

University of Basrah
College of Arts
Dept. of Translation
Second Stage
Sight Interpretation
Lecture 3

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Reading is a very complex information processing activity. Reading proficiency requires capabilities to exploit cognitive and other resources (Koda 2005: 204). This section focuses on source text reading speed only. It has to be noted that reading speed itself may not determine the quality of reading, but it may be a good indicator of reading skills. The reading rate may be influenced by such factors as unfamiliar words, conceptual difficulties, and the general knowledge of the reader (Nickerson 1981: 273). Vocabulary knowledge and background knowledge, including general knowledge and domain knowledge, are considered important factors that influence reading comprehension (Koda 2005; Miller 2005). However, these key notions lack clear definitions based on theoretical underpinnings and are not easily examined directly

(Miller 2005). In ST, reading comprehension may be indirectly examined through the accuracy of the translated texts.

What is the main idea of the passage?

The Scientific Method In ancient times, people tried to explain the world around them based on what they saw. People in ancient times saw that the sun came up from one side of the earth, moved across the sky, and went down on the other side. Based on this observation, they believed that the sun travels around the earth. Going directly from observation to conclusion is called non-scientific thinking. Here is an example of non-scientific thinking. Maybe you had a sick stomach, and ate a candy bar. An hour later, you observed that you felt much better. You might conclude that it was the candy bar that made you feel better. But there are other possible explanations for the observation. Maybe you had taken some medicine an hour earlier, and it took a while to work. Maybe enough time had passed, and you would have felt better without eating the candy bar. Non-scientific thinking happens all the time. The scientific method is a way of thinking that helps you to avoid drawing incorrect conclusions. It helps you to avoid non-scientific thinking. It reminds you to treat your first conclusion as one of several possible conclusions. It reminds you to gather evidence to support your conclusion. The five steps in the scientific method begin by questioning an observation, and end with a conclusion that is based on evidence. Step 1 in the scientific method is to ask a question about your observation, such as, “What makes a sick stomach feel better?” Step 2 is to state a possible answer to the question, or a hypothesis, such as, “A candy bar makes a sick stomach feel better.” Step 3 is to test the

hypothesis. This can be done in many different ways. You could wait until you have a sick stomach again, eat a candy bar, and see what happens. You could ask a lot of people if eating a candy bar had ever made a sick stomach feel better. Figuring out how to test a hypothesis is what makes science challenging. Step 4 is to think about the findings—think about what happened when you tested the hypothesis. Step 5 is to draw a conclusion— and share it with the rest of the world.

A. Going directly from observation to conclusion is called non-scientific thinking.

B. The scientific method is a way of thinking that helps you to avoid drawing incorrect conclusions. C. Non-scientific thinking happens all the time.