**Dr. Boukhechba Hicham**

**Reading Module ( 1st year LMD)**

**The objectives :**

Comprehension: The primary objective of most reading sessions is to understand the text being read. This includes understanding the main ideas, themes, and arguments presented in the text, as well as the supporting details and evidence.

Vocabulary Development: Reading can also be used to develop vocabulary skills. By encountering new words in context, readers can learn their meanings and usage, as well as improve their overall language proficiency.

Critical Thinking: Reading can also help develop critical thinking skills. This includes the ability to analyze and evaluate information presented in the text, to identify biases and assumptions, and to form one's own opinions and interpretations.

Cultural and Historical Understanding: Reading can also provide insight into different cultures, historical events, and social issues. By reading texts from different time periods and perspectives, readers can gain a deeper understanding of the world around them.

Pleasure and Entertainment: Finally, reading can also be a source of pleasure and entertainment. Reading for enjoyment can help reduce stress, improve mood, and provide a sense of relaxation and escape.

1. Reading

Reading is an essential skill that enables individuals to comprehend, interpret, and analyze written language. It involves the ability to decode and comprehend text, process information, and apply critical thinking skills to make meaning from written materials. Reading is an active process that requires attention, focus, and concentration, and it is critical to success in academic and professional settings. In this essay, we will discuss the different components of reading skills, their importance, and the impact they have on individuals' cognitive and academic development.

Reading skills comprise several key components that work together to facilitate the reading process. These components include phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Institute of Child Health and Human Development, 2000). Phonemic awareness is the ability to hear and manipulate sounds in words, while phonics is the understanding of the relationship between sounds and letters. Fluency refers to the ability to read with speed, accuracy, and expression, while vocabulary is the knowledge of words and their meanings. Finally, comprehension is the ability to understand and interpret written material.

Each of these components plays a crucial role in reading, and deficiencies in any of them can impair individuals' reading ability. For example, individuals with poor phonemic awareness may struggle to decode words, while those with a limited vocabulary may struggle to understand the meaning of text. Similarly, individuals with poor comprehension skills may struggle to make meaning from what they read, even if they can decode words accurately.

Reading skills are essential for academic and professional success. Children who develop strong reading skills in their early years are more likely to perform well academically, and they are better prepared for the demands of higher education and the workforce (National Institute of Child Health and Human Development, 2000). In fact, research has shown that reading ability in the early years is a strong predictor of later academic achievement (Scarborough & Dobrich, 1994). Furthermore, individuals with strong reading skills are better equipped to communicate effectively, to learn new information, and to participate in social and cultural activities.

In conclusion, reading skills are essential for success in academic and professional settings, and they involve several components, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components work together to facilitate the reading process, and deficiencies in any of them can impair individuals' reading ability. As such, it is crucial to develop and maintain strong reading skills throughout life

National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. U.S. Department of Health and Human Services.

Scarborough, H. S., & Dobrich, W. (1994). On the efficacy of reading to preschoolers. Developmental Review, 14(3), 245-302.

1. Reading Skills and Writing

Reading and writing skills are intricately connected, and the development of one skill can positively impact the development of the other. Both skills are essential for academic success and are necessary for effective communication in various settings.

Reading skills enable individuals to understand written material and to extract meaning from it. The comprehension component of reading skills requires individuals to analyze, evaluate, and synthesize information from various sources. Through the reading process, individuals become exposed to different writing styles, genres, and vocabulary, which can positively influence their writing skills. They can observe how other writers use language to communicate ideas, and this can help them develop their own writing skills.

Moreover, reading and writing skills both require a level of fluency. Fluency in reading is the ability to read smoothly and accurately with expression, while fluency in writing is the ability to write coherently and with clarity. Individuals who develop strong reading skills are more likely to develop strong writing skills because they have a foundation in fluency.

Another essential aspect of the relationship between reading and writing skills is vocabulary development. Reading exposes individuals to new words and their meanings, and it provides them with opportunities to see words used in context. By observing how words are used in different settings, individuals can develop a rich vocabulary, which they can then use in their writing. Additionally, by developing a broader vocabulary, individuals can express themselves more effectively in writing.

Finally, writing can also positively impact reading skills. When individuals write, they must organize their thoughts and ideas coherently, and this process requires critical thinking skills. Through the act of writing, individuals can improve their ability to analyze, evaluate, and synthesize information. They can also develop a better understanding of how language works, which can positively impact their reading skills.

In conclusion, reading and writing skills are closely related, and the development of one skill can positively impact the development of the other. Both skills are essential for academic success and effective communication in various settings. By developing strong reading skills, individuals can improve their writing skills, and by developing strong writing skills, individuals can improve their reading skills.

**Reading Process**

The process of reading involves a series of cognitive and neurological processes that enable individuals to understand written language. It is an active process that requires attention, concentration, and the ability to decode and comprehend written material. In this essay, we will explore the process of reading, including the cognitive and neurological processes involved, as well as the factors that can impact reading ability.

At its most basic level, reading involves the ability to decode written language into spoken language. This process begins with the recognition of individual letters and their corresponding sounds, which is known as phonics. As individuals gain proficiency in phonics, they can begin to recognize and decode larger units of language, such as words and phrases.

The decoding process is followed by the comprehension of the meaning of the words and phrases. This involves the activation of prior knowledge and the use of context to understand the meaning of the text. It also requires the ability to make inferences, draw conclusions, and analyze the information presented in the text. Comprehension is a complex process that involves the coordination of several cognitive processes, including attention, memory, and reasoning.

Neurologically, the process of reading involves the activation of several areas of the brain. The visual cortex is responsible for the recognition and processing of written language, while the language centers of the brain, including the Broca's area and Wernicke's area, are responsible for the comprehension and production of language. The prefrontal cortex, which is involved in attention and working memory, is also activated during the reading process.

The process of reading is impacted by several factors, including language proficiency, attention span, and cognitive abilities. Individuals with stronger language skills and larger vocabularies are better able to understand and comprehend written language. Those with shorter attention spans may struggle to maintain focus during the reading process, which can impair their comprehension. Cognitive abilities, such as memory and reasoning, also play a role in the reading process, as individuals with stronger cognitive skills are better able to analyze and synthesize information presented in the text.

In conclusion, the process of reading is a complex and multifaceted process that involves the coordination of several cognitive and neurological processes. It begins with the ability to decode written language into spoken language and continues with the comprehension and analysis of the meaning of the text. The process is impacted by several factors, including language proficiency, attention span, and cognitive abilities. By understanding the process of reading and the factors that impact it, individuals can develop strategies to improve their reading ability and comprehension.

References:

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1. Reading Activities
	1. Scientific Text:

**The Impact of Sleep on Memory Retention**

Sleep is an essential biological process that allows the body and mind to rest and rejuvenate. Research has shown that sleep plays a critical role in memory consolidation, the process by which new memories are transferred from short-term to long-term storage. In fact, studies have found that sleep deprivation can impair memory retention and have negative effects on cognitive function.

During sleep, the brain undergoes a series of complex processes that facilitate memory consolidation. One of these processes involves the replay of neural activity that occurred during the learning phase. This replay allows the brain to reinforce the connections between neurons and consolidate memories. Additionally, sleep is believed to enhance memory retention by strengthening the connections between brain regions involved in memory processing.

Research has also shown that the timing and quality of sleep can impact memory retention. For example, studies have found that sleep immediately following a learning task can enhance memory consolidation. Additionally, the amount and quality of REM (rapid eye movement) sleep, a stage of sleep characterized by rapid eye movements and vivid dreaming, may also play a role in memory consolidation.

While the exact mechanisms by which sleep impacts memory retention are not fully understood, it is clear that sleep plays a critical role in this process. Individuals who prioritize good sleep hygiene and get adequate amounts of quality sleep are likely to see benefits in memory retention and cognitive function.

**Activities:**

Conduct a survey of your classmates or colleagues to gather data on their sleep habits. Ask questions such as how many hours of sleep they get each night, how often they wake up during the night, and whether they feel well-rested in the morning. Use the data to create a graph or chart that shows the correlation between sleep habits and reported levels of cognitive function.

Read a scientific study on the impact of sleep on memory consolidation and write a brief summary of the study's findings. Identify any limitations or gaps in the study's methodology or conclusions.

Keep a sleep diary for a week, recording the amount and quality of sleep you get each night. Use the diary to identify any patterns in your sleep habits, such as whether you sleep better on certain nights of the week or after engaging in certain activities. Use this information to create a plan for improving your sleep hygiene and optimizing your memory retention.

* 1. Literary Text

"The Road Not Taken" by Robert Frost

Two roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveler, long I stood

And looked down one as far as I could

To where it bent in the undergrowth;

Then took the other, as just as fair,

And having perhaps the better claim,

Because it was grassy and wanted wear;

Though as for that the passing there

Had worn them really about the same,

And both that morning equally lay

In leaves no step had trodden black.

Oh, I kept the first for another day!

Yet knowing how way leads on to way,

I doubted if I should ever come back.

I shall be telling this with a sigh

Somewhere ages and ages hence:

Two roads diverged in a wood, and I—

I took the one less traveled by,

And that has made all the difference.

Exercises:

Analysis of Poetic Devices: Identify the poetic devices used in the poem, such as rhyme scheme, meter, imagery, and figurative language. Explain how they contribute to the overall meaning and tone of the poem.

Personal Reflection: Write a reflection on a time when you faced a difficult decision and had to choose between two paths. Explain your thought process, the factors that influenced your decision, and the outcome of your choice.

Alternate Endings: Write an alternate ending to the poem, where the speaker chooses the other road instead. Explain how this alternate ending changes the meaning and message of the poem.

 Text :

The human brain is a complex network of interconnected neurons that work together to facilitate various cognitive processes. One of the key functions of the brain is to process information, which involves encoding, storage, and retrieval of information. The process of encoding involves the conversion of sensory information into neural signals, while storage involves the retention of these signals over time. Finally, retrieval involves the accessing of stored information when needed.

Recent research has shown that the brain's ability to process and store information is influenced by various factors such as age, genetics, and environmental factors. For example, studies have shown that older adults have more difficulty with memory retrieval compared to younger adults, while genetic factors have been linked to the ability to encode and store information. Environmental factors such as stress and lifestyle factors such as exercise and diet also have an impact on cognitive function.

Overall, understanding the factors that influence cognitive function can help us develop interventions and strategies to maintain and improve cognitive function throughout the lifespan.

1- Exercise One : Read the text and answer the following questions:

What is the main function of the human brain?

What is the process of encoding in information processing?

What is the difference between storage and retrieval of information?

How do factors such as age, genetics, and environment impact cognitive function?

What are some lifestyle factors that can influence cognitive function?

How can understanding the factors that influence cognitive function help us?

Can cognitive function be improved throughout the lifespan? If so, how?

What kind of interventions and strategies can be used to maintain and improve cognitive function?

2- Exercise Two: Match each vocabulary word with its definition.

Encoding

Storage

Retrieval

Definitions:

a. The process of converting sensory information into neural signals.

b. The process of retaining neural signals over time.

c. The process of accessing stored information when needed.

3- Fill in the blank: Choose the correct vocabulary word to complete the sentence.

a. The brain's ability to process and store information is influenced by various factors such as age, genetics, and environmental \_\_\_\_\_\_\_.

b. Studies have shown that older adults have more difficulty with memory \_\_\_\_\_\_\_ compared to younger adults.

c. Understanding the factors that influence cognitive function can help us develop interventions and strategies to maintain and improve cognitive \_\_\_\_\_\_\_ throughout the lifespan.

4- Sentence Completion: Complete the sentence with the correct vocabulary word.

a. During the process of encoding, sensory information is converted into \_\_\_\_\_\_\_ signals.

b. Retrieval involves the accessing of stored \_\_\_\_\_\_\_ when needed.

c. Memory \_\_\_\_\_\_\_ can be impacted by factors such as age, genetics, and environmental factors.

1. Text :

Climate Change: Causes, Effects, and Solutions

Climate change is a significant and urgent global issue that has been widely discussed in recent years. It refers to the long-term changes in temperature, precipitation patterns, and other climate variables that occur as a result of human activity, particularly the burning of fossil fuels such as coal, oil, and gas. Climate change is having profound impacts on the environment, the economy, and human society, and urgent action is needed to address this issue.

Causes of Climate Change

The primary cause of climate change is the emission of greenhouse gases, particularly carbon dioxide (CO2), into the atmosphere. Greenhouse gases trap heat from the sun in the Earth's atmosphere, causing the planet to warm. The burning of fossil fuels for transportation, industry, and electricity generation is the largest source of greenhouse gas emissions. Other human activities that contribute to greenhouse gas emissions include deforestation, agriculture, and the production of cement.

Effects of Climate Change

Climate change is already having significant impacts on the environment and human society. Some of the effects of climate change include:

Rising sea levels: As temperatures increase, glaciers and ice caps melt, causing sea levels to rise. This can lead to flooding, erosion, and saltwater intrusion into freshwater resources.

More frequent and intense weather events: Climate change is causing more frequent and intense heatwaves, droughts, hurricanes, and other extreme weather events, which can lead to damage to infrastructure, loss of life, and economic disruption.

Changes in precipitation patterns: Climate change is causing changes in precipitation patterns, leading to droughts in some areas and flooding in others.

Impacts on ecosystems: Climate change is causing changes in ecosystems, including shifts in the distribution of plant and animal species, changes in migration patterns, and the extinction of species.

Impacts on human health: Climate change is causing increases in air pollution, which can exacerbate respiratory illnesses. It can also lead to the spread of infectious diseases, such as mosquito-borne illnesses.

Solutions to Climate Change

Addressing climate change requires a concerted effort from governments, businesses, and individuals. Some of the solutions to climate change include:

Reducing greenhouse gas emissions: Governments can implement policies to reduce greenhouse gas emissions, such as carbon pricing, regulations on emissions from industry and transportation, and incentives for renewable energy.

Increasing energy efficiency: Improving the energy efficiency of buildings, appliances, and transportation can reduce energy consumption and greenhouse gas emissions.

Investing in renewable energy: Investing in renewable energy sources such as wind, solar, and hydropower can help to reduce greenhouse gas emissions.

Protecting forests and other ecosystems: Forests and other ecosystems can absorb and store carbon, making them important tools in the fight against climate change.

Adapting to the impacts of climate change: Governments and communities can take measures to adapt to the impacts of climate change, such as building infrastructure to withstand extreme weather events and protecting freshwater resources from saltwater intrusion.

Conclusion

Climate change is one of the most pressing issues facing the world today. It is causing significant impacts on the environment, the economy, and human society, and urgent action is needed to address this issue. Governments, businesses, and individuals all have a role to play in reducing greenhouse gas emissions and adapting to the impacts of climate change. By taking action now, we can help to ensure a more sustainable and resilient future for all.

1. Text :

Much of today's business is conducted across international borders, and while the majority of the global business community might share the use of English as a common language, the nuances and expectations of business communication might differ greatly from culture to culture. A lack of understanding of the cultural norms and practices of our business acquaintances can result in unfair judgements, misunderstandings and breakdowns in communication. Here are three basic areas of differences in the business etiquette around the world that could help stand you in good stead when you next find yourself working with someone from a different culture.

Addressing someone

When discussing this topic in a training course, a German trainee and a British trainee got into a hot debate about whether it was appropriate for someone with a doctorate to use the corresponding title on their business card. The British trainee maintained that anyone who wasn't a medical doctor expecting to be addressed as 'Dr' was disgustingly pompous and full of themselves. The German trainee, however, argued that the hard work and years of education put into earning that PhD should give them full rights to expect to be addressed as 'Dr'.

This stark difference in opinion over something that could be conceived as minor and thus easily overlooked goes to show that we often attach meaning to even the most mundane practices. When things that we are used to are done differently, it could spark the strongest reactions in us. While many Continental Europeans and Latin Americans prefer to be addressed with a title, for example Mr or Ms and their surname when meeting someone in a business context for the first time, Americans, and increasingly the British, now tend to prefer using their first names. The best thing to do is to listen and observe how your conversation partner addresses you and, if you are still unsure, do not be afraid to ask them how they would like to be addressed.

Smiling

A famous Russian proverb states that 'a smile without reason is a sign of idiocy' and a so-called 'smile of respect' is seen as insincere and often regarded with suspicion in Russia. Yet in countries like the United States, Australia and Britain, smiling is often interpreted as a sign of openness, friendship and respect, and is frequently used to break the ice.

In a piece of research done on smiles across cultures, the researchers found that smiling individuals were considered more intelligent than non-smiling people in countries such as Germany, Switzerland, China and Malaysia. However, in countries like Russia, Japan, South Korea and Iran, pictures of smiling faces were rated as less intelligent than the non-smiling ones. Meanwhile, in countries like India, Argentina and the Maldives, smiling was associated with dishonesty.

Eye contact

An American or British person might be looking their client in the eye to show that they are paying full attention to what is being said, but if that client is from Japan or Korea, they might find the direct eye contact awkward or even disrespectful. In parts of South America and Africa, prolonged eye contact could also be seen as challenging authority. In the Middle East, eye contact across genders is considered inappropriate, although eye contact within a gender could signify honesty and truthfulness.

Having an increased awareness of the possible differences in expectations and behaviour can help us avoid cases of miscommunication, but it is vital that we also remember that cultural stereotypes can be detrimental to building good business relationships. Although national cultures could play a part in shaping the way we behave and think, we are also largely influenced by the region we come from, the communities we associate with, our age and gender, our corporate culture and our individual experiences of the world. The knowledge of the potential differences should therefore be something we keep at the back of our minds, rather than something that we use to pigeonhole the individuals of an entire nation.

Task one: List the main ideas of the text.

Task Two: Are the sentences true or false?

1. When doing business internationally, there is a possibility that we might misinterpret what each other is saying even though we are speaking the same language.

2. To the German trainee, having a PhD is equivalent to being a medical doctor.

3. Sometimes, the smallest things can trigger a huge emotional response in us, especially when they are things we are not used to.

4. In the research done to the perceptions of smiles, people from different countries were asked to rate photos of smiling faces and nonsmiling faces.

5. Making eye contact can be interpreted in different ways in different cultures but is almost always a positive thing.

6. The writer recommends keeping possible cultural differences in the forefront of our minds when doing business with people with different cultures.

Task Three: In a short essay, discuss the topic of communication across cultures from your perspective pondering on the ideas of how people are addressed, smiling, and eye contact amid conversations.