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STRUCTURAL READING FLUENCY THROUGH UNSTRUCTURED TEXT

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Abstract

The teacher often is critical about the structured (I mean designed by one and used by the other) syllabi prescribed and allotted to them in a top-bottom approach. They strongly believe that it offer a little space for creativity. Teacher, more or less, needs to follow the structure. This often forces the teacher to treat the syllabus as an end in itself. Similarly, attention to language skills is often taken for granted while achieving the objective of completion of syllabus. I experience this quite an often in my undergraduate classes. Interestingly, the prescribed material, time frame, learner and teacher autonomy, assessment and evaluation procedures, etc. offer a little space to the teacher to pay exclusive attention to LSRW. Nonetheless, the teacher may utilize the space and time frame allotted by tapping his/her creative side. He/she may link the prescribed lesson with an activity with possibilities of flexibility to prioritize a language skill/s. Structural Reading Fluency (hereafter SRF) as a technique specifically prioritizes three components of language; learning of structure/tense, silent/loud reading and marks of punctuation. The teacher may either discuss these together or separately depending upon the possibility available and the need of the class. The author wants to share his experience of using unstructured but graded text to develop structural reading fluency of first year students of Bachelor of Commerce.

Key words: SRF, Text, Creativity, Language Skills, Autonomy

Introduction

SRF as a technique creates authentic scope for students to achieve fluency in learning to read, learn to identify and use appropriate structural patterns, and learn and make appropriate use of marks of punctuation through successive sessions. In a seminal book 'Structural Reading' the authors (Catherine Stern, Toni S. Gould and Margaret B. 1984) talk about how to read and understand structures. They advocate use of analyzing structures to understand the working of patterns. Such analysis helps the reader understand the logical intranet among elements. In one of the researches, Meyer and Freedle (1984) found how difference in structures of rhetorical prose has effects upon reading comprehension. Meyer calls it the "content structure"(1977a:307), or the way the information in a passage is organized. It is an important factor in reading comprehension.