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Exercise 6

Specific aim: To train the students to make predictions and guesses when reading a text.

Skills involved: Predicting.

Why?   When supplying the missing punctuation of a text, we try to predict where the sentences are likely to stop and look for certain words functioning as signals of a new sentence or paragraph.

In the following text, all punctuation has been removed. Can you put it back? Start a new paragraph when you think it is necessary and don't forget part of the text may be a dialogue and will have to be punctuated as such.

he emerged wearing black trousers and a brown-and-white shirt he put on black shoes and slicked his hair with oil from a bottle on the dresser Flora gave Gabi a clean pair of jeans a red-striped shirt and sneakers as they went

downstairs Flora said let's go to the A and P things are cheaper there all right I don't care but those people don't sell on credit so what Flora answered crossly we have to economize they passed a record shop Flora give me a dollar Simplicio said I want to buy *La mano de Dios* are you crazy Flora burst out we aren't going to have any money left over and you want to buy a record besides you broke the arm of the record player and that's expensive so don't think we can get it fixed right away I hope it's never fixed because when it works all you do is play records so loud the whole neighborhood can hear ah Flora give it to me Flora opened her purse and threw a dollar bill at her husband.

(From Oscar Lewis: *Days with Simplicio in New York* (Random House, 1965))

Predicting – further hints

– The students can be given unfinished passages and asked to propose an ending.

– Widdowson ('The process and purpose of reading' in *Explorations in Applied Linguistics*) also suggests taking a written text, dividing it into utterances and asking the students to ask pertinent questions about what should follow at differing points in the passage. Thus they will see the various directions in which a text may naturally develop.

Exercice 4

Specific aim:	To help the students to recognize the structure of complex sentences.
Skills involved:	Understanding relations within the sentence.
Why?	In order to read efficiently and not to stumble on every word it will be essential for the students to grasp the structure of the sentences they read at once. They should therefore be taught to discriminate quickly between what is essential (subject – verb – object, i.e. the 'core' of the sentence) and the padding (i.e. modifiers, relative clauses, oppositions, etc.) which, in each sentence, only introduces some further details or qualifies the idea.

Read the following sentences and underline the subject and the main verb of each of them.

'One team that performed more than two hundred operations found that nearly half the patients underwent a change of personality. In one publicized case in England a young salesman with an apparent compulsion to gamble was arrested for larceny.'

Exercice 5

Specific aim:	Same as for exercise 4 but the students are asked
Skills involved:	to divide the sentences of a text into sense groups
Why?	so as to grasp the structure of the sentences more quickly.

Divide the following sentences into sense groups.

Here is a possible way of doing it.

You must excuse/a letter from somebody/you may this morning/not even remember./It is the lonely young man/with the black face/beside the door/to whom/you were so kind/last night./I have only just returned/from Cambridge,/to Calcutta,/and know no one here./It was a real ordeal/to find myself/at Government House,/at such a large party,/all alone in the world.
(From *Letters of an Indian Judge to an English Gentlewoman* (Futura, 1970))

Exercise 3

Specific aim: To train the students to infer the meaning of
                    unfamiliar words.
Skills involved: Deducing the meaning of unfamiliar lexical items
                    through contextual clues.
Why?   This kind of exercise (cloze exercise) will make the
                    students realize how much the context can help
                    them to find out the meaning of difficult or
                    unfamiliar words.

**Read the following paragraph and try to guess the meaning of the word
'zip'.**

Zip was stopped during the war and only after the war did it become
popular. What a difference it has made to our lives. It keeps people at home
much more. It has made the remote parts of the world more real to us.
Photographs show a country, but only *zip* makes us feel that a foreign
country is real. Also we can see scenes in the street, big occasions are
zipped, such as the Coronation in 1953 and the Opening of Parliament.
Perhaps the sufferers from *zip* are the notable people, who, as they step out
of an aeroplane, have to face the battery of *zip* cameras and know that
every movement, every gesture will be seen by millions of people.
Politicians not only have to speak well, they now have to have what is
called a '*zip* personality'. Perhaps we can sympathize when Members of
Parliament say that they do not want debates to be *zipped*.
(From *Britain in the Modern World* by E. N Nash and A. M. Newth)

zip means ☐ cinema
         ☐ photography
         ☐ television
         ☐ telephone

then up the long driveway until he came to the building itself. He had to
slow his car and wait in a line with other cars, most of them driven by
chauffeurs, stopped by the entrance of the building for a doorman to open
the door for their passengers. When Benjamin was beside the entrance an
attendant appeared at his car and pulled open the door.
(From C. Webb: *The Graduate* (Penguin, 1968))

The main idea of this passage is that
a) Benjamin was going to stay in the Taft Hotel.
b) The hotel Benjamin went to was a luxurious one.
c) There was an attendant waiting for Benjamin in the hotel.
d) Benjamin was impressed by the quality of the hotel.

Exercise 2

Specific aim:	To train the students to discriminate between general and specific statements.
Skills involved:	Distinguishing the main idea from supporting details.
Why?	Training the students to distinguish between generalizations and specific statements will often help them to find the main idea of a passage more quickly.

Look at the following statements and classify them according to their
degree of generality.
a) Cats are extremely intelligent animals.
b) Siamese cats are believed to be more intelligent than others.
c) My neighbour's Siamese cat is exceptionally intelligent.
d) Some Siamese cats are just as intelligent as dogs.
e) My neighbour's Siamese cat can do all kind of tricks.

Most general   1:
                  2:
  │   3:
  ↓   4:
Most specific   5:
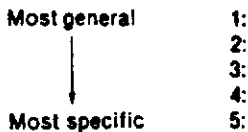
Appendix *

Exercise 1

Specific aim: To train the students to find out the main idea of a passage.

Skills involved: Distinguishing the main idea from supporting details.

Why?   When the main idea of a paragraph is not actually stated, that is to say when there is no such thing as a topic sentence, the students may find it more difficult to decide what the general meaning of that paragraph is. It is therefore necessary to train them to find out the main ideas in passages of that type.

The first agent Leamas lost was a girl. She was only a small link in the network; she was used for courier jobs. They shot her dead in the street as she left a West Berlin cinema. The police never found the murderer and Leamas was at first inclined to write the incident off as unconnected with her work. A month later a railway porter in Dresden, a discarded agent from Peter Guillam's network, was found dead and mutilated beside a railway track. Leamas knew it wasn't coincidence any longer. Soon after that two members of another network under Leamas' control were arrested and summarily sentenced to death. So it went on: remorseless and unnerving.   •
(From J. Le Carré: *The Spy Who Came In From The Cold* Pan Books, 1964))

The main idea of this passage is that
a) the police couldn't stop the murders of Leamas' men.
b) Leamas couldn't understand why so many people were killed.
c) Leamas knew someone was killing his agents.
d) the murders of Leamas' agents were savage and cruel.

The Hotel Taft was on a hill in one of the better sections of town. A wide street curved up past large expensive homes until it neared the top of the hill, then there was an archway over the street with a sign on the archway reading Taft Hotel and as it passed under the archway the street turned into the entranceway of the hotel. Benjamin drove slowly under the archway,

* Source:Francoise Grellet(1981)

reading strategies but also with their application for the enhancement of reading activities.Furthermore,the teacher can encourage and assist students in applying reading strategies to an extensive range of reading materials so that the strategies transfer to new activities and are used by the readers independently of the teacher's support.

We may conclude by saying that the key to success in instruction and reading programs is resorting to application of appropriate reading strategies and creating an awareness with respect to metacognitive processes involved in the task   of reading.*

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* For samples of reading strategies refer to
  Appendix.

the act of comprehending is essentially meaning--
driven,holistic,top-down behaviour that is highly
selective in the features it incorporates.

4-Conclusion

Poor foreign language reading comprehension
isnot totally due to insufficient linguistic knowledge
but, to some extent, comprehension failures can be
attributed to lack of knowledge about metacognitive
reading strategies. It seems reasonable for the
foreign language reading pedagogy to benefit from
the inclusion of explicit, comprehension-fostering
metacognitive strategy training and employment of
various pedagogic techniques for consciousness-rais-
ing concerning appropriate reading strategies.The
principal mechanism by which greater learning efficiency
materializes with reading strategies is the active
mental processes in which students engage during
reading, making them capable of capitalizing on
available instruction more than less active readers
unfamiliar with the reading strategies.Classrom in-
struction has the potential to affect a bulk of skills
to which the strategies can be applied. In this view,
teachers can create circumstances in which readers
become acquainted not only with the appropriate

In current teaching programs what has been
taken for instruction in reading is usually based on
discrete-point approach in teaching,i.e.dealing with
grammar and vocabulary items.But if the teacher wants
to improve the reading ability, he must assist the
students in ways that will enable them to improve the
communicative processes they go through to arrive at
a global comprehension of the reading text.

Viewing reading as a communicative process
rather than as a language learning process leads to
several important conclusions. Students donot need
to know all the vocabulary and grammar to comprehend
a major portion of the text and to recreate the
author's meaning. They can learn to read at a much
higher level of proficiency than in the past when
the preoccupation with grammar deprived them of the
opportunity to read for meaning. They can learn read-
ing strategies that enable them to read at a much
higher levels of proficiency(Chastain,1988:224).

Generally speaking,proficient and skilled
learners donot focus on single words and sentences
used in the text;instead,the approach they usually
adopt is extracting a global understanding of the
text and then working toward comprehension of the
details dealt with in the text. Based on the results
of research studies,Byrnes(1985:50)concludes that

relate new information with information already
stated. They are able to notice inconsistencies in a
text and employ strategies to make these inconsistencies
understandable (Block,1986:465).

The researches conducted on metacognitive
processes involved in the task of reading convinc-
ingly demonstrate the usefulness of developing
students' awareness of the strategies they currently
use,and of consciously trying to get them to use new
strategies.Thompson et al.(1993:139) verify the
necessity of equipping the learners with a metacognitive
awareness of the reading strategies stating that

> as a result of a deficit or developmental
> delay in metacognition, some readers fail
> to reach the threshold level of control
> processing ability required to perform the
> low level metalinguistic operations necessary
> for developing basic reading skills.Con-
> sequently, they willnot be able to derive
> maximum benefit from reading instruction
> and will be prevented from taking advantage
> of the reciprocally facilitating relation-
> ships between reading achievement and other
> aspects of development(such as growth in
> vocabulary and syntactic knowledge),which
> facilitate growth in reading.

individual learning tasks and entail direct
manipulation or transformation of the learn-
ing materials. Students without metacognitive
approaches are essentially learners without
direction or opportunity to review their
progress,accomplishments,and future learning
directions.

According to Brown(1987:95),teachers can
benefit from an understanding of what makes learners
successful and unsuccessful, and establish in the
classroom a milieu for the realization of successful
strategies.Teachers cannot always expect instant
success in that effort. Neverthless, our efforts to
teach students some"technical know-how about how to
tackle a language" are well advised.

It is worth noting that good readers are
more able to monitor their comprehension than poor
readers are, that they are more aware of the strat·-
egies they use than are poor readers,and that they
use strategies more flexibly.Specifically,good
readers adjust their strategies to the type of text
they are reading and to the purpose for which they
are reading.They distinguish between important in-
formation and details as they read and are able to
use clues in the text to anticipate information or

product of reading, is required.

As mentioned before,reading is"a kind of
metacognitive activity"(Brown,et al.,1984:49)which
involves planning ,thinking about the reading
process, monitoring of comprehension,evaluating,and
in short,ways of getting at meaning. The term metacog-
nition refers to one's understanding of any cognitive
process.Metacognition in the context of reading is
usually understood to consist of two types of cog-
nition:first,one's knowledge of strategies for
learning from texts, and second, the control readers
have of their own actions while reading for different
purposes. Successful readers monitor their reading
and the state of their learning;they plan strategies,
adjust their efforts appropriately, and evaluate the
success of their ongoing efforts to understand. In
an attempt to formulate metacognitive strategies in
an information-processing,theoretical model,O'Malley
et al.,(1985:560)hold that

> metacognitive strategies involve thinking
> about the learning process,planning for
> learning, monitoring of comprehension or
> production while it is taking place, and
> self-evaluation of learning after the
> language activity is completed.Cognitive
> strategies are more directly related to

reading on the part of the learners. It is the anxious
reader who worries about not knowing the words.There-
fore, one of the first things we can do is to show
the students that we, too, donot know all the words,
but that we can nonetheless read pretty well for our
purposes most of the time, and that looking up words
is the last resort of the successful reader,since
good reading entails being prepared to tolerate un-
certainty until the text offers us further clues
(Wallace,1988:135).

3-Reading as a metacognitive and communicative
   process

The core of reading comprehension subsumes
delving into the thoughts which are rushing through
the minds of readers, struggles for deciphering mean-
ing,mental processes and associations which are un-
observable to the researchers. Viewing reading as a
kind of problem-solving activity, language teachers
hold that knowledge of these unobservable,hidden and
internal processes is of prime significance, since
the more knowledgeable and more aware they are about
how the readers solve the problems they encounter
while reading, the more likely they are to teach
efficiently.For designing effective instructional
programs, knowledge about the process,not just the

10-React to the text: the reader reacts emotionally to information in the text.

Local strategies deal with attempts to understand specific linguistic units.

11-Paraphrase:the reader rephrases content using different words,but with the same sense. This strategy is used to aid understanding, to consolidate ideas, or to introduce a reaction.This strategy is generally used to prepare a simplified version of the text under question.

12-Reread:the reader rereads a portion of the text either aloud or silently.The use of this strategy may give the reader time to reflect on the content.

13-Solve vocabulary problem: the reader uses context, a synonym,or some other word-solving behaviour to understand a par - ticular word.

It is worth mentioning that resorting to reading strategies reduces the anxiety of the readers and causes them to be more open to the input and reading materials. In other words, the use of reading strategies is more likely to bring about a sense of self-confidence which is conductive to success in

5-Interpret the text:the reader makes an inference,draws a conclusion,or forms a hypothesis about the content.

6-Use general knowledge and associations: the reader uses his knowledge and experience (a) to explain,extend, and clarify content; (b) to evaluate the veracity of content;and (c) to react to content.

7-Comment on behaviour or process: the reader describes the strategies used, indicates awareness of the components of the process,or expresses a sense of accomplishment or frustration.

8-Monitor comprehension:the reader assesses his or her degree of understanding of the text.

9-Correct behaviour:the reader notices that an assumption,interpretation,or paraphrase is incorrect and changes that statement. This is a combination of the strategies of integration and monitoring,since the reader must both connect new information with old and evaluate understanding.Here the reader acts as an editor,which is an entirely different function.

evaluate their guesses.By contrast,unsuccessful
readers tend to: (1)lose the meaning of sentences
as soon as they decode them; (2) read word-by-word
or in short phrases;(3) rarely skip words:(4)turn
to the glossary for the meaning of new words;(5)have
a poor self-concept as a reader(Alderson,1984:233-
245).

According to Block(1986:472),strategies are
categorized into two levels:general comprehension
and local linguistic strategies.General strategies
include comprehension-gathering and comprehension-
monitoring strategies. Each strategy type is listed
below and followed by a short description:

1-Anticipate content:the reader
predicts what content will occur in succeeding
portions of text.

2-Recognize text structure: the reader
distinguishes between main points and sup-
porting details or discusses the purpose of
information.

3-Integrate information: the reader
connects new information with previously
stated content.

4-Question information in the text:
the reader questions the significance or
veracity of content.

they relate to a reader's attempt to make sense of a
text,to keep the meaning of the text in mind whilst
solving a particular lexical problem,checking to see
if his guess fits into the context, evaluating the
sense of his hypotheses. Other strategies might be
termed paralinguistic, in that they involve relating
the verbal information to accompanying visuals, table,
etc., using punctuation and orthographic clues as
cues for meaning, and typographic devices like titling
and sub-headings. Generally speaking, reading strate-
gies used by successful and unsuccessful readers are
as follows: successful readers tend to: (1)keep the
meaning of the passage in mind;(2) read in broad
phrases; (3)skip nonessential words;(4)guess from
the context the meaning of unknown words;(5)have a
good self-concept as a reader;(6)identify the
grammatical category of words;(7)demonstrate sensitivity
to a different word order in the foreign language;
(8)examine illustrations;(9)read the title and make
inferences from it;(10)use orthographic information
(e.g.,capitalization and italicization);(11)use the
glossary as a last resort;(12)look up words in
relevant sources correctly;(13)continue if unsuccess-
ful at decoding a word or phrase; (14)recognize cog-
nates;(15) use their knolwedge of the world;(16)try
out a proposed solution to a certain problem;(17)

of more independent vocabulary comprehension strategies
(Celce-Murcia,1979:147-148).

Readers often need assistance for monitoring
their own comprehension, but classroom reading in-
struction is usually limited to activities. that
precede or follow the reading of texts(e.g.introduction
of new vocabulary and discussion of a story).Teachers
rarely help students while students are in the process
of constructing meaning. As an example of such help,
a teacher might:(1)assign the first paragraph of a
story for silent reading;(2) ask several student
volunteers to identify words which were new to them
and to describe their strategies of guessing about
the intended meaning with these words; (3) discuss
the identified strategies with the entire class.This
sequence-silent reading,disclosure and discussion--
can be used with several paragraphs(Alderson,1984:
244).

In order to create a sense of order in the
somewhat ad hoc appearance of the strategies, a
categorization of strategies might be useful,though
the categories of strategies vary from study to
study. They maybe classified into several types:
narrowly linguistic, as in identifying the form class
of words, recognizing cognates, or chunking strings
into phrases. Others are broadly semantic,in that

readers depend on memorizing and rote learning,fail-
ing to distinguish major from supporting details or
new information from old. Consequently, a surface
approach to reading results in poor comprehension,
while a deep approach makes understanding the author's
message more likely.

It is important to encourage students to use
what they already know about the passage to help them
determine the meaning of unknown words. Concurrent
discussion and practice in determining the meaning of
words and structures from the context will be vital
in encouraging students to be more self-reliant.Also,
when students ask for definitions of words in context,
the instructor should encourage students to try to
answer the question themselves by returning to the
context. Sometimes you need to know the particular
meaning of the word(s) in order to understand the
contextual meaning. The writer may intentionally be
imprecise in what he is saying;thus the reader will
have to ensure which meaning of the polysemous word
is intended by the writer. The problem is often one
of persuading students to be content with a general
idea instead of insisting on a precise definition.
Patience and persistence are required on the part
of the instructor in fostering student acquisition

struction in how to read efficiently improves the
quality of this process. Therefore, through strategy
instruction teachers can help their students recognize
the power of using reading strategies for making
reading quicker, easier, and more effective. Teachers
need to know the appropriate uses of each strategy.
Teachers can weave strategy instruction into regular
classroom events in a natural, comfortable, but ex-
plicit way (Rebecca L.Oxford,1996:39).

Most of the incompetent readers have had,
little if any, instruction in the task of deciding
which ideas in a selection should be retained for a
given purpose. In addition, they havenot been intro-
duced to those tools by means of which they could
clinch ideas, and they have been given little in-
struction in the use of economical means of reading.
To support the effectiveness of reading strategies
on reading comprehension, Abraham and Vann(1996:74)
assert that readers who are equipped with a foreknowledge
on effective reading strategies can process and
interact with the text at a great depth. Learners
taking a "deep approach" to a reading task focus on
"what is signified" (i.e., the author's argument)
and learners taking "a surface approach" to the task
focus on the signs.(i.e.,the text itself and
discrete elements such as vocabulary)."Surface"

4-monitoring ongoing activities to
determine whether comprehension is occurring;

5-engaging in review and self-interro-
gation to determine whether goals are being
achieved;

6-taking corrective action when
failures in comprehension are detected;and

7-recovering from disruptions and
distractions--and many more deliberate,
planful activities that render reading an
efficient information-gathering activity.

As mentioned before, reading strategies cons-
titute the steps or actions selected by the readers
for improving the potential of reading ability as
well as facilitating the retention and retrieval of
what is read. The ostensible objective of reading
strategies is to assist the readers in enhancing
their knowledge in target language reading. In other
words, reading strategies include any efforts by the
reader to compensate for some gaps which might arise
in the process of reading and to pave the way for the
better understanding and effective absorption of the
text. Not only has it proven effective to have readers
receive specific prompts as to how to deal with the
task of reading, but it has also been seen that in-

to new taks both in the language class and in content areas requiring language skills (O'Malley et al.1985: 557).

It goes without saying that students are in need of help for learning how to read in a foreign language. Unassisted, many readers develop strategies which act as impediments for obtaining meaning efficiently from the reading texts. The instructional methods used in reading classes are focusing mainly on teaching vocabulary and grammar, and the significance of developing and fostering appropriate reading strategies is neglected. It should also be noted that a relatively high level of competence in language is a prerequisite to the ability to use reading strategies as a source of information in reading.

According to Spiro et al.(1980:456),reading strategies incorporate any deliberate planful control of activities that give birth to comprehension.These activities include:

1-clarifying the purposes of reading, that is, understanding the task demands,both explicit and implicit;

2-identifying the aspects of a message that are important;

3-allocating attention so that concentration can be focused on the major content area rather than trivia;

learners are able to improve their skills through
training in strategies evidenced by more successful
learners. The same is true of reading strategies:
less competent readers are able to improve their
reading skills through training in strategies evidenced
by more successful readers(Carrell et al.,1989:647-648).

Several investigations conducted into reading
strategies and their relationships to successful and
unsuccessful foreign language reading strongly suggest
that good language learners use a variety of strategies
to assist them in gaining command over new language
skills. Reading strategies are operations or steps
used by a reader to facilitate the acquisition,storage,
or retrieval of information. The reading strategies
of good readers, once identified and successfully
taught to less competent readers, could have considerable
potential for enhancing the development of foreign
language skills. It seems true to say that reading
strategies, at least part of them, are subject to the
personality the language learners have. Therefore, it
sounds too optimistic to assume that a certain strategy
applied successfully by an L2 reader will yield the
same result at the hand of another L2 reader.Foreign
language teachers can play an active and valuable role
by teaching students how to apply reading strategies
to varied activities and how to extend the strategies

et al., 1974:181). Alderson and Urquhart(1984:4)
express their acquiescence concerning the necessity
of having prior knowledge on reading strategies to
the effect that

> if language is the cause of difficulty in
> reading the foreign language, then perhaps
> reading texts need to encourage the use of
> appropriate reading strategies. If,however,
> the cause of poor reading in the forign
> language is poor reading in the first languge,
> then presumably the teaching of foreign
> language reading should include instruction
> in appropriate reading strategies. Thus
> learners would be encouraged to adopt
> successful reading strategies, and to become
> flexible in their approach to text.

2-Reading Strategies

The current researches in foreign language
reading have begun to focus on,among other things,
readers' strategies. Reading strategies are of in-
terest for what they reveal about the way readers
manage their interactions with written text, and how
these strategies are related to reading comprehen —
sion. Strategy research suggests that less competent

the role of linguistic knowledge in reading compre-
hension, but the role of metalinguistic factors in
the process of reading is undeniable, too. There is
research evidence(Ulijn et al.,1976:499) that under
normal conditions, when the main purpose of the
reading task is seeking information, reading compre-
hension is little dependent on a syntactic analysis
of the text's sentences and that reading comprehension
is possible without necessarily mastering the con-
trasting parts of the foreign language's syntax.
Usually, the reader's conceptual knowledge will com-
pensate for the lack of knowledge about linguistic
contrasts. Therefore, an attempt is made to depict
the facilitative role of some metalinguistic factors,
namely reading strategies, in the process of reading
in a foreign language.

We cannot expect learners simply to read by
mere exposure. It is true that learning is an in-
dividual matter, that what is learnt isnot necessarily
what is taught, that practice improves, even if it
doesnot make perfect.But it is the business of the
language teacher to set up conditions which are most
favourable for learning--this is essentially what
teaching means--and as for as reading is concerned
this means that he must devise ways of drawing the
learner's attention to how language is used(Allen

the information included in the text. Therefore, the
background knowledge of the readers plays a very signi-
ficant role in the process of reading.

It is an established fact among language
teaching experts that reading and comprehending foreign
language texts can be facilitated through giving direc-
tionality and orientation to the readers' perceptions
and ideas with respect to the content of the texts
involved. It has been repeatedly observed that students
of scientific courses who can understand an English
text about their field of study easily, face a lot of
difficulties in understanding a relatively simple text
about other subjects in English. This is indicative
of the fact that while reading a text about their field
of study, they use their relevant background information
and previous knowledge as well.

The failure of a large portion of the class
to comprehend a specific reading text can be, to some
extent, ascribed to the teacher's failures in preparing
the students in class and paving the way for their
efficient comprehension. It seems logical to claim
that reading and comprehending foreign language materials
can be improved, provided that language teachers adopt
a facilitative approach in fostering efficient reading
skills of their students. Of course, nobody can deny

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Reading Strategies and Learning Outcomes

1-Introduction

There is a consensus among language specialists
that reading in a foreign language and obtaining the
required information embedded in the text is one of
the significant objectives sought in a foreign language
curriculum.Nevertheless, reading and comprehending
foreing language texts is, in some cases, hindered
and the expected outcome isnot gained,mainly due to
the fact that reading comprehension is a process tak-
ing place through an interaction between the reader
and the text.Furthermore, researchers have shown that
reading is only partially visual and that the amount
of information provided by the reader is more than

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