

Tikrit University  
College of Education for Women  
English Department.  
Assist. Lect. Salwan Maulood Daweed  
Lecture (1).

## Comprehension

Comprehension is like swimming in the sea with unlimited numbers of words that shapes according to their form, position, function, and meaning. Klapwijk (2015:1-10) generalizes that all experts know that comprehension is a critical part of any process.

### What is Comprehension:

Durkin (1993:internet) defines Comprehension is "Intentional thinking during which meaning is constructed through interactions between text and reader" this implies that the reader interacts with the text content, using his or her vocabulary, background knowledge, skills, motivation to read that text, knowledge of text structure, and strategies to construct meaning.(NationalReadingPanel,2000)therefore Snow(2002:11) explain to us the triangle contain three elements:

- The student/learner who is doing the comprehending
- The text that is to be comprehended
- The activity in which comprehension is a part.

Crystal (2003:92) defines Comprehension as "the ability to understand and interpret spoken and written language". Comprehension means a process of knowing and understanding; of the facts or ideas

contained in passage for study (Bloom, et al., 1956:62; Nasr ,1972:181).

### **Types of Comprehension:**

There are many types helps student in his comprehension. What a person want from comprehension in his studying of language (new language) .

#### **1-Literal comprehension:**

Overall, in literal comprehension a student/learner understands literally what the author has written on the printed page so the responsibility take place between them no more no less. Also in this type of meaning the speaker speaks in a neutral, factually accurate way and it's on two levels namely, recognition and recall. (Al-Sulaimaan, 2011:68).

#### **2-Inferential comprehension:**

In this operation the situation is change in which the real emphasize stand on student/learner ability he use whatever knowledge either he practicing or acquiring in order to achieve his inferential so the student/learner ability stand to recite between the lines focusing not only on what the author says but also on what the author means by what he says in end the meaning is deduced or inferred from another. Cushenbery (1988:76).

#### **3-Interpretive comprehension:**

Interpretive comprehension demands a higher level of thinking than that required for the language learning of comprehension because the material it involves is not directly stated in the passage. In other words in order to develop student/learner interpretive they must extend initial impressions to develop a more complete understanding of what they have read. This means that they involves linking information across parts of a text as well as focusing on specific information. This level also requires

student/learner to connect knowledge from the text with their own general background knowledge. Smith(1969:249).

## **The Comprehension Component:**

### **1-Background Knowledge**

Every person has this element in his character, he practice it in his journey of life, some studies show that the heavy emphasize on them. Background knowledge is a student's experience and knowledge of the world.

Johnson (1989:16-9) states that background knowledge is another important element that depends on it, work on meaning and comprehension. Therefore, both text and context need to be taken into account in any description of analysis. The purpose behind that we want our student/learner to start formulating background knowledge (Chalon,1978:71).

### **2- Prior Knowledge**

This is another significant component of comprehension process at learning situation. Hence, prior knowledge is an important step in the learning process. It is a second major factor in comprehension: that is making sense of our learning experiences. Yet, research clearly emphasizes that for learning to occur, new information must be integrated with what the learner already knows (Christen and Murphy, 1991: 1-4).

Therefore, prior knowledge affects comprehension. To explain in clear way the more learner knows, the more he comprehends, and the more he comprehends, the more learn new knowledge to enable comprehension of an even broader array of topics and texts (Fielding and Pearson,1994:62 ; Duke and Pearson ,2002:425).

Students generally fall into three categories: much, some, or little prior knowledge (Christen and Murphy, 1991: 1-4). Therefore, it appears clear that when student/learner lack the prior knowledge of necessary passage or text, three major points need to be taken in consideration: (1) vocabulary as a pre-reading (2) provide experiences (3) introduce a conceptual framework that will enable student/learner to build appropriate background for themselves (Christen and Murphy, 1991: 1-4).

Furthermore, McNamara (2007:29) states that can make connections tie between text and our prior knowledge, in order to identify themes, ideas, clues, and apply information acquiring from the text in new citations.

Student /learner must connect their prior knowledge to new information, identify key components and concepts related to the content area of focus, learn and use new vocabulary (Richard, 2013:20).

In addition to that creating an opportunity to challenge our students to call on their collective experiences (prior knowledge) is essential. Through this process move our students from memorizing information to meaningful learning, which is a high level that depends on use several factors of cognitive ability from decoding to predicting and guessing (Christen, and Murphy, 1991: 1-4).

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