



INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION

Regional Institute of Education, Mysuru -570006.
(National Council of Educational Research & Training, New Delhi)



**REPORT OF THE EDITING WORKSHOP -- DEVELOPING A
HANDBOOK “ON READING AND REFLECTING ON TEXTS FOR
SECONDARY TEACHER EDUCATION COURSES”**

Conducted on: 13th and 14th February, 2020



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Need and importance. :

A number of studies have shown that the teachers as well as student teachers do not read books other than the textbooks they have to teach or the books related to the syllabus of the course they are pursuing. The goal of any teacher education programme is to prepare teachers as reflective practitioners. One of the strategies to achieve this goal could be to provide opportunities to the student teachers to read the given texts and to reflect on various angles.

. Hence a series of programmes were envisaged to develop a handbook on reading and reflecting on texts for secondary teacher education courses .After the development workshops already conducted, a workshop to edit the content of the handbook was organised on 13th and 14th of February, 2020.

Objective:

The main objective of the program was to edit the content of the handbook for the secondary teacher educators who teach the paper “Reading and Reflecting on Texts”

- To examine the content of the handbook generally considering different perspectives.
- To finalise reading materials and the content of various genres and perspectives to be included in the proposed handbook.
- To edit with a view to finding out the curricular perspectives of the course.
- To find out whether the content is suitable for establishing the concept of Reading and reflecting in general.
- To find whether hyperlinks and hyper texts are given.
- Understand jargon/technical terms in a text.
- Provide inputs on writing coherently.
- Understand reference skills.
- Whether sufficient activities are given for reading and reflecting.

Workshop: The above objectives were achieved by organising a two day consultative workshop on 13 & 14th February, 2020 at IUCTE, RIE, Mysore.

Outcome of the workshop:

An edited draft of the proposed handbook could be made.

Reading and Reflecting on Texts:

Unit 1. Understanding reading

Defining reading

Why reading

Stages in the development of reading

Learning to read

Reading to learn

Reading for career/life

Reading in the India curricula across ages

M. West “Reading method”

Academic reading as an established discipline

Reading in the mother tongue to the student’s tongue

Reading across the curriculum

Conclusion

Further reflective activities

Resources

References

Unit 2 Reflection

Evolution of reflection from a psychological construct to a pedagogical

Historical development (Dewey, Chon, etc.)

Reflection as a part of professional development

Reflection is on teaching

Reflecting on reading

Reflecting on writing

The need to reflect

Ways of reflecting

Collaborative reflection

Conclusion Additional activities

Resources

References

Unit 3 Theory

Teaching reading methodology

Reading skills and subskills,

Preparation

Strategies based on nature of text and levels of comprehension, transfer of skills from L1 to L2, schema theory (Anderson)

Conclusion Additional activities

Resources

References

Unit 4 Materials

Print and Digital - adapting, adopting

Authentic material,

Selection and development of material - level of the learner, language competence

Conclusion Additional activities

Resources

References

Unit 5 - Illustrating

Reading leading to writing.

Supported with tasks – Descriptive writing, Expository writing, Critical reading/thinking, reading leading to note making, (contribute different texts), and exemplar materials from other subjects

Conclusion Additional activities

Resources

References

Unit 6 - 'Reading' Non-verbal texts and reading across languages

Films, Plays, Cartoon strips

Conclusion Additional activities

Resources

References

Unit 7 - Evaluating reading

Theories of evaluation, process and product perspective

Conclusion Additional activities

Resources

References

Unit 8 - Practicum

Sample question paper, distribution of hours

The above developed framework and the materials were given to the group for editing. They gathered in groups initially to discuss the general guidelines and worked individually concentrating on each chapter. It was generally agreed that More questions are to be given for reading passages in order to account to all possible skills of reading and understanding. Scope for skimming, scanning and in depth reading were to be provided, it is suggested generally. More questions supporting critical reading and evaluative reading were added.

The new format arrived at is:

Chapter 1: Understanding Reading

Chapter 2: Approaching Academic Reading.

Chapter3: Critical Reading and Reflective Reading

Chapter 4: Reading Non-Verbal Text.

Chapter 5: Reading the Digital way.

Chapter 6: Reading Integrated into Communication.

Chapter 7: Assessing Academic Reading.

Chapter 8: Conclusion.

LIST OF EXPERTS WHO PARTICIPATED IN THE WORKSHOP

Sl.No	Name	Designation of the Participants
1.	Rajeesh.K.P	HSST,GVHSS,Kallai, Kozhikode
2.	Sindu.P	HSST,GVHSS,Kallai, Kozhikode
3.	Dr.Parmita Shastri	Guest Faculty, RIE,Mysuru

Sample pages of Chapter1:

Unit 1. Understanding Reading

This introductory unit serves two purposes: first, it persuades you to look at the various aspects of reading by asking questions such as why reading, how to read, when and what to read. Secondly, this unit outlines the overall structure of the book and presents the contents in the form of gist.

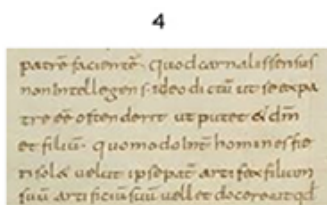
1.1. Let me try.

A few written messages are here for you to read. How many of them can you read? Try your best to understand the message of each

(a) "Be the change that you want to see in the world."

(b) "India lives in her villages."

(c) "My life is my message."



(a) It looks like English; but not all the letters. May be, some version of Old English.

(b) Well, this is my mother tongue. It is the cover page of a famous play.

(c) Though it is neither my mother tongue, nor my second language at school, I can read it.

(d) These three Gandhiji quotes may sum up his thoughts and life. Let me comment on one of them ...

(e) I can read it, because the letters are all English. But I don't understand a single word. I'm sure it's the cover page of a book. Let me try. I may get clues, if I spend a little more time on reading it.

(f) It looks like the cover page of a book—the picture says so. But, I don't know which language—most probably, an Indian language.

(g) I can't read it at all. I don't think it is the script of any modern language like ours. May be, some inscriptions on rock by primitive men.

(h) It is not English language. May be another language of the same family, which uses the same script of another language of the same family, which uses the same script.

1.2. What message did I get from my reading?

If you have tried to find or guess what each of the above *means*, then you can start writing down your comments. If you want, you can choose a few relevant comments from the box given on the right side. But, make possible changes to the comments—don't simply copy them.

1.3. Reading as a meaning making process

Can you comment on what you have been doing for the last few minutes? You have been engaged in various acts and aspects of reading. Let us begin with the Gandhiji quotes. All of you read it and comprehended the message, at least partly. Going one step further, you were trying to interpret one of the quotes in your own way and in your own words, too. Here, reading leads to comprehending and responding in the spoken or written mode.

In the case of the second, what most of you guessed was true—it is neither print nor handwriting; it is some message carved on rock, maybe on the wall of a cave. Though we are not able to read and comprehend the message, there could be people who read it and understood the message. That means, we tried to read; but failed to comprehend the message.

The third was a test for you—did you know it? The test was meant to find out how hardworking you are. Those who worked hard, or tried and tried to understand, got the message at least partly, in a language which may be totally strange to you: Russian. You may be surprised to know that you were able to read Russian language! True. But, how? The printed word 'TOLSTOI' is familiar to you: Tolstoy, as usually written in English. Your inference (logical guess) was right, says the first name 'Leone'. In English, it is Leo. And, if it is a book by Leo Tolstoy, what could be the title 'La Guerra e la Pace'? Most probably, 'War and Peace'. In this reading context, you began with little or no familiarity with a new language; began with clues; thought critically; made inferences stage by stage, made use of the props (supports), and finally you succeeded partly in comprehending the message.



[When you start teaching English or any new language to children, don't forget the fact that this is the way most of them struggle to 'make meaning' out of unfamiliar written codes. Never punish them for their failure—they are struggling hard. Encourage them step by step; reward them continually.]

The fourth message is, of course English—but, Middle English, which was used before the fifteenth century. The shapes of many letters have undergone change. We failed totally in our attempt to read it, though it is English

About the last: For some of you, it was the easiest to read—your own mother tongue, Kannada. It reads 'Hayavadana', the title of a play by the great dramatist, Girish Karnad. But, to others, no clue about the message at all. They had to satisfy by guessing "an Indian language like ours." True.

Now, let us reflect on (look back and critically evaluate) what we have been doing for the last few minutes. We have been engaged in various acts of meaning making out of the written codes. In certain cases we fully succeeded in making the meaning, as in the case of 'Hayavadana' for those who were able to read Kannada script. We all were more or less equally happy in following Gandhiji's message, because it is in English—the 'link language' of India, which tries to link all the Indians together. The same way, all of us miserably failed with the cave writing, as well as with the medieval English, too. Those who struggled hard were able to read a new language (Russian) for first time in their life!

Congratulations! (Nothing is impossible.)

1.4. Why should I read?

Let us move to the next stage of our reading.

Here are a few quotes by great people, on reading. Working in pairs, discuss each of them. While discussing, note down the points. The first quote has been elaborated in note form as an example. Attempt the remaining ones too.

1. "Reading maketh a full man; conference a ready man; and writing an exact man." Francis Bacon (British philosopher: 15th-16th century)

2. "If we encounter a man of rare intellect, we should ask him what books he reads." – Ralph Waldo Emerson (19th century American philosopher)



3. "I find television very educating. Every time somebody turns on the set, I go into the other room and read a book." – Groucho Marx (20th century American comedian)

4. "So please, oh please, we beg, we pray, go throw your TV set away, and in its place you can install a lovely bookshelf on the wall." – Roald Dahl (20th century British novelist)

5. "I always kept two books in my pocket, one to read, one to write in." – Robert Louis Stevenson (19th century Scottish novelist)

Working in pairs, answer the following questions in a word or a phrase each. (No need of full sentences.)

(a) Which quote, do you think, is a humorous one?

(b) In which quote does the speaker get irritated?

(c) Which quote, in your opinion, is a few centuries old?

(d) Which quote indirectly suggests that serious reading becomes complete only when you write down notes?

(e) Two speakers believe that TV kills reading—who are they?

(f) Do you agree with the opinion that TV is an enemy to reading? Why do

(g) What is common to Francis Bacon's and R.L. Stevenson's remarks?

Now, let's elaborate Francis Bacon's statement: "Reading maketh a full man; conference a ready man; and writing an exact man."

A person gains knowledge mainly through reading; an illiterate person has no access to the numerous sources of learning millions of facts, ideas, topics and notions. Thus, reading makes a man distinct and unique—he is a person with a difference. After reading and assimilating knowledge, one discusses what he has understood with others, for example, a teacher with students, a leader with followers, and so on. On sharing, he gets more clarity; ambiguities and doubts get cleared. That person can be approached when we are in doubt, because he is a 'ready' man—ready to help others by clearing their doubts. Finally, after reading a lot, after internalizing a lot of knowledge, one writes his own opinion by synthesizing others' knowledge with his, and then his knowledge is available for the whole world, for all time. Philosophers like Socrates, Plato, SreeSankara and statesmen like Gandhiji and Nehru are examples—'exact' men, in Bacon's words.



APPENDIX 1

EPC 1: Reading and Reflecting on Texts

Total Marks: 50 Contact Hours: 3 Hours per Week Internal Assessment: 50

Introduction a number of studies have shown that the teachers as well as student teachers do not read books other than the textbooks they have to teach or the books related to the syllabi of the course they are pursuing. As the goal of any teacher education programme is to prepare teachers as reflective practitioners. One of the strategies to achieve this goal could be to provide opportunities to the student teachers to read the given texts and then to critically examine the ideas presented in the texts and organize debates/discussions around the 'ideas'. The given texts could be excretes from short stories, novels, biographies, autobiographies, literary essays or educational, philosophical, psychological and sociological texts. The Teacher Education Institutions offering the B.Ed. programme shall select 10-15 books available in their library for teaching the course in the light of its objectives listed below. Objectives the course will enable the student teachers to - develop proficiency in reading and responding to written texts. Examine and appreciate authentic literary and non-literary texts. Develop study and reference skills reflect on the ideas expressed in the texts. Plan, draft, edit and present a piece of writing related to their understanding of a text. The course shall be based on the use of multiple texts which address issues of multiculturalism, gender racism and texts which relate with current issues and contemporary trends. The literary, educational and scientific texts shall also form part of the course. 120

Unit 1:

- One or more stories from the following collection:
- How I Taught My Grandmother to Read and other Stories- Sudha Murthy-Puffin. Books, 2004.
- Tales from the Indian Jungle-Kenneth Anderson- Rupa& Co. 2001.

- Tales of the Open Road- Ruskin Bond- Penguin UK-2006.
- Encounters with Animals- Gerald Durrell-Penguin-2012
- Excerpts from the following:
- The Diary of a Young Girl: Anne Frank, Random House.
- The man who planted trees- Jean Giono, Chelsea Green Pub.
- 'I have a Dream 'Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and YouTube version available.)

Unit 2:

- Essays /Excerpts from literary texts.
- The Elephant, the Tiger and the Cellphone-ShashiTharoor, Penguin, India.
- Nine Lives- In Search of the Sacred in Modern India- William Dalrymple, Bloomsbury, London.
- Running in the Family- Michael Ontage, Bloomsbury, and London.
- Interpreter of Maladies – (Title Story) - Jhumpa Lahiri, Mariner Books.

Unit 3:

- Essays /Excerpts from Educational and Scientific Texts.
- Medium of education (The selected works of Gandhi- Vol.6), Navajeevan Publication.
- Democracy and Education (Ch. -Thinking in Education)-John Dewey, Emereo Publ.
- Pedagogy of the Oppressed (Critical Pedagogy), Paulo Freire, Bloomsbury.
- A Brief History of Time- Stephen Hawking, Random House.
- Fall of a Sparrow- Salim Ali, Oxford.
- Education and world peace.
- In Social responsibility, (Krishnamurti, J.) Krishnamurti Foundation.
- National curriculum framework – 2005 NCERT.
- Civilization and progress. In Crisis in civilization and other essays. (Tagore, R.) Rupa & Co.
- RTE Act, 2009

- Autobiography of a Yogi (Paramhansa Yogananda) Ananda and Crystal Clarity Publishers.
- Transaction Mode: A response based approach will be followed where students are regarded as active meaning makers whose personal experience will be tapped.

APPENDIX 2

Reading and Reflecting on Texts

Internal Assessment: 15 Marks

External Assessment: 35 Marks

Objectives:

The student teachers will be able to:

1. To enable student-teachers to read and respond to a variety of texts in different ways and also learn to think together and appreciate that depending on the text and the purposes of reading, responses may be personal or creative or critical or all of these together.
2. To develop meta-cognitive awareness in student-teachers to become conscious of their own thinking processes as they engage with diverse texts.
3. To enhance their capacities as readers and writers by becoming participants in the process of reading.
4. To make student-teachers aware of multiculturalism, gender racism and texts which relate with current issues and contemporary trends

Content:

Unit- 1: Reflections on Reading

1. Understanding scaffolding and the process of reflective reading: Learning through reflection, valuing reflection, setting the tone for reflection, guiding student reflection, modelling reflection, teaching students how to reflect.
2. Gibbs (1988) reflective cycle

3. Techniques of reflective reading-SQ3R-survey, question-read, recite and review.
4. Strategies of reflective reading-making connections, understanding inferences.
5. Metacognitive process of Reading and meaning making

Unit- 2: Reflections on different ideological texts.

1. Indicators of Text comprehension: Retelling, Summarizing, Answering, Predicting, Commenting & Discussing.
2. What insights does a student develop by reading?
3. Texts - on feminist, leftist and rightist ideologies
4. Texts related to Indian History
5. Classical works of great authors- Shakespeare, Tagore, J. Krishnamurthi, John Dewey, Maulana Abul Kalam

Unit 3: Reflections on popular texts.

Novels

Fiction

Life stories of scientists, philosophers, great personalities- Abdul Kalam, Amartya Sen.

Biographies and Autobiographies.

Popular science texts, policy documents, Reports, Plan documents

Engagement: Group tasks, individual tasks.

1. Each student has to read the texts at home and reflect in the class room and also record the same as a document. Teachers should guide them.
2. Texts are suggested and provided to read and reflect by following different techniques (SQ3R), Gibbs, etc.

Internal assessment:

1. Read any two texts of wisdom and write your reflections and share them with the peer group.
2. Select any two texts with different ideology & write your reflection and share with the peer group.
3. Read any two novels / fiction/ biographies, etc. and write your reflection and share with the peer group.

Note: The above three tasks should be documented for internal assessment and to present before the examination.

Audio-visual Resources :) Any Three of the following to be screened for the student- teachers and discussion to be followed)

A New Education for a New India (CD ROM) (By Gnostic Centre/NCTE)

Had-Anhad: Journeys with Ram and Kabir by Shabnam Virmani
<http://www.kabirproject.org/>

Teacher's Journey: An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India. Director- Deepak Verma, Azim Premji Foundation.

Where Knowledge is Free: A documentary film about children branded by Caste and excluded from education. Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91- 11- 41643981 <http://www.dalitstudies.org.in>.

NOTE: Based on the discussions held on the reading of the above texts students in the practical time the student-teachers shall maintain a detailed account of their reflection on the readings in the light of their own experiences in the form a diary. The Internal Assessment shall be on the extent of participation in a reading exercise in the class individually and in a Group and reflection on the same simultaneously. External Assessment shall be in the form of a Viva-Voce examination.

Readings for Discussion, Analysis and Reflection (In depth Reading of some of the following):

Reading List

Advani, Shalini. Schooling the National Imagination: Education, English and Indian Modern. Delhi: OUP, 2009.

Agnihotri, Ramakant, et al. Problematizing English in India. Delhi: Sage, 1997.

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Further Readings – Books

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Apple, Michael W., Wayne Au and Luis Armando Gandin, eds. *Routledge International Handbook of Critical Education*. New York and London: Routledge, 2009.

Collins, James and Richard K. Blot, eds. *Literacy and literacies: Texts, Power and Identity*. Cambridge, UK: Cambridge University Press, 2003.

Fairclough, Norman. *Language and Power*. 2nd Edition. London: Longman, 2001.

Freire, Paulo. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage* Trans. P. Clarke. P. Maryland: Rowman & Littlefield, 1988.

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