



CHARUSAT
CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY



Unit - 4

Basic Communication Skills – II

READING

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What is 'Reading' ?



Introduction

- The skill of reading depends on **the reader's ability to get meaning from the written symbols and to interpret it in the given context.**
- Every day we read newspapers, books, letters, training materials, journals, encyclopedias, etc.
- When we attend to the reading material, it is not only passing our eyes through the text, but **it is actively analysing and processing the words, phrases, sentences and paragraphs so that meaning is interpreted, evaluated and understood.**

Effective Reading

- Effective reading depends on the techniques of active reading.
- If one has to deal with a large volume of daily reading, one must know the essentials of active reading. For that purpose,
 1. One has to find out the writer's intention for writing and anticipate what he has to say.
 2. Secondly, the reader has to relate the reading material to his past experience and knowledge.
 3. Thirdly, he has to evaluate the message and form his own judgement.
 4. And, finally he has to choose one of the three reading approaches – skimming, scanning and reading for details.

The Strategies of Reading

1. **Skimming:**

- Readers rapidly go on glancing through the reading material and note the **major ideas** in the keywords, phrases and sentences.
- **Skimming is useful especially when the messages do not require detailed reading.**
- In skimming, **the readers look for general information.**
- It is also useful in reading the light and simple messages like **letters of thanks, ordinary requests**, etc.
- It is actually a **'fast process'** in which **the readers try to check most of the main ideas in the content.**
- For **Example:** news paper headlines, when we want to buy a book in hurry.

The Strategies of Reading

2. Scanning:

- Readers rapidly go on glancing through a given message in order **to find out something specific**, i.e. **a specific title, word, phrase, statement**, etc.
- Readers aim to find out specific information in the document.
- They usually **do not know what information is given in the document when they skim** it, but in **scanning, they know that specific information is given in the document and they try to locate it**.
- For example, **a word in an index or dictionary, or a name in a name-list, a phone number in telephone directory, check what time your programme is on television, etc.**

Skimming & Scanning

Skillswise



Skimming and scanning the news

We read in different ways. You don't always need to read every word. Sometimes you leave bits out.

You can **skim** to find out what it is all about.

Headings and pictures can help you do this.

Or you can **scan** to look for important information.

Look for key words or numbers to help you do this.

Cat up a tree? Chimp in a chimney?

Fire crews in the capital had to help 620 animals last year. The fire brigade says if an animal is stuck call the RSPCA first.

Unusual rescues

Unusual rescues include a chimp in a chimney, a parrot trapped in its cage, an iguana stuck on a roof and a hamster trapped in a disabled lift. Fire crews have also captured a snake at a retirement home and rescued a kitten with its head stuck in a bongo drum.

More important work

The commissioner says, "Our crews are highly trained emergency service personnel. When we are out rescuing animals, we can't attend real emergencies."

Wasting tax payers' money

"Animal rescues cost money and in these tough financial times many people question why their taxes are being spent on animal rescues. After all, when was the last time you saw a cat's skeleton up a tree?"



The Strategies of Reading

3. Intensive Reading:

- **Intensive reading** is a detailed reading activity that helps the reader to get the **explicit** (something that is very clear and stated plainly) **and implicit** (Something is implied but not stated directly) information from the text.
- **For Example:** prepare notes for examination.

The Strategies of Reading

4. Extensive Reading:

- **Extensive reading** is meant for getting pleasure from the reading of literary works like novels, short stories, drama, poetry, epics, etc.
- They read for enjoyment and pleasure.
- The readers do not read for any specific information in extensive reading.
- **Let's read a story and see...**

Types of Reading

These are two types of reading : ***Loud Reading and Silent Reading***

- In ***loud reading***, a learner is expected to master the correct articulation of basic sounds, correct pronunciation, stress, accent and intonation patterns of the language. At advanced stage the learners have to read the research papers, reports aloud in seminars and symposiums. Loud reading requires good understanding of the phonology of English.
- In ***silent reading***, a learner develops his ability to read by 'sense group' than by the 'individual words'. It is required for the speed of reading and comprehension of the text. In order to enhance the speed and comprehension in silent reading, a reader should try to avoid pointing at words with pen or finger.

Reading and Comprehension Skills

- Comprehension requires both linguistic competence and knowledge of the context situation and the background.
- The readers get information from the texts and interpret the written symbols with one of the two approaches, i.e. **'bottom-up approach'** and **'top-down approach'**.
- In **'top-down approach'**, a reader starts with the use of his knowledge of context to understand the meaning of the written symbols while in **'bottom-up approach'** he goes from the text to the meaning.
- Every reader requires the skills of identification, interpretation, reorganization, location and evaluation for better comprehension of the text.
- **Let's Practice...**

Developing the Reading Skills (Strategies)

1. A reader has to become familiar with the script of the language.
2. A reader has to understand the explicit as well as the implicit meaning of the written symbols.
3. The skill of summarizing because it enhances the reader's ability of comprehension.
4. A reader has to develop a habit of referring to a dictionary to get the meaning of the new words.
5. A reader has to find out the main theme as well as the sub-themes of the text.
6. A reader has to understand the coherence (Connectedness of ideas and ideas should be understood) and cohesion (One sentence should be connected with the other sentence) in the text.
7. A reader has to understand the word-structure, phrase-structure and the sentence-structure of English language.