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THE NEED OF READING

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Abstract

As we know that Reading is important in acquiring vocabulary of a language. It contributes to the development of all measures of language competence which include vocabulary, spelling, syntax, grammar etc. The review supports that readers acquire language subconsciously when they receive comprehensible input in a low anxiety situation. Pleasure component in reading will lower the anxiety level of learners in all the learning. Despite the benefits of reading, curriculum designers include more reading activities in the curriculum. In fact, reading is a powerful tool for acquiring vocabulary and forms and, therefore, more reading could be included in all curriculums. This paper claims that vocabulary acquisition is a key component of language acquisition.

Keywords: *Acquiring Vocabulary, language competence, Pleasure component, Curriculum.*

INTRODUCTION

Vocabulary is a powerful ingredient for reading comprehension (e.g., Ahmed et al., 2016; Cromley & Azevedo, 2007). Ahmed and colleagues (2016) examined several predictors of reading comprehension among middle and high school students and reported that vocabulary knowledge predicts reading comprehension at all grade levels. In addition, vocabulary knowledge and background knowledge were highly correlated, which suggests that students with stronger vocabularies also had greater background knowledge. In this way, vocabulary knowledge contributes to a one-two punch toward reading comprehension.

The study reveals that learners require extensive input in the form of

reading to acquire a second or foreign language (Krashen, 2004; Ponniah, 2008; Hsieh, Wang, & Lee, 2011). Reading provides more input that affects acquisition, with a strong impact on grammar, vocabulary, spelling, writing style and reading fluency. Vocabulary acquisition is a key component of language acquisition. Precision in communication comes with the right choice of vocabulary. Vocabulary acquisition or learning remains a big challenge in the case of the L2 learners of English. Even in a country like India, where most of the population is constantly exposed to the language in some way or the other, learning the language and its vocabulary still has its challenges. The effort to understand the vocabulary acquisition process led to the

psycholinguistic theories of mental lexicon and lexical networks. According to these theories, words are stored and activated in the form of networks. Associations between the words are created by various features of a word which include the semantic relationship, phonographic and the orthographic relationship between the words.

The Natural Order Hypothesis states that a learner acquires a second language just as the way a child acquires its first language (Krashen 1981). If readers get sufficient comprehensible input through reading, they are sure to acquire all measures of language competence. Reading may be a compulsion for a school going child, pastime for a retired person, but a pleasure for many. You can discover simile on the face of novel- reader, a gleam in the eyes of the reader of a poem and furrow of seriousness on the forehead of a person reading a newspaper report. Reading disturbs mind and heart. Waves of thinking and emotion are generated by reading. So the pleasure is immediate and it continues to linger in the mind. Reading lifts us up from the harsh realities of life into the world of imagination. The magic touch of fancy transmutes grief into joy, failure into success, pain into pleasure and fear into hope. Even an unhappy man sheds his unhappiness and realities no longer press hard.

Reading gives intellectual satisfaction. A detective novel satisfies the sense of curiosity, serious literature encourages intellectual activity, light literature amuses us and poetry stirs our imaginations. One can relive the past and create the future by reading. By reading books, we enrich our experience and sharpens our judgments. Experience, in its turn, makes us wiser and self-confident. Books can give company when human beings cannot. We can happily spend our lonely hours in the company of the author-tailored characters.

A train journey may be tiresome if we do not have a magazine or a newspaper by our side sleepless nights may not be spent without a mystery thriller.

Reading gives us varied pleasure. A sensuous poet may provide a rich feast for our senses, another may satisfy our aesthetic sense. Reading gives spiritual, intellectual and even sensuous pleasure.

THE PLEASURE OF READING

Pleasure reading can be defined as reading that is freely chosen or that readers freely and enthusiastically continue after it is assigned. Our students (like all other human beings!) do what they find pleasurable. You get good at what you practice, and then outgrow yourself by deliberately developing new related interests and capacities. In our study, we found that reading pleasure has many forms, and that each form provides distinct benefits: Play pleasure/immersive pleasure is when a reader is lost in a book. This is prerequisite to experiencing all the other pleasures; it develops the capacity to engage and immerse oneself, visualize meanings, relate to characters, and participate in making meaning. Intellectual pleasure is when a reader engages in figuring out what things mean and how texts have been constructed to convey meanings and effects. Benefits include developing deep understanding, pro activity, resilience, and grit.

Social pleasure is when the reader relates to authors, characters, other readers, and oneself by exploring and staking one's identity. This pleasure develops the capacity to experience the world from other perspectives; to learn from and appreciate others distant from us in time, space, and experience; and to relate to, reciprocate with, attend to, and help others different from ourselves. Work pleasure is when the reader develops a tool for getting something functional done—this cultivates the

transfer of these strategies and insights to life.

Inner work pleasure is when the reader imaginatively rehearses for her life and considers what kind of person she wants to be and how she can connect to something greater or strive to become something more. When our study participants engaged in this pleasure, they expressed and developed a growth mindset and a sense of personal and social possibility. Taken together, these pleasures explain why pleasure reading promotes cognitive progress and social possibility, and even a kind of wisdom and wholeness, and, in a larger sense, the democratic project.

PROMOTING THE PLEASURES OF READING

We need to help less engaged readers experience these same pleasures. That is our study's major takeaway: We must make all five pleasures central to our teaching. We need to name them, actively model them, and then assist students to experience them. To promote play pleasure, use drama techniques like revolving role play, in-role writing, and hot seating of characters in order to reward all students for entering and living through story worlds and becoming or relating to characters in the way that highly engaged readers do.

To promote intellectual pleasure, frame units as inquiry, with essential questions. Read a book for the first time along with your students—figure it out along with them, modeling your fits and starts and problems through think-alouds and discussion. Or pair an assigned reading with self-selected reading from a list, or a free reading choice that pertains to the topic. Use student-generated questions for discussion and sharing.

To promote social pleasure, be a fellow reader with students. Put a sign on your door: "Dr. Wilhelm is reading _____." Read one of their favorite books. Foster peer discussion of reading and response in pairs, triads, small groups, literature circles, book clubs, etc. Do group projects with reading that are then shared and even archived. Have a free reading program and promote books through book talks, online reviews, etc.

To foster work pleasure, use inquiry contexts and work toward culminating projects, including service and social action projects. To foster inner work pleasure, engage students in imaginative rehearsals for living, inquiry geared toward current and future action, or inquiry for service. Have students think as authors making choices and plan scenarios for characters in dilemmas or those trying to help the characters. Write to the future or to a future self. Make no mistake, the next-generation standards worldwide require profound cognitive achievements. Meeting such standards and the demands of navigating modern life will require student effort and the honing of strategies over time. Promoting the power of pleasure reading is a proven path there.

CONCLUSION

Reading is a powerful tool that helps acquire all measures of language competence. Moreover, it is a pleasurable learning experience and reading will lower the anxiety level of learners in the learning environment. Traditional reading classes will help them acquire language skills, this will encourage them from learning a second language and, therefore, they should read more to acquire language. To include reading into the curriculum, potentials of reading should be tapped through future research and more research on how to organize reading

Programs are also required. So reading plays an important role in developing vocabulary, our curriculum should focus all these aspects of Reading to enhance the quality of learning.

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