

## READING SKILLS THROUGH CONTEXTUALISED LEARNING SITUATION

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### ABSTRACT

Teaching the English Language to the non-native speakers is one of the challenging tasks to be taken up by the teachers. As a consequence of the social and psychological barriers and the factor influenced by the affective filter in learning the English language in the Second Language learning situation, it may be sometimes futile to exercise in learning the target language. Despite the reality and hard fact, the teachers still strive hard to reap the result for the desired outcome. In such a way that every teacher tends to forego time and energy for the goal to be obtained in the learning environment for the fostered learning outcomes.

The present paper deals with the situation of the learning of the foreign tongue, the English language. English as the second language learning has made the learners to indulge themselves into the new learning situation. The skills of the language have to be reoriented in agreement with the target language. The undergraduate students are given more number of opportunities in the name of restructured curriculum in tune with the four language skills. It particularly tries to testify the subtleties of reading skills through contextualised learning situations.

**Keywords:** contextualised learning, reading skills.

### INTRODUCTION

The effect aftermath the globalisation has created a radical influence on the lives of the people across the globe. It has been the same with the usage of the language on the whole. The English language has gained momentum in the core effect of the globalisation and it has been effective more in the third world countries which are being developed for the decades. In this scenario, the countries where the English language has been adopted the second language status and with all the means of necessity, it has been compulsory to the learner to move towards the path in leaning the English language. In such condition, the learning system with all its stakeholders of the English language learning tries its own hand in initiating greater measures for the accessibility of the foreign tongue, the English language into its own learning environment of learning English as the second language.

As far as the usage of social communication in the multilingual societies, it largely depends on the international use of the second language with people in another country than at the local goals. In the overall scenario of achieving the goals of the communicative style in the target country, which has not been specified in great detail in general purpose of language teaching, but it usually aims at the specified accent on travel and tourism without concentrating much on the specific goals for careers, for education or for access to the wide variety of the information

of the target language. The social communication is confined to more specialized circumstance in extending its access to the specific careers for doctors, business people and for the higher education.

In spite of the bare realities hidden under the second language learning situation like in India, the teaching of English as a Second Language (ESL) in India has really undergone a radical process of change. This process has not confined alone to the teaching of grammar to communication skills, or teaching literature to language but also extended to teacher centered activities and learner based tasks which can really be helpful in learning the language in a different and creative situation. In this course of transition in learning the English language in India, It has been a real advantage in the development of new course material in accordance with the pattern of teaching second language and it has been moulded to a new form. The teachers of English are being given a huge responsibility and they have played a key role in the production of the material to suit the needs of learners. The advantage of this has been that the teachers concerned are well aware of the realistic situation and they know the strengths, weaknesses, challenges and limitations of their students and their previous knowledge. The teachers are able to generate material, which is strongly believed that the students would definitely benefit most from it.

The material produced by the expertise teachers is obviously based on the four recognized skills, which are basically considered the pillars of the language learning, Listening, Speaking, Reading and Writing. The learners of the target language are greatly expected to follow the subsequent order of the four skills in learning the language so as to be skill oriented in the language. It will be very useful for the well being of the learners for any purpose in their future. At this juncture, the learners in fact may face the most difficult problem in learning the foreign language over the influence of the mother tongue. This is the first challenge to the learners to overcome the influence of mother tongue in learning the target language and the second challenge is to find and explore the atmosphere which is conducive for learning the language which is totally alien to them.

Of the four language skills, Reading Skill is an important skill in that and it involves other sub-skills to get the essence of the context in a given situation. In discussing the complex nature of the reading skill, it was pointed out that reading involves correlating elements of language with meaning. The most familiar of all elements of language are 'words' and it must be quite clear that part of what it is involved in understanding a text and in understanding the meanings of individual words in that text. Thus, if a reader does not understand or try to comprehend the meaning of a particular word, the reader may miss the whole point of a passage. This particular kind of block in comprehending the essence of the language is so common, but it is not quite as simple as that. The failure to recognise a particular lexical item may not be the result of a simple blank ignorance of the kind suggested here, it may be much more subtle than that.

Understanding the meanings of individual words is not the end either. The efficient reader needs to be able to understand the patterns of relationships between words, the semantic patterns of lexical items. Thus the learner must learn to observe the pattern, for example, the learners will be given an opportunity in a contextualised situation to think how a series of synonyms can carry a particular concept through a passage or how a general term is made more precise or how a technical meaning may be assigned to a term so that it may be used as a

counter in the development of an exposition. There is still much more to come that the efficient reader must have a clear understanding of the grammatical relationships, which hold between the lexical items and the learner needs to grasp the semantics of a particular grammatical item in a particular context. The good reader also needs to be familiar with the precise meaning of the particular grammatical devices used, structure words, word order, word forms and broad patterns of sentences. It is from this general overview that the learner is most likely to gain an understanding of what the text is really about. There are three other kinds of relationship in between the learner and the text, which concern in learning the language through written texts in regarding to master the reading skills in English.

### **THE RELATIONSHIP BETWEEN THE AUTHOR AND THE TEXT**

The first of these correlated relationships between the learner of the target language and written text is the relationship between the author and the text. Though it exists purposefully between the author and the text which is written by him or her, the skilled reader is always aware of the fact that the purpose and attitude of the author projected in the text. It is in general the learner is conscious about the given passage to be taken seriously or it is an ironic in nature. The reader can sense the essence by comprehending it that whether it has been written in a serious tone or it is intended with a humorous note. Even it is purely descriptive in nature, or the author may be presenting a narrative, or it is being expounded a theory or developed an argument, the author's intentions in writing the text can be explored by the reader. The author's emotions can be recounted in the writing of the text, which is for the sake of human communication and it is evident that the reader is always be aware of this for what the writer is aiming at in writing the particular text.

### **THE RELATIONSHIP BETWEEN THE READER AND THE TEXT**

The second sort of relationship concerning written texts is that which exists between the reader and the text. Evidently, the author's purpose will be related to the reader's reaction to the text, but there is one kind of reader's response which involves a kind of extension of the text and which can therefore be very important for a full understanding of it. It may be, for example, that the text is so constructed that it leads the reader very powerfully towards adopting a particular point of view, or accepting a particular generalisation, or value judgment, yet the conclusion may never be explicitly stated in the text. Therefore, the logical implications of a text may need to be explored as well as the specific meaning expounded explicitly in it. To fully comprehend the point of a short story, for example, it may be necessary to imagine what the next incident in the narrative might be and the good reader has the ability to make this kind of projection.

### **THE RELATIONSHIP BETWEEN THE TEXT AND THE CULTURE**

The third kind of relationship which is relevant to the understanding of a written text is that which exists between the text and the culture, in the anthropological sense, of the community in whose language the text is written. The particular reader is aware of the precise cultural value of verbal expressions. It is also necessary to be aware that an expression places the user, socially, educationally and temporally in between the lines. Within this cultural domain, the

whole essence of the literary assumptions and the quotations based on it are given importance for the incorporation in the text. It may be necessary to the reader to know the exact details of the given text in order to understand the text completely. The reader is free to know the details of the author of the text, the details of the time of the text, and for whom it is written. Such information is often not derivable directly from the text and has to be acquired from some outside supplementary or secondary sources. There is, however, something of a tendency among teachers to provide too much of this supplementary information at the expense of paying attention to the text itself and what it says and the priority must always be to ensure that the text itself yields up as much as possible of what is really relevant to its understanding. In a particular situation, it is not that much important and not relevant to the reader to know the details of the author and the time of its existence. It is not only the cultural value of the words and expressions that is important, it is the ability to identify the kinds of situation, the topics, the social classes, the geographical regions, and the points in time to which they belong, but the value which the text as a whole may have in a particular society.

### CONCLUSION

Finally every reader must make some kind of evaluation of the texts provided by the teacher in a learning situation. Until the reader is not aware of the kind of evaluation process, it will be a futile exercise in the process of the learning of the target language and the reader cannot be said to have fully comprehended the given text. The reader has to relate the previous experience in comprehending the given text and what does it really convey through its vocabulary and grammar and its rhetorical and logical structure and the attitudes and cultural meanings which it has to the reader's own experience, the reader's own conception of reality. The reader needs to judge if this is really the way the emotions play a great role under the influence of fear, love, or hate. The whole question of the truth of fiction needs to be examined carefully and there should be a genuine judgement of validity of logical and rhetorical structures in the provided learning situation. It is only when all of these dimensions of understanding have been seriously contemplated that full comprehension may be achieved. It should be the concern of every teacher to foster increased general reading speed in learners. Fluent silent reading is especially necessary for anyone who proposes to venture on to any kind of higher education, and when and many others have clearly shown, it is easy to double and treble that speed, it is obvious that the effort to do this ought to be made.

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