

Reading Aloud: Memory vs. Comprehension

VOCABULARY WORDS

1. devote: (Verb) /dɪˈvəʊt/ to give all or a large part of one's time or resources to a person, activity, or cause.
Example: She devoted her life to helping others.
2. absorb: (Verb) /əbˈzɔrb/ to take in or soak up something.
Example: Plants absorb water through their roots.
3. aloud: (Adverb) /əˈlaʊd/ in a voice that can be heard; not silently.
Example: She read the story aloud to the class.
4. nevertheless: (Adverb) /ˌnævərðəˈles/ in spite of that; however.
Example: It was raining; nevertheless, they went for a walk.
5. retention: (Noun) /rɪˈtɛnʃən/ the continued possession, use, or control of something.
Example: The company offered a bonus to improve employee retention.
6. delve: (Verb) /dɛlv/ to research or make inquiries into something deeply.
Example: The detective delved into the case to find clues.
7. recall: (Verb) /rɪˈkɔl/ to bring back into one's mind; remember.
Example: I can't recall where I left my keys.
8. emphasize: (Verb) /ˈɛmfəˌsaɪz/ to give special importance or significance to something.
Example: The teacher emphasized the importance of studying for the exam.
9. equate: (Verb) /ɪˈkwet/ to consider or regard something as equal or equivalent.
Example: She equated success with hard work and determination.



In school, much of our time is **devoted** to studying, **absorbing** information that will later be tested. This testing often determines our performance and understanding of the material we've learned. However, there are various methods of studying, such as reading **aloud**, silently, taking notes, or seeking help from others to reinforce our learning.

Past studies have revealed that reading aloud can enhance our ability to remember information compared to silent reading. **Nevertheless**, researchers from Canada and Australia sought to investigate whether reading aloud also impacts comprehension. While prior studies focused on memory **retention**, this research aimed to **delve** deeper into understanding the material.

Conducting four experiments, participants were tasked with reading passages aloud or silently, followed by answering multiple-choice questions. Some questions tested memory **recall**, while others assessed comprehension. Surprisingly, the findings indicated that reading aloud improved memory but had no significant effect on comprehension or the ability to connect different pieces of information.

Brady R.T. Roberts, one of the researchers, **emphasized** that memorization does not necessarily **equate** to comprehension. He suggested that while reading aloud may aid in remembering lists or simple information, it may not be beneficial for understanding complex material like textbook chapters.

DISCUSSION

1. What are some different ways people study for tests?
2. Have you ever tried reading aloud when studying? How did it feel compared to reading silently?
3. Can you think of a time when reading aloud helped you remember something better?
4. Do you think reading aloud is important for understanding information deeply? Why or why not?
5. How do you usually approach studying for exams? Do you prefer studying alone or with friends?
6. What do you think about the results of the experiments mentioned in the article?
7. If you were to conduct your own study on studying techniques, what would you want to find out?