

Introduction to the Study of Reading

CLA 101



*University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development*

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Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.



Prof. Abel Idowu Olayinka

Vice-Chancellor

Foreword

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

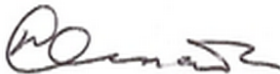
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.



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Contents

About this course manual	1
How this course manual is structured.....	1
Course Overview	3
Welcome to CLA 101	3
Getting around this course manual	4
Margin icons.....	4
Study Session 1	5
The Nature of Reading.....	5
Introduction	5
Terminology.....	5
1.1 Definitions of Reading	5
1.1.1 Definitions of Reading	6
What is Reading?	6
What do we Read?	7
1.1.2 Nature of Reading.....	8
Elements that aid growth in Reading	8
1.2 Technical Concepts in Reading.....	10
1.2.1 Technical Concepts in Reading.....	10
1.3 Difference between Reading and Learning.....	12
1.3.1 Reading and Learning.....	12
Study Session Summary.....	13
Assessment.....	13
Bibliography.....	14
Study Session 2	15
Reading and National Development	15
Introduction	15
Terminology.....	15
2.1 The Relationship between Reading and National Development.....	15
2.1.1 Reading: A Factor in National Development.....	16
2.2 Micro and Macro Levels of Reading.....	16
2.2.1 Micro and Macro Levels of Reading.....	17
2.3 Reading Concerns of National Development.....	18
2.3.1 Reading Concerns of National Development.....	18

Study Session Summary.....	19
Assessment.....	19
Bibliography.....	19

Study Session 3 20

Theoretical Models of Reading.....	20
Introduction	20
Terminology.....	20
3.1 Theoretical Models of Reading.....	20
3.1.1 Defining Theory.....	21
3.1.2 Three Theoretical Models of Reading.....	21
The Behavioural Model.....	21
The Cognitive Model	21
The Reading as Communication Model	22
3.2 Family Literacy Approach to Reading	22
3.2.1 Family Literacy Approach	23
Study Session Summary.....	24
Assessment.....	24
Bibliography.....	24

Study Session 4 25

Reading Habits	25
Introduction	25
Terminology.....	25
4.1 Reading for Recreational Purposes	26
4.1.1 Reading Habits for Recreational Purposes.....	26
4.2 Reading Habits for Academic Purposes.....	27
4.2.1 Reading Habits for Academic Purposes.....	27
4.3 Reading Habits that Affect Effective Reading.....	28
4.3.1 Reading Habits that Hinder Effective Reading.....	28
4.4 Good Habits for Effective Reading	29
4.4.1 Good Habits for Effective Reading.....	29
Study Session Summary.....	31
Assessment.....	31
Bibliography.....	31

Study Session 5 33

Reading and Memory	33
Introduction	33
Terminology.....	33
5.1 Terms Related to Reading and Memory.....	33
5.1.1 Terms Related to Reading and Memory	34
5.2 Stages of Memory System in the Learning Process	35
5.2.1 Stages of Memory System	35
Sensory Memory (SM): (See Sketch)	36
5.3 Stages of Memory.....	37
5.3.1 Stages of Memory	37
Short-Term Memory (STM) (See Sketch)	37
Long-Term Memory (LTM) (See Sketch).....	37

5.4	How to Improve Your Memory.....	39
5.4.1	Improving Your Memory.....	39
	Study Session Summary.....	41
	Assessment.....	41
	Bibliography.....	41
Study Session 6		42
	Types of Reading.....	42
	Introduction.....	42
	Terminology.....	42
	6.1 Relationship between Oral and Silent Reading.....	42
	6.1.1 Types of Reading.....	43
	1. General Form.....	43
	2. General Attitude.....	44
	6.2 Relationship between Oral and Silent Reading.....	44
	6.2 Relationship between Oral and Silent Reading.....	45
	6.3 Importance and Functional Role of Oral Reading.....	46
	6.3.1 Importance and Functional Role of Oral Reading.....	46
	6.4 Characteristics of Effective Oral Reader.....	47
	6.4.1 Characteristics of an Effective Oral Reader.....	47
	Study Session Summary.....	48
	Assessment.....	48
	Bibliography.....	48
Study Session 7		49
	Levels of Reading.....	49
	Introduction.....	49
	Terminology.....	49
	7.1 Levels of Reading.....	49
	7.1.1 The Levels of Readings.....	50
	7.1.1 The Independent Level.....	50
	7.1.2 The Instructional Level.....	50
	7.1.3 The Frustration Level.....	50
	7.2 Determining a Person's Reading Level.....	51
	7.2.1 Determining a Person's Reading Level.....	51
	Study Session Summary.....	53
	Assessment.....	53
	Bibliography.....	53
Study Session 8		54
	Reading Rates and Reading Flexibility.....	54
	Introduction.....	54
	Terminology.....	54
	8.1 Reading Rate as a Strategy to Purposeful Reading.....	54
	8.2 Skimming and Skimming Rates.....	55
	8.2.1 Skimming (Extremely Fast Rate).....	55
	How to Skim.....	56
	8.3 Scanning and Scanning Rates.....	57

8.3.1 How to Scan	57
Study Session Summary	62
Assessment	62
Bibliography	63

Study Session 9 **63**

Reading for Comprehension	64
Introduction	64
Terminology	64
9.1 Reading for Comprehension	64
9.1.1 Reading Technique I: The SQ3R	65
9.1.2 Reading Technique II: The OK4R	66
9.2 Recognizing Subject	68
9.3 Finding the Main Ideas	69
9.3.1 Finding the Main Ideas	70
Study Session Summary	71
Assessment	72
Bibliography	72

Study Session 10 **73**

Reading Difficulties and Ability or Inability to Read Well and Remember	73
Introduction	73
Terminology	73
10.1 Reading Difficulties	74
10.1 Reading Difficulties	74
Word by Word Reading	75
Vocalization and sub-vocalization	75
Poor Visual Perception	75
Regression	75
Finger Pointing and Head Movement	75
Difficulty with the Return Sweep	76
Lack of Motivation or Interest	76
Inflexibility	76
Lack of Comprehension Skill	76
Inability to interpret what is read	77
Inability to Read Critically	77
Difficulty with Identifying the Main Idea	77
Difficulty in Comprehending Details	77
10.2 Factors Responsible for Remembering and Forgetting	78
10.2.1 Environmental Factors	78
10.2.2 Physiological Factors	78
10.2.3 Physiological Problems	79
Study Session Summary	80
Assessment	80
Bibliography	80

Study Session 11 **81**

Reading Graphs, Charts, Tables and Maps	81
Introduction	81

Terminology.....	81
11.1 Reading Graphs.....	81
11.1.1 Reading Graphs.....	82
Line and Bar Graphs.....	82
Bar Graph.....	83
Pie and Pictorial Graphs.....	83
11.2 Reading Charts.....	85
Organizational Chart.....	86
Flow Chart.....	87
11.3 Reading Tables.....	88
Reading Maps.....	88
Study Session Summary.....	89
Assessment.....	90
Bibliography.....	92

Study Session 12 **93**

Paragraph Structures: Types and Functions.....	93
Introduction.....	93
Terminology.....	93
12.1 Paragraph Structure according to its Types.....	93
12.1.1 What is a Paragraph?.....	94
12.1.2 Types of Paragraph.....	95
A The Explanatory Paragraph.....	95
B The Defining Paragraph.....	96
C The Descriptive Paragraph.....	97
12.2 Paragraph Structure according to its Function.....	98
A The Introductory Paragraph.....	99
B The Transitional Paragraph.....	100
C The Concluding Paragraph.....	101
Study Session Summary.....	104
Assessment.....	104
Bibliography.....	105

Study Session 13 **106**

Introduction to Vocabulary Development.....	106
Introduction.....	106
Terminology.....	106
13.1 Context Clues.....	106
13.1.1 Experience Clues.....	107
13.1.2 Comparison or Contrast Clues.....	107
13.1.3 Explanation Clues.....	107
13.1.4 Synonym Clues.....	108
13.2 Structure of Words.....	108
13.2.1 Structure of Words.....	108
Root.....	108
Prefix.....	109
Suffix.....	109

Study Session Summary.....	110
Assessment.....	110
Bibliography.....	111
Study Session 14	112
Vocabulary Development: Word Usage.....	112
Introduction.....	112
Terminology.....	112
14.1 Glossary of Usage.....	112
Study Session Summary.....	117
Assessment.....	117
Bibliography.....	118
Study Session 15	118
Signal Words and Their Functions.....	118
Introduction.....	118
Terminology.....	119
15.1 Signal, Directional, Transitional Words.....	119
Study Session Summary.....	123
Assessment.....	123
Bibliography.....	124
Study Session 16	125
Reading Evaluation.....	125
Introduction.....	125
Terminology.....	126
16.1 Evaluating Your Reading.....	126
Step 1 - Isolate the Trouble.....	126
Step 2 - Learn the Basic Techniques.....	129
Step 3 - Practice.....	130
Step 5 - Verifying your Success.....	130
Step 6 - Build on Your Success.....	130
Study Session Summary.....	130
Assessment.....	131
Bibliography.....	132
Notes on Self Assessment Questions	133
References	140

About this course manual

Introduction to the Study of Reading CLA 101 has been produced by University of Ibadan Distance Learning Centre. All course manuals produced by University of Ibadan Distance Learning Centre are structured in the same way, as outlined below.

How this course manual is structured

The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Margin icons.

We strongly recommend that you read the overview *carefully* before starting your study.

The course content

The course is broken down into Study Sessions. Each Study Session comprises:

- An introduction to the Study Session content.
- Study Session outcomes.
- Core content of the Study Session with a variety of learning activities.
- A Study Session summary.
- Assignments and/or assessments, as applicable.
- Bibliography

Your comments

After completing Introduction to the Study of Reading we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

Course Overview

Welcome to CLA 101

Introduction to the Study of Reading is designed to achieve the following objectives:

1. Expose students to the nature of reading in general and study-type reading in particular;
2. Expose students to the environmental, physiological and psychological factors;
3. Expose students to the relationship between reading and learning
4. Provide students with study methods and memory aids;
5. Provide students with the basic reading techniques to enable them to cope with the volume of reading required for University education;
6. Improve students' level of comprehension, vocabulary, speed and accuracy of study-type reading.

Getting around this course manual

Margin icons

While working through this course manual you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this course manual.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

			
<i>Activity</i>	<i>Assessment</i>	<i>Assignment</i>	<i>Case study</i>
			
<i>Discussion</i>	<i>Group Activity</i>	<i>Help</i>	<i>Outcomes</i>
			
<i>Note</i>	<i>Reflection</i>	<i>Reading</i>	<i>Study skills</i>
			
<i>Summary</i>	<i>Terminology</i>	<i>Time</i>	<i>Tip</i>

Study Session 1

The Nature of Reading

Introduction

In this Study Session, you will examine various definitions of reading as given by various experts and scholars in *Reading* as a discipline. You should know that some elements are important to growth in reading. Such elements include: physical health, mental health, intelligence and background of experience. All of these play a great part in the way you grow in both speed and comprehension. Other areas that you will be exposed to in this Study Session include: technical concepts in reading; what do we read?, and reading and learning. This Study Session therefore provides you an overview of the nature of reading. It is necessary because it provides the foundation for other information that we will discuss in the course.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 1.1 identify various definitions of reading;
- 1.2 identify the technical concepts in reading; and
- 1.3 differentiate between reading and learning.

Terminology

Reading	Mental process of understanding written codes.
Learning	Cognitive process of acquiring skill or knowledge

1.1 Definitions of Reading

You will be exposed to the various definitions of reading in this unit. Moreover, you will be afforded the opportunity of understanding the nature of reading by being taught those elements that can help your growth in reading activities.

Unit Outcomes

When you have studied this session, you should be able to:

- 1.1.1 define reading
- 1.1.2 describe the nature of reading
- 1.1.3 identify the elements that aid growth in reading

1.1.1 Definitions of Reading*What is Reading?*

There are many things you do so often and yet you are unable to define these actions. If I ask you to tell me what reading is, even though you have read all your life, you will stop to think of how to define it. When I asked a class of students who just gained admission to Faculty of Arts, University of Ibadan, this question "what is reading?", one answered, "Reading is Reading". The class was amused; then I said "I know that reading is reading but you have not told us what reading is". These were students who had just read to pass the school certificate examination, and the JAMB examination (they had also read the long JAMB forms with the accompanying instructions). When you discover that you cannot define a concept, or a word, or an action, you take the easy way out. If you are asked, for instance, "what is a descriptive essay?" you too will lazily answer, "a descriptive essay describes". This is what happened to the question, "what is reading?" I believe you are not going to accept that short-cut definition, are you? Now, you can have a view of the various definitions by experts on reading. Sybil James, author of the book, *Sybil James, author of the book, Reading for Academic Purposes*, says:

Reading is the process of communication through which most formal learning takes place. It involves understand written language. Through reading what an author has written, you (the reader) set out to understand and respond to the author's message. (p9).

In addition, Bond, Tinker and Wason, authors of the book, *Reading Difficulties*, define reading thus:

Reading is the recognition of printed or written symbols which serve as stimuli to the recall of messages built up through the reader's past experiences...in short, the reading process involves both the acquisition of meanings intended by the writer and the reader's own contribution, in the form of interpretation, evaluation, and reflection of these meanings (p.5)

Gertrude Hildreth in her book, *Teaching Reading*, defines reading thus:

Reading is a mental process involving the interpretation of sign perceived through the sense organs...Thoughtful reading requires the interpretation of word groups in the context the author has employed to express his ideas. This requires the making of inferences, judgments and critical evaluation of the printed statements (p.2)

From a list of definitions given by Dallmann and her co-authors, I am selecting three shorter versions of the definitions of reading for your benefit:

“Reading is an act of communication in which information is transferred from a transmitter to a receiver”. (p.14).

"Reading has been described as social interaction between the author of the book and the student" (p.14).

Reading is the meaningful interpretation of printed or verbal symbols". (p.14).

Now, you should consider the important facts that you can glean from these various definitions of reading:

1. Man communicates through symbols. In reading, you employ visual symbols.
2. Comprehension is an essential aspect of reading. Without comprehension no reading takes place.
3. Competence in the language in which text is written enhances your understanding of what the writer is saying.
4. What the reader brings to the page is as significant to reading as what is actually written on it.
5. If you are familiar with the topic being discussed or with a related topic, your understanding of the content will be greatly enhanced.

What do we Read?

Your casual observation of people's activities reveals to you the prominent role of reading in their lives. Let us start from the everyday newspaper and magazines. Personally, you feel the absence of newspapers on the streets on any public holidays. You feel that you have missed something if by 2p.m you have not read the day's newspapers, or nowadays you have not headline news stories on the net. In fact, some people read newspapers in arrears. In addition to newspapers and magazines, you also read novels, journals and books. You read from the television screen or captions at film shows. Furthermore, you read from bill-boards and notice boards.

During political campaigns, you read sky writings, posters and manifestos. From newspapers, magazines, journals and reports, you read graphs, maps and statistics. You also read the Bible and the Quran. It is through these sources of the printed word that you come to understand your society and your roles as citizens, as workers and individuals with personal needs and problems.

As a matter of fact, Ogunbe (2014:30) says ‘Reading is a psycholinguistic problem-solving exercise which actively involves the reader in the process decoding and assigning meaning’. Now, you should examine how reading helps you to understand your society in relation to what you read. Each source mentioned above can be grouped under the following purposes:

1. Reading for recreation
2. Reading for fuller personal development
3. Reading for self-education
4. Reading for information

Moreover, in your childhood years, you read for the following purposes:

fun; broadening children's horizons; shaping attitudes; learning and studying, etc.

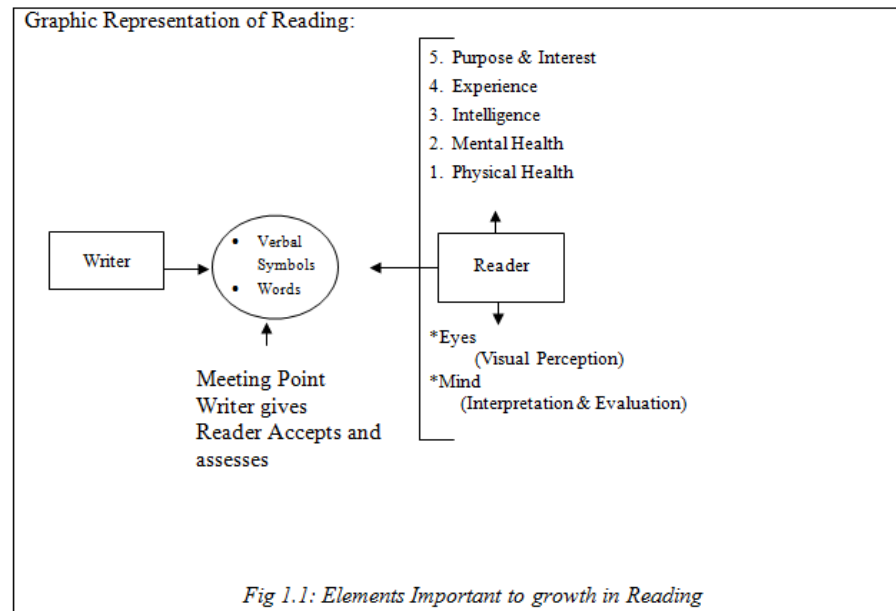
1.1.2 Nature of Reading

You need to know that Reading is a complex process. To the non-expert, reading is simply making sense out of attaching meaning to what is written. However, to the expert, reading is much more than that. Therefore, it is an interaction between the writer and you, the reader; it is a continuous process; it is an active process, and it is for academic, recreational and transactional purposes. Moreover, you should know that in your occupation or any activity you undertake you need reading. Today, it is scarcely thinkable that you can achieve success along any line without the ability to read. In fact, in order for you to lead a full and satisfying life, you must be able to read with clear understanding. Reading, like its related language skills: listening, speaking and writing, forms part of a complex information processing system. Information is passed from the author or the writer to you, the reader.

Elements that aid growth in Reading

It is essential to end this unit by looking at some elements that are important to your growth in reading.

See graphic representation of reading below:



Let us examine each of the elements in the above figure:

Physical Health

You should know that a reasonable measure of physical fitness is essential to all learning. Physical discomforts such as fever, fatigue, hunger, toothache, and headache may interfere with your normal reading progress.

Mental Health

The truth is that you need to feel secure, to feel accepted and loved to be able to read well. Again, you perform better in any activity if you have self-confidence and a strong desire to achieve. Obviously, you cannot read when you are anxious or frustrated.

Intelligence

It is a fact that a fairly close relationship exists between intelligence and the ability to read. You definitely have a chance of success in reading if you possess average or above average intelligence. Undoubtedly, the environment in which you grow has an effect on your intelligence

Background Experience

Success in reading depends on the experience you bring to the printed page. Your experience may be direct or indirect which you have accumulated in advance of the reading.

Purpose and Interest

The desire to read is the motivating force that leads you to reading. It may be your desire to have needed information, or to spend a pleasant leisure hour. The number and types of purposes for which you read are almost unlimited. Similarly, you read what interests you. To read efficiently, there is the need for you to be motivated; you must constantly bring to mind the purpose for which reading is carried on and your interest in the areas must be sustained.

Smart Exercise

ITQs

- 1.1.1 Reading is an act of communication in which information is transferred from a transmitter to-----.
- 1.1.2 Reading is related to other language skills such as speaking, listening and-----.
- 1.1.3 To excel in reading you need to possess----- intelligence.

ITAs

- 1.1.1 a receiver
- 1.1.2 writing
- 1.1.3 average or above average

1.2 Technical Concepts in Reading

In this unit, you will be exposed to the technical concepts associated to reading as a communication skill. You will be taught the meanings of these concepts as they are used to explain reading.

Unit Outcomes

When you have studied this session, you should be able to:

- 1.2.1 identify technical concepts in reading

1.2.1 Technical Concepts in Reading

You have been taught earlier that comprehension is an essential aspect of reading. This means that you cannot remember what you have read if you do not understand it in the first instance. So, you should aim at reading not only to remember but also to retain the information for subsequent recall or reproduction or application.

The following terms need brief explanations so that you will be able to understand them very well:

1. Recognition
2. Comprehension

3. Retention
4. Recall

1. Recognition as defined by Unoh in his book, "Reading to Remember", *"is the process of seeing the familiar' or relationship, of a stimulus (e.g a word, a phrase or an idea) to something previously known but apparently forgotten, or not thought about"*. This means that word recognition refers to your ability as a reader "to recognize or identify the meaning of words as they appear on the printed page. Recognition of words, phrase or sentence is very important and basic to reading, no matter at what stage you are.

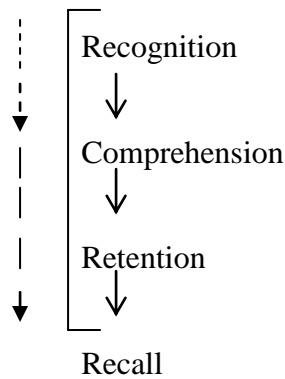
2. Comprehension means your understanding of the thought beneath the printed word. It is your ability to grasp the author's thought not in isolated fragments but as a whole. For instance, you cannot write a summary of a passage if you fail to understand the message delivered to you by the author. If you attempt to summarize a passage without first understanding it, you will merely be copying the author's words. Your speed of reading is also important in comprehension. You cannot read a new material at a rate beyond your level of development and expect to comprehend such material. Certainly, you cannot store something you do not understand.

3. Retention means your act of storing in the memory or of organizing mentally into familiarly meaningful units, information, facts or other expressions that you have understood. You receive a great amount of information through your sense organs; you definitely cannot retain all. It is after you can recognize the words, phrases or sentences, and comprehend such information that you can retain it. One reason that you easily forget things is that you are unable to register or decode the message properly in the first instance. You retain what you understand, and recall what you retain.

4. Recall is the measure of what you can actually remember. You can easily recall any information that you earlier recognized, comprehended and retained.

You can remember the above better when graphically perceived as follows:

Fig 1.2: Technical Concepts in reading



Smart Exercise

ITQ

1.2.1 Your ability to make meaning of the author’s thought as a whole is referred to as-----.

ITA

1.2.1 Comprehension

1.3 Difference between Reading and Learning

In this unit, you will be shown differences that exist between reading and learning.

Unit Outcomes

When you have studied this session, you should be able to:

1.3.1 differentiate between reading and learning

1.3.1 Reading and Learning

The last item leads you directly to Reading and Learning. As soon as a child gains some measure of skill, reading becomes his or her basic tool of learning. Books are always identified with learning and studying at school.

Psychologists have defined learning as ‘**a relatively permanent change in behaviour due to experience.**’ One of our definitions of reading confirms that "Reading is the process of communication through which most formal learning takes place". Reading is an independent way of learning. Therefore, this means that reading is the skill you need to acquire learning. Learning is something you achieve throughout your lifetime through reading. Reading is a means to an end-learning.

The processes that your mind engages in when reading include: **thinking, predicting, questioning, evaluating, defining and re-defining** all of which make learning possible. It is when you read and understand that you can say you have learned something new. As it has been pointed out, there is a permanent change in your behaviour as a result of learning a new thing. You learn to read when you are young but read to learn progressively as you mature. You cannot learn unless you understand, so, the link between reading and learning is "Comprehension".

Let me end this unit by quoting Thomas Jefferson:

"People who read can be free because reading banishes ignorance and superstition".

Smart Exercise

ITQ

1.3.1 -----brings permanent change in you.

ITA

1.3.1 Learning

Study Session Summary



Summary

In this Study Session, you have been taken through various definitions of reading, the technical concepts in reading and difference between reading and learning. All of these have been able to help you to understand better the nature of reading, and how reading itself aids learning.

Assessment

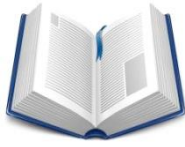


Assessment

SAQ 1 (tests Learning Outcomes 1.1, 1.2 and 1.3)

- 1.1 Write your own definition of reading, relying on your past experiences.
- 1.2 Name the steps that can lead you as a reader to an ability to recall.
- 1.3 What do you consider to be the difference between the following:
 - i. Learning to read, and
 - ii. Reading to learn?

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Reading

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Study Session 2

Reading and National Development

Introduction

In the educational curricula of missionaries and colonialists, reading was a separate subject. It was different from English Language and writing. Today, reading is subsumed under English Language Literature. The effect of this is that reading receives little or no attention, and reading is seen as a language activity instead of an empowerment that is needed as much by language students as by their science counterparts. Hence, the importance of reading has been continuously de-emphasized over the years in our schools. In this Study Session, you will be acquainted with the two broad levels at which reading contributes to national development. These levels are: the micro and the macro levels.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 2.1 explain the relationship between reading and national development
- 2.2 explain the micro and macro levels of reading
- 2.3 identify reading concerns of national development

Terminology

National	Relating to the general make-up of a country
Development	Improving by expanding, enlarging or refining
Curricular	Of or relating to an academic course of study

2.1 The Relationship between Reading and National Development

In this unit, you will be exposed to the concept of development and how it is seen in various nations of the world. You will also examine how reading relates to development.

Unit Outcomes

When you have studied this unit, you should be able to:

- 2.1.1 explain the relationship between reading and national development

2.1.1 Reading: A Factor in National Development

Reading as a factor in the development of a nation is well recognized in all countries of the world. Development, as a concept has undergone a series of changes in the past few decades. Development has been seen as improvement in the economy of a nation or the extent to which a nation is like the so-called advanced countries in infrastructural facilities and culture. Currently, development is conceived in terms of human factors. The specifics under this include education, independence, good health, democracy, and the extent to which people can determine development; food, shelter and clothing. Whichever perspective of development is adopted, reading has been described as playing an indispensable role. This explains the heavy investment in reading made by many nations. Cuba's Fidel Castro was said to have nearly wiped out illiteracy in about five years. However, no country, not even the United States, has completely wiped out illiteracy.

Smart Exercise

ITQ

2.1.1 -----is said to have spent heavily in eradicating illiteracy.

ITA

2.1.1 Fidel Castro of Cuba

2.2 Micro and Macro Levels of Reading

In this unit, you will be taught the concept of micro and macro levels of reading as these influence national development.

Unit Outcomes

When you have studied this unit, you should be able to:

- 2.2.1 explain the concept of micro and macro levels of reading

2.2.1 Micro and Macro Levels of Reading

You should be aware that reading contributes to national development at two levels. These are explained below for your understanding.

1. The Micro Level

This has to do with the development of individuals. This means development of you as a person. As a nation is an aggregate of intricately networked individuals, you should realize that the development of individuals leads to the development of the nation. Reading promotes critical thinking and problem solving on the part of the individual. Relating it to you personally, reading empowers you to keep acquiring knowledge and practical skills on a continuous basis. In addition, reading enables you to keep educating yourself in terms of personal and environmental health, politics, economy and business, and current affairs.

2. The Macro Level

At this level, you should realize that reading promotes a sense of community among readers of comparable genres. About a decade ago, reading James Hadley Chase was in vogue. It was always a fascinating scene to behold two strangers wrapped in brotherly discussion of Chase's works. Chase virtually removed barriers among his readers. In addition, reading promotes intra and inter-ethnic harmony. According to Bishop (1992), cited by Onukaogu and Ohia (1997:51), "reading can develop and extend understandings and attitude important to living in our multicultural society...it can also show how we are connected to one another through emotions, needs and desires-experiences that are common to all". If people can read and do so critically, many of the inter-ethnic crises we witness in Nigeria will not be. Reading promotes the economic, industrial and cultural development of a country. It makes information dissemination through print more easy and effective.

Smart Exercise

ITQ

- 2.2.1 While micro level of reading for national development focuses on individuals, -----is the focus at the macro level.

ITA

- 2.2.1 Community or Nation

2.3 Reading Concerns of National Development

In this unit, you will be exposed to the reading concerns associated with national development.

Unit Outcomes

When you have studied this unit, you should be able to:

2.3.1 identify the reading concerns of national development

2.3.1 Reading Concerns of National Development

You need to know that four categories of materials are read generally and especially as it concerns national development. These categories are found in print as well as in electronic forms.

Fiction: Fiction expresses fantasy and creates pseudo-experiences meant mostly to entertain and enhance leisure. Fiction is also meant to educate and provoke/stimulate action in you as a reader. Novels, plays and most poems are fiction.

Facts: These are also called "trade materials". They deal with a variety of themes ranging from information on education, to health, roads, wars, strikes, etc. They also deal with practical matters when they come in form of manuals and notices. The main aim is to inform, correct and persuade you as a reader. Telephone directory, publications such as census figures and other national statistics, traffic codes, maps, report of student academic performances etc. are facts.

Content Area Matters: These are materials designed mainly for specific subjects or courses. They are mostly textbooks, academic journals, past questions and model answers, and supplementary readers. They are meant to inform, equip and educate the reader.

Newsreel: These are magazines and newspapers. Though the major aim of newsreel materials is to bring information to you as a reader, they at times provide entertainment and stimulate action in addition.

Smart Exercise

ITQ

2.3.1 Materials that are specifically designed for subjects and courses are referred to as-----.

ITA

2.3.1 content area matters

Study Session Summary



Summary

In this Study Session, you have already been taken through the topic reading and national development. You have learnt about the relation between reading and national development, the micro and macro levels of reading and reading concerns of national development, through which you have been taught the four categories of materials available to you as a reader: fiction, facts, content matter and newsreel

Assessment



Assessment

SAQ 2.1 (tests Learning Outcomes 2.1, 2.2 and 2.3)

2.1 In what ways do readings contribute to national development?

2.2 Discuss how reading contributes to national development at micro and macro levels.

2.3 What are the categories of materials that a reader may read?

Bibliography



Reading

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Study Session 3

Theoretical Models of Reading

Introduction

A model is an attempt to give a theoretical explanation to a concept. In communication studies, models are very useful and they mostly come in graphic and diagrammatic forms. In reading, models represent different ways of looking at the concept and practice of reading. You remember, in Study Session One, you were introduced to many definitions of reading. Similarly, there are many theoretical models of reading. Three of them are discussed here. Thereafter, we will cap the session with one of the latest approaches to developing a culture of reading, called the family literacy approach.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 3.1 identify the three theoretical models of reading
- 3.2 identify the new approach to reading: family literacy

Terminology

Theory	Accepted knowledge that applies in a variety of circumstances to explain a specific set of phenomena
Model	hypothetical description of a complex entity or process

3.1 Theoretical Models of Reading

In this unit, you will be taught the meanings of theory and a few of the theoretical models of reading that will make you understand reading as a language skill better.

Unit Outcomes

When you have studied this unit, you should be able to:

- 3.1.1 identify the three theoretical models of reading

3.1.1 Defining Theory

A theory is an explanation of the relationship among or the workings of the different parts that make up a concept or idea. A theory, in addition to explaining, may also prescribe what should be done, or predict what will happen under certain conditions with regard to a certain set of variables. As said earlier, there are many models of reading. You are going to be taught only three that are considered fundamental in this Study Session. These are: the behavioural model; the cognitive model and the reading as communication model (Dechant and Smith, 1977).

3.1.2 Three Theoretical Models of Reading

The Behavioural Model

Behavioural theories are all applications or variants of B.F Skinner's stimulus-response (S-R) theory. According to Skinner, all behaviours can be understood, predicted and controlled in terms of habits established or shaped by a process of successive approximation by the reinforcement of a response in the presence of a particular stimulus. In simpler terms, when you give a response to a stimulus and is positively rewarded for that response, you are encouraged to give similar responses again and these will later become your habit or behaviour. If you are punished, the converse holds. So, whether or not you continue with an action depends on whether or not the action attracts a positive or a negative reward, called *reinforcement*. However, once an activity is established, it starts to have intrinsic reward (called *momentum*) of its own. Reading, to the behaviourist, is an action that needs to be positively reinforced, especially at the learning-to-read stage. You will become an avid reader if every reading activity is given a reward. The reward does not have to be monetary or material. It could be verbal praises, marks, etc. Some electronic (computer, Internet) reading programmes incorporate praises/commendation when you make a correct response.

Link it up

For more on electronic reading, visit www.readingonline.com or www.reading.com. The aims of the reading teacher should include helping you get to the point of momentum in reading.

The Cognitive Model

Cognition is defined as the integrating function or activity of the brain overriding reflex response behaviour and freeing behaviour from sense dominance. The cognitive model sees you as extracting meaning from what you read on the basis of the visual information you receive, the deep structures of language and thirdly, on the

basis of your life experiences. Therefore, cognitive thinkers see you as an active information gatherer. Hence, they emphasize the need to equip you with the necessary tools to gather information. These tools include word attack, comprehension and interpretation skills. Specifically, you will need skills in structural analysis, use of context clues, use of thesaurus and other reference books.

The Reading as Communication Model

This model sees reading as an act of communication involving communication variables such as the source (the writer), the channel (paper), medium (written/print), the message or the information (the content), noise, redundancy and the receiver (reader). Noise in reading is any extraneous signal that seeks to confuse a message. It may be physical disturbances to the ear, difficult typefaces, poor illumination, psychological and physical discomfort to you, the reader, and any kind of distraction. Redundancy occurs whenever information is duplicated in order to help the reader. In communication, redundancy is therefore not bad. In a text, it is possible to have an idea presented in words and also in pictures, charts, tables or maps. As an experienced reader, you can jump redundancies whereas a beginning reader needs all available redundancies. There are several variants of this model. There are those which emphasize the reader and see reading as an act of negotiation between the reader and the writer, and there are those which emphasize the message - its duplication, clarity, relevance etc.

Smart Exercise

ITQ

3.1.1 The theoretical model of reading that gives emphasis on sense dominance is-----.

ITA

3.1.1 Cognitive model

3.2 Family Literacy Approach to Reading

In this unit, you will be taken through the recent approach to reading, which is family literacy approach.

Unit Outcomes

When you have studied this unit, you should be able to:

3.2.1 identify family literacy approach to reading

3.2.1 Family Literacy Approach

You need to know that Family Literacy is not a model of reading. It is an approach to promoting a culture of reading. The approach takes you as a learner or reader as existing within a relational network of significant others—parents, uncles, aunts, and others who exert considerable influence on the entire gamut of your decision making process. It is like you are in a family that inculcates in you the culture of reading. The approach, which started in the mid 1980's (Tett, 2000), had as its initial focus, parents as partners with schools in helping their children to learn to read. This perspective has however changed. According to Morrow (1995:7), "Family Literacy (now) encompasses the ways parents, children, and the extended family members use literacy at home and in their community". Family Literacy identifies the whole family as the site for reading and so reading occurs not always as planned programmes but often spontaneously in the course of daily routines of family life.

In addition, activities and opportunities for reading are paralleled in variety and abundance only by the variety and abundance of family living itself (Ojebode and Sonibare, forthcoming). This no doubt brings instant functionality to a reading skill as soon as it is acquired. When formally organized, life skills such as budgeting, job readiness, cookery, and family health practices can be inculcated into a Family Literacy Programme (Tice, 2000). For example, in a Family Literacy Programme in Chelsea, Massachusetts, caregivers, parents, grandparents, uncles, aunts and children came together to read and also to learn about the history and education of the United States (Paratore, 1995). The family literacy approach seems to offer a great promise in promoting a culture of reading for it makes reading a natural part of the cultural and socialization process with many of your agents of socialization directly involved with you.

Smart Exercise

ITQ

3.2.1 Family Literacy approach to reading is essentially about developing-----.

ITA

3.2.1 a culture of reading

Study Session Summary



Summary

In this Study Session, you have been taught three of the theoretical models of reading. Behavioural models sees growth in reading as dependent upon positive reinforcement received by the learner; the cognitive model emphasizes your thinking process as well as your background/experience, language structures and the text and the communication model sees reading as communication. Also, the family literacy approach to reading emphasizes the learners' human network and seeks to involve them in making use of reading.

Assessment



Assessment

SAQ 3.1 (tests Learning Outcomes 3.1 and 3.2)

- 3.1** Name three of the theoretical models of reading you know
- 3.2** Discuss the merits of the family literacy approach.

Bibliography



Reading

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Study Session 4

Reading Habits

Introduction

In this Study Session, reading habits will be discussed with you so that you will be able to understand your own habits. You will learn reading habits usually exhibited during recreational reading and reading habits usually exhibited during reading for academic purposes. In addition to these, this Study Session will examine some of the habits that are not conducive to effective reading and provide some hints on effective reading habits.

It is essential for you to identify your reading habits just as it is important for you to be aware of your driving habits, or your health habits. No doubt, some of these habits may be very essential to your survival while some may be detrimental to your progress in life. To be aware of such habits is a first step towards any effort at discouraging the negative habits. This is the essence of this session.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 4.1 identify reading habits for recreational purposes
- 4.2 identify reading habits for academic purposes
- 4.3 identify habits that are not good for effective reading
- 4.4 identify habits that are good for effective reading

Terminology

Habit	Established way of doing something
Recreation	Activities one engages in for the purpose of refreshing or stimulating self.
Academic	Relating to a narrow focus on or display of learning

4.1 Reading for Recreational Purposes

In this unit, you will be acquainted with those reading habits that you can use for recreational purposes.

Unit Outcomes

When you have studied this unit, you should be able to:

4.1.1 identify reading habits for recreational purposes

4.1.1 Reading Habits for Recreational Purposes

You have habits: health habits, eating habits, recreational habits, talking habits, sleeping habits, religious habits, child rearing habits, driving habits, television viewing habits, reading habits and many more.

As you already know, "a habit is a constant, often unconscious inclination to perform some act acquired through its frequent repetition. It is a practice, an addiction", (The American Heritage Dictionary, 1981). You may regard some of your habits as positive, for example eating at regular times, driving with utmost care, playing tennis twice a week. You also may have some negative habits, for example, excessive consumption of alcohol, procrastinating, cheating and so on. Some habits are inherited while some are picked up within the environment or the society. Reading habits can also be acquired or learned. Some of the reading habits that have been observed in students and colleagues will be examined here.

For instance, when reading a novel you may prefer to read by sitting on a comfortable cushion chair with your legs resting on a stool, or you may read on the bed supporting yourself with pillows. Sometimes you may be shaking your legs and pulling your hair. You may decide to interrupt your reading by watching an interesting advertisement on the television, read with your ear-phones on, increase volume of radio or read in a crowded areas without feeling distracted. You may even decide to read in a moving vehicle, a train or a plane. You may also read in a moving vehicle, a train or a plane. At times, you may also read while cooking or read specifically to induce sleep. You may chew kolanut necessarily to keep you awake. You may not refer to a dictionary; neither may you mark the novel while reading.

Smart Exercise**ITQ**

4.1.1 You can decide to do your recreational reading habits in any position you feel like, YES or NO.

ITA

4.1.1 YES

4.2 Reading Habits for Academic Purposes

In this unit, you will be taught those reading habits you should display in academic purposes.

Unit Outcomes

When you have studied this unit, you should be able to:

4.1.2 identify reading habits for academic purposes

4.2.1 Reading Habits for Academic Purposes

You should be aware that fellow students that have taken CLA 101 in the past in the University identified the following reading habits when reading for academic purposes which you may discover you display yourself: consuming alcohol before reading; smoking cigarettes while reading; chewing gum; eating something; biscuits, sweets, bread, groundnuts; sipping a drink, e.g soft drink, water; pulling hair; shaking legs; reading barefooted; reading with "heavy" music on; reading with "light" music on; reading in an absolutely quiet environment; reading in a noisy atmosphere; reading on a tree; reading on the bed; holding a pen or pencil; making notes while reading; dislike for reading in a library because of movement of people; reading alone and facing the wall and inability to cope with distractions.

Some more interesting habits were reported by colleagues:

1. Kneeling down to read;
2. Reading late into the night;
3. Reading on an organized table and in a room and the other way round;
4. Reading better in the early morning hours.

5.

Smart Exercise**ITQ**

4.2.1 People display varied reading habits for academic purposes, YES or NO.

ITA

4.2.1 YES

4.3 Reading Habits that Affect Effective Reading

In this unit, you will be exposed to those reading habits that are not conducive for effective reading.

Unit Outcomes

When you have studied this unit, you should be able to:

4.3.1 identify reading habits that hinder effective reading

4.3.1 Reading Habits that Hinder Effective Reading

You have been taught already that a habit is an addiction, sometimes inherited, sometimes acquired. You may at times wish to drop a particular habit that you find embarrassing. December 31st of every year is a day when you usually make your intentions known to stop bad habits and thereafter start a new one. You call it *New Year Resolution*. At times, you find yourself breaking the habits successfully; however, you may find it difficult keeping to your resolution even for a few days. The will power may not carry you through.

Concerning reading, the following groups of habits are not conducive to effective reading. Those habits that:

1. reduce your level of motivation, e.g. reading in a noisy atmosphere
2. are hazardous to your health and well-being, e.g. smoking cigarette.
3. frustrate or disturb others around you, e.g. chewing gum, smoking cigarette.
4. induce procrastinating, e.g. reading on the bed and sleeping off, eating and reading.

5.

Smart Exercise**ITQ**

4.3.1 It is obvious from the above that habits, including the ones associated with effective reading can be easy to break, YES or NO.

ITA

4.3.1 NO

4.4 Good Habits for Effective Reading

In this unit, you will be exposed to those habits that can help you in practising effective reading.

Unit Outcomes

When you have studied this unit, you should be able to:

4.4.1 identify good habits for effective reading

4.4.1 Good Habits for Effective Reading

You should be aware that reading is a demanding activity. When reading for academic purposes, you are thinking, predicting, questioning, evaluating and defining. This means that reading involves some complex activities. When a student was asked why he chews the gum, pulls his hairs, shakes his legs while reading, he intelligently answered "I feel like passing the strains of reading on to something else". It sounds like he is taking it out on something. Another student said "These things help me to concentrate better". Therefore, in order for you to reduce the strain and stress of reading, it is advisable that you should be adequately motivated, select a conducive environment and routinely keep a well-planned time-table. It is expected that with these hints, you can prevent, or deal with distractions.

You should not take what I have said so far as if I do not appreciate the difficulties of breaking bad habits. I know it could be painstaking trying not to smoke while reading; trying not to read on the bed when we have done so for many years. I know you are already addicted to these habits. I also know that there are good ways to break bad habits especially when you realize the joy that awaits you; the joy of reading and remembering what you have read; the joy of satisfaction of your emotional and intellectual needs; the joy of being a better citizen.

These are the benefits you can derive from reading. Now you should take a look at the good ways to break bad habits:

1. Try to discover what is reinforcing a habit and remove it; avoid or delay the reinforcement. If you have discovered that you take long breaks during reading periods by

watching television, resolve to stay out of the room where the television is located or compensate your reading for two hours by watching television for half an hour.

2. Avoid or narrow down cues that elicit the bad habits. If you find that you often develop headache after chewing gum for an hour, avoid shopping for gum on your way to the reading place. Do not read in a bedroom if the sight of a bed attracts you.
3. Keep track of the number of times that you daily watch an hour of television; drink Coca Cola; bite your finger nails; or eat a sweet; chew the gum etc. The number of times, if high, may help to reduce the urge for the habit.
4. Associate the bad habit with discomfort. Inability to answer a compulsory question in an examination results from procrastination. The discomfort is failing the course and offering it another year. If you keep this in mind, you may avoid procrastination.



Note

Additional Hints

1. Study in a specific place: It goes without saying that you should read in a quiet well-lighted area that is free of distractions. If possible you should have a place where you only study. Do nothing else at the spot.
2. Use spaced study sessions: Spaced practice consists of a large number of relatively short study sessions. It is better to learn small amounts on a daily basis and review frequently than to learn by cramming. Cramming places a tremendous burden on your memory.
3. Do not procrastinate: There is a tendency to delay reading assignment until the last possible moment, especially for a course you do not like. By procrastinating you can blame poor work on a late start, rather than a lack of ability - "after all it wasn't my best effort, was it?".
4. Do not have high expectations for yourself. (Perfectionism): You may find it hard to start a reading assignment if you create a high standard for yourself. You may be expecting the impossible from yourself and end up with all-or-nothing work habits.

Smart Exercise

ITQ

- 4.4.1 When reading for academic purposes, you are thinking,

predicting, questioning, -----and-----.

ITA

4.4.1 evaluating and defining

Study Session Summary



Summary

In this Study Session, you have been taught types of habits: health, recreational, sleeping, child-rearing and reading habits. A habit has been defined in the American Heritage Dictionary to be a constant, often unconscious inclination to perform some act acquired through its frequent repetition. Some habits displayed while reading for pleasure are different from those displayed while reading for academic purposes. While some of these habits promote concentration, others can be hazardous to your health or reduce your level of motivation, or be a source of distraction for you and other readers around you. Breaking a bad habit may be difficult, though there are some hints on breaking bad habits as suggested in the text. In addition, more suggestions have been made towards reading efficiently in order for you to derive inherent benefits.

Assessment



Assessment

SAQ 4 (tests Learning Outcomes 4.1, 4.2, 4.3 and 4.4)

1. What are the major differences between reading for pleasure and reading for academic purposes?
2. What is a habit? Name five good habits and five bad habits that you exhibit while reading. Suggest possible ways of breaking the bad reading habits.

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Study Session 5

Reading and Memory

Introduction

This Study Session Five presents the role of memory in effective reading. It will briefly examine some terms such as decay, disuse, interference and regression. It will discuss with you the stages of learning, stages of memory; and how to improve your memory.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 5.1 explain terms related to reading and memory
- 5.2 outline stages of learning
- 5.3 illustrate stages of memory
- 5.4 improve your memory

Terminology

Memory	Process of remembering significant past experience
Learning	Process of acquiring skill or knowledge

5.1 Terms Related to Reading and Memory

Human beings have been blessed with the superior brain, (the Cerebella Cortex) which distinguishes us from lower animals. That is why you have memory for the storage of various volumes of information which is the reason you recognize that you have read something before, that you have seen a face before and that you have driven on a road before. Thus, the role of memory in reading cannot be overemphasized.

In this unit, you will be exposed to those terms that will make you understand the relationship between reading and memory.

Unit Outcomes

When you have studied this unit, you should be able to:

5.1.1 explain terms related to reading and memory

5.1.1 Terms Related to Reading and Memory

Earlier, you have been taught that "learning is a relatively *permanent* change in behaviour due to experience". You have also often heard the popular saying "We learn everyday". Then, you tend to remember some events better than others. You may remember your first day in school at the age of five or six but may have forgotten the name of your teacher at this time. You may remember your 16th birthday ceremony and forget the formula for finding simple interest that you thought you understood only yesterday. Why do you forget?

The most obvious reason for forgetting is that a memory was never formed in the first place. The term for this is encoding failure. Other reasons why you forget are decay, disuse, interference and repression. Briefly, you will be taken through these terms before you learn the stages of memory.

Decay: one view on forgetting says that memory fades or decays over time. New information constantly pours in but rapidly fades away and is replaced still by newer information.

Disuse: This has to do with information getting lost because you are not constantly using it. It seems to me that long-term memory traces fade from disuse and eventually become so weak. Thus, they cannot be retrieved.

Interference: New learning can interfere with previous learning. Such interference may be in form of other activities carried on after learning a new detail. However, it does seem that sleeping after studying produces the least interference.

Repression: You tend to remember happy, positive events better than disappointment and irritations. Some scholars claim that another name for repression is *motivated forgetting*. This is, however, different from repression - an active attempt to put something out of your mind. This part will be ended by relating what you have just read to reading.



Tip

Understanding is essential in reading. Although rote learning (repetition and memorization; Thirty days has September; $2 \times 2 = 4$, $2 \times 3 = 6$) is efficient, learning is more lasting when you discover *facts and principles* on your own. In discovery learning, you gain skills by insight and understanding rather than by rote.

Smart Exercise**ITQ**

5.1.1 The term used for when memory fades away is-----

ITA

5.1.1 decay

5.2 Stages of Memory System in the Learning Process

In this unit, you are going to be taught the various stages of memory system that are involved in the learning process.

Unit Outcomes

When you have studied this unit, you should be able to:

5.2.1 outline the stages of memory system in the learning process.

5.2.1 Stages of Memory System

Are you aware that your language, thought, habit, even perception all depends upon your memory? The present, today, this moment, as you experience it, rests on, and is built from, a lifetime of accumulated experiences. The past lives in the present through your memory. Memory is so basic and so essential to thought and action that you sometimes take it for granted. A total loss of memory would have devastating consequences. Without memory, you would not be able to speak, read, or recognize places and objects. In fact, you would in effect not be human. At times, you feel so embarrassed when you forget some important information. Imagine what you go through during an examination when a word, or a phrase simply disappears from your memory and such information is essential to your success. Have you ever questioned yourself as to why some memories are lost so quickly? Or why it is hard for you to remember information a week or two after taking a test in class? Forgetfulness is both frustrating and embarrassing.

For emphasis, memory is an active system that receives, stores, organizes, alters and discovers information. In some way, memory acts like a computer. Information to be recorded is first encoded or changed into a useable form. Next information is *stored* or held in the system. Finally, memories must be *retrieved* or taken out of storage to be useful. In order to "remember" something, *encoding*, *storage* and *retrieval* must take place.

Psychologists have identified three stages of memory systems:

1. Sensory memory (SM)
2. Short-term memory (STM)
3. Long-term memory (LTM)

This following figure is a pictorial description of stages of memory.

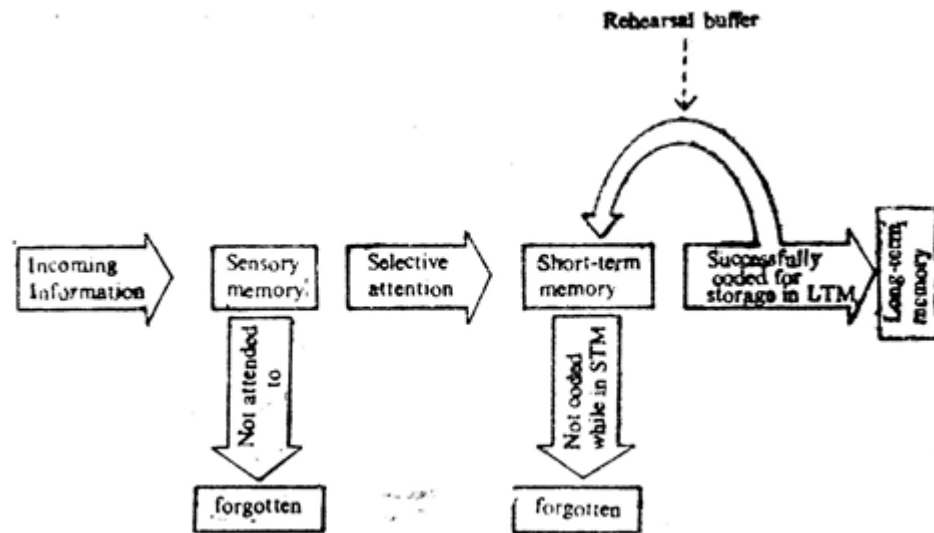


Fig 5.1: Stages of memory

Sensory Memory (SM): (See Sketch)

Incoming information first enters your sensory memory. Incoming information reaches you through your sense organs - seeing, hearing, feeling, tasting and smelling. In reading, you see words, sentences, paragraphs, information, graphs, sketches and others. In reading, you can visually smell the aroma coming from a restaurant (U & I Eatery, Mr. Biggs or Tantalizers.) you are reading about; you can imagine the early morning rainfall at a distant place even when you read. That is why you smell freshness of your parents' garden or farm thousands of kilometres away while reading in the library. Similarly, information you hear is held as a brief echo in sensory memory for up to two seconds. In general, SM holds information just long enough to transfer it to the second memory system, which is STM.

Smart Exercise

ITQ

5.2.1 A situation whereby you are not able to remember you have learnt is-----.

ITA

5.2.1 forgetfulness

5.3 Stages of Memory

This unit is a continuation of the previous unit on stages of learning. Here you will be exposed to various stages of memory.

Unit Outcomes

When you have studied this unit, you should be able to:

5.3.1 identify the stages of memory

5.3.1 Stages of Memory

Already, you have learnt about sensory memory in the previous unit. Actually, sensory memory begins the first stage of memory. Other stages are the following:

Short-Term Memory (STM) (See Sketch)

Not everything seen, read, heard, smelled, tasted or felt is kept in your memory. Selective attention blocks out certain information you do not want to accept. You selectively put a road to what does not interest you. Selective attention determines what information moves from your SM on to STM. Short-term memories are also brief, though a bit longer than SM. ST memories can be sorted as images. STM acts as a temporary storehouse for small amounts of information. Unless the information - what you are reading - is important, it is quickly dumped from STM and forever lost. STM prevents your mind from collecting useless names, dates, and other trivial matters. At the same time, it provides a working memory where you do much of your thinking.

You have learnt about interference before; STM is very sensitive to interference. For example, you look up a telephone number and walk to the phone repeating it to yourself. You dial the number and find that the line is busy. Returning a few minutes later, you find that you must look up the number again. This time as you are about to dial, someone asks you a question. You answer, turn to the phone and find that you have forgotten the number. There has been an interruption and the STM is active up till that interruption. If short term memory is brief, easily interrupted, and limited in size, how do we remember for a greater length of time?

Long-Term Memory (LTM) (See Sketch)

You transfer any information that is important or meaningful to the third memory system, LTM. LTM acts as a permanent storehouse for information. LTM contains everything you know. Furthermore, there appears to be no danger of running out of space in LTM. It could be somewhat likened to a "deep freezer" in that it has a

nearly limitless storage capacity. Thanks to the Cerebella Cortex (brain).

When new information enters your STM through SM, it is related to knowledge stored in LTM. This gives the new information meaning and makes it easier to store it in LTM. There is, therefore, a great emphasis on the impact of meaning on forming lasting memories. Maybe this analogy will make it clearer to you. The STM can be taken as a small desk at the front of an immense warehouse full of filing cabinets - LTM. As information is brought into the warehouse, it is first placed on the desk and since the desk is small it must be quickly cleared off to make room for new information. Some items are simply tossed away because they are unimportant. However, meaningful or important items are placed in the permanent file (LTM). When you want to use information from LTM to answer a question, the information is returned to STM. In other words, a copy is taken out of the files (LTM) and moved to the desk (STM) where it can be used.

Now that you have understood the relationship between STM and LTM on one hand, and reading on the other hand, you will be taken through the terms, encoding, storage and retrieval.

Encoding: This is the first of the three essential memory processes. It is the process of taking the information in and registering it in a form that can be retained. If the information is not yet encoded, it might be easily lost at this stage.

Storage: This is the second of the three essential processes maintaining the information over time. So, when you say, "I forgot" you are indicating that you succeeded in registering or encoding the information but you were unable to retain it.

Retrieval: This is the third essential memory process. At this stage, you are searching for and obtaining the information from memory. When you say "I can't remember" you indicate that you succeeded in encoding and storing the information but you cannot now *recall* it.

Using memory successfully requires all three processes, registering (encoding), retaining (storage) and recalling (retrieval). Often, you have memory problems resulting from encoding failure. It means you never succeeded in getting the information to memory in the first place. People do not notice a lot of things and noticing is an active process. It is not something that just happens to you...looking, touching, sniffing, listening...all are activities that you do in order to obtain information. Also, of course you read in order to obtain information.

Smart Exercise**ITQ**

5.3.1 The type of memory that is compared to a deep freezer is-----.

ITA

5.3.1 Long Term Memory (LTM)

5.4 How to Improve Your Memory

In this last unit of Study Session, you will be exposed to how you can improve your memory for effective reading.

Unit Outcomes

When you have studied this unit, you should be able to:

5.4.1 improve your memory

5.4.1 Improving Your Memory

You can improve your memory by improving any of the three functional processes that make up your memory - encoding, storage or retrieval. Making the storage process more efficient while reading starts from thorough understanding of what you have read. This leads to remembering what is read. Here are some ways of improving your memory right now.

Knowledge of Results

Learning proceeds most effectively when knowledge of results allows you to check to see if you are learning. When you have a feedback on your performance, you are better able to identify materials that need extra practice. Furthermore, it can also be rewarding to know what you have remembered or answered correctly.

Recitation

This means repeating to yourself what you have learned. Recitation forces you to practise retrieving information as you are learning. When you are reading a text, you should stop frequently and try to remember what you have just read by summarizing it aloud.

Selection

You should keep all the big fish and let the little ones escape, just like a fisherman's net. If you boil down the paragraph in most textbooks to one or two important terms or ideas, you will find that you will probably remember more than you would if you tried to retain everything. Careful and selective marking of your textbooks

or use of margin notes can be rewarding. Do not mark your book too much; you will not be letting little fishes escape.

Organize

You are more likely to remember a list if you reduce such list by what is known as chunking procedure. Chunking is done by putting the material to be remembered into a number of isolated words and writing down the first letters of each of the words. The letters are then juggled to form some word. The word so formed can be memorized. The letters will serve as cues for the words you want to remember. Sometimes the information may need to be remembered in a fixed order. For example, in trying to remember the names of Nigeria's Military Head of States starting from 1966 - Ironsi, Gowon, Muritala, Obasanjo, Buhari, Babangida, the letters IGMobb can be committed to memory.

Review

When you've finished reading, skim back over the chapter or read your margin notes. Then check your memory by reciting and quizzing yourself again. You can also get someone to ask you questions about each topic to see if you can answer in your own words.



Tip

Additional Tricks for Remembering

1. *Use of Mnemonics*, (pronounced *nee MON-ics*) - Mnemonics summarise facts and points into a meaningful piece. The piece can be a sentence, a song or a poem. You should remember Mr. Niger D which summarises the characteristics of living things (Movement, Nutrition, Irritability, Growth, Excretion, Reproduction, and Death) Mnemonics are always meaningful; chunking may not be.
2. *Use mental picture* - turning information into mental pictures is very useful.
3. Make things meaningful
4. *Make information familiar* - connect the new information to the one already known
5. *Form a chain* - connect the first item to the second, second to the third and so on.

Smart Exercise

ITQ

5.4.1 -----summarise facts and points into a meaningful piece.

ITA

5.4.1 Mnemonics

Study Session Summary



Summary

In Study Session five, you have been taught how to identify terms related to reading and memory, how to identify stages of learning, how to identify stages of memory and how to improve your memory. Moreover, you have been taught that reading is the most popular form of information gathering process. You can only recall what you have read, if you encoded and stored the information.

Assessment



Assessment

SAQ 5 (tests Learning Outcome 5.1, 5.2, 5.3 and 5.4)

- 5.1 explain how memory helps learning
- 5.2 discuss the stages of learning
- 5.3 state the differences between STM and LTM
- 5.4 discuss the processes involved in improving your memory

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Study Session 6

Types of Reading

Introduction

This Study Session presents to you the types of reading you are really familiar with or have engaged in. They are in two main subdivisions: General form and General attitude. Under general form, there are two broad sections of silent and oral reading, while under general attitude, there are work-type and recreational reading. You will also be exposed to the following: relationship between oral and silent reading; the importance and value of oral reading; functional situation for oral reading and characteristics of the effective oral reader.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 6.1 identify the types reading
- 6.2 explain relationship between oral and silent reading
- 6.3 discuss importance and functional situation for oral reading
- 6.4 discuss characteristics of effective readers

Terminology

Relationship	The common links existing among phenomena
Reading	Process of understanding a written linguistic code

6.1 Relationship between Oral and Silent Reading

In this unit, you will be taught the different types of reading.

Unit Outcomes

When you have studied this unit, you should be able to:

- 6.1.1 discuss the different types of reading

6.1.1 Types of Reading

In Study Session one, you were taught the various definitions of reading. Also, you learnt ability to recall what you have read which is enhanced by recognition in the first instance, comprehension and then retention. Now, the focus of this Study Session will be *types of reading*. These include silent reading, oral reading, work-type reading and recreational reading. Because this unit is about the study-type reading, your attention will be concentrated on silent and oral reading as they relate to study-type or work-type reading. The nature of the reading act changes with the various settings in which reading occurs. Reading has been classified as follows:

1. With respect to its *general form*
 - silent reading
 - oral reading
2. With respect to the reader's *general attitude*
 - work-type reading
 - recreational reading

1. *General Form*

- a ***Silent Reading:*** About 90 per cent of the time spent by an adult on reading is devoted to silent reading. Right from the elementary school, silent reading has been introduced to you as quite distinct from oral reading. Silent reading emphasizes meaning rather than sound. Unlike oral reading, silent reading involves comprehension, vocabulary, speed and accuracy. Each of these factors is related to all the other three. Accuracy of reading is a product of the difficulty of the materials and purpose in reading. Vocabulary is an important part of silent reading. The size of your vocabulary is closely related to your reading success.
- b ***Oral Reading:*** Oral reading, like silent reading, involves comprehension, vocabulary, speed and accuracy. In oral reading, it is chiefly the comprehension of the listener that counts, speed then becomes undesirable beyond a certain point since oral reading is a process of sharing ideas with others. In the past, partly because books were scarce, schools paid much attention to oral reading. Today oral reading is confined more to a number of practical, situations such as reading a report, giving directions for a class to follow, quoting verbatim from a book or article, reading from the Bible or the Koran, and recreational reading for enjoyment of the beauty or honour of a selection.

Moreover, the Study Session focuses on oral reading and examines its values, functional situation, as well as characteristics of the effective oral reader. Attention is given to oral reading here because you need to know oral reading techniques in your social as well as in your work life. You may be a teacher, an editor, a proof-reader, a secretary. Many of you will work as newscasters, presenters and producers in media houses. In your work, you may be required to serve as a secretary at a departmental meeting where you are required to read aloud minutes or reports of sub-committees. These are some of the functional situations for oral reading.

2· General Attitude

- a **Work-Type/Study-Type Reading:** Academic reading is, for the most part, study-type reading. Study-type reading involves problem solving. In study-type reading, you display seriousness in your attitude since you may be seeking for specific points or details or you may desperately want to solve a problem. This entire course is devoted to study-type reading; we simply want to differentiate study-type reading from recreational reading now.
- b **Recreational Reading:** Recreational reading is mostly for personal enjoyment. You display a relaxed posture and your attitude is dictated by the purpose, and your frame of mind. In recreational reading, you may not be concerned about vocabulary development or speed and accuracy. You simply want to get a general grasp of the plot or to be able to retell the story. This course is not on recreational reading. Let us now return to oral reading.

c

Smart Exercise

ITQ

6.1.1 While silent reading lays emphasis on meaning oral reading focuses on-----.

ITA

6.1.1 sound

6.2 Relationship between Oral and Silent Reading

In this unit, you will be taught the relationship between oral and silent reading.

Unit Outcomes

When you have studied this unit, you should be able to:

6.2.1 explain relationship between oral and silent reading

6.2 Relationship between Oral and Silent Reading

Almost all the skills that are important in silent reading are also needed in effective oral reading. A word in print cannot be given orally unless you (the reader) have recognized the word and by that very act of recognition, you have read it silently. Consequently, skill in word recognition, possession of a suitable vocabulary and the ability to comprehend what is read are essentials of both oral and silent reading. The effective oral reader possesses many of the silent reading skills and, in addition, many abilities peculiar to oral reading. In silent reading, you must recognize the word and know its meaning, but it is not essential for you to know how to pronounce it.

In oral reading, getting the thought is followed by vocal interpretation because it is necessary to convey to the audience the reader's grasp of the meaning of the selection. In oral reading, not only must you (oral reader) have a good grasp of the meaning of the materials you read, you must have many other abilities as well and you must know your listeners - their interests and attitude towards the material read as well as their capacity to understand it - you must be sensitive to their reactions as you read to them. Oral reading if done well, it becomes a highly interesting skill. There are instances when the person who is to read orally to a group, for example, a newscaster, or a teacher has ample chance or as a rule has an opportunity to read the materials silently before he reads it to others. It is advisable that silent reading should precede oral reading so that you could have an opportunity in your first reading to solve problems of word recognition and pronunciation that you may have. Learning to read well orally is more difficult in some aspects than learning to read well silently.

Smart Exercise

ITQ

6.2.1 As a good oral reader you must understand your-----
----very well.

ITA

6.2.1 audience/listeners

6.3 Importance and Functional Role of Oral Reading

In this unit, you will examine the importance/value of oral reading. Also, you will be exposed to the functional role of oral reading.

Unit Outcomes

When you have studied this unit, you should be able to:

- 6.3.1 discuss importance and functional role of oral reading

6.3.1 Importance and Functional Role of Oral Reading

You were taught earlier that most reading is done silently. However, the frequency of the use of oral reading should by no means be the sole determiner of emphasis to be placed on the development of any ability. Oral reading is a valuable skill as many values can be achieved through oral reading. Oral reading can help you to communicate ideas, provide enjoyment for others, increase vocabulary and improve speech.

Functional Situations for Oral Reading

Oral reading should serve a worthwhile purpose. Some of the purposes for which oral reading skill can be relied upon are suggested as follows:

- (a) Reading orally to prove a point
- (b) Reading the minutes of a meeting
- (c) Reading in religious gatherings
- (d) Reading announcements
- (e) Reading to a class in order to improve pupils' skills in oral reading
- (f) Reading reports to a group of people
- (g) Reading news to an audience (on radio or television).

Can you list other situations where oral reading skills may become useful?

Smart Exercise

ITQ

- 6.3.1 A functional situation oral reading is good for is-----
-----.

ITA

- 6.3.1 announcements/religious gathering/a group of people/ to prove a point

6.4 Characteristics of Effective Oral Reader

You are going to be exposed to the attributes of an effective oral reader in this unit.

Unit Outcomes

When you have studied this unit, you should be able to:

6.4.1 discuss the characteristics of effective oral reader

6.4.1 Characteristics of an Effective Oral Reader

When you read orally, your attention must be focused on maintaining or acquiring contact with the audience, on effective phrasing and on skilful interpretation, of the mood, the writer seems to portray. Before reading aloud to an audience, you must have confidence in pronouncing, enunciation and modulation of voice. Your success or failure at oral reading can be evaluated on the following characteristics which the efficient oral reader should have. You should:

- Pronounce the words correctly.
- Enunciate clearly.
- Appear at ease while reading.
- Be free from interfering mannerisms.
- Respond to the reactions of the audience.
- Exhibit interest and enthusiasm when you read.
- Use variety and appropriateness of tone, pitch, force, and speed
- Give you own interpretation of the selection through you oral reading
- Handle the book effectively.

In summary, clear articulation, a pleasing and well-modulated voice and proper contact with the audience are additional concerns of the oral reader. *Monotony* and *huskines* are voice disorders the oral reader must prevent. Punctuation marks are "starters" and "stoppers" in reading. The marks are particularly important signals to the oral reader. Varying the voice to indicate changes of meaning is a technique an oral reader must possess.

Smart Exercise

ITQ

6.4.1 -----and-----are voice disorders the oral reader must prevent.

ITA

6.4.1 monotony and huskiness

Study Session Summary



Summary

This Study Session has taken you through various types of reading based on general form and general attitude. In the same vein, you have been taught the relationship that exists between oral and silent reading, as well as the importance and functional roles of oral reading. Lastly, it explains to you the attributes of an oral reader.

Assessment



Assessment

SAQ 6 (tests Learning Outcomes 6.1, 6.2, 6.3 and 6.4)

- 6.1 discuss the types of reading
- 6.2 explain the relationship between oral and silent reading
- 6.3 list and explain the functional roles of oral reading
- 6.4 discuss the characteristics of an oral reader

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Study Session 7

Levels of Reading

Introduction

Fingers are not equal is a common-sensical saying. Different readers or learners-to-read operate at different levels of reading, sometimes generally, sometimes with reference to a given text or a specific field of study. There are three levels at which a reader may be reading. It is important to identify the level at which a reader or learner is reading. It is also important to know the criterion for text selection and recommendation. If a text is far below the level of a reader, it will make reading unexciting and unchallenging. If it is far above, it will make reading frustrating.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 7.1 explain the levels of reading
- 7.2 determine a person's reading level

Terminology

Levels	Position on a scale of intensity, amount or quality
--------	---

7.1 Levels of Reading

In this unit, you will be exposed to the various levels of reading which you should be able to understand and explain.

Unit Outcomes

When you have studied this unit, you should be able to:

- 7.1.1 explain the levels of reading

7.1.1 The Levels of Readings

There are three possible levels at which a reader or learner-to-read may be operating. These levels are not permanently fixed. When texts change, reading levels will most likely change too. In some cases, when content areas change too, reading levels also change. The three levels are discussed below:

7.1.1 The Independent Level

As a reader if you operate at the independent level you need no help from the teacher/instructor or parents before you are able to read not only literally but also critically and in-between the lines. You are able to read the given text for the right purpose (that is, for pleasure or for study), at the right speed and with minimal or no use of dictionaries or other reference books. It is important not to keep you as a reader on only comfortable texts all the time. Doing this is capable of giving you a false feeling of perfection. Readers, especially students, should keep moving from simple to complex, and not stay on the simple alone.

7.1.2 The Instructional Level

As an instructional reader, you are able to read only with the assistance of a teacher or instructor. Without the teacher's systematic guidance, you cannot make any progress. Such assistance can be linguistic or expression related. This has to do with helping you to untangle whatever appears to you as the linguistic intricacies of the text that hinder your understanding and proper response. The assistance can also be in the form of explaining the basic principles or formulae that guided the author's progression (e.g in an experiment or in solving a Mathematical problem) and conclusion. Sometimes, for instance in literary studies, the assistance you need is just with historical or biographical background to a particular text. For example, if you have a good grasp of the history, meaning and purpose of the Negritude movement, you will need little or no assistance in studying and enjoying the poems of say, BiragoDiop, David Diop, Lenrie Peter or Leopold Sedar Senghor. If you are familiar with the plight of black immigrants in United Kingdom, your study of Soyinka's poem *Telephone Conversation* will most probably be accompanied by heavy sighs or a hilarious laughter.

7.1.3 The Frustration Level

At the frustration level, you as a reader are totally unable to read, no matter the assistance. The text is just too difficult for you and neither dictionaries/reference books nor the teacher can help. To continue to wallop you with instructions based on the same frustrating text will in fact create further frustration. The most

important thing is to first identify the cause of the frustration. Frustration arises when a text is too difficult. To solve the problem, the most logical thing is to select a less difficult text. This may call for selecting beginner's texts or primers in the content area. Some reading disabilities also cause frustration. In this case, a thorough diagnosis is necessary. CLA 305, a course you will take later in the course of your study, deals mainly with this.

It is important to state two points at this juncture:

- (1) reading at the frustration level is **not** an automatic index of failure;
- (2) just anybody can read at the frustration level.

A student of the Department of Communication and Language Arts should read an English novel independently, but he/she most probably will read *Holderness and Lambert's* popular text on Chemistry as a frustrated reader.

Smart Exercise

ITQ

7.1.1 The level of reading that does not require supervision is-----

ITA

7.1.1 independent level

7.2 Determining a Person's Reading Level

Unit Outcomes

When you have studied this unit, you should be able to:

7.2.1 determine a person's reading level

7.2.1 Determining a Person's Reading Level

There are a number of ways by which a person's reading level can be determined. Some of them are through close tests, maze tests, informal reading inventory, informal observation, surveys, diagnostic tests (Arua and Onukaogu, 1997). Two of these will be discussed here. They are the cloze test and the maze test.

1. The Cloze Test is a test in which words are deleted from a selected passage at a regular interval and the testee is asked to supply the missing words. The testee is not given any options from which to select. To construct a cloze test, follow the steps discussed below (Arua and Onukaogu, 1997):

1. Select a passage of about 250 running words that the testees are not likely to have come across before.
2. Leave the title and the first sentence of the passage intact
3. Delete every fifth word beginning from the second sentence including contractions, hyphenations and numerals. In some other sentences, delete the seventh, ninth or the eleventh word. The fewer the number of words in between the deletions, the more difficult the test.
4. For each deletion, leave from 10-15 character spaces. The passage should be double-or-triple-spaced.
5. Accept as correct responses only those items that are exactly the same as those originally deleted. Some test experts accept synonyms as correct responses if they are grammatically correct when placed in the gaps.
6. Sometimes it is good to allow students to attempt three or four cloze tests from the same textbook before concluding on the appropriateness of such text for them.

Interpreting Cloze Scores: Test experts differ on how to interpret scores from a cloze test to determine a person's reading level. The views of some of them, as cited by Arua and Onukaogu, (1997) are tabulated here:

Expert	Independent Level	Instructional Level	Frustration Level
Bormuth (1967)	50% & above	38-49%	37% & less
Rankin & Cullane (1969)	61 & above	41-60%	40% & less
Ransom (1968)	50% & above	30-49%	29% & less
Jones & Pilluaki (1974)	46% & above	30-45%	29%
Zintz (1975)	51% & above	41-50%	40% & less

From the table above we can see that, if a testee scored 50% and above in a cloze test, he/she is an independent reader, according to Bormuth (1967). If he/she scored between 38 and 49, he/she is an instructional reader. If he/she scores less than 37%, he/she is a frustrated reader.

II. The Maze Test: The maze test is close to the cloze test. The main difference is that for a maze test, the testees are given options. The choices include the deleted word and three or four other words. Senior School Certificate Examination (SSCE) English uses maze tests in examining students' knowledge of registers.

According to Arua and Onukaogu (1997), the scores of a maze test are interpreted thus: a candidate is independent if he/she scores 85% and above; instructional if he/she scores between 51-75% and is at the frustration level if he/she scores 50% or less.

Smart Exercise

ITQ

7.2.1 -----gives options to the testees when determining the level of reading.

ITA

7.2.1 the maze test

Study Session Summary



Summary

In this Study Session, you have been taken through the levels of reading you may operate as a reader: independent, instructional and frustration. Also, you have been taught how to determine a person's reading level.

Assessment



Assessment

SAQ 7.1 (tests Learning Outcomes 7.1 and 7.2)

7.1 discuss the three levels at which a reader may be operating.

7.2 construct an instrument for determining a person's reading level.

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Study Session 8

Reading Rates and Reading Flexibility

Introduction

In this Study Session, I plan to discuss with you reading rates such as Skimming, Scanning, Rapid reading rate, Normal rate and Careful rate. Therein, you will see how to skim and scan and how to calculate your reading speed.

Reading flexibility, the practice of varying one's speed of reading, is an essential aspect of reading. It is certain that you cannot read every textbook, every chapter in a book, every paragraph in a book at the same rate. The rate will differ in accordance with the difficulty of the text, your previous background, your purpose, and your level of motivation. Thus, we will see how reading is to be done with flexibility.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 8.1 skim and analyse skimming rates
- 8.2 scan and analyse scanning rates

Terminology

Skimming	Reading or glancing through quickly
Scanning	Wide and sweeping search

8.1 Reading Rate as a Strategy to Purposeful Reading

You will recall that in Study Session five, you have been taught the importance of encoding the information contained in the text you are reading in order to be able to store and retrieve such information. It is essential to stress that the rate at which you read

helps this important stage of memory. Good reading is purposeful reading. This is to say that you must be quite certain about your reasons for reading a particular book or selection before you start reading. This is because the purpose of reading often determines the most appropriate reading technique. For example, you may read books and other materials with a view to doing the following:

1. finding and understanding the main idea or following the trend of thought;
2. selecting significant details or comprehending detailed information;
3. answering specific questions and locating certain facts of information;
4. deriving pleasure and general knowledge through vicarious experience and creative reading; and
5. following given directions about how to do or make something.

You should allow your purpose to influence your strategies. The strategy being considered in this Study Session is the reading rate. This Study Session will also discuss reading flexibility, which is the practice of varying your speed of reading to suit your purpose in reading.

The reading rates that will be considered are as follows:

- a. Skimming,
- b. Scanning,
- c. Rapid Reading Rate,
- d. Normal Rate and Careful Rate.

Let us examine them in that order.

8.2 Skimming and Skimming Rates

In this unit, you will be exposed to the meaning of skimming and the skimming rates.

Unit Outcomes

When you have studied this unit, you should be able to:

- 8.2.1 skim as a reader

8.2.1 Skimming (Extremely Fast Rate)

Skimming is an extremely valuable skill to students, research workers and other people involved in academic work. As a reader, it enables you to *extract* relevant information from the various sources used in your study. Skimming may be defined as the fastest reading rate possible. It is reading at a rate, which will enable you

to cover material in a hurry or in a remarkably short time. This rate is particularly adopted when high comprehension of material is not essential, when you are in search of specific information, and when you desire to have no more than a general impression of what is said in the particular book of selection.

When you skim, you may leave out whole sentences, whole paragraphs and even whole pages. When you glance at the headlines and sub-headlines of your newspaper every morning, you are skimming. When you try to locate a telephone number in a telephone directory, you are skimming; when you check an encyclopedia for a specific fact, you are skimming; when you get into a supermarket and read the names of different departments, such as "fruits" "dairy" "frozen meats" "Drinks", you are skimming to decide where to do your shopping. In fact, skimming can be useful to anyone who can read and write.

How to Skim

Since reading rates vary according to individual capability, to the type and difficult level of the material to be skimmed, it is difficult to suggest a definite procedure for skimming. However, a general procedure is suggested for skimming.

Steps to follow when skimming for an answer to a question

1. Preview the article, the book, the passage, and the pages to find out where the answer or other bit of information may be located.
2. Use guide words or phrases to help direct you to the answer.
3. As you skim an article, your eyes move across the text rapidly and effectively. Once you come across the guideword or words, read carefully and chances are that you will locate the answer you are looking for.
4. You must force yourself to speed up your skimming. Remember your purpose. Do not delay unnecessarily. It is impossible for you to read thoroughly every bit of reading materials that come to your attention. You are naturally selective.

Skimming to Get a General Idea of the Contents

1. Preview the article first. This immediately gives you a summary of the story or discourse.
2. Read the first paragraph thoroughly. The first paragraph usually presents the main ideas of the story.
3. Read the first sentence of each paragraph of the article because good writers normally place the main idea of a

paragraph in the first sentence. Keep in mind that speed is essential, that is why you are skimming anyway. Whatever you read should be accomplished as quickly as possible without losing the thought.

4. Read the last paragraph thoroughly. Writers normally want to summarize all their basic ideas in the last paragraph. It is only then you can get the main ideas. Once you have completed these four steps, you will have provided yourself with a summary of the contents of the selection in as short time as possible.

Smart Exercise

ITQ

- 8.1.1 Your skimming rate is determined by your capability, ----
----- and difficulty of the material.

ITA

- 8.1.1 type

8.3 Scanning and Scanning Rates

In this unit, you will be taught the meaning of scanning and the scanning rates.

Unit Outcomes

When you have studied this unit, you should be able to:

- 8.2.1 discuss scanning and scanning rates

I know you can now skim-read. What about scanning? What is scanning? Scanning is a device employed when you are in search of a particular piece of information which you know or suppose is somewhere in the text. Scanning follows skimming; when you have located the information by skimming, you then scan through the information (i.e. you go over the information a bit more carefully) to ensure that you understand and retain the information for subsequent use. Using this technique of scanning helps to build up a large fund of facts and information from diverse sources.

8.3.1 How to Scan

You can determine by skimming the section where a piece of information is located. Turning quickly to that section, you read the information, imagining as you do so, the structure of the phrase or sentence that will carry the idea you are looking for.

Skimming and scanning are often complementary; skimming being used for speedy coverage of the text and scanning employed when the appropriate section has been located.

Now you will be taken through the **Rapid Reading Rate**, the **Normal Rate** and the **Careful Rate**. Also, each rate under work-type reading and recreational reading will be considered. You will recall that the purpose of reading determines the rate at which you read.

Rapid Reading Rate (Medium Fast)

Work-Type	Recreational
a. reading to review familiar material	a. to read narrative material primarily for the plot
b. to get the main idea or central thought	b. to read information material for pleasure
c. to get information for temporary use	c. to re-read familiar material

Normal Reading Rate (Medium-Slow or Average)

Work-Type	Recreational
a. to find answers to specific questions	a. to appreciate beauty of Literary style
b. to grasp the relation of details to main	b. to keep up with current idea events
c. to read material of average difficulty	c. to read with the intention of being able to retell the story later

Careful Reading Rate (Very slow and thoughtfully)

Work-Type	Recreational
a. to master content including details	a. to read material with unusual vocabulary or style
b. to evaluate material	b. to read with the intention of memorizing interesting details
c. to get details in sequence as in following directions <ol style="list-style-type: none"> 1. to outline, summarize or paraphrase 2. to analyse author's presentation 3. to solve problems. 	c. to judge literary merits

Your speed

Your reading speed can be determined by means of this formula:

$$\frac{\text{Passage x 60}}{\text{Time spent (in seconds)}}$$

For example, if you spend 2 minutes and 10 seconds (i.e. 130 seconds) on a passage of 500 words in length, your speed may be determined as follows:

$$\frac{500 \times 60}{130} = 230.76$$

which is 231 w.p.m (approx)

Comprehension Score

There are many exercises meant to test your speed and comprehension score in the book, *Faster Reading Through Practice* by S.O Unoh. Each exercise carries ten questions. Check your answer against the answers given for each exercise at the end of the book. Then award yourself one mark for every correct answer. For purposes of training, a comprehension score of 7/10 or 70% is satisfactory. If your scores are consistently higher than this, then you can very well read faster without loss of comprehension. However, if they are consistently lower, there is a problem which needs remediation.

The following table provides the basis against which you can evaluate your reading speed and comprehension skill:

Speed Reader		Poor Reader	Good
Slow wpm	Slow/reading speed is used	90-125wpm	200-300
	when material is difficult and/or high	80-90%	80-90%
Comprehension is desired		Comprehension	
Average wpm	Average reading speed is	150-180 wpm	250-500
	used for everyday reading of magazines, newspapers and easier text-books	70%	70%
	Comprehension	Comprehension	
Fast wpm	Skimming is used when the	Cannot skim	800
	highest rate is desired.		50%
	Comprehension is intentionally low	Comprehension	

Source: Edward Fry, *Teaching Faster Reading: A Manual*, Cambridge University Press

Generally, most students are concerned about their speed of reading. This concern is borne out of inability to cope with the piles of books in form of reading assignments. This concern about rate of reading is understandable. The person who can read a selection rapidly and still accomplish his purpose has a distinct advantage over the one who cannot. The individual who always reads slowly will not have time to read as much interesting and significant material as the one who reads rapidly. Through practice, your reading ratio can be improved barring problems of low intelligence. Lack of interest can be dealt with if you set attainable goals and purposes.

Even for someone who can claim to be a fast reader, reading flexibility is a must. As we said earlier, flexibility allows you to vary your speed of reading to suit your purpose. Let us now discuss reading flexibility.

Flexibility is the practice of varying your speed of reading to build your purpose in reading a particular selection in order to hit the textual difficulty of that selection. A flexible reader is really a

versatile reader: he can in fact, read the same material with varying reading rates, either within the same reading session or at different reading sessions of presumably short durations.



Tip

The purpose for which you are reading and the nature of the material you are reading are the major factors which control your flexibility rate.

Smart Exercise

ITQ

8.2.1 The practice of varying your speed of reading to build your purpose in reading a particular selection is-----.

ITA

8.2.1 flexibility

Study Session Summary



Summary

This Study Session has been able to teach you the meanings of skimming and scanning, how to skim and scan, and reading rates and reading flexibility. Skimming and scanning are complementary; skimming is used for a speedy coverage of the text, and scanning is employed when the appropriate section has been located.

Assessment



Assessment

SAQ 8.1 (tests Learning Outcome 8.1)

1. discuss the concept of skimming and steps to take when skimming
2. explain the universally accepted reading rates; skimming, scanning, rapid, normal and careful reading rates.

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Study Session 9

Reading for Comprehension

Introduction

In this Study Session, you will be taught two established reading methods that ensure comprehension. Each of these two methods is presented in form of a formula; the **SQ3R** and the **OK4R**. If these methods are properly practised, they may help you to remember what you have read and to recall, at the appropriate time, the content you have mastered in the process of reading.

In the second part of this Study Session, attention will be focused on subject recognition. As a reader you must be sure you identify the subject of a sentence you have read. This is the basic step towards understanding the main idea of a section read. The technique of finding main ideas in a reading task will also be presented to you, after highlighting the most common placements of the main idea in any selected reading material.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to

- 9.1 read for comprehension
- 9.2 recognise subject
- 9.3 find main ideas

Terminology

comprehension	Ability to interpret the meaning of a phenomenon as a proof of the knowledge acquired
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9.1 Reading for Comprehension

In this unit, you will be exposed to how you can read for comprehension.

Unit Outcomes

When you have studied this unit, you should be able to:

- 9.1.1 read for comprehension

The word comprehension has been used in almost all the previous Study Sessions with the assumption that you know what it means. Have you ever asked yourself whether you understand the meaning including the implications of the word comprehension? I know that in a normal classroom lecture, you would ask me to define the word comprehension. Reading comprehension is very difficult to define but if reduced to its simplest elements, we might say that *comprehension is a part of a communication process of getting the thoughts that were in the author's mind into the reader's mind.* This seems to be difficult process because it involves the transmission of an idea through several imperfect media- the author's mind, the written language (in case of reading the written language that is printed) and the reader. Minor but important variations occur even between speakers of the same language because of the individual's background. The printer's errors also constitute another inaccuracy to transmission processes.

In addition, it is always difficult to know exactly what the author means by the words you see on the page. However, the picture is not all that gloomy; after all we all have reached our academic status simply because we happen to understand what the author has meant by what he has written at any point in time. For some of us, comprehension will continue to be tested and we will pass through the testing ground since we now understand that there is no point in reading at any speed if we cannot demonstrate the ability to understand what we read. Let us now turn to some reading methods that ensure that you read, understand and remember what you read in our textbook – the **SQ3R** and the **OK4R** methods.

9.1.1 Reading Technique I: The SQ3R

Over 40 years ago, educator Francis Robinson developed a superb reading technique called the **SQ3R** or **SQRRR**.



Note

SQ3R is simply a way of combining studying with reading. The acronym **S-Q-R-R-R** stands for *Survey, Question, Read, Recite and Review*. Each letter of the title “**SQ3R**” stands for a step.

You may feel confused about the terms “Studying” and “Reading”. Note that studying often involves reading. However, if a student does nothing but reading during his study period he is not working as effectively as he might. Students who use the study technique almost always come out ahead of the students who merely read and re-read the chapter.

Let us take the methods one step at a time and look at what you should do.

S Survey

Look ahead through a chapter before you begin reading. As you look, read only topic headings, captions of illustrations, and any chapter summary or review. This step is similar to skimming. Another term that is similar to surveying is "previewing". This step should give you an overall picture of what is ahead.

Q Question

To focus your attention as you read, turn each topic heading into one or more questions. For instance, if the chapter is "stage of memory" you could raise questions such as "are there more than one stage of memory? What are the stages? How do they differ? How is each identified? Asking questions will increase your interest and it will help relate new ideas to what you already know for better comprehension.

R Read

As you read, try to answer the questions you asked. Read in short bits from one topic heading to the next, then stop. If the material is very difficult, you may want to read only a paragraph at a time.

R Recite

After you have read from one topic heading to the next, you should stop and recite. That means you should try to silently answer your questions or to summarize main ideas in your own words, scan back over the section until you can remember what you have just read, there's little point reading more. After you have completed one section in this way, turn to the next topic heading and read to the following heading, then look for answers as you read. Recite. Recite again before you move on. Repeat the question-read-recite cycle until you have read the entire chapter.

R Review

When you have finished reading, skim back over the chapter or read your notes. Then check your memory by reciting and quizzing yourself again. Or better yet, get someone to ask you questions about each topic to see if you can answer in your own words. Some authors have referred to R_3 as "Revise". In the language of these authors, the material should be revised some days later. This is suggested because psychologists have found that the period of most rapid forgetting is just after learning. They also believe that if you revise the material, the forgetting does not take place so rapidly.

In order to ensure that you do not suffer from intellectual indigestion, it is important that you stop often to think, question, recite, review and digest information.

9.1.2 Reading Technique II: The OK4R

The second reading technique is the **OK4R** or **OKRRRR**. It is very similar to the **SQ3**.

OKRRRR means:

O = Overview

K = Key points

R₁ = Read

R₂ = Recite

R₃ = Reflect

R₄ = Review or Recite

Because the two methods are similar, this Study Session will only examine the OK and the third R.

O - Overview: Here you are required to look through the pages of each chapter as is suggested under “survey” in **SQ3R**.

K – Key Point: This is the second step during which you are required to select the key points of the chapter to find the topic sentences and key words and then raise some questions about them. (The issue of topic sentence will be considered later on in this unit).

R₃ – Reflect: You are required to reflect on all the points, questions, allusions that have emerged from this chapter.

It is helpful to note that the process of recitation may be supplemented by note making.

Smart Exercise

ITQ

9.1.1 The reading technique SQ3R stands for-----
-----.

ITA

9.1.1 Survey Question Read Recite Review

Reading for Comprehension

Summary

The **SQRRRR** or **SQ3R** reading technique means:
Survey

Question

Read
Recite

Review

The **OKRRRR** or **OK4R** reading technique means:
Overview

Point

Key
Read
Recite

Reflect

Revise

The method helps the reader to read, question, recite, review and digest information.

9.2 Recognizing Subject

In this unit, you will be taken through how to recognize or identify subject in a comprehension passage.

Unit Outcomes

When you have studied this unit, you should be able to:

9.2.1 identify/recognize the subject in a comprehension passage

A large proportion of most students' reading problem is associated with their inability to recognize the subject of a sentence. As simple as this may sound, especially after learning in the primary school, that a sentence has a subject, a verb and a predicate or object in that order, many students have come to believe erroneously that the subject is always at the beginning of a sentence.

The subject is what the sentence deals with. Usually the subject is a single noun or noun phrase. The author, however, does not always signal the subject by putting it at the beginning of the sentence or

even in the first sentences. The reader's first task is to find the subject. Once you have located this key word or phrase, following the author's thoughts becomes much simpler.



Activity

Let us have a practice session.

Study each of the following sentences and identify *the subject* in each of them:

1. Even at the very early stage of development, human beings lived together in social groups.
2. That success in life does not necessarily bring happiness or a sense of security has long been shown by psychological and sociological investigations.
3. Sentimentality will make us tend to focus our perspectives on the political strings attached to the IMF loan.

Feedback

I'm certain your response includes:

1. Human beings
2. Success in life
3. IMF loan

You can practise by identifying subjects of sentences from newspapers and then from textbooks.

Smart Exercise

ITQ

9.2.1 Finding the subject of a sentence makes it easier for the reader to understand the author's-----.

ITA

9.2.1 thoughts/ideas

9.3 Finding the Main Ideas

This unit will help you locate the author's main ideas in comprehension passages.

Unit Outcomes

When you have studied this unit, you should be able to:

9.3.1 identify the main ideas in comprehension passages

9.3.1 Finding the Main Ideas

The next destination is the concept of main idea and its placement. Let us differentiate between main idea and topic sentence. *The main idea of a paragraph is the thought that a writer wants you to understand and remember. The topic sentence is the key sentence in a paragraph.* While topic sentence is directly stated in the first part of a well written paragraph, the main idea has to be put together by the reader.

Now let us examine the concept of main idea and the placement in a paragraph or passage. The main idea is the thought a writer wants you to understand and remember. Everything else is relatively minor (details). If you are reading effectively, you will be able to read a paragraph, quickly pick out the central thought and understand the relationship between the details and the main idea. Once you become adept at finding main ideas in paragraphs you will comprehend better at a faster rate of speed. Familiarize yourself with the different placements of main idea by efficient authors.

1. The main idea may be directly stated in the first sentence of the paragraph. E.g. The President tells the visitor that he is giving three-fourths of his time to international affairs.
2. The main thought may be directly stated in the first sentence and repeated in the last sentence of a paragraph as emphasis.
3. The main thought may be directly stated in a sentence located in the middle of a paragraph.



Tip

The main idea of a paragraph is the thought that a writer wants you to understand and remember. The topic sentence is the key sentence in a paragraph.

Some paragraphs will contain sentences that imply the main idea and do not specifically state it in any one sentence. Other paragraphs are extremely brief making it difficult to determine the central thought.

In other instances, a paragraph may contain two equally important concepts or the paragraph makes no sense to you. There is one approach to finding main ideas.

The technique consists of asking two questions, placing the answers to these two questions into one concise sentence and, thereby, discerning the main idea.

1. Determine the subject of a paragraph, ask yourself who, or what the paragraph is about.
2. What is distinctive about the subject? What does this paragraph tell us about the subject?
3. Present the answers to the above questions in a single sentence and you have the main idea.

This technique can be applied whether the main idea is implied throughout the paragraph or stated in a single sentence. In addition, you can use this same procedure when attempting to determine the basic theme of an essay, a chapter or a short story. See if you can find the main idea of the following paragraph:

The room was entirely carpeted with a thick, soft rug. Drapes, spun of gold thread, bedecked the large picture windows; sterling silver candlesticks flanked a gold clock on the mantelpiece. Crimson velvet covered the large sofa. A Steinway grand piano stood in the centre of the room.

What is the subject? A Room.

What is distinctive about the room? It is richly or expensively decorated. Main idea? The room is expensively decorated.

Smart Exercise

ITQ

9.3.1 -----is the key sentence in a paragraph.

ITA

9.3.1 Topic sentence

Study Session Summary



Summary

This Study Session has taught you how to understand comprehension passages by knowing how to identify their subject matters through **SO3R** and **OK4R** reading techniques. Also, you have learnt how to identify the main ideas in comprehension passages by following the steps given to you.

Assessment



Assessment

SAQ 9.1 (tests Learning Outcome 9.1)

1. discuss extensively on the two reading techniques.
2. *identify the subject of this sentence:*

At first, it appears a drama of mixed grill – joy one side, sadness on the other, Nigeria has banned the importation of rice.

3. *identify the main idea(s) of this paragraph*

Charles was Tunmi's first child. He was tall, well built for his age, courageous and outspoken. These qualities coupled with his natural curly hair and fair complexion made him attractive to women-young and old alike. His father had taken him swimming right from when he could flap his legs strongly enough. He believed in leisure and would not miss a chance to tell Tunmi that swimming was a good way to calm the muscles, particularly important for men, he would add. (*Strokes of Life* by Temitope Obasa, 2012).

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Study Session 10

Reading Difficulties and Ability or Inability to Read Well and Remember

Introduction

This Study Session examines reading difficulties that you may experience. Some of these difficulties have grown with you since you started to learn to read. Some of such problems that will be discussed here are as follows: vocalization and sub-vocalization, regression, finger pointing and head movement and Inflexibility. In addition to the above mentioned problems, the Study Session will also focus on some students' personal problems such as slow reading rate, poor retention, inability to identify the main idea of a passage read and others. Moreover, it will also examine the underlying factors that account for ability or inability to read and remember. Then, it will look at these factors under the following three headings-environmental, physiological and psychological factors.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

10.1 explain reading difficulties

10.2 discuss the factors responsible for remembering and forgetting

Terminology

Vocalization	to give voice or articulate
Return sweep	the movement of the eyes of a reader from the end of a line to the beginning of a new line.
Sinusitis	inflammation of a sinus membrane especially in

	the nasal region
Tonsillitis	tonsil inflammation

10.1 Reading Difficulties

In this unit, you will be taught the reading difficulties which you will encounter in your reading exercise.

Unit Outcomes

When you have studied this unit, you should be able to:

10.1.1 explain reading difficulties

10.1 Reading Difficulties

In the last Study Session, you were thought how the ability to skim-read is an essential tool for everybody. The usefulness of skimming can be seen in many situations.

Businesses and governments often require their employees to read a large number of reports. Professional people, such as doctors, lawyers, engineers, broadcasters and teachers should do a large amount of skimming in order to keep abreast of new developments.

As you practise skimming drill and as you use skimming skill everyday, you will become more at home with skimming and you will be surprised at the relatively high amount of information you will get by skimming at fast speeds. However, skimming is not a skill which you should use at all times or a type of reading which should replace study-type reading.

You will recall that it has been mentioned that *a slow reader cannot skim*, and that slow reading speed is of great concern to anyone, especially to students who do not only have to read prescribed books but also need to read references recommended during lectures and tutorials for each of the many units of courses that they offer. Let us now examine the basic causes of slow reading.

Several factors account for unduly slow reading and, the slow comprehension rate that results from it. The factors that will be considered here are:

1. Word by word reading
2. Vocalization and sub-vocalization
3. Poor visual perception
4. Regression
5. Finger pointing and Head movement
6. Lack of motivation or interest

7. Inflexibility
8. Difficulty with the return sweep
9. Lack of comprehension skills

Briefly, these will be discussed one by one below.

Word by Word Reading

Rapid reading is done phrase by phrase; it is a matter of you comprehending meanings phrase by phrase, rather than word by word. When you read word by word, you are likely to concentrate on the meaning of each word rather than getting an understanding of the whole text. This can cause confusion to you as you read more difficult texts.

Vocalization and sub-vocalization

Vocalization is the practice of moving your lips as you read while sub-vocalization is the practice of sounding words internally as you read. These two methods result from early reading instructional methods; the teaching of oral reading when you were taught to look at and say what you are reading. The practice of vocalizing or sub-vocalizing often results in slow, word-by-word reading.

Poor Visual Perception

Since reading is a combined activity of the eye and the mind, the eye must perceive words accurately before the mind can make meaningful interpretation of what is read. It follows then that defects of the eye such as, short-sightedness, far-sightedness, etc., are capable of slowing down your reading rate.

Regression

When concentration is very low or is in fact absent, you find yourself going over for the second time, a word or phrase that has been read a few seconds before. When this becomes habitual, it tends to slow down your reading rate. Imagine reading when you are feeling sleepy. You find yourself going back as you struggle to fight with sleep.

Finger Pointing and Head Movement

These are some of the reading habits which should be discouraged. Finger pointing can result in word counting or word reading. The danger in head movement is that it quickly tires you out, brings your power of concentration to a lower level and eventually destroys your reading task.

Difficulty with the Return Sweep

Sometimes, slowness in reading may result from inability to move your eyes *swiftly* from the end of one line to the beginning of another. When you find yourself returning to a line you have just read or jumping several lines, your return sweep is faulty and it results in slow reading.

Lack of Motivation or Interest

If you have set no purpose for your reading, if you are not in the mood to read, an unduly slow reading rate may result if you take up a reading task. Because of this lack of motivation, your attention keeps wandering from the reading task at hand to other things. What results from this is low reading rate accompanied by low comprehension.

Inflexibility

To read inflexibly is to read everything at the same speed regardless of the textual difficulties of the various parts that make up the whole selection and the level of comprehension you desire. Since it is both impossible and undesirable to read everything at a fast rate, the inflexible reader is usually a slow, word-by-word reader.

Lack of Comprehension Skill

A slow reading rate can be the result of lack of adequate comprehension skills. If you are slow or you are unable to find the main idea of a passage, if you are unable to summarize or paraphrase, if you are unable to read in order to locate an answer to a specific question, then your comprehension skills have to be improved upon. You can do this by reading more and practising with selected exercises in some of the reading texts.

Furthermore, you will be acquainted with the problems encountered by undergraduate students when they find that the amount of reading materials is beyond their ability or when they find it difficult coping with study-type reading. When I asked my LAA 101 students this question; “what are the reading problems encountered by undergraduates in higher institutions?” I got these funny responses along with some others from those who prepared for the lecture: scarcity of books, high costs of photocopying and so on. When I further questioned the class, I got this response: “If the books are available we will read them”. While this is true to a large extent, I told them to leave out the national problem and identify some personal problems. Students should not pass the buck. Among personal problems encountered by students, which research has revealed, are:

1. Inability to skim;
2. Slow reading rate;
3. Low word power and inadequate vocabulary;
4. Poor retention;
5. Inability to interpret what is read;
6. Inability to read critically;
7. Difficulty with identifying the main idea; and
8. Difficulty in comprehending details.

The first four points need no further discussion since we have dealt with them before now. However, you will be made to quickly examine the last four. Therefore, scarcity of books will be discussed here as you might want me to do.

Inability to interpret what is read

Some students find it difficult to get beyond the literal meaning of words, to draw inferences, make conclusions or follow instructions by applying the information they gather from reading. Therefore, they are unable to derive maximum benefit from their reading.

Inability to Read Critically

Reading critically is a very important skill for success in many academic disciplines. Reading is a thinking process in which the reader is expected to analyze, evaluate and make judgments. At the university level, a student should be able to critically assess an author's view and reject those views about which he is not convinced.

Difficulty with Identifying the Main Idea

The main idea is the key point of a paragraph or a series of paragraphs. Students in second language situations (Yoruba, Igbo, Hausa, Edo or other languages in Nigeria which are first languages for Nigerians) find it difficult to pick out key points from the details they have read especially, when such main idea is inferred rather than clearly stated.

Difficulty in Comprehending Details

Details of a passage are the supporting points to the main idea. They are just like the flesh and the muscles supporting the bone (main idea). Like finding the main idea, identification of supporting details is a very important basic reading skill. So also is the ability to recognize the relationship between the details and the key points.

Smart Exercise

ITQ

10.1.1 -----is the practice of moving your lips as you read.

ITA

10.1.1 Vocalization

10.2 Factors Responsible for Remembering and Forgetting

In this unit, you will be taught about those factors that are responsible for remembering and forgetting.

Unit Outcomes

When you have studied this unit, you should be able to:

10.2.1 explain the factors responsible for remembering and forgetting

It is now appropriate to identify the underlying factors that account for your ability or inability to read well what you read. The unit will look at these factors under three headings-environmental, physiological, and psychological.

10.2.1 Environmental Factors

You are able to remember well what you read when you read under a conducive environment. Your physical environment should aid your ability to recall what you have read. The following constitutes environmental situations that are conducive to study-type reading:

- a) Comfortable room
- b) Adequate lighting
- c) Effective ventilation
- d) Quiet environment

Study-type reading is most effective when carried out in a quiet, peaceful, comfortable atmosphere with little or no distraction. Your bedroom is associated with sleep; it is not ideal for study-type reading.

10.2.2 Physiological Factors

Effective learning is dependent upon the proper functioning of the five senses on one hand and upon the physiological conditions of you on the other hand. Some physiological problems linked with the senses are stated as follows:

- a) Poor vision
- b) Auditory defects
- c) Fatigue

The physiological conditions of the learner that affect his reading ability and recall efficiency are also stated as follows:

- a) Emotional problems
- b) Insomnia – (lack of sleep)
- c) Hunger and other bodily discomforts e.g. toothache, headache, sinusitis, tonsillitis, mental breakdown.

These problems cause great discomfort or disturbance. When you have these disturbing aches and pains and you try to suppress them, study-type reading becomes difficult, ineffective and un-remembered.

10.2.3 Physiological Problems

Some emotional problems are both physiological as well as psychological. When you have to cope with disappointments, conflicts, frustrations, deprivations and any other type of misfortune, you cannot count on your memory to aid you. These problems did not allow you to encode what you had read in the first instance. Other purely psychological factors that have direct impact on the learning process of reading are the following:

- (a) Your level of intelligence
- (b) Your level of motivation
- (c) Your level of efficiency
- (d) Your level of cognitive process of thinking, reasoning, perceiving and attending to details

The Impact of Forgetting

Without some degree of intelligence, it would be difficult for any reader to differentiate between essentials and non-essentials. *Reading to remember* is related to the level of intelligence of the reader.

Smart Exercise

ITQ

10.2.1 Comfortable room, adequate lightning, effective ventilation and quite room are categorized as-----factors that are responsible for remembering or forgetting.

ITA

10.2.1 environmental

Study Session Summary



Summary

In this Study Session, you have been taken through environmental, physiological and psychological factors as they affect your ability to read well and remember what you have read. Also, you have been taught those problems you encounter when you read.

Assessment



Assessment

SAQ 10.1 (tests Learning Outcome 10.1)

1. Can you identify the problems you may encounter while reading for academic purposes?
2. Assess yourself on the environmental, physiological and psychological factors that account for ability or inability to read well and remember what is read.

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Study Session 11

Reading Graphs, Charts, Tables and Maps

Introduction

In this Study Session, you will be taught how to read graphs, charts and tables by giving you some hints. The style employed here is the questioning style to help you read the examples presented. By finding answers to the questions, you are reading the graphs, charts and tables. The following are the types of graphs, charts and tables this Study Session will be dealing with in this unit: Graphs (Line graph, Bar graph, Pie graph, and Pictorial graph); Charts (Organizational chart and Flow chart) and Tables (Simple tables)

Let me stress from the onset that all graphic representations are basically comparisons.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 11.1 read and interpret graphs
- 11.2 read and interpret charts
- 11.3 read and interpret tables

Terminology

Graph	Visual representation of the relations between certain quantities plotted with reference to a set of axes
Chart	Visual display of information
Table	Set of data arranged in rows and columns

11.1 Reading Graphs

In this unit, you will be exposed to how you can read and interpret graphs such as Line graph, Bar graph, Pie graph and Pictorial graph.

Unit Outcomes

When you have studied this unit, you should be able to:

11.1.1 read and interpret graphs

11.1.1 Reading Graphs

A graph is an illustration that presents numerical data in a way that makes comparison possible. Relationships are identifiable on all types of graphs. You need to underscore that graphs, charts and tables (including maps) all are used to show facts; facts in dynamic relationship to other facts. You should regard all graphic presentations as reading situations that must be studied to see the basic comparisons therein.

You should therefore read the caption of each graph carefully.

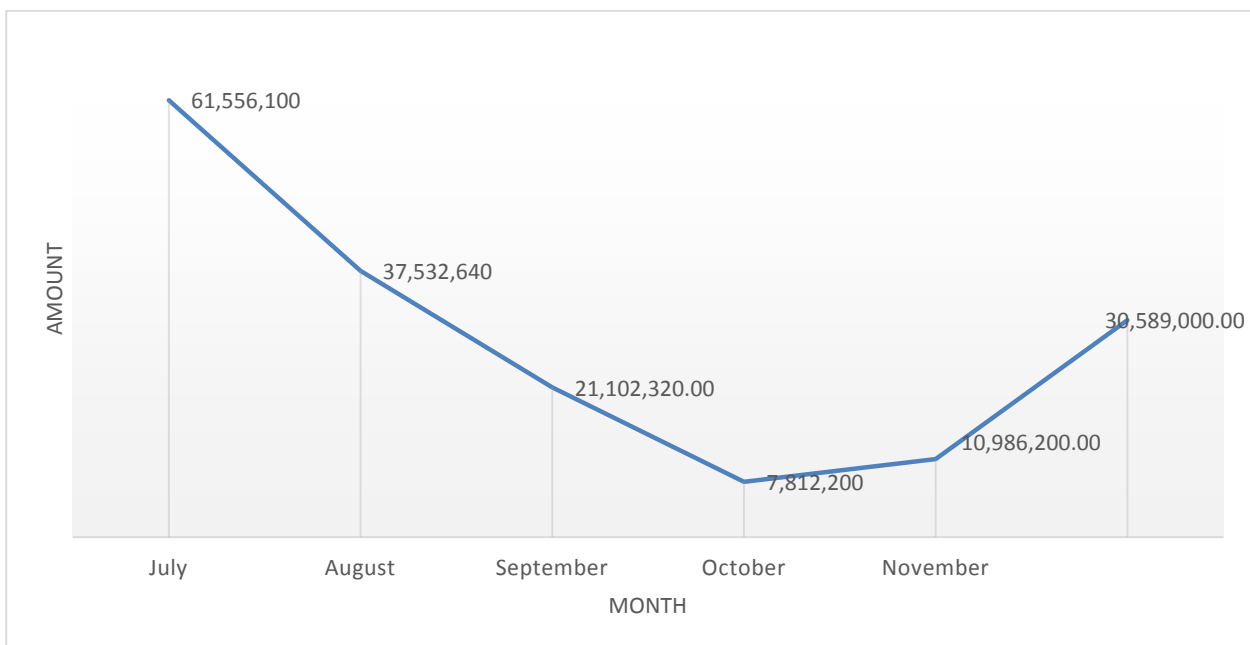
Line and Bar Graphs

The line and bar graphs are two commonly used graphs.

Line Graph

An illustration of the line graph is given below

Figure 11.1 Line Chart - Monthly Revenue Generation (July – Dec.)



The Line graph is considered the most precise graph used to plot trends or relationships between two series of data. While reading the graph in the example, you should note carefully the title or heading of the graph, the unit of measure represented on the Y and

X axes. Comparisons are easily made after studying the graph for a short time.

Bar Graph

A bar graph/chart is a graph with rectangular bars. Each bar's length or height is proportional to the bars' represented values. Another name for Bar graph is Histogram. Like the Line graph, the bar graph usually presents two or more related bits of information, using a single chart for comparison.

In the example below, note carefully horizontal and vertical scales.

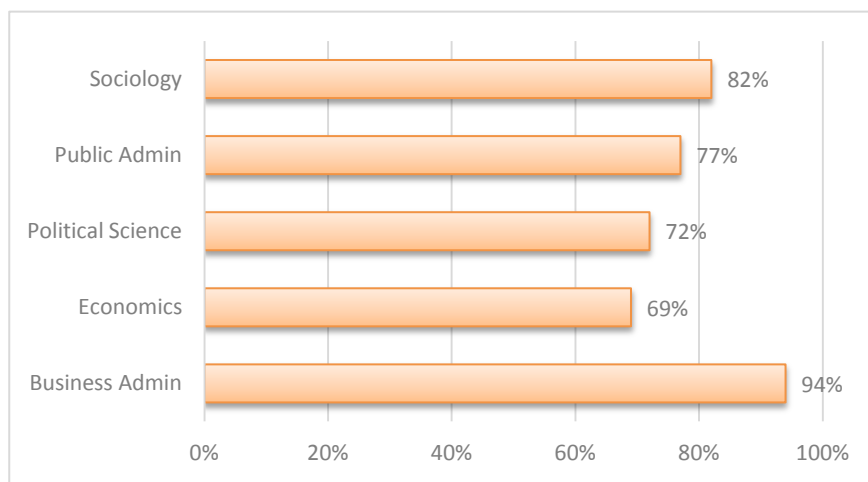


Figure 11.2: Bar Graph for Departmental Registration.

You are reading the graph as you provide answers to these questions:

- Which department has the highest registration?
- Which department has the lowest registration?

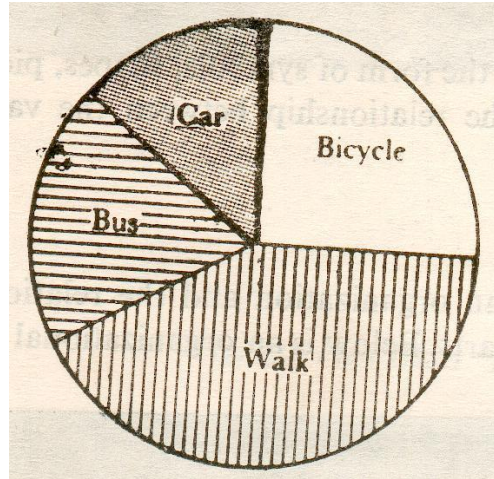
Pie and Pictorial Graphs

Pie Graphs

The Pie graph is used in all situations in which all information (100 per cent) is known and where the divisions are shown in relation to the whole.

The pie graph below shows the methods of transportation to and from school by the students of a class. Each sector of the pie graph represents a method of transportation.

The percentage for each method of transportation is stated as follows:



Bicycle = 26%
Walk = 43%
Bus = 20%
Car = 14%

Fig. 11.3: Pie Graph-Methods of Transportation

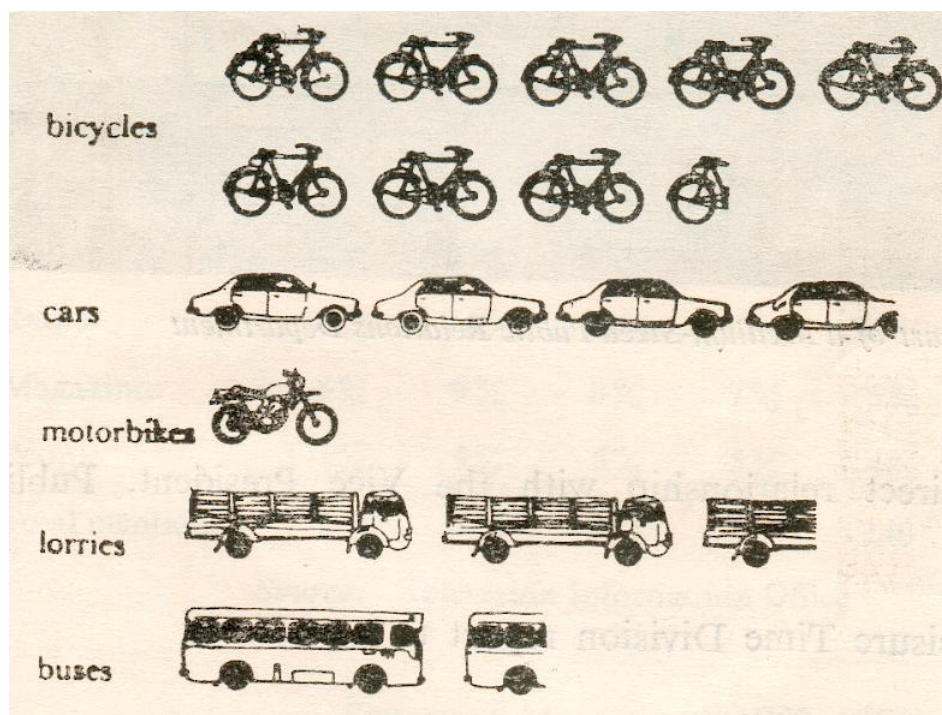
Questions

1. Which method of transport is the most common?
2. What percentage of students lives very far away from the school?

Pictorial graph

The graph below is the pictogram in which the illustrations are appropriate to the fact being represented. The magnitude of the fact is shown either by repeating the symbol for the same number of standard units or by increasing the size of the symbol in proportion to the growth of the magnitude of the statistic.

Read the graph below and answer the questions.



Each symbol represents 10 vehicles

Fig. 11.4: Pictogram of a Tariff Survey

Questions

1. Which kind of vehicle is the least common?
2. Approximately, how many bicycles were counted?
3. Approximately, how many motorbikes were counted?

Smart Exercise

ITQ

11.1.1 -----is an illustration that presents numerical data in a way that makes comparison possible.

ITA

11.1.1 A graph

11.2 Reading Charts

In this unit, you will be taught how to read and interpret charts such as organizational and flow charts.

Unit Outcomes

When you have studied this unit, you should be able to:

- 11.2.1 read and interpret charts

A chart at the foot of the patient’s bed reveals to the doctor the relationship between the patient’s temperature, his pulse and respiration rates, the administration of his medication and the hours between the doctor’s visits. Imagine the space the same information contained on that patient’s record would occupy if it were written in prose. Imagine how that much condensed information is easily read. Imagine how readily available the record becomes for the doctor to take necessary actions. That much information as may be passed by an author to you, his reader in all subject areas is often brushed aside, or given cursory information. Their pictorial representations make reading easier. **A chart is a systematic arrangement of facts in the form of symbols, shapes, pictures or drawings.** A chart may be used to show the relationship between the various parts and the whole.

Organizational Chart

Organizational charts show the structure of an organization and the relationship of one part of the organization to all the other parts. Below is an organizational chart.

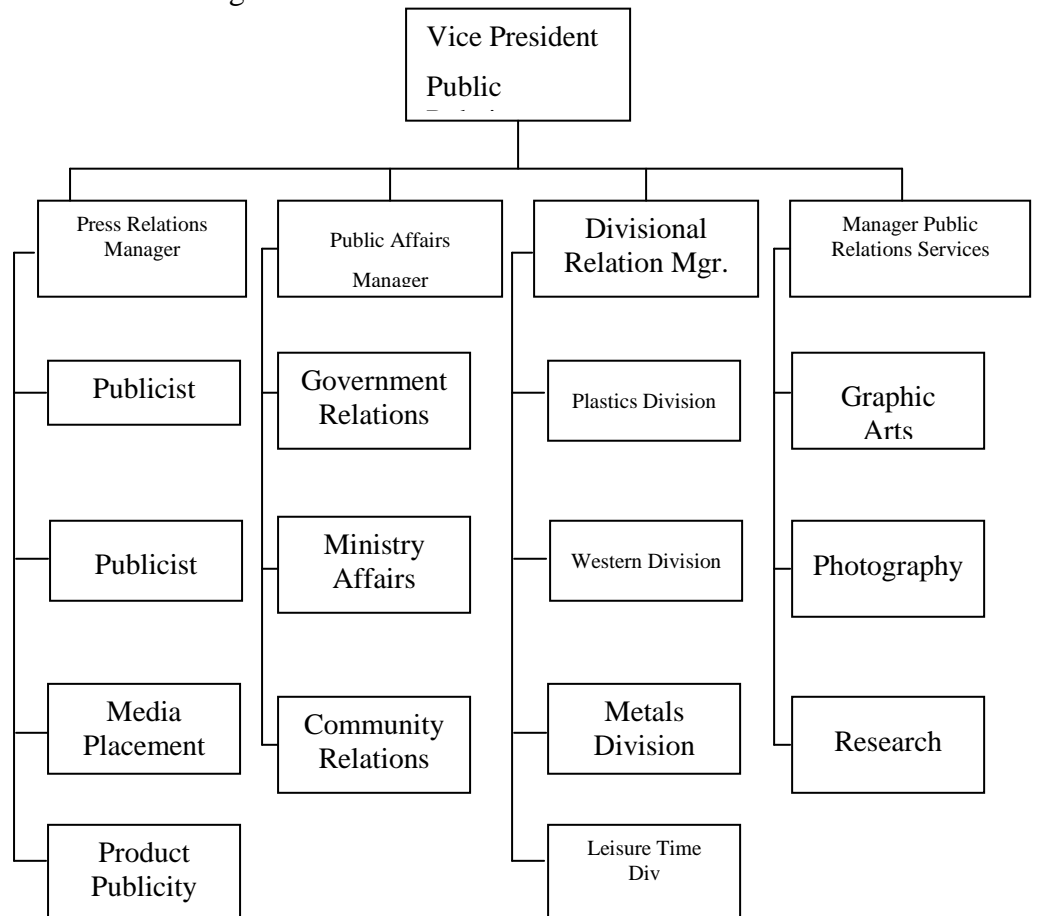


Fig 11.5: Organizational Chart of a Medium-Sized Public Relations Department

Questions

1. Which managers have direct relationship with the Vice President, Public Relations?
2. Who does the Head of Leisure Time Division report to?

Flow Chart

The flow chart shows the steps in a process. It is an effective method of aiding recall of the steps necessary for completion of a task. The reader follows the direction in which action must proceed. The steps are normally linked by arrows.

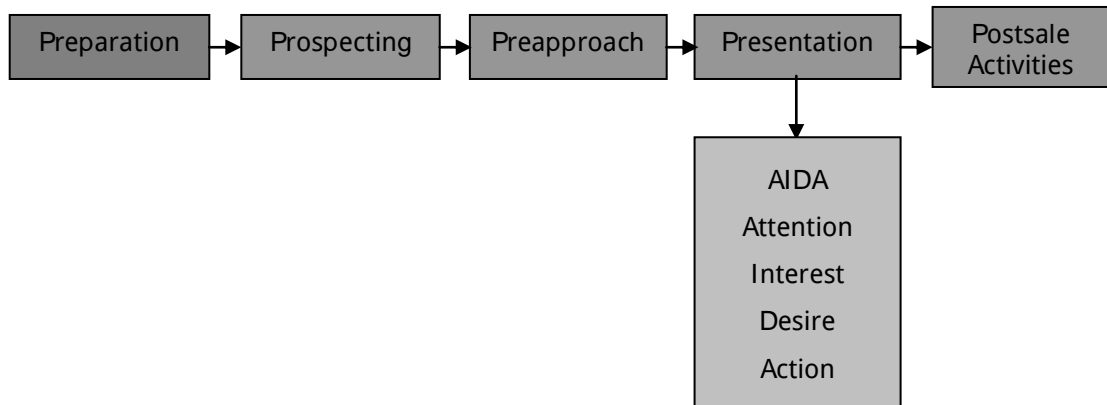


Fig 11.6: Flow Chart. “The Personal Selling Process – The 5P’s” Questions

1. What steps does the salesman follow in the presentation stage?
2. What do you think Post-sale activities involve?

Smart Exercise

ITQ

11.2.1 -----is a systematic arrangement of facts in the form of symbols, shapes, pictures or drawings.

ITA

11.2.1 A chart

11.3 Reading Tables

This unit will enable you to read and interpret tables, especially simples and maps.

Learning Objective

When you have studied this session, you should be able to:

11.3.1 read and interpret tables

Tables contain the most detailed but concise form of information you may need to draw upon for decision making. Tables are used to present numerical data in tabular form. One set of information is presented on the horizontal and another on the vertical. The size of a table tells how detailed the factual information can be and different kinds of relationships that can be drawn from it. Some tables are very simple while others are complex such that they require special experience in reading them.

Table 11.1: SOURCES OF MOST NEWS (1959-1978)

Source of	1959	1961	1964	1968	1971	1973	1974	1976	1978
Most News									
Television	51%	52%	58%	59%	60%	64%	65%	64%	67%
Newspaper	57%	57%	56%	49%	48%	50%	47%	49%	49%
Radio	34%	34%	26%	25%	23%	21%	21%	19%	20%
Magazines	8%	9%	8%	7%	5%	6%	4%	7%	5%
People	4%	5%	5%	5%	4%	4%	4%	5%	5%
Total	154	157	153	145	140	145	141	144	146

Mentions

Source: Television Information Office, Source of Most News (1959-1978)

Questions

1. Which medium attracted the greatest percentage of audience throughout the period of review?
2. Which medium was the least popular for news collection?

Reading Maps

Map reading requires a number of skills. You need to identify natural features such as rivers and lakes, land shapes such as continents and islands; man-made features such as rail roads and highways. You also need to know the meaning of gulf, bay, earth, distance, scale, latitude, longitude, sphere, pole, equator etc. You need to be able to read map symbols; political maps; maps depicting crops, rainfall, population, vegetation, wind belts, ocean routes etc.

In addition to the above, you need to learn the basic concepts of direction (north, south, east, west and their numerous combinations); concepts of distance and of scale. Next, you should be able to recognize large land and water forms on the globe, as well as identify water, land, trees and mountains by their colour and other visual designations. You should also learn to locate continents, seas, oceans and countries on the map.

Reading maps requires first studying the title of the map. Second, study each symbol (legend). Third, note the directions on the map. Then apply the map scales. Relate the area under study to a more general or larger area.

Smart Exercise

ITQ

11.3.1 An important function of tables in an organization is that it aids-----.

ITA

11.3.1 decision making

Study Session Summary



Summary

This Study Session has taught you how to read and interpret graphs, charts, maps and tables.

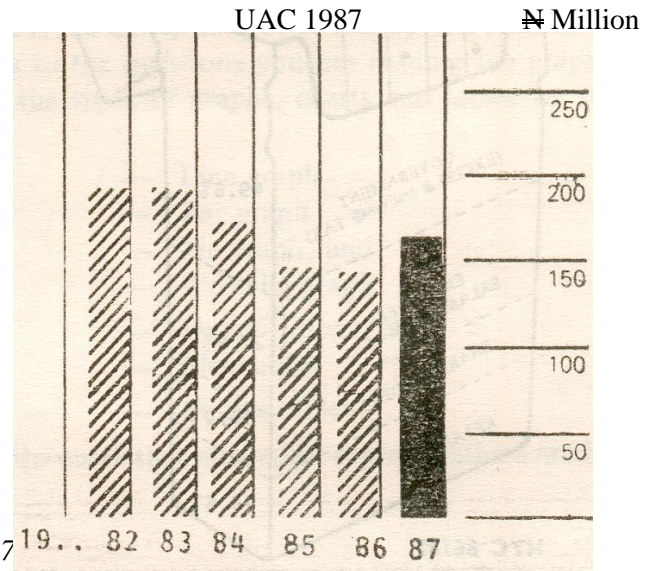
Assessment



Assessment

SAQ 11 (tests Learning Outcomes 11.1 and 11.2)

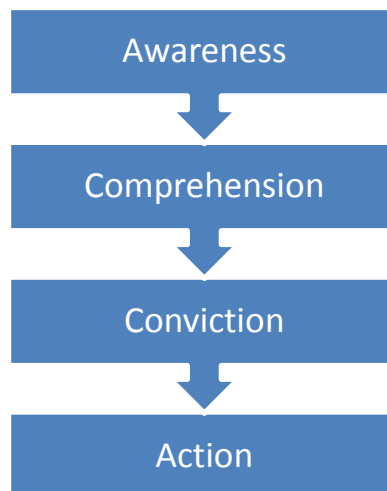
SAQ 11.1 Study the figure below and answer the questions that follow



1. Give a complete title to this graph.
2. In which years did UAC spend more than 150 million naira?
3. How much did UAC spend in 1987?
4. In which year did UAC spend the least?

SAQ 11.2 Study the figure below and answer the questions that follow

Figure 11.8: The DAGMAR Model by Russel Colley



Russell Colley (1961) DAGMAR Model as adapted from Karlsson(2007)

Question

1. What is the title of the chart?
2. What does awareness lead to?
3. From whom does the author adapt the model?

11.3 TABLE A-1 : Distribution of Water by Frequency and Volume

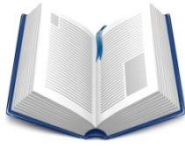
No	Date	Amount per Bulb
1	Jan 7	60ml
2	Jan 11	15ml
3	Jan 17	25ml
4	Jan 21	15ml
5	Jan 23	20ml
6	Jan 26	15ml
7	Feb 2	15ml
8	Feb 4	60ml
9	Feb 6	15ml
10	Feb 9	60ml
11	Feb 11	60ml
12	Feb 14	60ml
13	Feb 20	60ml
14	Feb 20	60ml
15	Feb 24	60ml

(Webster's World Student Writing Handbook, Sorenson 2010)

Question

1. Give a name to this table
2. Calculate the total number of volume from Jan7 to Feb 24.
3. Which of the month has the highest amount?

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Panes, P.B (1972), *Reading the Text Book*. New York: Thomas, Y. Crowell Company, Inc..Pp 68-74, 200-208.

Some practical reading graphical presentations are provided on pages 155-163 of *Reading with Speed and Precision*, and on pages 68-74, 200-208 of *Reading the Textbook*.

Sorenson, S. (2010). *Webster's World Student Writing Handbook*. US: Wiley Publishing, Inc.

Study Session 12

Paragraph Structures: Types and Functions

Introduction

Study Session twelve will expose you to another important reading strategy that you as students must understand thoroughly. Identifying paragraph types not only improves your reading efficiency, it also enhances your prose writing greatly. The paragraph types we shall concentrate attention upon are: Introductory paragraph; Transitional paragraph; Concluding paragraph; Explanatory paragraph; Defining paragraph; Narrative paragraph and Descriptive paragraph. Understanding each type improves your level of comprehension.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 12.1 identify paragraph structure according to its types
- 12.2 identify paragraph structure according to its function

Terminology

Paragraph	One of several distinct subdivisions of a text intended to separate ideas
------------------	---

12.1 Paragraph Structure according to its Types

This unit will expose you to how you can identify paragraph structure according to the type of paragraph.

Unit Outcomes

When you have studied this unit, you should be able to:

- 12.2.1 define a paragraph
- 12.2.2 identify paragraph structure according to its types

In this unit, you will be exposed to paragraphs based on their types. Here, you will examine four types of paragraphs: Explanatory, Defining, Descriptive and Narrative. Remember that in the previous Study Session you were exposed to two reading methods, **SQ3R** and **OK4R** which you can put into practice to improve your reading and studying abilities. You were taught these methods in order to be able to read to enhance your reading comprehension.

However, in this Study Session, you are going to be exposed to another area meant to improve your reading ability and to make you a better writer. It is believed that if you read effectively, you will definitely write efficiently. If you can identify a descriptive paragraph, for example, in your reading session you can, following the experienced authors' technique, become a good author too. Your personal essay will be better organized and well written. Before moving into the types of paragraph, you need to refresh your brain about what paragraph means

12.1.1 What is a Paragraph?

A paragraph is the basic unit used to present a *central thought*. It is a series of sentences all pertaining closely to one *central idea*. A paragraph is not identified only by indentation but by that central idea of a group of related sentences.

How long should a paragraph be?

A paragraph should be as long as the central thought is completely presented. If a paragraph is so short that it does not cover its topic, its subject, the reader is not fully informed. A paragraph should be long enough to explain its central idea. The length of a paragraph is determined by the amount of detailed explanation called for by the central idea. On the other hand, a long paragraph may become boring or confusing to a reader. The upper limit is to write a paragraph to cover a space of one-half to three quarters of a hand written page.....Perhaps one page at most.

Authors keep to these lower and upper limits. On some occasions, and within a lengthier composition, a paragraph may include only a single sentence. Generally, however, a paragraph has more than a sentence.....sometimes only three or four, frequently ten or twelve, occasionally even twenty or more. To stress again, whether a paragraph is long or short, it must be composed of a group of sentences, each one of which relates to a particular topic, a subject, or a central idea.

Although researchers have identified seven types of paragraph which are normally used across various academic disciplines, this unit will be taking you through only four. These four are used to give variety to the writer and purpose to the reading passages. Also,

there are paragraph types identified as those that carry the story line forward by painting scenes, projecting visual and aural images and creating emotional atmosphere. They are the descriptive and narrative paragraphs.

12.1.2 Types of Paragraph

The paragraph types are discussed below.

A | The Explanatory Paragraph

The explanatory paragraph explains, instructs, informs and presents facts. Read example 1.

Example 1

It is true of course, that medium and language are indissolubly united. Language can have no existence without a medium to carry it, disembodied language is inconceivable. We cannot even think in words without mentally clothing them in shapes or in noises. Because they are physically inseparable, language and medium naturally seems to us, most of the time when we are talking, or otherwise using language in the course of our everyday lives, not to be two things but one. Under normal circumstance, it is the language which the medium carries, not the medium itself.

Example 1 explains that language and medium are not two things but one. An explanatory paragraph may give an example, may state the main thought or may advance certain reasons in support of the main idea. Note that the method used in example I is that of repetition, i.e. repeating the “language and medium”.

Example II

There are two sides to a plumbing system. One is the fresh water supply; the other is waste disposal. The waste drains are often unpleasant to deal with but they are simple in principle since water moves through them solely by the force of gravity. The fresh water system.....is pressurized to about 50 pounds per square inch. Under this circumstance, fixing an old problem sometimes causes a new one. This is especially true in system with galvanized iron pipes that are 25 years old or older.

This extract provides information about plumbing system; it provides facts. When reading explanatory paragraphs, there may be some unknown words. Thus, read the paragraph slowly and use a dictionary as an aid. For example, you may need to find the meaning of “pressurized” “galvanized” in example II.

B | The Defining Paragraph

As indicated from its name, the defining paragraph focuses on meaning. It defines what a word or concept is or what it means.

In defining reading, Leady (1956) says “Reading is a matter of searching for the thoughts that was in the mind of the author and which now lies in the meaning of words which are before the reader”. Recall the many definitions of reading you were taught in Study Session two of this course. Each of those definitions is meant to clarify, in your mind, the concept of reading. In other extended definitions, the author may explain the pertinent special characteristics and give examples of any special words used in the definition. Some other definitions provide the origin or the derivation of the word or concept. Yet, some others will define by providing synonyms of the word, while others will provide its antonyms, that is, what the word is not.

Example III

Pain has been defined as a symptom, a pointer to, or indicator of a disease. *The Concise Oxford Dictionary of Current English* described pain as “suffering distress of body or mind.” Sherrington, the famous physiologist aptly defined pain as the “psychical adjunct of an imperative protective reflex”. The word has derived from the Latin ‘*poena*’ meaning ‘penalty’. Thus, pain is not simply a physical affliction; it can also affect the mind and all behaviour. It has played an important part in the survival of man under adverse conditions and attention to the warning has at one time or other preserved the life of virtually every individual. It is the painful burn in childhood that teaches the child to have some regard for a flame, a painful toe or finger that makes the sufferer seek attention, and the pain of a fractured arm or leg that causes involuntary immobilization of the affected part and subsequent limitation of the damaged tissue until medical treatment is obtained.

C / The Descriptive Paragraph

Example IV appeals to the sense of sight and makes you feel the wetness and the chill that the author felt when he had the experience he describes. The descriptive paragraph appeals to the senses and emotions of the reader.

Example IV

The sea surrounds us. The surface sparkles with light and a little sentiment where the moon charges from behind the black lump of hills. They look like men marking time, large and indifferent, and they will be with us all the way and in similar attitudes until the day returns to tell their colour and their age. But now, they look splendid and I am with them under the same anonymous cover of night. The deck is wet and cold, and this voyage becomes an adventure which denies health and seems beyond reason.

In some cases, descriptive paragraphs take the form of technical description in which the thing being described can be seen, measured, checked and verified. Example V is such a paragraph; it describes the hind limb. Some of the words in this selection are peculiar to the physiology of the parts of the body.

Example V

The hind limb is longer than the fore limb. The upper bone is the femur, a long stout bone bearing a rounded head at its proximal end, and it articulates with the acetabulum of the pelvis, and at its distal and two condyles with a deep depression between them on the vertical side, the inter condyler notch.

When reading descriptive paragraphs, you should try to recreate the images in your mind, try to discover the message the author sets out to give.

D / The Narrative Paragraph

The narrative paragraph arouses readers' curiosity and excitement. Read Example VI.

Example VI

For the past months, many strange powers have been haunting some of our big cities. In June this year, a powerful evil spirit walked

the streets of Lagos, visiting residential homes in search of human souls to take away.

This example, as you can see, draws the reader’s attention to what is being explained, and it keeps interest high. You want to reach the end of the story quickly. The following example puts you in an imaginary battle field; you find yourself asking; “when and where did the incident take place? “Why did it happen?”

Example VII

German bombers appeared over Belgrade. Flying in relays from occupied airfields in Romania, they delivered a methodical attack lasting for three hours on the Yugoslavia capital, from roof top height, without fear of resistance. They blasted the city without mercy. When silence came at last on April 8, over 17,000 citizens of Belgrade lay dead under the debris. Out of the nightmare of smoke and fear came the maddened animals released from their shattered cages of the zoological garden. Operation punishment has been formed.

Narration, whether by oral or written communication, concerns the story: a sequence of events based upon personal or fictitious happenings so expressed as to share the experiences with other human beings. Sometimes a story is simple, as an anecdote; sometimes a story is complicated, as a novel.

Smart Exercise

ITQ

12.1.1 The type of paragraph that appeals to senses and emotions or paints pictures of events is-----.

ITA

12.1.1 descriptive paragraph

12.2 Paragraph Structure according to its Function

In this unit, you will be taught the functions that paragraphs perform in reading comprehension passages. You will examine three paragraphs that perform different functions. These three are used to organize the content of a composition and help the reader to focus on what is being discussed.

Unit Outcomes

When you have studied this unit, you should be able to:

12.2.1 identify paragraph according to its function

A/ The Introductory Paragraph

Read this paragraph

Example VIII

Phonetics is concerned with describing the speech sounds that occur in the language of the world. We want to know what these sounds are, how they fall into patterns, and how they change in different circumstances. Most importantly, we want to know what aspects of the sounds are necessary for conveying the meaning of what is being said. The first job of a phonetician is, therefore, to try to find out what people are doing when they are talking and when they are listening to speech.

Example VIII is an introductory paragraph of a chapter which deals with “Phonetics”. Your attention is drawn immediately to the issues to be covered in the entire selection of passage or chapter.

An introductory paragraph introduces the content and prepares the reader for what is to follow. It also alerts you to prepare for the information about to be given. See if the paragraph meets the description of an introductory paragraph.

Example IX

The Nigerian economy is now said to be in ruins. In an effort to identify the various factors responsible for this calamity, we shall discuss those problems under these three main headings, viz: social, economic aspect would be given greater attention for it is the motive behind this essay.

Ask yourself:

- a) What is the author concentrating on?
- b) What are you to expect in the subsequent paragraph?

Therefore, when reading an introductory paragraph, make sure you have a clear understanding of what the writer is going to talk about. Also, look out for signal words and phrases e.g. in example I, we have “we want to know”, and in example II, “I shall discuss..... under these three main headings.

This next example is for your practice, for you to see if the characteristics mentioned above are present within the paragraph.

Example X

Under-nourishment is the cause of many failures in vegetable growing. To ensure that your crop do not fail because they have not received sufficient nourishment, it is first necessary to understand how the plant gets its food and what the food requirements are of some of our main crops.

B | The Transitional Paragraph

I have always graphically represented this type of paragraph as shown below:

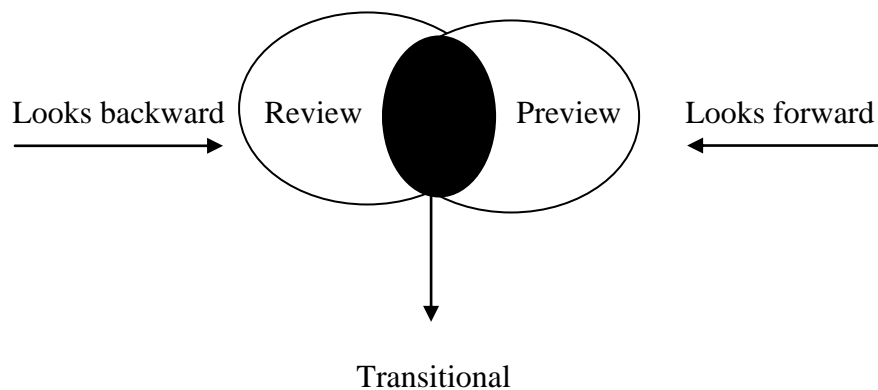


Fig. 12.1: Transitional Paragraph

In other words, the transitional paragraph summarizes, briefly, what went before and lists what is to follow. This means that it reviews and previews at the same time.

Example XI

In the previous lecture, we described in an extremely sketchy way the manner in which the price mechanism operates to allocate resources in a free market economy. It is necessary to examine this process of price determination more carefully, and we shall start by looking more closely at the factors affecting the demand for a commodity.

Read this second example before you start to examine the two parts – what went before, what is coming next.

Now that you have exposed to some relevant points about the reading of paragraphs and chapters, we can suggest a general procedure for reading each chapter with reasonable speed, comprehension and retention. The procedure seems to involve two

principal activities: surveying or inspecting the chapters and reading for facts. Let us treat each one sequentially.

The transitional paragraph helps you make the transition from what has already been discussed from that which is to come.

Signal words/sentences in examples XI and XII are:

1. "It is now necessary"
2. "Now that we have considered...we can suggest....."

You should note the sentence that summarizes the earlier discussion and the one that presents what is to come next.

Study this last example of the transitional paragraph:

Example XII

We have noted in foregoing chapters that vegetables have their likes and dislikes with regards to soil, and we have also seen how soils can, to some extent, be changed to meet these preferences. But the picture is not complete. There are three further factors we must study, before we can start on our planning programme – geographical position, altitude and rainfall. Let us take each one separately and see how they affect us.

It is important to note that a transitional paragraph may be identified at the beginning of a chapter which may make it look as an introductory paragraph. The comforting point comes when you see it from the functional point-of-view. It reviews and previews.

C / The Concluding Paragraph

Study this next example

Example XIII

In conclusion, I am very optimistic that if all the suggestions listed above are accepted by all and put into constant practice, untimely deaths causing untold sorrows to many families and loss of manpower to the nation at large will be reduced to the barest minimum. Remember that life has no duplicate.

What is your observation? The first two words give you the hint.

The concluding paragraph brings together and summarizes all the points that have been made in preceding paragraphs. Its function is to bring the discussion to a close. Its main purpose as the name indicates is to conclude. It enables you to check your understanding of what you have read.

Read this next example:

Example XIV

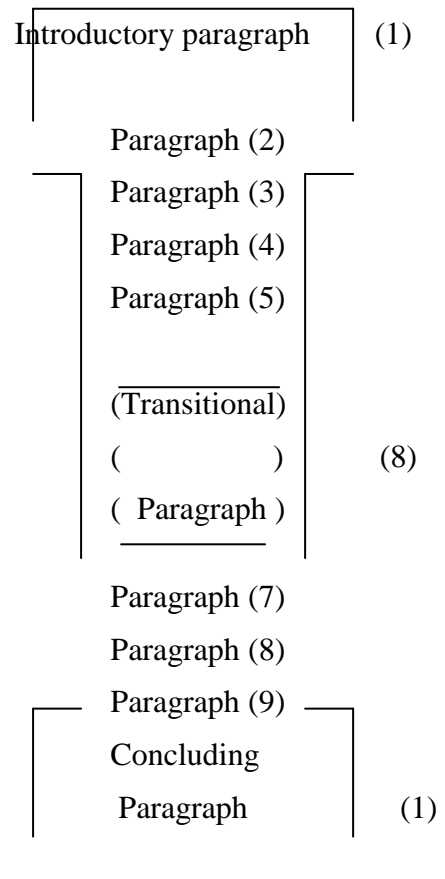
We have seen that a number of factors in the print and in the reading conditions interact to produce marked effects upon the readability of books. While some of these influences are within the control of the teacher, other important factors are not, and it is argued that the print available to the teacher could be improved if the relevant research findings were incorporated into the preparation of the reading materials. The print is a set of symbols which stand for a spoken language, however, and it is in the relationship between languages and print that other factors affecting readability will be found.

In a concluding paragraph, the author may list the main points made in the preceding paragraph as has been done in example XIV. The concluding paragraph may also take the form of a restatement of the author's standpoint. It may also provide a set of directions or advice to the reader. It may attempt in a persuasive piece to win you to the side of the author.

Example XV

In conclusion, let us hope that with the departure of Sir Lord Lugard, the Nigerian system – the product of his exuberant imagination – will be consigned to the limbo of oblivion where embedded in the historical strata of British colonization, will exist as the fossilated remains of an administrative experimental failure.

Which of many roles of concluding paragraphs does example VX fulfil? The three paragraph types can be placed in an essay of about ten paragraphs as indicated in the diagram in the next page.



Paragraph 1 introduces the subject and the scope of the topic to be examined. Paragraph 6 summarizes paragraphs 2, 3, 4 and 5 and previews paragraphs 7, 8 and 9. Paragraph 10 concludes and brings discussion to a close by restating points mentioned in paragraphs 2 through 5 and 7 through 9.

Smart Exercise

ITQ

12.2.1 -----paragraph reviews and previews the author's thoughts and ideas.

ITA

12.2.1 Transitional

Study Session Summary



Summary

This Study Session has been able to teach you types and functions of paragraph that you often encounter in your reading exercises. You have been exposed to explanatory paragraph, defining paragraph, narrative paragraph, descriptive paragraph, introductory paragraph, transitional paragraph and concluding paragraph.

Assessment



Assessment

SAQ 12.1 (tests Learning Outcome 12.1)

The Role Of Media In The Socio-political Transformation Of Any Society Is Never In Doubt; In Fact, The Media Have Been Described As A Catalyst For Speeding Up Developmental Processes. The Media's Capacity To Disseminate Information, Express Divergent Voices And Views, And Help Form Public Opinion On Issues As Well As Facilitate Debate Has Been A High-Water Mark In The Pursuit Of Their Social Mandate. These Classical Roles, Which Have Characteristically Defined The Functional Role Of The Media Across Different Geographical Divides, 'Gave Legitimacy To The Activities Of The Media And To Their Existence As The Fourth Estate'. (*Setting The Agenda For Decolonising African Media Systems* In N. Creary African Intellectuals And Decolonisation, 2012)

Question

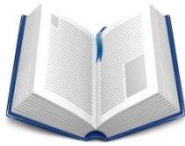
1. What is the type of this paragraph?
2. What is the subject of the paragraph?
3. List the main ideas of the paragraph.

SAQ 12.2 (tests Learning Outcome 12.2)

Civilization Is A Heritage Of Mankind. It Is A Native Of Any Region. It Is Not An Exclusive Contribution Of Any Race. Many Races Have

Contributed To Civilization Through Contacts. But Unless The Black Race Makes Its Own Significant Contributions To Civilization, Our Race Will Continue To Be Pitied Or At Best Merely Tolerated Like All Beggars. We Will Continue To Be The World's Underdog. To Make It, The Black Man Needs A Hurricane Of Change Known As Revolution. He Needs A Complete Mental Revolution. But It Appears To Me That A Great Majority Of The Black Middle Class Are Not Ready For This. Here Lies The Black Man's Dilemma. (*Black Man's Dilemma*, Areoye Oyebola, 2014)

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Study Session 13

Introduction to Vocabulary Development

Introduction

In this Study Session, I plan to focus attention on two ways by which you can develop the level of your vocabulary. To be able to achieve a high level of comprehension, your knowledge of words must be adequate so that you do not return to the dictionary for every word you come across in the text. The two ways by which a reader can explore for meanings of words that you will be exposed to in this Study Session are: Context clues and structure of words. Under context clues, you will be exposed to the following items: **experience clue, comparison or contrast clue, explanation clue** and **synonym clue**. Under structure of words, you will be taught the following: **Roots, Prefixes and Suffixes**.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 13.1 apply context clues for words vocabulary development
- 13.2 apply structure of words for vocabulary development

Terminology

Vocabulary	Knowledge of words available to a language user
------------	---

13.1 Context Clues

In this unit, you will be taught how to use context clues to find meaning for unfamiliar words and develop your vocabulary. You will be exposed to clues such as experience clue, comparison and contrast clue, explanation clue and synonym clue.

Unit Outcomes

When you have studied this unit, you should be able to:

13.1.1 apply context clues for vocabulary development

Generally, when you read a passage there may be one or two words in it whose meanings you do not know and which you can guess from the context of the passage. This is a mental exercise where there is no dictionary at hand or, in fact, when you do not want to interrupt your reading and the train of thought by constantly referring to a dictionary. There are a number of ways in which context clues come. They are experience clues, a comparison or contrast clues, explanation clues and synonym clues.

13.1.1 Experience Clues

You can use your familiarity with the situation being described to arrive at the meaning. Read this example and see if you can guess the meaning of “ambivalent” from the context:

Wives of alcoholics worry about the part which their attitudes and behaviour play in the persistence of their husbands’ drinking habit. They share the feeling of confusion and anxiety. Most feel **ambivalent** about their husbands.

You do not need a dictionary to arrive at the meaning of the word, “ambivalent”.

13.1.2 Comparison or Contrast Clues

Read this selection:

Overcategorisation is perhaps the commonest trick of the human mind. Given a **thimbleful** of facts, we rush to make generalizations as large as a tub.

What does “overcategorisation” mean?

You can tell the meaning of “overcategorisation” comparing “thimble” with “tub”.

13.1.3 Explanation Clues

Writers often provide examples to aid understanding of some words. They also directly explain the meaning of a word or restate the sentence in another way.

Examine these examples:

1. **Shoplifting** or **boosting** varies all the way from the inept thefts of toys by small children and the amateurish thefts of small items of clothing by girls and women to the highly

skilled thefts of jewellery by the professional man or woman shoplifter. (*explanation by restatement and example*)

2. It is estimated that the total loss from “shrinkage” is approximately equal to the net profit in retail business. Shrinkage includes losses due to thefts by employees as well as to shoplifting.

13.1.4 Synonym Clues

When an author expresses the same idea in different words he gives the reader a synonym clue. For example:

1. To **denigrate** means to **defame**, to **sully** or to **disparage**.
2. Shoplifting, or boosting, varies all the way from the inept thefts of toys by small children.....
3. Sex in man is determined at **conception** or **fertilization** on a 50-50 basis.

4.

Smart Exercise

ITQ

13.1.1 A situation whereby a writer expresses a similar idea in different words is said to give the reader-----clue.

ITA

13.1.1 synonym

13.2 Structure of Words

In this unit, you will be taught the use of structure of words to develop your vocabulary. Here you will be exposed to roots, prefixes and suffixes.

Unit Outcomes

When you have studied this unit, you should be able to:

- 13.2.1 apply structure of words to develop your vocabulary

13.2.1 Structure of Words

Structural analysis of words i.e. the roots, prefixes and suffixes used in the formation of English words derived from Anglo-Saxon.

Root

The root of a word indicates the origin of the word. It may be placed in front, middle or end of the word. For example, the word “acrimonious” has the root “acr”. “Acr” is a Latin root which in English means “bitter”. The word “dehydrate” has the root “hydr”

which is Greek root meaning “water”. The word “autograph” has the root “graph” which is a Greek root meaning “writing, record”.

Let us now see the three words and the placement of the roots.

Word and the Root	Placement of Root	Meaning
1. acrimonious	in front	bitter in language or tone
2. dehydrate	middle	eliminate water from
3. autograph writing	end	writing in one’s own hand

Prefix

While prefix is always in front of the word, suffix is always at the end of the word. Examples are:

- Intersperse* - “inter” means “between or an intervals”
Intrastate - “intra” means “within”
Homogeneous - “home” means “the same” or common”

Suffix

While prefix is always in front of the word, suffix is always at the end of the word. Examples are:

- Serfdom* - “dom” denotes state
Servitude - “tude” denotes condition
Veracious - “acious” means pertaining to, of the nature of, like.

Note that the suffixes may be classified as follows:

1. Noun suffixes e.g. rebellion, “ion” denotes an act or process, its result, state, condition.
2. Adjective suffices e.g. edible, “ible”, or “able” which denote fitness, tendency.
3. Verb suffixes e.g. amplify, “fy” means make.

Also, you should note that not all English words have the application of roots, prefixes, and suffixes derived from Anglo-Saxon. My students of CLA 101 have over the years erroneously tried to analyse all English words by applying their knowledge of roots and prefixes. It is not clear to me yet, whether they get too excited about roots and prefixes or they get carried away by the attraction and ease this knowledge creates for them. However, you can quickly correct this notion by the nature of the contact created by tutorials.

For you, you are being warned in advance.

The two books listed below treat the topic of this lecture adequately. They are, therefore, highly recommended.

1. *American Composition and Rhetoric* by Donald Davidson pp. 682-686.
2. *Reading for Academic Purposes* by Sybil James. Pp. 53-57.
3. *Introductory English Grammar and Writing Skills* by Adeyemi O. Babajide.

4.

Smart Exercise

ITQ

13.2.1 -----indicates the origin of words.

ITA

13.2.1 The root

Study Session Summary



Summary

In this Study Session, you have been taught that vocabulary development involves exploration of meaning. Also, exploration of meaning can be done in several ways. The ways examined in this Study Session are context clues and structural analysis of words.

Assessment



Assessment

SAQ 13.1 (tests Learning Outcomes 13.1 and 13.2)

13.1

Explain the meanings of the *italicized* words in these five sentences. You can obtain clues from the context of the sentences. Do not use the dictionary.

1. The village is completely cut off and there are no access roads for *evacuating* the flood victims from the village.
2. Sometimes, *genetic* and environmental factors act together as in the case of inherited susceptibility to disease.
3. The salivary secretion, stimulated through a nervous mechanism by either imaginary or real food furnished moisture to the food mass being *masticated*.
4. Several observers of the Jewish scene have suggested that *aspirations* have changed from second to third generation.

The fathers had the ambition to build successful business; the sons only have the ambition to inherit them.

5. Although we no longer impose upon the criminal, a punishment that exactly duplicates his crime, the ideal of *retaliation* and vengeance has not entirely disappeared from public thinking nor from criminal law.

13.2

Provide an answer to each of the following questions:

6. If “ante”, a Latin prefix means “before”, what is the meaning of the word “antechamber”?
7. If “anti” a Greek prefix means “against”, what is the meaning of the word “antibiotic”?
8. If “derm”, a Greek root means “skin”, what is the meaning of the word “epidermis”?
9. If “Audio”, a Latin root means “hear” or “listen”, what is the meaning of the word “audition”?
10. If “Credo”, a Latin root means “believe”, what is the meaning of “credulous”?

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Study Session 14

Vocabulary Development: Word Usage

Introduction

In Study Session fourteen, you will be shown another way by which your level of vocabulary can be increased. The method you will be taught here is the word usage. Some of the words in the glossary which will be examined are well known to you but they are often used wrongly. You should examine each pair thoroughly so that you can now understand the difference. The words you are meeting for the first time must also be denoted carefully because once you know them now; they remain in your bank of words which you can use in your speech or in your writing.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

14.1 apply word usage for vocabulary development

Terminology

Glossary	Alphabetical list of technical terms in some specialized field of knowledge
-----------------	---

14.1 Glossary of Usage

In this unit, you will be taken through another way by which your vocabulary level may be increased. This is through exposure to a glossary of usage. A glossary supplies information about a number

of words in usage which are similar in appearance, and are sometimes confused in meaning. Some of these words are provided in pairs so that you can see the difference in spelling. Each word in the pair is pronounced differently to bring out the meaning in spoken communication.

Before the list will be provided, you read this preamble on vocabulary development.

The number of words that a student knows determines the difficulty of the material which he can read. If the student only knows several dozen words, he can probably only read simple stories or messages. As a student's education continues, and his knowledge of words increases, he will be able to read increasingly difficult subject-matters. I want to share with you, the information I came across while preparing for this lecture.

In the United States of America, studies conducted and reported by Fry (1963) suggest that:

Children leaving secondary schools in America know an average of 47,000 words while University students know about 58,000 words.

There is no such information available about Nigerians but we know that if students are to become efficient readers, they must have large reading vocabulary. It has been discussed in Study Session Thirteen, some of the ways in which a reading vocabulary can be increased, that is through the teaching of roots, prefixes and through knowledge of context clues.

The easiest and most natural way of increasing vocabulary is simply through meeting words in use. If a student has *wide* reading experience and frequently encounters new words, he will learn them. It has been however, stated earlier that this unit will expose you to a glossary of usage. The words will be listed and you will be told their parts of speech and provided their meanings.

Key

(v)	=	verb
(n)	=	noun
(prep)	=	preposition
(adj)	=	adjective
(n) / (v)	=	noun and verb
(adv)	=	adverb

(adj id) = adjective idiom

Words, Parts of Speech and their Meaning

Accept (v) = to receive

Except (prep) = with exclusion of

Affect (v) = to influence

Effect (n) (v) = the result, to bring about

All ready (adj. Id) = everyone or everything is prepared

Already (adj.) = at this time or before this time

Allusion (n) = an indirect reference

Illusion (n) = a deceptive appearance

Among (prep) = in the midst of three or more items

Between (prep) = intermediate in the space separating
two places or things

Beside (prep) = at the side, next to

Besides (adv.) = in addition to

Cite (v) = to indicate or mention

Site (n) / (v) = a place where something is

Sight(n) / (v) = the ability to see (n) to see or observe

Complement (n) / (v) = something that completes (n), to add to
(v)

Compliment (n) / (v) = an expression of praise, admiration,
or congratulations (n) to show fondness.

Farther (adv.) = physical distance-more remote

Further (adj.) = additional, more distant in time and
degree

Moral (adj.) = right or ethical

Morale (n) = a mental attitude or condition

Ascent (n)	=	an upward slope / motion
Assent (v)	=	to agree
Canvas (n)	=	cloth
Canvass (v)	=	to solicit
Descent (n)	=	a downward motion
Dissent (n)	=	disagreement
Decent (adj.)	=	proper, modest, right
Discus (n)	=	sporting equipment that is thrown by the player
Discuss (v)	=	to speak or write about
Discourse (n)	=	verbal expression in speech or writing
Elicit (v)	=	to draw out; to bring out
Illicit (adj.)	=	not sanctioned by custom or law, illegal
Avocation (n)	=	diversion which relaxes one from his more important vocation
Vocation (n)	=	job
Beat (v)	=	to strike again and again
Beet (n)	=	a vegetable e.g sugar beet
Elude (v)	=	to escape
Allude (v)	=	to refer to indirectly
Ingenious (adj.)	=	clever, resourceful
Ingenuous (adj.)	=	frank, naïve
Respectfully (adv.)	=	in a courteous manner
Respectively (adv.)	=	order of items in a series
Species (n)	=	class, kind

Specie (n)	=	refers to gold or silver coins: Note (it is not the singular form of species)
Principal (n) (adj.)	=	head of school or money used as capital (adj.) chief, most important
Principle (n)	=	rule, law or doctrine
Anyway (adv.)	=	in any case
Any way (n)	=	any course of direction
Adapt (v)	=	to fit for new use, make suitable
Adopt (v)	=	to take and follow as one's own as a course of action.
All together (adv.)	=	all in one place
Altogether (adv.)	=	completely
Awhile (adv.)	=	for some time
While (n)	=	a space of time
Continual (adj.)	=	renewed frequently and regularly, often
Continuous (adj.)	=	prolonged without break, uninterrupted
Council (n)	=	an assembly of persons concerned for consultation or deliberation
Counsel (n)	=	mutual exchange of advice (v) to give advice to
Desert (n)	=	a region so lacking in rainfall
Dessert (n)	=	a serving of pastry or ice cream as last course of a meal
Desert (v)	=	to forsake, or run away with permission
Imminent (adj.)	=	about to occur
Eminent (adj.)	=	distinguished
Emigrant (n)	=	one who <i>moves out</i> of a place
Immigrant (n)	=	one who <i>moves into</i> a place
Provision (n)	=	act of supplying, that which is provided

Prevision (n) Previsé (v)= to foresee, to notify in advance

This list is not exhaustive. There are many more. Do you know some words that sound alike, are spelled differently and have different usages? Add such list to this list.

Smart Exercise

ITQ

14.1.1 -----supplies information about a number of words in usage which are similar in appearance.

ITA

14.1.1 A glossary

Study Session Summary



Summary

In Study Session, you learnt word usage, another way by which your level of vocabulary could be increased.

Assessment



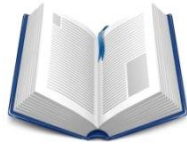
Assessment

SAQ 14.1 (tests Learning Outcome 14.1)

Below is a list of words similar in appearance and sometimes confused in meaning. Read each pair carefully observing the difference in spelling, and then provide the meaning to each word.

1. allusion, illusion
2. complement, compliment
3. moral, morale
4. canvas, canvass
5. avocation, vocation
6. elicit, illicit
7. imminent, eminent
8. emigrant, immigrant
9. provision, prevision
10. ingenious, ingenuous
11. Famous, infamous
12. Invaluable, valuable

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Study Session 15

Signal Words and Their Functions

Introduction

This Study Session will focus your attention on yet another strategy for the understanding of an author's development of ideas. From its name, this strategy suggests signal words which shed light on the direction of the author's thoughts. The four main groups of signal words that you will be taught are those that: continue the thought, illustrate the thought, reverse the thought and conclude the thought. The second subsection of this Study Session will examine the different signal words commonly used in paragraph patterns such as cause-effect, comparison-contrast, and whole-part.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

15.1 identify signal words

Terminology

Signal	Nonverbal action or gesture that encodes a message
--------	--

15.1 Signal, Directional, Transitional Words

Another word for signal words is Directional words. Some authors also refer to signal words as *transitional* words or phrases. Writers use directional words, or guide words, to help lead you to important ideas, or to help direct you to follow their development of ideas.

There are certain words or phrases that are similar in purpose to road signs or traffic lights that direct drivers to an ultimate destination, or signs that may indicate twists and bends in the road cautioning the driver to be careful. Similarly, directional words in paragraphs are warnings of what to expect when reading, thus preparing you to anticipate the meaning of what is to be read.



Tip

Signal words continue the thought, illustrate the thought, reverse the thought and conclude the thought.

Functions of signal words can be grouped under four main headings. Signal words serve to:

1. continue the writer's thought
2. illustrate the writer's thought
3. reverse the writer's thought
4. conclude the writer's thought

Let us examine these functions one after the other. A selection has been made to facilitate your understanding of each one.

1. **Continuing-the-thought signal words include such words as *and, also, in addition, moreover, furthermore.*** These and similar words indicate that the thought presented in a paragraph is going to be carried forward, to be continued in the same direction. Such words suggest that something is to be added onto the same subject, or the next point is going to support the previous sentence. This following paragraph contains continuing-the-thought directional words.

...**Even** when women work, they are usually spared the grinding pressure to get to the top of the ladder which bears upon most men. **Moreover**, a woman who is taking care of a

house is sure to get a fully daily quota of regular exercise, while her husband leads an essential sedentary life **and** sometimes, kills himself by sporadic bouts of strenuous physical activity....

- Adapted from Paul, B.P. (1972) *Reading the Textbook*, New York: Thomas Y. Crowell Company p. 48.

2. ***Illustrating-the-thought* signal words are for instance, to illustrate, such as.** These words suggest that what follows is simply an illustration, or an example that the author thinks you need in order to clarify an idea.

Read this example:

Real property is land and everything that is permanently attached to it (real estate). All other kinds of property are personal project. **For example**, if your rich uncle in Texas gives you that hundred acres that he promised you upon your marriage provides, of course you marry a Texan, it will be a gift of real property. And it will include the land and everything that is permanently attached to it...

- Adapted from Paul B.P (1972)

Reading the Textbooks, New York: Thomas Y. Crowell Company p. 120.

“For example” in the above selection suggests to you that the writer is about to make his thoughts more explicit. He wants you to understand exactly what he means by real property.

3. ***Reversing-the-thought* directional words include but, however, on the other hand, on the contrary, yet and in spite of.** These words indicate that the writer is going to change his direction in the development of his ideas, or he is going to reverse or contradict a previous statement. Such words may also be used to indicate viewing the same idea from a different view point.

When you come upon such words, prepare yourself for an abrupt change. Slow down, read carefully until you notice the change, then read on rapidly. The following paragraph contains a reversing-the-thought directional word... as explained in the other chapter on life in the universe,

the circumstances surrounding the original formation of our planetary system have an-all important bearing on the question of the uniqueness of intelligent life on the earth. If the planets were born as a consequence of an accidental cataclysm, then planetary systems associated with stars, other than the sun, would be extremely rare, and life elsewhere would be unlikely. **On the other hand**, if contemporary theories are correct, the solar system evolved as a natural step in the evolution of the sun...

-Adapted from Paul B.P (1972) *Reading the Textbook* New York: Thomas Y. Crowell Company p. 239.

You have been warned to slow down when a signal like “on the other hand” is given by the author. This is because, quite often, the thought that follows the directional word is the more important thought.

4. **Concluding-the-thought directional words are thus, therefore, as a result, finally in concluding, consequently, hence and so forth.** These words usually mark the beginning of an extremely important idea-usually a summary or a conclusion will follow.

The selection below shows how a number of considerations can be concluded:

“In my view, the need for making and reading notes arises from four important considerations. First, human memory is a most unreliable store-house for the vast amount of knowledge...

Second, a book that has been carefully read previously, can be wasteful both in time and energy. Third, the books may not be available for subsequent reading... **Finally**, a neat, handy, precise and systematic record of essential facts and information facilitates the periodic review and recitation which we know to be the most effective long-term insurance against forgetting”.

- Adapted from S.O. Unoh (1981) *Reading to Remember, A Guide to Efficient Reading* Ibadan: University Press Limited. P.46.

The signal word “finally” alerts you to the fact that the writer is concluding his discussion on the particular point.

Let me alert you about the content of the next part of this unit with a brief introduction. It will be dealing with paragraph patterns next and signal words, in addition to the functions earlier discussed, to help you to identify and analyze paragraph patterns. We shall refer to these signal words in the next lecture, but let us quickly provide the list of signal words commonly used in the paragraph patterns.

Paragraph Patterns	Signal Words
1. Cause-effect as a result of	Because thus if.....then Understanding these circumstances
2. Comparison-contrast in contrast	in the same way in like manner
3. Whole-part	also another in addition to several as follows
4. Sequence	first, then, finally, after, next, later

This will become clearer to you when you read examples of selection for each type of paragraph pattern mentioned above.

Smart Exercise

ITQ

15.1.1 ----- help lead you to important ideas, or to help direct you to follow their development of ideas.

ITA

15.1.1 Directional/Transitional words

Study Session Summary

*Summary*

In this Study Session, you have been taught to how to identify signal words. Signal, directional and transitional words lead you to important ideas. Signal words caution the reader as traffic lights and signs caution the driver. Writers use signal words to warn you as to what to expect when reading. Thus they prepare you to anticipate the meaning of what is to be read.

Assessment

*Assessment***SAQ 15.1 (tests Learning Outcome 15.1)**

What is the role of each directional word? For the second question you can select the answer from this list:

- Continuing the thought
- Illustrate the thought
- Reversing the thought
- Concluding the thought

1. In general, in the United States, children may not marry, according to the table of Marriage laws, prepared by the Women's Bureau. In the majority of States, the minimum age for a legal marriage, even with the consent of parents, is eighteen for males and sixteen for females.

However, a number of states permit girls as young as fourteen and boys as young as fifteen to marry when parents consent. Finally, in a few States, laws have not been passed setting a minimum age. Then the old common-law rule of England still holds, and girls of twelve and boys of fourteen may marry with parental consent.....

2. Our knowledge of human genetics is less complete than our knowledge of inheritance in many other animals and in many plants. One reason for this is the length of a human generation. Another reason is the random, scientifically uncontrolled nature of human mating. However, our understanding of human inheritance is much greater through our knowledge of inheritance in other organisms than would be the case if studies were limited to man

alone.

3. There are lots of foolish ideas associated with the making of wills. Some people superstitiously think that it hastens death. Others believe they should wait until they feel the breath of the “Grim Reaper” before they should think about a will. Still, others are of the opinion that once they make a will, they cannot change it. Hence, they wait until the last minute before doing it. Often, the last minute is too late.
4. Real property is land and everything that is permanently attached to it (real estate). All other kinds of property are personal property. For example, if your rich uncle in Texas gives you hundred acres of land as a promise for your marriage (provided, of course you marry a Texan, it will be a gift of real property). This will include the land and everything that is permanently attached to it. The oil that is in the ground, the trees that are growing on it, the house and all permanent buildings-all these go with the land and are considered real property.
5. In the final analysis, the choice is not: yield, or fight a nuclear war. It is: win, or fight a nuclear war. For a nuclear war, we shall certainly have to fight from whatever beleaguered outpost we are reduced to occupying; if we continue to yield, piece by piece, all over the world. And finally, in desperation, we would see the horrible alternatives clearly in view-a violent act of nuclear aggression or surrender.

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Study Session 16

Reading Evaluation

Introduction

This last Study Session is planned to focus your attention on the development of your reading skills through practice. Every skill is measured to ascertain a level of achievement. Following this measurement is the determination you must make to improve on your weak points. In this lecture, therefore, we shall provide the five basic steps to take as your plan for improvement. A reading evaluation checklist is provided covering four main areas that may constitute problems to you as a reader. They are stated as follows: **content analysis, vocabulary development, reading flexibility, study methods and problem solving**. While evaluating yourself, you may discover that your main reading problem area is reading problems and what you can do to improve them.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

16.1 evaluate your reading problems

Terminology

Evaluation	Appraisal of the value of a phenomenon
Content	Everything that is included in a collection underlying
Analysis	Set of techniques for exploring a phenomenon

16.1 Evaluating Your Reading

In this unit, your attention will be directed at the self-evaluation process that ensures improvement of the weakness you may identify as inherent in your study type reading. You can still improve your reading. In fact, everyone can learn to read better with a little effort and with daily practice. You have come to understand in the course of these lectures that reading is basically a skill and like every skill, it can be developed to a higher level of proficiency.

Fast, accurate reading is never an accident. It is always the result of the application, consciously or unconsciously, of basic principles that help the reader to extract the thought quickly and effectively from the printed word. Your own effort is what counts. The harder you work at improving your reading skills, the sooner you will begin to read with speed and precision. Wishing, watching others, or reading about the subject (reading) is not enough.

You will also improve your reading more quickly if you have a well-defined and carefully integrated plan for improvement. Consider the following five basic steps:

1. Isolate the trouble
2. Learn the basic success
3. Practice
4. Verify your success
5. Build on your success: apply newly formed skills to all your reading.

Each of these steps will have more meaning when looked at as an integral part of a total programme for better reading. Let us examine each step.

Step 1 - Isolate the Trouble

A general saying is applicable here; a problem known is half solved. Isolating the trouble means seeking to see clearly what is hindering you from reading at your peak efficiency. James (1984) sets out a beautiful reading evaluation checklist that will help you

discover the cause(s) of your inadequacy. The checklist covers four broad categories:

- Content Analysis,
- Vocabulary development,
- Reading Flexibility, and
- Study methods and problem solving.

Reading Evaluation Checklist

The following are some of the difficulties which students experience in study type reading. Indicate the extent to which you are affected by them. Do so by putting a check mark (✓) in the appropriate boxes in the series. Your answers will help you to understand more about your reading problems and what you need to improve upon.

Section A: Content Analysis

- i. Do you have difficulty making summaries of what you have read?
- ii. Do you have difficulty identifying the key points in messages and distinguishing between these and the supporting details?
- iii. Do you have difficulty remembering what you had initially understood?
- iv. Do you turn over the page and ignore all graphs, charts, and tables when you are reading?

<i>Often</i>	<i>Not Often</i>

Total

Section B: Vocabulary Development

- v. Do you have difficulty recognizing and understanding many words when you are reading?
- vi. Do you have difficulty making sense of many of the books you have to study?
- vii. Do you have difficulty understanding meanings that are implied rather than stated specifically?
- viii. When you have read a story or a chapter in a book do you have difficulty retelling or writing it in your own words?

<i>Often</i>	<i>Not Often</i>

Total

Section C: Reading Flexibility

- ix. Do you read simple reading material at the same rate as you read difficult material?
- x. Do you have to translate reading material into your mother tongue before you can understand it properly?
- xi. If the material seems difficult and unreadable do you have to puzzle it out in your mother-tongue before you can comprehend and retain it?
- xii. Do you have difficulty distinguishing reading and studying?

<i>Often</i>	<i>Not Often</i>

Total

Section D: Study Methods and Problem Solving

- xiii. Do you have difficulty in getting through the reading assignments given to your class?
- xiv. Do you find it difficult to make time to consult a variety of books related to your course?
- xv. Do you tend to feel “fed-up” and restless when you are doing the readings prescribed for your course?
- xvi. Can you work effectively in a quiet library with many people around?

<i>Often</i>	<i>Not Often</i>

<i>Total</i>	

For each of the sections A to D, count the boxes in which you have checked “often” and put the total on the line provided below.

Then, circle the highest score, this shows the area in which you have the greatest difficulty.

Section A	i	to	iv	_____
B	v	to	viii	_____
C	ix	to	xii	_____
D	xiii	to	xvi	_____

Section 2: List in order from the most difficult to the least difficult the areas in which you need to improve.

1.

2.

3.

4.

Source: Reading for Academic Purposes by Sybil James, Edward Arnold (Publishers) London Ltd. 1984. pp. 12-14

Step 2 – Learn the Basic Techniques

Every efficient reader employs certain techniques which increases his skill with the printed page. Part of your success will result from knowing what these techniques are and when to employ them. This course has exposed you to some of these basic techniques. We have

dealt with subject recognition, identifying the main idea of a selection, types and functions of paragraphs, vocabulary development, signal words, roots, prefixes and suffixes, paragraphs development methods, and how to read graphs, charts and tables. The early part of this course has given you the reading studying techniques that should form a basis for practice.

Step 3 – Practice

A third step in becoming a faster and more efficient reader is to prove to yourself that you can read better. If you simply put into practice the correct techniques, you will see what happens. Most of the materials we have listed as reference contain practice sections to help you to apply purposefully, the methods of reading you now know.

Step 5 – Verifying your Success

You know that success begets success. But to succeed you must know when you are right. Most of the materials referred to contain Answer Keys. By means of this you can check your achievement, and verify your success.

Step 6 – Build on Your Success

To become a rapid and efficient reader, you must determine to establish an unremitting desire to out-do your latest achievement. Note that this final step is a lifelong activity. No one ever reads as well as he might; everyone can read better than he does.

The end of this course should be the beginning of your effort to read better.

Smart Exercise

ITQ

16.1.1 Wishing, watching others, or reading about the subject (reading) is not enough, YES or NO

ITA

16.1.1 NO

Study Session Summary



This Study Session has taught you how to evaluate your reading problems. You have been taught how to use content analysis, vocabulary development, reading flexibility, study methods and problem solving for your reading problems.

Assessment



Assessment

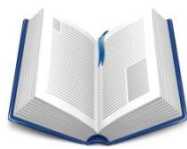
SAQ 16.1 (tests Learning Outcome 16.1)

From the four choices following each word, select the one whose meaning is most similar to the meaning of the master word. Place your choice in the blank space before the master word. You should be able to finish it in 5 minutes.

- 1 adept:
 - (a) inept (b) deficient
 - (c) proficient (d) diligent
- 2 assaying:
 - (a) reporting (b) writing a composition
 - (c) analyzing (d) research
- 3 clog:
 - (a) gear (b) lump of earth
 - (c) encumbrance (d) encroachment
- 4 Cull:
 - (a) select (b) finish
 - (c) think (d) buffet
- 5 impede:
 - (a) run away as in panic (b) obstruct
 - (c) clear away (d) come in
- 6 integrate:
 - (a) allow (b) tolerate
 - (c) mix (d) unify
- 7 petrify:
 - (a) produce oil (b) become stone like
 - (c) die (d) preserve
- 8 ruminare:
 - (a) roam (b) graze
 - (c) wander (d) chew

- 9succinct:
(a) sweet (b) terse
(c) tense (d) succulent
- 10tenet
(a) group of ten people (b) sinew
(c) principle (d) small Arab tent

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Notes on Self Assessment Questions

1.1 Your definition should reflect any of the following:

“Reading is the process of communication through which most formal learning takes place. It involves understand written language”. or

“Reading is the recognition of printed or written symbols which serve as stimuli to the recall of messages built up through the reader's past experiences”. or

“Reading is a mental process involving the interpretation of sign perceived through the sense organs”.

“Reading is an act of communication in which information is transferred from a transmitter to a receiver”.

“Reading is the meaningful interpretation of printed or verbal symbols”. Refer to session 1.1 for more on this.

1.2 Did you say that the steps that can lead you as a reader to an ability to recall include recognition, comprehension and retention. It remains one. Revert to SS 1.2 to complete this. Did you see it? Good!

1.3 Learning to read is the mental process of acquiring the ability to recognise written symbols. This takes place at a particular stage in the life of the learner. However, reading to learn is a lifetime affair. It is the conscious effort of acquiring knowledge about any topic that can lead to a permanent change in behaviour of any learner.

2.1 Readings contribute to national development through the micro and macro levels. The micro level has to do with the development of individuals while at the macro level, reading promotes a sense of

community participation among readers. For more on this, revert to SS 2.1

2.2 Reading at micro level contributes to national development through development of individual citizens who cultivate the reading habit. At the macro level reading promotes a sense of community among readers of comparable genres.

2.3 Categories of materials that a reader may read include fiction, facts, content area matters, and newsreel.

3.1 Theoretical models of reading identified are the behavioural model, cognitive model, and reading as communication model.

3.2 In SS 3.2, you would note that the merits of the family literacy approach include: inculcating in learners the reading culture as if the learner is in a family, identification of the whole family as the site for reading which makes reading occurs not always as planned programmes but often spontaneously in the course of daily routines of family life. Is there any correlation in your attempt? How would you rate this performance assuming it was done by another student? Get yourself a cup of chilled drink if you did well. Okay.

4.1 Some of the major differences between reading for pleasure and reading for academic purposes include the choice of location and situations in these locations. Revert to SS 4.2 for more.

4.2 A habit is an addiction, a constant, often unconscious inclination to perform some act acquired through its frequent repetition. Good habits will include trying to discover what is reinforcing a habit and removing it, avoiding or narrowing down cues that elicit the bad habits, associating the bad habit with discomfort and more. Bad habits include: reading in a noisy atmosphere, engaging in practices that are hazardous to your health and well-being, frustrating or disturbing others around you. Some of the possible ways of breaking bad reading habits are studying in a specific place devoid of distractions. Reduce time spent watching television etc.

5.1 Memory is helpful for the storage of various volumes of information which is the reason why one recognises that one has read something before, that one has seen a face before and that has driven on a road before.

5.2 Stages of learning include Sensory memory (SM), Short-term memory (STM), and Long-term memory (LTM)

5.3 Differences between STM and LTM will include the idea that Short-term memories are brief and acts as a temporary storehouse for small amounts of information. However, LTM acts as a permanent storehouse for information. LTM contains everything you know.

5.4 The processes involved in improving memory are Using memory successfully requires all three processes, registering (encoding), retaining (storage) and recalling (retrieval).

6.1 Types of reading are silent/oral, work type/recreational. Expand your discussion with more insight from SS 6.1

6.2 Skills that are important in silent reading are also needed in effective oral reading. See more in SS 6.2

6.3 Functional roles of oral reading include to prove a point; reading the minutes of a meeting aloud; reading in religious gatherings; reading announcements; etc

6.4 The characteristics of an oral reader include: pronouncing the words correctly, enunciating clearly, appearing at ease while reading and so on.

7.1 Three levels at which a reader can operate include the independent, instruction, and frustration levels. Read SS 7.1 and compare your initial response. How did you fare? Good!

7.2 If you construct a cloze test, for example, note that you will have to delete words from a selected passage at a regular interval and ask the testee to supply the missing words. You can follow the pattern in SS 7.2 to compare your attempt.

8.1 Skimming enables one to *extract* relevant information from the various sources used in one's study, etc. suggested steps to skimming are: preview the article, the book, the passage, and the pages to find out where the answer or other bit of information may be located; use guide words or phrases to help direct you to the answer; as you skim an article, your eyes move across the text rapidly and effectively. Once you come across the guideword or words, read carefully and chances are that you will locate the answer you are looking for; etc.

8.2 All these can be found a flexible reader. Flexibility is the practice of varying your speed of reading to build your purpose in reading a particular selection in order to hit the textual difficulty of that selection. A flexible reader is really a versatile reader: he can in fact, read the same material with varying reading rates, either

within the same reading session or at different reading sessions of presumably short durations. You should see explanations of the universally accepted reading rates among others for more insight.

9.1 Did your discussion on the two reading techniques account for the SQ3R or SQRRR developed by Francis Robinson and OK4R or OKRRRR? Okay! You must have identified the full meaning of the two alphabetisms. Remember, the second, OK4R stands for O = Overview

K = Key points

R1 = Read

R2 = Recite

R3 = Reflect

R4 = Review or Recite

While the first, SQ3R stands for Survey, Question, Read, Recite and Review. Each letter of the title “SQ3R” stands for a step.

9.2 The subject of the sentence is “Reactions to the ban on importation of rice”

9.3 The main idea(s) of this paragraph include Attractive feature of Charles, Charle’s view of the efficacy of swimming on human wellbeing. You can add others but they must be identifiable from the text.

10.1 The problems one may encounter while reading for academic purposes include: Inability to skim; Slow reading rate; Low word power and inadequate vocabulary; Poor retention; Inability to interpret what is read; etc

10.2 What is the outcome of your self assessment? Did it include any of environmental factors which include access or in access to either or all of comfortable room, adequate lighting, effective ventilation, quiet environment. Or physiological factors that is identifiable with poor vision, auditory defects, fatigue, hunger, etc. Or psychological problems like frustration, level of intelligence, motivation, etc Share this with a colleague and jointly find a way out of ameliorating the situation. Good luck.

11.1

- i. UAC’s expenses 1982 to 1987
- ii. UAC spent more than 150 million naira in 1982, 1983, 1984, and 1987 respectively
- iii. UAC spent about 153 million naira in 1987

iv. The least amount was spent in 1986

11.2

- i. Karlsson's (2007) adaptation of Russell Colley's DAGMAR Model
- ii. Awareness lead to comprehension
- iii. Russell Colley

11.3

- i. Distribution of Water by Frequency and Volume
- ii. 600ml
- iii. The month with the highest amount is February

12.

1. Introductory paragraph
2. The Role Of Media In The Socio-political Transformation
3. The Main Ideas In The Paragraph include but not limited to:
 - The media as a catalyst for development
 - Media shapes public opinion
 - Media advances own legitimacy through its functional roles

12.2

1. Transitional paragraph
2. The black man's dilemma?
3. The main ideas in the paragraph include:
 - Civilization is a heritage of mankind
 - Requirement for the black race towards real civilization
 - Unpreparedness of the black race for radical change that brings civilization

13.1

1. *Evacuating* - rescuing
2. *Genetic* – inherited
3. *Masticated* - ground
4. *Aspirations* – (personal) ambitions
5. *Retaliation* - Revenge

13.2

1. "antechamber" is a large entrance before the chamber. It is also known as reception room, or waiting area.

2. “antibiotic” implies a chemical substance that can defend against, kill or cure bacteria infection.
3. “epidermis” is the external layer of the skin covering the exterior body surface of vertebrates.
4. “audition” is the ability to hear.
5. “credulous” will mean disposed to believe on little evidence.

SAQ 14.1

Below is a list of words similar in appearance and sometimes confused in meaning. Read each pair carefully observing the difference in spelling, and then provide the meaning to each word.

1. Allusion – passing reference or indirect mention, illusion - Something that many people believe to be true but it is false
2. Complement – Something added to another to make complete or perfect, compliment – a remark expressing praise and admiration for a person or more.
3. Moral - principles of right and wrong or conforming to standards of behaviour and character based on those principles, morale - individual psychological well-being based upon a sense of confidence and usefulness and purpose
4. Canvas - heavy, closely woven fabric, canvass - Solicit votes from potential voters in an electoral campaign or get their opinions by asking them specific questions.
5. Avocation – a minor activity that is a part of other, vocation - particular occupation for which you are trained
6. Elicit – to get a reaction or information through previous action, illicit – illegal or contrary to moral principles
7. Imminent – something that is bound to occur, eminent – a person distinguished by some good values.
8. Emigrant - Someone who leaves one country to settle in another, immigrant - A person who moves to a foreign country to live there permanently.
9. Provision - activity of supplying or providing something, prevision - Seeing ahead; knowing in advance; foreseeing
10. Ingenious - Showing inventiveness and skill, ingenuous - Characterized by an inability to mask your feelings; not devious
11. Famous – widely known and esteemed, infamous – popular for something bad or unfavourable.
12. Invaluable - having incalculable monetary, intellectual, or spiritual worth, valuable Having worth, merit or value or

great material or monetary value especially for use or exchange

15.1

1. Reversing the thought
2. Illustrate the thought
3. Concluding the thought
4. Continuing the thought
5. Concluding the thought

16.1

From the four choices following each word, select the one whose meaning is most similar to the meaning of the master word.

- 1 c
- 2 c
- 3 c
- 4 a
- 5 b
- 6 d
- 7 b
- 8 c
- 9 b
- 10 c

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