



Tikrit University

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Reading Comprehension

People practicing many skills in ordinary life sometimes with and without concentration. So in this article we have three elements first reading and second comprehension, and third reading comprehension. Really there is link between these three elements. People read for many purposes such interest, information, to know what is new and for success in life. Therefore reading need physical practicing in L1/L2 it can't achieve alone.

Furthermore, Kaplan (2002) states that when dealing with reading do not forget mixing and combination of skills and abilities that pupils need and use them when they start reading. One of these abilities are recognition of letters, words, phrases, and clauses, interpretation, and perception of written or printed material. learners with reading his practice for some treatments as analyze, organize, and accumulate (Al-Athemmy,2002). Ellis clarifies that both reading and comprehension skills belong to mental process and the final aims of learners of EFL/ESL comprehend what they read (1990). Therefore, Goodman and Goodman (2009) have put reading in fact, that the study of reading is the study of reading comprehension. Zygouris from other hand states "a major goal of reading comprehension is to help students develop the knowledge, skills, and experiences they need to become independent readers and lifelong learners" (2009:). Klapwijk (2015) generalizes that "all experts know that comprehension is a critical part of the reading process, but the results are learners continue to struggle with it. So, many reasons behind the lack of focus on reading comprehension instruction, but for the most part, teachers simply do not seem to view comprehension as part of the reading process...".

Crystal (2003) defines comprehension it is "the ability to understand and interpret spoken and written language". No one can deny that

comprehension during reading is the most important goal of reading; it represents the essence of reading (Balota et al.,; Durkin,1993). Therefore, comprehension is a complex activity, consuming, and continuous; in which the reader acts of understanding the meaning of printed or spoken language; depends on several elements as linguistic factors, such as phonological, morphological, syntactic, and semantic elements; also depends on vocabulary, background knowledge, skills.

Al-Sulaimaan (2011) explains that human language is a huge code that contains a system of rules, these rules allow us to transmit information in symbolic form. According to Mehrpour, et al., (2012) reading comprehension is a process, which involves the integration of decoding ability, with vocabulary knowledge, and prior knowledge of the topic, and also it works with relevant strategies to make sense of a text to understand it. A reader receives the message that has been encoded by the writer he starts immediately to rebuild what he receives to formulate comprehension depending on this process on his ability and related the information acquired by his experience and daily life (Carrel and Eisterhold,1983) The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. So, the final decoding is the learner's ability to recognize words and then their meanings when he reads to jump to comprehension.

Khaki (2014) states that reading comprehension is an interactive process; in which the results come from an interaction between the reader, the strategies the reader employs, the material being read, and the context in which reading takes place.

## **The Elements of Reading Comprehension**

Day and Park (2005) state that when dealing with predicting the reader clearly brings his knowledge of the language and his knowledge of the world to bear, he builds up expectations, he makes predictions about what is to come; to determine what might happen next or after a story ends. students go for looking on general meaning or specific meaning or any idea presented in text therefore, they must do plenty of work to arrive to final goal, they learn to predict meaning without having to think separately about each word.

### **Guessing**

Harris and Sipay (1979) state that reader uses as much information as necessary to get to the meaning in order to build a picture helps him to comprehend. Words are important in our life, when we hear someone talks we understand what he has said. This depends on knowing these words, and this leads us to know the meaning and then comprehend. Therefore, this is the operation of guessing .

So, guessing word meaning from the context is possible as Twaddell (1988) points out and proposes two conditions for this possibility:

First, students know something about the content of the reading or listening materials from their knowledge of first language reading. Secondly, they know how the meaning of the words they learn refer to parts of reality.

### **Types of Reading Comprehension**

#### **Literal Comprehension**

Abbott (1977) defines literal comprehension `as "the skill of getting the direct meaning of a word, idea or sentence in a text". literal understanding differs from meaningful understanding in the way that it is possible to comprehend the words but not the meaning of a sentence and to comprehend the sentences but not the organization of the text (Alderson).

#### **Inferential comprehension**

Then in this level the reader is required to go beyond the text and to use his imagination and whatever information he owned to build his own inference. However, students need to construct inferences when they construct the text base and the mental models that go beyond the information directly articulated in the text (Snow). According to Robeck and Wilson (1974) inferential comprehension involves an extension of the available material from the reader's past experience to infer, predict and interpret the index of the passage.