

AECC ENGLISH E-Lesson for B. Com. (Hns.) Sem. II

INTERPRETATION

Reading is a **many-layered** process which is done with a **general or specific purpose**. It includes **multiple readings, understanding of the depth of the idea/ story line, complete comprehension** of the **main concept/s** (whether it is for pleasure or serious understanding), **synthesis, interpretation and analysis**. It also involves **evaluation and final expression of the ideas of the read piece into a presentation**. **Close reading** is a kind of **slow reading** which helps **develop critical thinking**.

Close reading helps go through the **process of interpretation** which involves **comprehension, analysis, evaluation** and even **argumentation**. Interpretation is **not only what has been stated directly but also what is being persuaded or being indirectly conveyed**. **Interpretation** is mainly **responding to a text**— by **preparing a sequential** (in the proper order) **list**, by **comparing two ideas**, by **working on cause and effect**, by **showing the contrast** and by **elaborating**.

Comprehension

It involves **deep understanding at multiple levels**—**literal** (word by word) and **interpretive** (analytical). It means to get both the **direct and indirect meaning/s**. When a person stops reading (after the initial reading), one learns to **think: to connect, to infer** (reason/ assume/ presume), **create mental picture** and **summarize the main points**.

Strategies of Comprehension

How much a reader has understood a text, can be understood from many views.

- (a) **Question:** The reader asks herself/ himself questions—
 - What is the **main idea** of the text?
 - What **makes me think so**?
 - Which **sentences** are **supporting** the **main idea**?
 - What does the **writer wish to convey**?
 - Are **there any signs**?
 - What is the **viewpoint of the author**?
 - Why am I **reaching the particular conclusion**?
 - Are there **simple, clear meanings or deeper meanings** too?
 - Which **words suggest deeper meanings**?
- (b) **Predict:** The reader is asked to **predict** (guess) **what happens next**, which **improves the creative and thinking ability** of the reader/s.
- (c) **Connect:** The reader has to find the **connecting ideas**— **parts which give details about the main idea, support the main idea and contrast it**.
- (d) **Visualize:** Close reading should help **create a visual picture**. For this **observation and analytical skills** need to be developed. The reader should be able **to remember exact and correct details**.

- (e) **Infer**: The reader should be able to **draw the deeper meaning**. When the reader asks herself/ himself **what the writer wishes to convey**, she/ he can **easily understand the deeper meaning**.
- (f) **Determine importance**: The reader should be able to understand **which part is most important** and **which part has lesser value**.
- (g) **Synthesize**: The reader should be able to **put together the main idea** and the **supporting idea/s to synthesize** (arrange) the **overall clear picture**.
- (h) **Paraphrase**: This means to be able to **quote a specific point of the author in one's own words**. This can only be done if the comment/ point/ idea of the author is read carefully/ properly.
- (i) **Summarise**: With this one can provide the **gist of the text in one's own words**.

Paraphrase

This means to **change the expression of the original into simplified form**.

This is **lower in terms of understanding**.

Summarize

This is **not only to paraphrase but to cut the length short**.

This is **higher in terms of understanding**.

Strategies of Interpretation

- **Interpretation** means to **get complete information stated/ mentioned and implied/ suggested/ hinted to reach a conclusion**.
- While **reading and re-reading, one takes pauses**. During these pauses, **critical thinking is going on**. This critical thinking is very **important for comprehension and interpretation**.
- For **comprehension and interpretation**, the **following stages of reading and thinking** should be followed:
 - i. **Preview of the text by using the title**.
 - ii. **Understanding the context**.
 - iii. **Analysing the heading and sub-heading**.
 - iv. **Understanding keywords, italicized and bold words**.
- Synthesis can be done through:
 - 1) **Author's tone**.
 - 2) **Style**.
 - 3) **Selection of words**.
 - 4) **Connection of ideas**.
 - 5) **Presentation of characters**.
 - 6) **Plot**.
 - 7) **Use of specific situations**.
 - 8) **Handling of situations by characters**.
 - 9) **Reactions of characters**.
 - 10) **Tone of the story**.
 - 11) **Use of metaphors, similes, personification**.
 - 12) **Examples from everyday life**.