



GST 111

Reading for

Comprehension

OLAMIPOSI OYELEYE PH.D.

**DEPARTMENT OF ENGLISH AND LITERARY
STUDIES, OSUN STATE UNIVERSITY**

Why is Reading for Comprehension Important?

- Essential for academic success.
- Helps you understand complex ideas, retain information, and think critically.
- Builds a foundation for writing, research, and discussions.

Types of Reading for Comprehension

- **Skimming:** Quick overview of the text.
- **Scanning:** Searching for specific information.
- **Intensive Reading:** Deep, detailed understanding.
- **Extensive Reading:** Reading for pleasure and general understanding.
- **Critical Reading:** Analyzing and evaluating arguments.
- **Active Reading:** Engaging with the text through notes and questions.

Pre-Reading Strategies

- **Set a Purpose:** Why are you reading this? (e.g., for an assignment, exam, or personal interest).
- **Preview the Text:** Look at headings, subheadings, images, and summaries.
- **Activate Prior Knowledge:** What do you already know about the topic?
- **Ask Questions:** What do you hope to learn?

During-Reading Strategies

- **Annotate:** Highlight, underline, or take notes.
- **Summarize:** Pause after each section to summarize in your own words.
- **Ask Questions:** What is the author trying to say? Do you agree?
- **Visualize:** Create mental images to help you understand.
- **Monitor Comprehension:** Check if you're understanding; reread if needed.

Post-Reading Strategies

- **Reflect:** What did you learn? How does it connect to what you already know?
- **Summarize:** Write a brief summary of the main points.
- **Discuss:** Talk about the text with peers or instructors.
- **Review:** Go back to your notes and annotations for reinforcement.

Active Reading Techniques

1. The SQ3R Method:

- **Survey:** Skim the text.
- **Question:** Formulate questions.
- **Read:** Read actively to answer your questions.
- **Recite:** Summarize what you've read.
- **Review:** Go over the material again.

2. Cornell Note-Taking System: Divide your notes into cues, notes, and summary sections.

Critical Reading Tips

- **Identify the Main Argument:** What is the author's point?
- **Evaluate Evidence:** Is the evidence credible and sufficient?
- **Recognize Bias:** Is the author presenting a balanced view?
- **Compare Perspectives:** How does this text relate to other sources?

Common Challenges and Solutions

- **Challenge:** Difficult vocabulary.
 - **Solution:** Use context clues or a dictionary.
- **Challenge:** Long, dense texts.
 - **Solution:** Break the text into smaller sections.
- **Challenge:** Lack of focus.
 - **Solution:** Set a timer and take breaks.
- **Challenge:** Forgetting what you read.
 - **Solution:** Use active reading strategies like summarizing and annotating

Tools and Resources

- **Digital Tools:**

- Highlighters and annotation tools (e.g., Adobe Acrobat, Kindle, etc.).
- Apps like Quizlet for vocabulary building.

- **Library Resources:**

- Access to academic journals, books, and databases.

- **Study Groups:**

- Collaborate with peers to discuss readings.

Conclusion

- **Key Takeaways:**

- Reading for comprehension is a skill that improves with practice.
- Use pre-reading, during-reading, and post-reading strategies.
- Stay active and critical while reading.

- **Final Thought:**

- “The more you read, the better you’ll get at understanding complex ideas and expressing your own.”

Sample Passage 1

THEY who have presumed to dogmatize on nature, as on some well investigated subject, either from self-conceit or arrogance, and in the professorial style, have inflicted the greatest injury on philosophy and learning. For they have tended to stifle and interrupt inquiry exactly in proportion as they have prevailed in bringing others to their opinion: and their own activity has not counterbalanced the mischief they have occasioned by corrupting and destroying that of others. They again who have entered upon a contrary course, and asserted that nothing whatever can be known, whether they have fallen into this opinion from their hatred of the ancient sophists, or from the hesitation of their minds, or from an exuberance of learning, have certainly adduced reasons for it which are by no means contemptible. They have not, however, derived their opinion from true sources, and, hurried on by their zeal and some affectation, have certainly exceeded due moderation. But the more ancient Greeks (whose writings have perished), held a more prudent mean, between the arrogance of dogmatism, and the despair of scepticism; and though too frequently intermingling complaints and indignation[6] at the difficulty of inquiry, and the obscurity of things, and champing, as it were, the bit, have still persisted in pressing their point, and pursuing their intercourse with nature; thinking, as it seems, that the better method was not to dispute upon the very point of the possibility of anything being known, but to put it to the test of experience. Yet they themselves, by only employing the power of the understanding, have not adopted a fixed rule, but have laid their whole stress upon intense meditation, and a continual exercise and perpetual agitation of the mind.

Sample Passage 2

The United States has raised serious concerns over Nigeria's ability to protect Christian communities following the abduction of 177 worshippers in Kaduna State, as bandits were on Thursday sighted moving freely through forest corridors with their captives, days after storming churches without resistance.

On Sunday, gunmen attacked three churches in Kurmin Wali community in Kajuru Local Government Area of Kaduna State and whisked away more than 177 worshippers, with 11 managing to escape, while 166 are still in captivity.

Sample 3

The uncle of British-Nigerian boxer Anthony Joshua has stated that his nephew would not want the driver involved in the fatal crash that claimed the lives of two of his friends to be sent to jail.

The driver, Adeniyi Kayode, 46, appeared before a magistrate's court in Sagamu, Ogun State, on Tuesday January 20, over the December crash that claimed the lives of Joshua's close friends, Latif Ayodele, and Sina Ghani.

References

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3. Pressley, M., & Afflerbach, P. (1995). *Verbal Protocols of Reading: The Nature of Constructively Responsive Reading*. Lawrence Erlbaum Associates.
4. Robinson, F. P. (1970). *Effective Study* (4th ed.). Harper & Row.
5. Brookfield, S. D. (2012). *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*. Jossey-Bass.
6. Paul, R., & Elder, L. (2020). *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life* (3rd ed.). Pearson.
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8. McWhorter, K. T. (2014). *College Reading and Study Skills* (13th ed.). Pearson.
9. Day, R. R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge University Press.

10. University Libraries and Learning Centers:

10. Many universities provide guides on reading strategies and tools. Examples:
 10. Purdue Online Writing Lab (OWL): <https://owl.purdue.edu>
 11. Harvard College Writing Center: <https://writingcenter.fas.harvard.edu>

11. Educational Apps:

10. Quizlet: <https://quizlet.com>
11. Adobe Acrobat Reader: <https://acrobat.adobe.com>