

Interpretive Reading as a Strategy to Construct Meaning in EFL Reading Comprehension: A Case Study at King Khalid University

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Abstract

This study aims to investigate interpretive reading; as a strategy to construct meaning among English as a foreign language (EFL) beginner level students at the Faculty of Languages and Translation, King Khalid University(KKU). It will also suggest ways in which instructors can incorporate this strategy into their teaching. Reading appears to be one of the challenging skills for EFL Saudi students for various reasons; among them, the primary one can be that students are usually less motivated towards self-reading. The Interpretive reading strategy could go a long way to bridge the gaps in understanding comprehension passages, as it is a performance/rhetoric-related strategy and lies at a more intuitive level. Engaging and motivating students in learning requires a few essential factors, such as exciting tasks, the sociocultural background of the learners, and people who manage the delivery of the course (Marshall,1992). An experimental and control group of students will be selected, enrolled in the reading course, at level 1. The test group will get training in the interpretive reading techniques through their EFL instructors, having excellent in-depth knowledge of the skill of interpretive reading techniques. After teaching for more than eight weeks, a proficiency test will gauge student's performance. The obtained results are compared using SPSS software to see the significant achievements and suggestions, and necessary recommendations are made.

Key Words: EFL Reading comprehension, ESL interpretive reading, self-reading, Saudi beginner level

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Reading Comprehension Interpretive Reading A

Various Authors



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Reading Comprehension: Interpretive reading B Elaine Walling,1979 **Theoretical Issues in Reading**

Comprehension Rand J. Spiro,Bertram C. Bruce,William F. Brewer,2017-11-03 Research in cognitive psychology linguistics and artificial intelligence the three disciplines that have the most direct application to an understanding of the mental processes in reading is presented in this multilevel work originally published in 1980 that attempts to provide a systematic and scientific basis for understanding and building a comprehensive theory of reading comprehension The major focus is on understanding the processes involved in the comprehension of written text Underlying most of the contributions is the assumption that skilled reading comprehension requires a coordination of text with context in a way that goes far beyond simply chaining together the meanings of a string of decoded words The topics discussed are divided into five general areas Global Issues Text Structure Language Knowledge of the World and Inference Effects of Prior Language Experience and Comprehension Strategies and Facilitators and represent a broad base of methodology and data that should be of interest not only to those concerned with the reading process but also to basic science researchers in psychology linguistics artificial intelligence and related disciplines **Comprehension Instruction, Second Edition** Cathy Collins Block,Sheri R.

Parris,2008-04-22 This comprehensive professional resource and text is based on cutting edge research In each chapter leading scholars provide an overview of a particular aspect of comprehension offer best practice instructional guidelines and policy recommendations present key research questions still to be answered and conclude with stimulating questions for individual study or discussion Coverage includes such timely topics as differentiated instruction technology and reading comprehension teaching English language learners and the implications of current neuroscientific findings **The**

Psychology of Reading Mildred C. Robeck,Randall R. Wallace,2017-11-06 The need to know why as well as how children and youth respond as they do to reading instruction has guided the selection of this book s content The second edition of this title originally published in 1990 has retained and elaborated upon the three major themes previously presented that reading is a linguistic process that motivation the affective domain may be as important in learning to read as the cognitive domain and that the reality of learning theory is to be found in the mechanisms of the brain where information is mediated and memory traces are stored The text integrates views from cognitive psychology psycholinguistics and neuropsychology as they relate to reading and writing A learning motivation model is provided to present associative learning conceptualization and self directed reading in a hierarchical relationship with distinct cognitive and affective components The distinction between beginning and proficient reading is maintained throughout the text **Thesaurus of ERIC Descriptors** ,1977

Speaking, Reading, and Writing in Children With Language Learning Disabilities Katharine G. Butler,Elaine R. Silliman,2001-12-01 The ability to use language in more literate ways has always been a central outcome of education Today however being literate requires more than functional literacy the recognition of printed words as meaningful It requires the

knowledge of how to use language as a tool for analyzing synthesizing and integrating what is heard or read in order to arrive at new interpretations Specialists in education cognitive psychology learning disabilities communication sciences and disorders and other fields have studied the language learning problems of school age children from their own perspectives All have tended to emphasize either the oral language component or phonemic awareness The major influence of phonemic awareness on learning to read and spell is well researched but it is not the only relevant focus for efforts in intervention and instruction An issue is that applications are usually the products of a single discipline or profession and few integrate an understanding of phonemic awareness with an understanding of the ways in which oral language comprehension and expression support reading writing and spelling Thus what we have learned about language remains disconnected from what we have learned about literacy interrelationships between language and literacy are not appreciated and educational services for students with language and learning disabilities are fragmented as a result This unique book a multidisciplinary collaboration bridges research practice and the development of new technologies It offers the first comprehensive and integrated overview of the multiple factors involved in language learning from late preschool through post high school that must be considered if problems are to be effectively addressed Practitioners researchers and students professionally concerned with these problems will find the book an invaluable resource

Handbook of Research on Reading Comprehension Susan E. Israel, Gerald G. Duffy, 2014-06-03 Researchers of reading comprehension literacy educational psychology psychology and neuroscience are brought together for this handbook to document and summarize the current body of research on theory methods instruction and assessment in reading comprehension

Resources in Education, 1993-07 **National Assessment of Educational Progress 1969-1983** Theodore B. Pratt, 1984 During its first 14 years of existence the National Assessment of Educational Progress NAEP was located at the Education Commission of the States ECS This annotated bibliography of 575 references lists all major publications by or about NAEP published between 1969 and 1983 References are in a classified arrangement by specific or special assessment Documents not dealing with a specific assessment are grouped by Methodological Publications Special Analyses and General and Miscellaneous Materials by NAEP are separated from materials about NAEP done by external organizations Subject Personal Author and Preparing Institution indexes are provided The compilation is based on materials documents and journal articles archived in the database of the Educational Resources Information Center ERIC and therefore most documents cited can be obtained through the ERIC Document Reproduction Service EDRS WTB *Proceedings of the 6th International Conference on Learning Innovation and Quality Education (ICLIQE 2022)* Moh Salimi, Gunarhadi, Ratna Hidayah, Dewanta Arya Nugraha, 2023-12-01 This is an open access book The 6th International Conference on Learning Innovation and Quality Education ICLIQE 2022 is organized by Faculty of Teacher Training and Education The purpose of the ICLIQE 2022 activity is as a forum to accommodate researchers academics educators and education staff consultants government and other stakeholders to share perspectives

related to educational trends seen from the perspective of society 5 0 era which includes the fields of science and technology education social and humanities management education basic education special education early childhood education guidance and counseling curriculum and educational evaluation and innovation

Reading Skills Problem Solver Wilma H. Miller, 2001-12-15 Publisher Description *Measuring Reading Competence* S. Schwartz, 2013-06-29 This book concerns measuring reading skills It is not meant to be a comprehensive survey of reading research or a review of all possible approaches to reading measurement although considerable attention is given to both subjects Instead the purpose of this book is to present a coherent theoretically based approach to measuring reading competence The ability to measure a phenomenon is an important prerequisite for scientific analysis As Lord Kelvin said One's knowledge of science begins when he can measure what he is speaking about and express it in numbers Unfortunately not just any numbers will do Presently available reading tests provide their users with a plethora of numbers age levels percentiles grade equivalents but their scientific value is questionable The problem is that there is more to scientific measurement than merely assigning numbers to arbitrarily chosen behaviors Scientific measurement occurs only within the confines of a theory and most reading tests are atheoretical Recent years have witnessed an explosive growth in reading research

Teaching and learning to read in a multilingual context IBE, 2017-03-13

Psychology Library Editions: Psychology of Reading Various Authors, 2021-03-01 The psychology of reading investigates the process by which readers extract visual information from written text and make sense of it Psychology Library Editions Psychology of Reading 11 Volumes brings together as one set or individual volumes a small series of previously out of print titles originally published between 1980 and 1995 The set includes topics such as dyslexia and the relationship between speech and reading

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Research in Education , 1974

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Educational Research Document Summaries Educational Research Information Center (U.S.), 1966

The Routledge Companion to the Work of John R. Rickford Renée Blake, Isabelle Buchstaller, 2019-09-17 This comprehensive collection is the first full book length volume to bring together writing focused around and inspired by the work of John Rickford and his role in sociolinguistic research over the last four decades Featuring contributions from more than 40 leading scholars in the field the volume integrates both historical and current perspectives on key topics in Rickford's body of work at the intersection of language and society highlighting the influence of his work from diverse fields such as sociolinguistics stylistics creole studies and language and education The volume is organized around four sections each representing one of the fundamental strands in Rickford's scholarship over the course of his career bookended by short vignettes that feature stories from the field to more broadly contextualize his intellectual legacy Language contact from a sociolinguistic and sociohistorical point of view The political ramifications of linguistic heterogeneity The stylistic implications of language variation and change The educational implications of linguistic

heterogeneity and social injustice Taken together The Routledge Companion to the Work of John R Rickford serves as a platform to showcase Rickford s pioneering contributions to the field and in turn to socially reflective linguistic research more generally making this key reading for students and researchers in sociolinguistics creole studies language and style and language and education

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Reading Comprehension Interpretive Reading A Introduction

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