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**Module:** Reading Comprehension

**Level:** First Year 2024/2025

**Domain:** English

**Lesson:** Reading strategies

**Part One:** While-Post Reading

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**What is the While-Reading Phase? Don’t we just read the text?**

**Critical reading** means that a reader applies certain processes, models, questions, and

theories that result in enhanced clarity and comprehension.

During the while-reading phase, learners engage directly with the text itself, actively

extracting information, understanding content, and making connections. This phase aims to

deepen comprehension, encourage critical thinking, and promote active engagement with the

material. The while-reading phase can be dynamic and interactive and is more than just

passively absorbing information; it requires active participation and critical thinking (to

analyze the text&#39;s deeper meanings and authorial decisions). Read on to learn general

skills that can be used during while-reading, as well as fun activities you can use to keep

students engaged and entertained.

During reading strategies (along with pre-reading strategies and after-reading strategies) help

students not just read a text, but comprehend it, which can be especially helpful for English

language learners.

“During” strategies help students make connections, monitor their understanding,

generate questions, and stay focused. “After” strategies provide students an opportunity

to summarize, question, reflect, discuss, and respond to text.

**While-Reading Stage:**

At this stage, students are expected to read and to react to content and language of the text

through two major techniques: 1) annotating and 2) analyzing.

Annotating is essential to critical reading since it centers the readers’ attention on content and

language. In annotating students need to use three ways, underlining, questioning and outlining.

➢ Annotating: Annotating is an organized method to take notes as you read and involves

marking up a text as you read it. It usually involves adding your own thoughts, questions and

observations in the margins, circling unknown terms and vocabulary, underlining or

highlighting main points and good quotes, and coding (briefly summing up passages in a few

key words).

❖ Underlining:

• -Students underline difficult words and phrases.

• -Students are asked to construct meaning of the underlined words from context.

• -Students can use a dictionary or encyclopedia to help them restrict the meanings.

❖ Questioning:

• Students are asked to read a passage and express their doubts in the form of questions in the

margin.

• Questions should reflect the students’ lack of knowledge, confusion or comments.

• Questions could be asked about the use of certain words, expressions, figures, images, informal

words, archaic words, etc.

❖ Outlining: Outlining allows you to identify the basic structure of a text and the main ideas

of the text. In an outline you are listing the main ideas and supporting evidence of a text. It is

especially important to be able to distinguish between the two.

Outlining helps the students to figure out the chief ideas of a text and allowing them separating

what is central from what is peripheral.

• Students are asked to identify the main ideas in each paragraph, stanza, or extract.

• Students go through the passage to find out main ideas and arguments considering connectors

such as a result, consequently, colon, etc.

➢ Analyzing: To analyze means to break something down into its parts and examine them.

Analyzing is a vital skill for successful readers. Analyzing a text involves breaking down its

ideas and structure to understand it better, think critically about it, and draw conclusions.

When students figure out the thrust of the writer’s arguments from outlining, they then

analyze 1) arguments and 2) language.

❖ Arguments:

An argument is a group of statements that have a special relationship to one another. One

statement is asserted as true on the basis of the other statements considering reason, evidence or

assumptions. Here are some basic questions to deal with arguments.

• What point(s) is the writer attempting to establish?

• What has been asserted as true?

• Why should I accept this claim as true?

• On what basis should I accept this claim?

• What reasons or evidence does the writer give for this claim?

❖ Language:

Analysis of language involves looking for patterns of repetitions, the use of specific words and

phrases (diction), the use of connotations, and figurative language.

• The use of pronouns to represent characters.

• The way nouns function and reasons for their selection.

• The kind of verbs used: action verbs, mental process verbs…

• Why the writer uses certain nouns, verbs, sayings, proverbs and the purpose they serve and the

meaning they convey.

• The use of modal verbs, what they convey about the writer’s attitude and mood.

• The use of negative, affirmative, imperative and interrogative and the functions or purposes they

serve in the text.

• The use of connectors to convey the writer’s ideas and position or reasoning.

• The use of figurative language and imagery, symbolism and the purposes they convey.

• Evaluation and comments on all the mentioned uses to realize whether they are used appropriately

to serve the writer’s topic, themes, morals and ideological beliefs and convictions.