

COGNITIVE APPROACH IN READING A TEXT

Dr. Charles Godwin K.

Assistant Professor, Department of English

Centre for Management Studies, Jain University

Lalbagh Road, Bengaluru – 560027

ABSTRACT

Reading is essential, primordial and a basic skill to establish critical thinking for all subject. It's an utilitarian process to probe brains activity and progression. The profound progression yield inquest of knowledge. Decoding a text is an individual act indulged in a neural act of recognition through signifier and signified. The signs and symbols in the form of language signifies the content of an author through language. The cognitive act of reading takes time in understanding by the level of the reader weather they are a slow reader, fast or a rapid reader. The intermediate and advanced level of readers could decode the text by their cognitive level of understanding. The understanding part could be more complicated depending upon the text and the author (background and familiarity). The present paper titled **Cognitive Approach in Reading a Text** infers the reader in decoding a text in order to understand the neural junction to think, learn, read, remember, reason, respond, persuade, urge, infer, deduce, make out, understand, judge and conclude through various theories and writers writing of 20th century.

“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence” – Helen Keller.

The present research also deals with disability studies and what scope could bring forward by the present technology, as a tool in comprehending and reading the text. It also focuses on the child's ability to retain and relies heavily on a child's decoding proficiency and ability to comprehend what is read.

If we believe the saying ‘Perception is everything,’ then our cognitive ability sounds profound in varied ratios. Cognitive theory focuses on individuals thoughts as it is determined by human emotions and behaviours which reflects in their personality. Theorists and psychologists believe that without these thought process, we could have no emotions and no behaviour. In other words thoughts always comes before any action or feelings. Biological theories were popular for thousands of years but second only to mythology in explaining personality. Early 19th century proved a vast similarity as the thought process are connected towards the conscious and subconscious mind (id, ego and super ego, Freud), which leads to imagination in tranquillity or spontaneity of powerful emotions (Wordsworth and Coleridge).

Stanley Fish’s “Is there a text in the class?” is a classical account on the nature of linguistic utterance and the scope of interpretations in the class room. Fish addresses that the criticism levied against the idea of the reader being the locus of interpretation and not the text itself. Reading is a cognitive process of decoding symbols to derive meaning from text (as in reading a text or reading music). The three components of reading are decoding, comprehension and retention. Decoding refers to the process of translating a printed word in to a sound. The two skills in decoding are identification skill and word attack skill. Comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension relies on a mastery of decoding. Retention is the condition of retaining (keeping) something. It could be in the short term memory or long term memory. The ability to retain, which relies heavily on a child’s decoding proficiency and ability to comprehend what is read. Reading is important to function today’s society, it is a vital skill in finding a job, develop the mind, discover new things, to develop imagination and it is fundamental in developing a good self-image. Dyslexia typically affects spelling and writing. Including transposing letters and words, it can also contribute to reading comprehension problems. When a student has this type of learning disorder, he or she usually has problems with letter and word recognition, as well as difficulties pronouncing words. It also contributes to slow reading speed. The main reading difficulties in reading comprehension problems have trouble with vocabulary and may fall behind their peers. Memory problems like short-term and long-term memory problems can be

another aspect of reading comprehension issues. When a student does not fully understand what he or she just read, the student will have difficulties remembering the information. Decoding the text is also a main reason for reading difficulty, the reason behind consistent difficulty sounding out words and recognizing words out of context confusing between letters and the sounds they represent slow reading rate when reading aloud (reading word-by-word) reading without expression ignoring punctuation while reading. Comprehension difficulty leads to confusion about the meaning of words and sentences inability to connect ideas in a passage omission of, or glossing over, detail difficulty distinguishing significant information from minor details lack of concentration during reading.

Reading strategy and pedagogy principles and practices in class room activity can overcome these difficulties. Action oriented communication through drama, pair tapping the characters among the students improvises reading activity in the class room. The current trend in the L2 classroom is to utilize the communicative approach. Limitations of time and exposure to authentic opportunities of language production and interaction. It is up to teachers to do their utmost to maximize the opportunities for student engagement. Action research in the classroom is a way of obtaining both quantitative as well as qualitative data about language production. Demo (2001) recommended the following four-part process, Record-View-Transcribe-Analyze. The following reading strategies are recommended for improvising in reading like playing word games, reading aloud, model reading as an enjoyable activity, put learning to use, listen to e-books, make the child to read every night and engage children's senses while learning. The following ways to improve reading comprehension are mumbling, understanding key words/rereading, start the conclusion, kinesthetic reading, reading on a walk, stopping at predetermined reflection points, visualizing yourself as a reader, reading inductivity/deductively and utilizing special reading places.

An anthology of exemplary readings by some of the twentieth century's foremost literary critics, *Close Reading* presents a wide range of responses to the question at the heart of literary criticism: how best to read a text to understand its meaning. The lively introduction and the selected essays provide an overview of close reading from New Criticism through poststructuralism, including works of feminist criticism, postcolonial theory, queer theory, new historicism, and more. From a 1938 essay by John Crowe Ransom through the work of contemporary scholars, *Close Reading* highlights the interplay between critics-the ways they

respond to and are influenced by others' works. To facilitate comparisons of methodology, the collection includes discussions of the same primary texts by scholars using different critical approaches. The essays focus on Hamlet, "Lycidas," "The Rape of the Lock," Ulysses, Invisible Man, Beloved, Jane Austen, John Keats, and Wallace Stevens and reveal not only what the contributors are reading, but also how they are reading. Frank Lentricchia and Andrew DuBois's collection is an essential tool for teaching the history and practice of close reading. Contributors: Houston A. Baker Jr., Roland Barthes, Homi Bhabha, R. P. Blackmur, Cleanth Brooks, Kenneth Burke, Paul de Man, Andrew DuBois, Stanley Fish, Catherine Gallagher, Sandra Gilbert, Stephen Greenblatt, Susan Gubar, Fredric Jameson, Murray Krieger, Frank Lentricchia, Franco Moretti, John Crowe Ransom, Eve Kosofsky Sedgwick and Helen Vendler. Francis Bacon as he rightly says about books and experience "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested," Bacon distinguishes between the quality and value of the content of books. He also states that the use of a Book should be in equal measure to its value"

The present technology provides ample scope and renders mankind providing a valid stand to read, recall and recite. The e-books, audio books and apps like Kindle and google books that are providing source of knowledge to improvise knowledge is vast in this present tech era. Alexa a powerful tool in tech revolution provides children to talk to the gadgets and the input of their own voice recognition provides a platform to pronounce the language with its significant pitch and tone of a language. For almost all the languages grammar and syntax remains universal, the pitch and tone of a language varies by its unique slang, this slang reflects in pronunciation. Technology supports for all the young learners to gain knowledge through machine learning. Samsung has introduced its unique technological revolutionary gadget for the visually challenged in feel the emotions and for universal communication emotions are the one to feel and respond. The vibration in touch bonds the relationship "without the ability to see, hear or speak the deafblind can't express themselves" the two way communication of deaf and blind, caring for the impossible, Samsung vibes is unique in its tech bonding relationship in connecting people. The next generation of networks that the world is going to witness will be of marvel in thy eyes as the speed and phase of imagination are elevated with virtual reality. The gadgets, lights, electric equipment's, transportation channels are all connected for higher reliability. Smart technology, through cognitive feel

and emotions, reality and practical learning can happen for physically challenged students and the virtual reality class room can bring the learning outcome very close to reality.

“Although the world is full of suffering, it is full also of the overcoming of it.” – Helen Keller

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