

READING ACTIVITY

Questioning* (Strategy for deeper understanding)

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- Objective** : Enabling readers to raise questions at the pre, during and post reading of a text and at different levels to understand better and to remember it longer.
- Participation** : Individual.
- Material** : Any text. Example - **The Model Millionaire** by Oscar Wilde (a short story)
- Preparation** : Attempting consciously to formulate questions and at three different levels – literal, interpretative and applied - and answering them in one’s own words and not attempting to memorize the chunks of texts, which is forgotten after a point of time.

Procedure :

- **Pre-reading questions** - start with questioning the title of the story. For instance, when you look at the title you could ask questions such as, who are the millionaires I know of?, what are their life stories?, how many of them belong to the category of rags to riches?, how many of them are known for their philanthropic activities?, how can a millionaire be a model? And so on.
- **While reading questioning** - begins from the first line of the story and goes on till the end. One could raise as many questions as one wishes to on any aspect of the story. As an illustration when one reads a sentence like, “Well. I think the model should have a percentage,” cried Hughie, laughing: “they work quite as hard as you do.”, one could ask questions like does Hughie really mean or is he merely joking?, what does it reveal about his characteristics?, are the models given percentage anywhere?, what sort of people become models? And so on.
- **Post reading questioning** - can take the whole story into consideration and raise questions within oneself and some of which can be, what is the theme of the story?, how are the characters portrayed?, is it an interesting story and how does the writer make it appealing to readers?, is it an imaginative or life story? And many more of this sort.
- One should be able to ask **different kinds of questions**, viz. a) literal questions – who is Alan Trevor?, what was he doing when Hughie visited him? And how did Hughie get to know that the “old beggar” was a millionaire?, b) interpretative questions - what made Hughie give away one pound to the model?, what made the millionaire to present a cheque for ten thousand pounds to Hughie?, and why do think the writer employs dialogues in the story?, and c) applied questions –has any millionaire today something similar to this?, how do some of them today contribute to the social causes? And why do some millionaires do not contribute to any noble causes? And so on.

The more number of questions one raises the better will be their understanding and appreciation.

Learning outcomes:

- 1) Learners understand that raising questions while reading compels them to focus their total attention on what they are to learn with clarity.
- 2) Learners realize that they think actively as they read and attempt to read between and beyond lines.

Further activity: Any material that they begin to read they need to start with questions right from the title till the last word and end with questioning the whole text.

***Questioning:** As the questions generally given at the end of lessons and asked by teachers students are expected only to answer them. However, they need to be encouraged to raise questions within them and find answers to comprehend and appreciate the lessons better. Questioning should never be only teachers’ domain and any question could have multiple answers., And, it develops critical and creative thinking.

The 5Ws and the H will be handy to enhance the skill to question and arouse curiosity.