

## 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

**Cite as:** Assiri, A. I. , & Siddiqui, A. (2020). Interpretive Reading as a Strategy to Construct Meaning in EFL Reading Comprehension: A Case Study at King Khalid University. *Arab World English Journal*, 11 (2) 395–410. DOI: <https://dx.doi.org/10.24093/awej/vol11no2.28>

# Reading Comprehension Interpretive Reading A

**Denise Johnson**



## **Reading Comprehension Interpretive Reading A:**

Reading Comprehension: Interpretive reading B Elaine Walling, 1979      *Thesaurus of ERIC Descriptors*, 1975      *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.

**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.

**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      **Research in Education** ,1974

**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 Joy of Children's Literature** Denise

Johnson, 2023-12-18 This book provides in depth coverage of children's literature with integrated reading methods in a concise accessible format Johnson emphasizes that reading writing discussing and finding pleasure in children's books are essential tools in being able to recognize and recommend literature and being able to share the joy of children's literature with children themselves This fully updated third edition includes up to date research new book titles within each chapter a greater focus on diversity and inclusion and new sections on Activities for Professional Development and Print and Online Resources      *Resources in Education* ,1993      Socializing Intelligence Through Academic Talk and Dialogue Lauren

Resnick, Christa Asterhan, Sherice Clarke, 2015-04-19 Socializing Intelligence Through Academic Talk and Dialogue focuses on a fast growing topic in education research Over the course of 34 chapters the contributors discuss theories and case studies that shed light on the effects of dialogic participation in and outside the classroom This rich interdisciplinary endeavor will appeal to scholars and researchers in education and many related disciplines including learning and cognitive sciences educational psychology instructional science and linguistics as well as to teachers curriculum designers and educational policy makers      **OE [publication]** ,      **Thesaurus of ERIC Descriptors** Educational Resources Information Center (U.S.), 1968      **Educational Research Document Summaries** Educational Research Information Center (U.S.), 1966

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      **The Handbook of Research in World Language Instruction** Victoria Russell, Kathryn Murphy-Judy, Francis John Troyan, Aleidine J. Moeller, Krishauna Hines-Gaither, 2025-06-05 This seminal handbook provides a comprehensive overview of the research on world language education and how that research can transform into effective and daily instructional practices for K 16 language teachers With contributions from leading scholars in the field the volume addresses cutting edge research trends and practice Covering key topics in language education the volume is organized in six sections Teaching Methods and Approaches Culture Pragmatics and Intercultural Communicative Competence Assessment and Program Evaluation Diversity Equity and Inclusion in the World Language Classroom Technology Integration and Online Language Teaching and Learning and Key Issues in World Language Instruction including advocacy teacher recruitment and retention and professional development This handbook is an essential text for all scholars researchers and educators in world languages      *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      *The Reading Teacher* , 1984      Teaching and learning to read in a multilingual context IBE, 2017-03-13      **Beginning Reading** Yola Center, 2005-10-21 Provides research based data about effective literacy instruction processes      **Bulletin** United States Civil Service Commission, 1971-05

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