creative_Response.pdf)

Writing a personal response to text. Website Retrieved from <http://barrheadcomposite.ca/documents/general/personal-response-to-text.pdf>

---

## **Unit 3 □ Skill Development in Responding to Text**

---

### *Structure :*

- 3.1 Objectives**
- 3.2 Introduction**
- 3.3 Indicators of Text Comprehension**
  - 3.3.1 Text comprehension**
  - 3.3.2 Retelling**
  - 3.3.3 Summarizing**
  - 3.3.4 Answering**
  - 3.3.5 Predicting**
  - 3.3.6 Commenting**
  - 3.3.7 Discussing**
- 3.4 Practicing Responding to Text (Using the Indicators) for Recreational Reading Material (Narrations) And School Textbooks (Description)**
  - 3.4.1 Responding to recreational reading material**
  - 3.4.2 Responding to school textbooks**
- 3.5 Practicing Responding to Text (Using the Indicators) for Reports, Policy Documents and News (Expositions) And Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)**
- 3.6 Practicing Web Search, Rapid Reading and Comprehensive Reading**
- 3.7 Summary**
- 3.8 Self-Assessment Questions**
- 3.9 References**

---

### **3.1 Objectives :**

---

After completion of the unit learners will be able to

- Identify the indicators of text comprehension like retelling ,summarizing , answering etc

- Respond to narration and description
- Differentiate among various style of reading
- Develop skill of web searching, rapid reading and comprehensive reading

---

## **3.2 Introduction**

---

The most fascinating part of learning is to achieve higher skills and the path to travel for that. In text response skill development too, various type of text demands different skills to be developed. The following unit discusses about all those methods.

---

## **3.3 Indicators of Text Comprehension**

---

Retelling, Summarizing, Answering, Predicting, Commenting and Discussing are same of the indications of text comprehension.

### **3.3.1 Text comprehension**

Reading comprehension is a much required quality in education. Teachers need to understand all aspects of comprehension to help students develop them. Comprehension can be achieved through various using different methods. There are conscious plans - sets of steps that good readers use to make sense of text. These instructions help students become purposeful, active readers who are in control of their own reading comprehension. Some of the comprehension skills to be taught and applied in teaching learning situation are :

- Retelling
- Summarizing
- Answering
- Predicting
- Commenting
- Discussing
- Sequencing
- Inferencing
- Comparing & contrasting

- Ask Question

Some of the skills are explained below with examples :

### **3.3.2 Retelling**

After reading a text the 1st thing we do is remembering what we have read. To do it more organized vocal way is the process of retelling. To retell the text one can mechanical start using mussel memory but sooner or later the reader has to start the cognitive process related with retelling. Text read and text retold are two different processes and should not be seen as a mechanical superimpose which should fit one another perfectly. Retelling is when a reader tells the story in his / her own words with great detail. Retelling gives an opportunity to the reader to process what they have read, seen, heard, smelled, or touched by organizing it and explaining it to others. Therefore it involves good communication skills too. Retelling would typically involve two processes , deconstruct and reconstruct.

### **3.3.3 Summarizing**

Summarizing is a higher level activity in reading text. As explained in student help website '<http://reading.ecb.org>' , summarizing is "identify key elements and condense important information into their own words during and after reading to solidify meaning." The site offers a simpler definition for students: "Tell what's important."

Summarizing requires students to apply the skill of determining importance in text and then express the important ideas in their own words. Many times, as students learn to summarize, their first attempts are a collection of details, rather than the main ideas of the passage. Other student-produced summaries are too vague and do not include enough detail. Teachers need to devote time to explicit instruction and modelling on both determining importance and summarizing to help students become proficient with both strategies.

The propose of summarizing are

- To identify and organize important information
- To verify meaning of text
- To get the core of the text and understand the main idea
- To make whole sense of the text

Summarizing can be done on whole text or even during reading the text. But there are rules to do a proper summarizing. It is an purposeful activity with desired outcome. Therefore while summarizing students must be made aware of following -

- Must use own words
- Escape trivial things
- Learn to skim the text
- Find the determining areas which define the text
- When a non-fiction text is taken for summary , text structure is very important. The logical relation among text parts must not be lost
- Title, captions, headings are important for text summary.
- During reading , student - readers must keep track of the line of progression of text. There could be a graphical organizer or simple mapping for that.

### **3.3.4 Answering**

The most used comprehension process in teaching learning is answering. Answering question from a text is the basic and easiest process to evaluate the degree of comprehension. For students, it is always advised to make themselves familiarize with the type of question they can face. Questions give a direction on how the students need to study the text. Question can be descriptive, analytical, evaluative, thought provoking or creative etc. Therefore after processing the answer within , it must be presented according to the structure it was asked. The golden rule here is reading actively. Learner must not stop reading the text till every aspect of the text becomes clear to them. Especially on long passages, the reader often lose concentration and only loads of reading practice can grow a habit of reading.

While preparing the answer one important step is to identify the main idea and then identify the supporting ideas. To the point answer is primarily finding out the main idea rightly.

### **3.3.5 Predicting**

Predicting is a tool to attentive reading. Before or during reading we could train ourselves to predict the text and that would engage mind to stop it from deflecting to



anything else. Basically predicting gives us purpose to read and it gets our mind ready to read.

Predicting is done on different aspects of text such as-

- Title of the text lets the reader predict on content of text
- A reader can think about the structure of the text before hand too
- Prior knowledge and experience of reader helps to predict too
- Ask question within like who might be, what might happen etc
- During reading prediction must be regularly updated and refined to new understanding , this would keep the reader engaged

Prediction for text can be practiced formally too. Here the teacher allows the students to see the title of the text and glance through the pictures. A pre text reading discussion can be made or the whole process can be in written form too. While reading students should be encouraged to keep predicting this helps them to read attentively.

Students may initially be more comfortable making predictions about fiction than nonfiction or informational text. This may be due to the fact that fiction is more commonly used in early reading instruction. Students also tend to be more comfortable with the structure of narrative text than they are with the features and structures used in informational text. However, the strategy is important for all types of text. Teachers should make sure to include time for instruction, modeling, and practice as students read informational text. They can also help students successfully make predictions about informational text by ensuring that students have sufficient background knowledge before beginning to read the text.

Predicting is also a process skill used in science. In this context, a prediction is made about the outcome of a future event based upon a pattern of evidence. Students might predict that a seed will sprout based on their past experiences with plants or that it will rain tomorrow based on today's weather. Teachers can help students develop proficiency with this skill by making connections between predicting while reading and predicting in science. Students will not necessarily make these connections independently, so teacher talk and questioning are important.

Sometimes, teachers will use the term prediction and hypothesis interchangeably in science. While the terms are similar, there are subtle differences between the two. A

hypothesis is a specific type of prediction made when designing and conducting an investigation in which a variable is changed. For example, students might write a hypothesis about what will happen to a plant's growth if the amount of water is increased. A hypothesis is often written as an "If...then..." statement.

In general, students move towards independent integration of the strategy, teachers should provide opportunities for them to make, revise, and verify their own predictions before, during and after reading. Pre-selecting and mark stopping points throughout a book. Use sticky notes to mark students' books if they are reading independently.

Teachers can also have groups in a class and ask them to predict as a group work. They have to think loud and share their predictions. These predictions can be turned into journals, learning charts etc. At pre selected stopping points, teacher should ask the students to refine, revise and verify their predictions individually or again as a group.

### **3.3.6 Commenting**

To make a comment is based on judging. Comments are not just arbitrary remark but based on value judgement. Linguist says that commenting involves the process of deconstructing the text to be able to make a comment. Therefore commenting also precedes the process of analyzing, visualising, summarizing, predicting and then making a judgement. It must be added that students prior knowledge and exposure in this kind of text will be a influential factor on commenting. The hidden semantics, writers choice of word and background of the text can be understood easily. Then students can comment on structure, language, meaning, message and impact of the text. Comments would also vary on the basis of type of text, be it fiction and non-fiction or poem and prose or any other kind.

### **3.3.7 Discussing :**

Discussion holds a very important place in comprehending a text. Discussion not only helps in understanding the text but also helps the learner to acquire the skill of presenting personal arguments properly. In the discussion protocol put forward by Kingston city school it is pointed out that "discussion is designed to help participants understand the meaning of the text, and particularly to see how meaning can be constructed and supported by the ideas of others." They presented the following steps-

- all participants may read a common text or each reads a different text for jigsaw effect
- silent reading and text-coding based on desired outcomes. Marking passages for discussion clearly or place on cards so others can quickly present them.
- presenter shares a designated number of passages and his or her thinking about them
- each participant comments on what was shared in less than 1 minute each
- presenter gets the last word, sharing how her or his thinking evolved after listening to others or re-emphasising what was originally shared
- all the presenter repeats the same format
- there must be a provision of debriefing after discussion is complete to contemplate how others opinion impact your ideas, how thinking changed through out the discussion, what were the challenges etc.

---

### **3.4 Practicing Responding to Text (Using the Indicators) for Recreational Reading Material ( Narrations ) And School Textbooks ( Description)**

---

#### **3.4.1 Responding to recreational reading material**

For earliest of time, educators have incorporated recreational reading into classrooms to practice reading. Research studies shows that students who read by choice read more than others ( Aranha,1985). In education, recreational study is not a stand alone activity. It incorporate all the other activities in a literacy process involving learners.

K. Wiesendanger et al did a study on ' recreational reading ' and gave the following 'tips' for successful implementation of recreational reading (RR)

- Make RR one element of a balanced reading programme
- Incorporate teaching word identification and comprehension strategies to supplement RR
- Read daily for an appropriate time length
- Schedule RR at the same time daily

- Change the physical environment
- Establish classroom libraries with a wide array of reading material
- rotate and add new material to the classroom library
- Introduce the material through book walks to increase children's interest
- teacher must start knowing about individual students liking and level of reading
- teachers must also guide students on their book selection and reading habits like book marking etc
- Students should be given some goal, page number wise or any other way

### **3.4.2 Responding to school textbooks**

Descriptive text is about description. It tells a reader about something with proper adjective and adverbs. Generally in descriptive text reader gets to feel the five senses i.e. to look, smell, touch, taste and hear. Sentences like "breeze of the southern sea touched my skin and told something" make reading like a live experience which is the purpose of descriptive text. Therefore responding to a descriptive text is restrictive in creative expression. But on the other hand, school text prepare us for farther higher level and that is why no less important. School textbooks are mostly non-fictional and therefore at times fail to motivate a student to study. It is utmost important to find a proper text for student. Otherwise the way of responding is similar to narrative text. Only the content varies and therefore while writing answer it become a more formal affair then a liberal one.

---

## **3.5 Practicing Responding to Text ( Using the Indicators ) for Reports, Policy Documents and News ( Expositions) And Editorial , Academic Articles, Advertisement Copy, Resume (Argumentation)**

---

Reports, policy documents and news all these have one part in common. While reading we have to do reasoning and responding according to that logic. Therefore these responses are usually expository in nature. Expository writing means writing to provide reason or explanation in a logical order. Most expository essays have an introductory paragraph in which objective is stated, several main body and a concluding

paragraph. Cause - effect explanation, description of an event with compare and contrast etc are the examples of expository writing. For practice , teacher may ask learners to select any interesting news from news paper and start commenting on those through a critical reading and analysis.

Editorial text, academic articles, advertisement or resume all these documents are created to place proposal or views. Therefore to respond on those becomes argumentative in nature. For example an advertisement in paper aims to appeal the target consumer. To respond to that one must go with those arguments presented through the advertisement and criticize to arrive to a conclusion I.e. whether the advertisement able to generate the response from the buyer as it was expected to. These can be practiced in classroom and through that learners responding skills are measured and bettered.

---

### **3.6 Practicing Web Search, Rapid Reading and Comprehensive Reading**

---

Web is the 'tell all' device in modern generation. Web search refers to an activity where the searcher uses software system that is designed to search for information o the www i.e. world wide web. There are variety of web search devices most popular being 'google search engine'. Bt webs search also require the searcher to find the proper key word for search. The more effective 'key word' is, the chances of getting good result out of search becomes higher. Not to use too many keys is one rule.

Rapid reading is any of several technique used to improve one's ability to read faster. Rapid reading practices include various tricks which include 'chunking' , minimalistic vocalization and regular practice.

An individual's ability to grasp a text depends on personal traits and skills. Comprehensive reading quality depends on learners understanding of 'word formation', phonics, vocabulary , fluency etc. comprehension is the aggregate of all the skill development. Students who can decode words, comprehend a story, understand the basic elements of a story, follow the plot and so on can be better in comprehending a text.

---

### **3.7 Summary**

---

- There are conscious plans - sets of steps that good readers use to make sense of text. These instructions help students become purposeful, active readers who are in control of their own reading comprehension.

- Summarizing requires students to apply the skill of determining importance in text and then express the important ideas in their own words.
- While preparing the answer one important step is to identify the main idea and then identify the supporting ideas. To the point answer is primarily finding out the main idea rightly.
- In general , students move towards independent integration of the strategy, teachers should provide opportunities for them to make , revise, and verify their own predictions before, during and after reading.
- Discussion is designed to help participants understand the meaning of the text, and particularly to see how meaning can be constructed and supported by the ideas of others.

---

### 3.8 Self-Assessment Questions

---

- a) Name one indicator of text comprehension.
- b) Give one prediction on text that you have read.
- c) What is a narration ?
- d) What is an argument ?
- e) What is www?
- f) What is commenting on text?
- g) What are the main rules of reporting ?
- h) Give an example of ideal summarization .
- i) Write the fundamental rules of writing a resume.
- j) Write two benefits of rapid reading.

---

### 3.9 References

---

Aranha,M.(1985). Sustained silent reading goes East. *The Reading Teacher*, 39,214-217

Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language*

teaching in English. Nityanutan Prakashan, Pune.

Summarizing and synthesizing: what's the difference?. [open source]. Ohio state university. Retrieved from <http://beyondpenguins.ehe.osu.edu/issue/climate-change-and-the-polar-regions/summarizing-and-synthesizing-whats-the-difference>

Tovani, C., & Keene, E. O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers

Wiesendanger, K., Braun, G. & Perry, J. (2009). *Reading Horizons*. The Berkley Electronic Press. Retrieved on 10th September, 2017 from [http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1063&context=reading\\_horizons](http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1063&context=reading_horizons)

Writing guide: Media, communication and culture. Erasmus school of history, culture and communication. Academic year 2015-2016. Retrieved from

[https://www.eshcc.eur.nl/fileadmin/ASSETS/eshcc/Algemene\\_cultuurwetenschappen/writing\\_guide\\_Culture\\_Media\\_and\\_Communication.pdf](https://www.eshcc.eur.nl/fileadmin/ASSETS/eshcc/Algemene_cultuurwetenschappen/writing_guide_Culture_Media_and_Communication.pdf)

---

## **Unit 4 □ Reflecting Upon Writing as a Process and Product**

---

### *Structure :*

- 4.1 Objectives**
- 4.2 Introduction**
- 4.3 Understanding Writing as a Process : Content (Intent Audience and Organization)**
  - 4.3.1 Introduction**
  - 4.3.2 Audience of a content**
  - 4.3.3 Organizing content**
  - 4.3.4 The key to develop a good content has the following rules**
- 4.4 Understanding Writing as a Process: Language (Grammar,Vocabulary, Spelling)**
- 4.5 Understanding Writing as a Process : Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)**
- 4.6 Practicing self Editing and Peer Editing of Sample Texts**
- 4.7 Practicing Evaluating Students Writing Using Parameters : Productivity , Correctness, Complexity , Text Organization and Literary Richness**
- 4.8 Summary**
- 4.9 Self Assessment Questions**
- 4.10 References**

---

### **4.1 Objectives**

---

After completion of the unit learners will be able to

- Understand content writing process
- Understand the importance of grammar , vocabulary and spelling in writing
- Understand the importance of handwriting, neatness, alignment and spacing



- Understand and use the process of editing in writing
- Evaluate students' writing on proper parameter

---

## 4.2 Introduction

---

Writing is a process and like any other processes it has to be designed. A process needs to have a purpose and then must be designed accordingly for a proper execution. That is the product of that process. In writing the process leads to the product of writing. In itself it's a product too.

---

## 4.3 Understanding Writing as a Process : Content ( Intent Audience and Organization)

---

### 4.3.1 Introduction :

To understand writing as a process, one have to think like a reader. What we like to read? How the presentation affect our reading quality? What makes a good read? How much of that is latent in writing quality?

Even a good plot falls flat as thriller because of bad writing. If each idea blur into the next without serving any purpose, then the writing fails to impress.

Paragraphs separate ideas into logical, manageable chunks. One paragraph focuses on only one main idea and presents coherent sentences to support that one point. Because all the sentences in one paragraph support the same point, a paragraph may stand on its own.

To create longer assignments and to discuss more than one point, writers group together paragraphs.

Three elements that shape the content of each paragraph are as follows :

- a) Purpose. The reason the writer composes the paragraph.
- b) Tone. The attitude the writer conveys about the paragraph's subject.
- c) Audience. The individual or group whom the writer intends to address.

Therefore it can be safely said that writing a good content depend on giving importance to audience and organizing accordingly.

### 4.3.2 Audience of a content

The main question is how you engage the target audience into the produced content? The problem can be more specific if framed in a different way i.e. how you identify your target audience to write a content? That would be more logical and easy to execute process.

Therefore 1st step of content writing is identifying the target audience to understand their demand. A detailed and accurate understanding of whom you are writing to is of much important.

Although the audience for writing assignments-your readers-may not appear in person, they play an equally vital role. Even in everyday writing activities, you identify your readers' characteristics, interests, and expectations before making decisions about what you write. In fact, thinking about audience has become so common that you may not even detect the audience-driven decisions.

For example, you update your status on a social networking site with the awareness of who will digitally follow the post. If you want to brag about a good grade, you may write the post to please family members. If you want to describe a funny moment, you may write with your friends' senses of humour in mind. Even at work, you send e-mails with an awareness of an unintended receiver who could intercept the message.

In other words, being aware of "invisible" readers is a skill you most likely already possess and one you rely on every day.

The type of information one need to understand about the audience are as follows

- Demographics. These measure important data about a group of people, such as their age range, their ethnicity, their religious beliefs, or their gender. Certain topics and assignments will require these kinds of considerations about your audience. For other topics and assignments, these measurements may not influence your writing in the end. Regardless, it is important to consider demographics when you begin to think about your purpose for writing.
- Education. Education considers the audience's level of schooling. If audience members have earned a doctorate degree, for example, you may need to elevate your style and use more formal language. Or, if audience members are still in college, you could write in a more relaxed style. An audience member's major or emphasis may also dictate your writing.

- Prior knowledge. This refers to what the audience already knows about your topic. If your readers have studied certain topics, they may already know some terms and concepts related to the topic. You may decide whether to define terms and explain concepts based on your audience's prior knowledge. Although you cannot peer inside the brains of your readers to discover their knowledge, you can make reasonable assumptions. For instance, a nursing major would presumably know more about health-related topics than a business major would.
- Expectations. These indicate what readers will look for while reading your assignment. Readers may expect consistencies in the assignment's appearance, such as correct grammar and traditional formatting like double-spaced lines and legible font. Readers may also have content-based expectations given the assignment's purpose and organization. In an essay titled "The Economics of Enlightenment: The Effects of Rising Tuition," for example, audience members may expect to read about the economic repercussions of college tuition costs.

### 4.3.3 Organizing content

Content refers to all the written substance in a written document. Organizing content is done after selecting the purpose and audience. The main objective is to choose what kind of information will be given in that content. Content may consist of examples, statistics, facts, anecdotes, testimonies, and observations, but no matter the type, the information must be appropriate and interesting for the audience and purpose.

There is one excellent guideline by Kathleen Cali for organizing content. She said that there are some guiding questions for a good organization. The questions are -

- Does your piece have a clear beginning, middle, and end?
- Does your piece have a strong beginning that hooks the reader?
- Does your piece have a strong ending that fits the focus?
- Are the ideas and actions connected to each other?
- Can your reader follow the piece logically from beginning to end?
- Is it complete? Does it feel finished?

These are the basic fundamental questions to answer if you want to have a good content organization. She also gave a model structure for proper organization. The structure is given as example below for your practice.

Content organizing structure by Kathleen Cali.

Text structures

A text structure is the framework of a text's beginning, middle, and end. Different narrative and expository genres have different purposes and different audiences, and so they require different text structures. Beginnings and endings help link the text into a coherent whole.

### BEGINNINGS: HOOKING YOUR READER

Where to begin is a crucial decision for a writer. Just as a good beginning can draw a reader into a piece of writing, a mediocre beginning can discourage a reader from reading further. The beginning, also called the lead or the hook, orients the reader to the purpose of the writing by introducing characters or setting (for narrative) or the topic, thesis, or argument (for expository writing). A good beginning also sets up expectations for the purpose, style, and mood of the piece. Good writers know how to hook their readers in the opening sentences and paragraphs by using techniques such as dialogue, flashback, description, inner thoughts, and jumping right into the action.

### WHAT'S IN THE MIDDLE?

The organization of the middle of a piece of writing depends on the genre. Researchers have identified five basic organizational structures: sequence, description, cause and effect, compare and contrast, and problem and solution.

Sequence uses time, numerical, or spatial order as the organizing structure. Some narrative genres that use a chronological sequence structure are personal narrative genres (memoir, autobiographical incident, autobiography), imaginative story genres (fairytales, folktales, fantasy, science fiction), and realistic fiction genres. Narrative story structures include an initiating event, complicating actions that build to a high point, and a resolution. Many narratives also include the protagonist's goals and obstacles that must be overcome to achieve those goals.

As early as kindergarten, children can be introduced to basic informational genres that are organized sequentially, including learning structures for writing instructions, experimental recounts and experimental procedures. Older students can learn to use timelines to organize biographies, oral histories, and recounts of current and historical events.

Cause and Effect structure is used to show causal relationships between events. Cause and effect structures organize more sophisticated narratives as children become more adept at showing the relationship between events. Young children also can begin to extend opinion essays by giving reasons to support their opinions using the word because. Signal words for cause and effect structures also include if...then, as a result, and therefore.

Comparison and Contrast structure is used to explain how two or more objects, events, or positions in an argument are similar or different. Graphic organizers such as venn diagrams, compare/contrast organizers, and data matrices can be used to compare features across different categories. Primary grade children can begin to use words such as same and different to compare things. Other words used to signal comparison and contrast organizational structures include alike, in contrast, similarities, differences, and on the other hand.

Problem and Solution requires writers to state a problem and come up with a solution. Although problem/solution structures are typically found in informational writing, realistic fiction also often uses a problem/solution structure that children can learn to identify.

#### ENDINGS: BEYOND "HAPPILY EVER AFTER"

The type of ending an author chooses depends on his or her purpose. When the purpose is to entertain, endings may be happy or tragic, or a surprise ending may provide a twist. Endings can be circular, looping back to the beginning so readers end where they began, or they can leave the reader hanging, wishing for more. Endings can be deliberately ambiguous or ironic, designed to make the reader think, or they can explicitly state the moral of the story, telling the reader what to think. Strong endings for expository texts can summarize the highlights, restate the main points, or end with a final zinger statement to drive home the main point to the audience.

#### Cohesion: the glue that holds the structure together

If narrative and expository structures are the framework, cohesive elements such as transition words are the glue that holds these structural elements together. Transition words show the relationship between different sentences and ideas. Poor writers tend to loosely connect their sentences with and and then. Good writers use transition words that show causal and logical relationships between words, sentences and paragraphs, such as because and after.

#### 4.3.4 The key to develop a good content has the following rules-

- Find the key concept
- Title
- Outline
- Review , research and start writing
- Edit
- Final edit to get the finished product

The process of content writing in general involves the following steps

- A) Prewriting
- B) Drafting
- C) Revising
- D) Editing
- E) Final product

---

#### 4.4 Understanding Writing as a Process: Language (Grammar, Vocabulary, Spelling)

---

Let us quote Delphine de Vigan and say first - "People who think that grammar is just a collection of rules and restrictions are wrong. If you get to like it, grammar reveals the hidden meaning of history, hides disorder and abandonment, links things and brings opposites together. Grammar is a wonderful way of organizing the world how you'd like it to be." When we think of writing, we mostly consider the final product. But writing is not something one gets within days. To be a good writer one has to understand the whole process and the parts it is made of. Three very important of them are grammar, vocabulary and spelling.

Grammar, vocabulary and spelling are part of one long process involved with language. Grammar is hidden in day to day language use. It is in the sound, structure, and meaning system of language. Therefore concept of grammar should be given through normal day to day use of language. Separating grammar from actual use of it makes it hard to relate and understand. Rules are to be taught through real life experiences and

jargons should be avoided. Researchers agree that it is more effective to teach punctuation, sentence variety, and usage in the context of writing than to approach the topic by teaching isolated skills (Calkins, 1980). For proper grip on grammar, vocabulary and spelling becomes an important part too. Teacher must have a fair idea on language development process and also about language development problems. Vocabulary is all about words. There are variety of ways to help students grasp on word including indoor games. Teacher may also ask students to use their current texts and make changes with adjectives or noun with synonym. For punctuation lessons teacher may use one sentence and show them how the meaning changes with different kind of punctuations. Finally teachers may start using comparison between two different text and students could evaluate which one sounds better and what was better in that. With these practices student can attain a higher level of understanding over language uses.

---

#### **4.5 Understanding Writing as a Process : Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)**

---

Handwriting , neatness, alignment , spacing etc as referred surface mechanics may not be the most important factors in writing but lack of those quality may fail the whole process. Handwriting is related with motor memory. Therefore early years of writing practice is very important. The surface of writing, holding pen or pencil properly etc all are factors for future good handwriting. The development of higher level handwriting skills like letter formation, sizing, spacing, alignment etc all begins with being able to copy simple shapes. Therefore letter formation is the 1st step of good handwriting. After that sense of alignment and spacing occurs. The more well formed letters become , alignment gets corrected too. Spacing sense come after that when they finally understanding two separate words and place in a blank page. All these are one continuous but very specific interrelated process.

---

#### **4.6 Practicing self Editing and Peer Editing of Sample Texts**

---

Editing is done after the draft text is ready and needs to be screened for final copy. Editing can be done by writer himself or herself and also by someone other than the writer. Self-editing is the process that every writer goes through after they complete a draft of their written work.

Editing in general includes checking of things like grammar, continuity, spelling, typing error, missing words, repetition, clarity etc.

Peer editing adds to the knowledge of the writer and many researches shows that peer editing also effects motivation for a good write up. Peer editing helps students explore learning opportunities and build new knowledge by directing their limited and selective attention to problems of content and organization in their text. In standardized text, checking is almost always done by peer.

---

#### **4.7 Practicing Evaluating Students Writing Using Parameters : Productivity, Correctness, Complexity, Text Organization and Literary Richness**

---

Evaluating students writing most of the time done subjectively. But good writing characteristics are already discussed above. Therefore it is highly recommended that teachers should set parameter for evaluating writing. That's would be scientific and more effective. Some of those parameter are productivity , correctness, complexity , text organization and literary richness.

- The measure for text complexity is based on range of factors such as structure, language lucidity, conventionality and clarity etc.
- writing to be productive it has to perform, reach what it aim for. When writing is practiced to acquire involved skills it always reaches higher standards of productivity. In this approach, teacher will focus on the final product.
- Correctness in writing involves spelling, punctuation, grammar , style, appropriateness, linguistics, etc. while evaluating writing practices, correctness is not among 1st few criteria but to achieve higher standard this can not be ignored.

---

#### **4.8 Summary**

---

- Paragraphs separate ideas into logical, manageable chunks of information.
- The content of each paragraph and document is shaped by purpose, audience, and tone.
- Identifying the audience's demographics, education, prior knowledge, and expectations will affect how and what you write.



- Devices such as sentence structure, word choice, punctuation, and formal or informal language communicate tone and create a relationship between the writer and his or her audience.
- Content may consist of examples, statistics, facts, anecdotes, testimonies, and observations. All content must be appropriate and interesting for the audience, purpose and tone.

---

## 4.9 Self-Assessment Questions

---

- a) Revising, Prewriting & Drafting - arrange .
- b) Define content writing.
- c) What is tone in writing?
- d) Name one alignment.
- e) Name certain parameter for evaluating students writing.
- f) Write the steps of editing.
- g) Write about the impact of hand writing.
- h) What do you understand about literary richness?
- i) What are the basic rule for text organization?
- j) Generate one characteristics under each category for each audience.
  - a) Your classmate
  - b) Your students
  - c) Your teacher

---

## 4.10 References

---

Approaches to process writing. British Council. Retrieved from <https://www.teachingenglish.org.uk/article/approaches-process-writing>

Better Writing through Appropriate Vocabulary and Grammar.( Open Source Portal) Retrieved from <http://orelt.col.org/module/unit/2-better-writing-through-appropriate-vocabulary-and-grammar>

Calkins, L.M.( 1980). " When Children Want to Punctuate." Language Arts.

Cali,K.The five features of effective writing. Retrieved from <http://www.learnnc.org/lp/editions/few/683>

Chin, B.A. (2000). The Role of Grammar in Improving Student's Writing. Retrieved from <http://people.uwplatt.edu/~ciesield/graminwriting.htm>

Diab, N.M. (2010). Peer-editing versus self-editing in the ESL classroom. Retrieved from [http://www.iiis.org/cds2010/cd2010sci/ispr\\_2010/paperspdf/va909up.pdf](http://www.iiis.org/cds2010/cd2010sci/ispr_2010/paperspdf/va909up.pdf)

Resources for writers: The Writing Process. Retrieved from <http://cmsw.mit.edu/writing-and-communication-center/resources/writers/writing-process>

Spiegel, D.L. (1981). Six alternatives to the directed reading activity. *The Reading Teacher*, 34, 914-922

The writing process. Retrieved from <https://www.bcps.org/offices/lis/writing/secondary/process.html>

Writing and Rhetoric. Dartmouth. Retrieved from <http://writing-speech.dartmouth.edu/teaching/first-year-writing-pedagogies-methods-design/teaching-writing-process>

---

## **Unit 5 □ Practicing Independent Writing**

---

### *Structure :*

- 5.1 Objectives**
- 5.2 Introduction**
- 5.3 Practicing Writing**
  - 5.3.1 Introduction**
  - 5.3.2 Writing a picture description**
  - 5.3.3 Expansion of idea**
  - 5.3.4 Writing an Essay**
  - 5.3.5 Writing a story**
- 5.4 Practicing Daily Leaving Writing**
  - 5.4.1 Application Writing**
  - 5.4.2 Agenda/Minutes writing**
  - 5.4.3 Note taking practice**
- 5.5 Practicing Converting Written Information Into Graphical Representation**
- 5.6 Practicing Filling Up Surveys , Forms, Feedback Responses , Checklists**
- 5.7 Reflections On The Course : From Theory To Practice To Initiating Process To Improve Self**
- 5.8 Summary**
- 5.9 Self-Assessment Questions**
- 5.10 References**

---

### **5.1 Objectives**

---

After completion of the unit, learners will be able to

- Understand the importance of practice in independent writing
- Understand what are the types of independent write one have to practice

- Apply writing skill in daily course of life
- Convert written information into graphical representation
- Reflect upon the complete process in this course , from theory to practice

---

## **5.2 Introduction**

---

In this concluding unit the focus is on independent writing. All the areas like picture description, application writing graphical representation, feedback responses are discussed for application. This unit aims to help learner practice independent writing.

---

## **5.3 Practicing Writing : Picture Description / Expansion of Idea / Essays/ Stories**

---

### **5.3.1 Introduction**

Writing is primarily of two kind, free hand or structured. But to practice writing there are different stimulus involved. A picture description, some idea to expand or to write an essay or story , these are the perfect practices to develop writing skill. But all these ways have there different styles. Therefore each must be explained and understood properly.

### **5.3.2 Writing a picture description**

The primary purpose of any kind of descriptive writing is to write in a way that a picture is formed in the minds of reader. It may be about some person or place or thing. But through description a abstract idea becomes almost concrete. Description writing can be practices by using pictures and giving it a voice through words.

The main focus in describing a picture is to pay close attention in details. That can not be achieved through one single step. Therefore students must be guided through following steps -

1. selection of an appropriate picture
2. discussing main issues in the picture
3. let the student write the 1st draft description on the picture

4. discussing and feedback for final draft
5. an open discussion to evaluate each progress
6. suggestion for farther development

### 5.3.3 Expansion of idea

Generally an idea is explained in one or two paragraphs unless its an essay. To explain idea the central rule is not to take more than one idea simultaneously. This will ruin the purpose and ideas would fall apart.

To explain an idea properly the writer must be clear on two things. What constitute that idea and what the writers stand on it. One has to be very clear about these before starting to write about it.

While writing the topic must be stated clearly. Else readers wont be able to follow the logical progression. After the topic statement supporting explanation must follow logically. Examples, references or experiences can be used to elaborate on this. There are no specific rule as long as it stays true to the idea the writer started with.

### 5.3.4 Writing an Essay

The main objective of writing an essay is to clearly and logically express an idea or theme. But essays are not mere paragraph writing, generally more than four paragraphs are there in an essay and each paragraph stands on its own yet interwoven to uphold one theme or idea through out the essay. Basic structure of an essay is

- a) Introduction
- b) Body (2/3 or more paragraphs)
- c) Conclusion

In introduction we need to have background information , hints at essay development, thesis statement . Background information is the general statement about the topic of the essay . it doesn't actually answer the question posed in the essay topic, but gives the reader the impression that the writer knows about the topic , have thought about it and ready to explain.

Hints hold that idea which be explained in the essay. Not much of that should be written in the introduction but little bit of sharing hooks the reader to the essay.

The thesis is the stand taken in the essay on the very idea which is elaborated on. If someone is writing on "current status of higher education in India" then after introducing general idea one should give some hint on what are the areas to be covered to explain the current position and then finally there should be two or three sentences on trend which will be analysed later on.

In the Body of the essay the idea is explained as done in paragraph writing. Generally in essay, each paragraph should have one idea. Therefore to establish the logic in the essay, all the required supporting ideas must be separated into different paragraphs. That is why body of an essay can have more than two three paragraphs as demanded from the topic the writer is dealing with.

Conclusion is very important part in an essay. It is written as per the topic of the essay. If there is a reason to judge at the end then the writer should do that in conclusion. Else conclusion should have the summary of all the explanation done to come to a logical ending. As for example, "current status of higher education in India" is an essay to be judged on that issue. So the conclusion will have judgmental value in it. Also there must be future trend or reference or suggestion in conclusion.

### **5.3.5 Writing a story**

Practicing writing stories would be considered the highest level of creative expression as far as practicing writing is involved. Like any other creative output it would be completely wrong to give some methodical steps for story writing. But students writing stories as creative expression involves multiple benefits and needs to be supported. Therefore we may discuss some measure to facilitate the process. Those are as follows -

- Reading is very important exercise for good writing
- for students trying writing stories as exercise should have a timeline
- selecting a broad area or idea is important as good writing is always about something
- feedback is really important in good story writing practice
- writing has to be both, emotional and cognitive process

As the famous poet Robert Frost said "no tears in writer, no tears in the reader".

Then there is Ernest Hemingway telling us " there is nothing to writing. All you do is sit down at a typewriter and bleed".

---

## 5.4 Practicing Daily Living Writing

---

Applications / Agenda - Minutes / Note Taking

### 5.4.1 Application Writing :

Each application has specific agenda to present but overall the structure is formal and does not vary much. Let us take an example to understand application writing style:-

1[Address of receiver]

2[Address of sender]

3[Addressing the receiver]      4[subject of letter]

5[Body]

6[salutation]

In the body of an application three things must be stated clearly. What you are applying for, why your are suited and what you are looking for. While writing we have to remember that applications should always remain formal and can never be written in personal tone.

### 5.4.2 Agenda/Minutes writing :

Agenda and minute both are related with meeting. Agenda is the outline of what to be discussed in a meeting. Minutes are the summarized proceeding in a meeting. These are formal writing formats but varies institute to institute.

Agenda can be broad area based informal list to be discussed or could be very specific point wise preplanning. But it should be prepared well in advance and circulated before meeting. Generally a notice is served in educational institute to declare agenda of coming meeting. Therefore it also include time, place and person to be present in the meeting.

Minutes are kept while meeting is going on. It is the formal documentation of proceeding. Generally a agenda wise minute is prepared for further implication. Minutes also help others who were not present in the meeting get informed about it. Minutes vary as required. It could be a word to word documentation, like in permanent proceeding. Or it may be a summary of what happened. Minutes can be written focusing on resolution too i.e. after discussion conclusion on future goals and activities. Minutes should be written in past tense and in narrative form. Another important difference of minute from any other writing is that it has to be written as quickly as possible. It is almost like reporting an actual event but with an formal objective approach too. After writing generally minutes are properly edited and typed and published as per the protocol of the office. Minutes also may have attachments of all the documents or write ups used to arrive to the conclusion.

#### **5.4.3 Note taking practice**

In classroom, one major challenge for students is how to balance between listening to what is going on in classroom and also keep a note about it. Note taking is a purely skill based activity which involves more than one senses to be at their best skill at the same moment. Therefore one has to learn what to write and what to discard in a note.

The general rule is that the paper is divided in three or four sections. This is page layout for note-taking. General information is written in main middle part. Then you have margin portion in left side and bottom. Some also use right side margin for some special information or backup question which needs to be cleared later on. The left margin is generally used for important words/ new concepts/ core idea in body/discussion. The bottom margin is used to write conclusion on the whole note. Summary or conclusion is very important for further study. To use note in full advantage, learner should go back to the note as soon as possible to use it for further input.

---

### **5.5 Practicing Converting Written Information Into Graphical Representation**

---

Graphical representation became a mandatory part of any representative format in this technical age. As technology made things easier to apply now there are various apps available for converting information into a meaning full presentation via graphics. These representation include diagrams, timelines and table etc. in school education



representation of mere data or information into graphics is very important in modern education. Graphics make information more meaningful and related with reality also easily related with life experiences. They increase the diversity and also minimizing ambiguity. Especially to achieve higher level of understanding , to arrive at value based education one has to move away from inactive data and give place to more meaningful medium. But while using graphics, students must be made aware how to 'read' these graphics as all of them has specific roles to play. Graphics may be used as caption and picture, flowchart, graphs, maps, timeline, tables etc.

In wikieducator a list was made on how to use graphics which is as follows-

- Show the data
- Induce the viewer to think about substance rather than about methodology
- Represent large data sets in a relatively small space
- Make large data sets in a relatively small space
- Encourage pupils to make comparisons between different pieces of data
- Reveal the data at several levels of detail
- Serve a reasonably clear purpose
- Be integrated with the statistical and verbal descriptions of the data

---

## **5.6 Practicing Filling Up Surveys, Forms, Feedback Responses, Checklists**

---

Writing independently sometime also involve a structured response process. Like in filling up survey forms, checklists any other feedbacks etc. in all these the writer is required to give independent responses but also needs to follow the set rules and regulations to be valid and dependable. Like in checklist, it generally present a list of items representing points to be considered or to be done. In education, a checklist is prepared to judge some condition or for suggestion to improve farther.

In today's technology driven world all these are now mostly done over online. Therefore the respondent needs to understand the online process along with the writing part. It is important to be on time as these are made on a time scale basis and may lose the value with time.

One golden rule of responding is to be positive with the process and be truthful. One has to remind oneself why she or he is doing this. Another part is remaining focused on the issue presented for feedback. Responses do not hold much value if not specific.

---

## **5.7 Reflections On The Course : From Theory To Practice To Initiating Process To Improve Self**

---

There is a beautiful quote by Red Haircrow about writing - " Dance above the surface of the world. Let your thoughts lift you into creativity that is not hampered by opinion". Now this is written in reference to creative writing. But to be an independent writer, one first has to travel the path of a learner. As it is said, " you can always edit a bad page. You can't edit a blank page." Therefore all those ideas and theories are needed to be practiced. In writing , practice starts with following footsteps of elders be it the parents or teacher. Therefore a student - teacher has to learn both ways, for self and for the future learner. So practice starts with imitation but slowly turns into a cognitive process of analyzing and synthesizing within. Only a teacher with constructive input can guide learners to do the same. Therefore we may safely conclude, a teacher has to be a life long learner and keep improving self so that development never ceases.

---

## **5.8 Summary**

---

- The main focus in describing a picture is to pay close attention in details.
- Objective of writing an essay is to clearly and logically express an idea or theme
- To explain an idea properly the writer must be clear on two things. What constitute that idea and what the writers stand on it.
- To achieve higher level of understanding , to arrive at value based education one has to move away from inactive data and give place to more meaningful medium i.e. graphics.
- Golden rule of responding is to be positive with the process and be truthful
- Daily leaving writing are more focused and purposeful

---

## 5.9 Self-Assessment Questions

---

- a) Write the first step of writing a story.
- b) What is an agenda?
- c) Write one benefit of checklist.
- d) Write one importance of feedback in education.
- e) What is minute in writing ?
- f) How picture description is done?
- g) Write the technique of note taking.
- h) How to respond well in survey?
- i) What are the graphical representation ?
- j) How a teacher guides her or his student to expand an idea?

---

## 5.10 References

---

Carter, C. Introduction to Synthesis.msu.edu website. Retrieved on 28th August 2017, from <https://msu.edu/~jdowell/135/Synthesis.html>

Data representation. Wikieducator.Module6,unit3. Retrieved on 2nd September , 2017 from [https://wikieducator.org/images/9/90/JSMath6\\_Part2.pdf](https://wikieducator.org/images/9/90/JSMath6_Part2.pdf)

Ghaith,G.Writing.Retrieved on 21st August, 2017 from <http://www.uhu.es/antonia.dominguez/virtualwriting/writing.htm>

Heller,R.91998).Communicate clearly.DK Publishing:New York

Independent Writing Structure. Retrieved on 10th September, 2017 from

<http://home.soka.ac.jp/~alex/sokhome06b/ess/indstrucan.html>

Mirza,K.Writing Agenda and Minutes.Slideshare. Retrieved on 28th August ,2017 from <https://www.slideshare.net/kalimmirza68/agenda-and-meetings>

Pandit,B.,Suryawanshi,D.K.,&Prakash,M.(2007). Communicative language teaching in English.Nityanutan Prakashan,Puna.

Picture Stimuli for Descriptive Writing. Tes.com website. Retrieved on 28th August,

2017 from <https://www.tes.com/teaching-resource/picture-stimuli-for-descriptive-writing-6372188>

Reading Rocket Website. Retrieved on 8th September, 2017 from [http://www.readingrockets.org/strategies/descriptive\\_writing](http://www.readingrockets.org/strategies/descriptive_writing)

Webb,S.(2017). Writing Short Stories. News exams. Retrieved on 21st August, 2017 from <http://www.independent.ie/irish-news/education/exams/writing-short-stories-30941831.html>