Abstract
The objective of this work is to assess the efficiency of training procedures employed in comprehensive and critical readings. Further, the generalization of the comprehensive reading to the case of motivation, critical reading and creative reading was made. The gathered data demonstrated the efficiency of the training in both groups. As far as the generalization is concerned one can assert that the group subjected to the training in comprehension demonstrated a better performance in critical reading, contrast to the performance of the group subjected to training in critical reading. Finally, one may conclude that both groups demonstrated an overall improvement in comprehension reading, creative reading and reading motivation.

Keywords
Verbal learning, Reading learning, Textual comprehension, Critical reading.