

Intensive and Extensive Reading

Learning Outcomes

At the end of this unit, the students should :

- Understand and apply the SQ3R reading method.
- Understand aspects of critical reading.
- Analyse the content of a given passage.
- Develop active listening skills
- Take notes and summarise given passages based on skills learnt in class.
- Read a variety of materials- newspapers, journals, poetry, chapters of books – coherently to an audience.
- Assessment Methods: assignment, test, class reading activities.
- Performance Criteria: 90% of the students will score 3 out of the 4marks allocated to each of the rubric's criteria; every student can explain and use the SQ3R reading method.

Introduction

Reading is an active process that engages the brain. It keeps your brain focused and gives you an opportunity to explore the world.

This week, the journey into reading will begin with a foray into the SQ3R reading method, note taking and summary writing as well as reading literature critically with the aim of reviewing it. Listening skills will also be covered this week.

This week's classes aim to wake up your dormant reading skills and turn you into a reflective reader who enjoys reading and listening to others.

Intensive and Extensive Reading-Definitions

- Intensive reading involves learners reading in detail with specific learning aims and tasks while extensive reading involves learners reading texts for enjoyment and to develop general reading skills.
- Intensive reading activities include **skimming** a text for specific information to answer true or false statements or filling gaps in a summary, **scanning** a text to match headings to paragraphs, and scanning jumbled paragraphs and finally, reading them carefully to put them into the correct order (BBC).

Principles of Intensive Reading

Intensive reading enables you to comprehend and remember information over a long period of time. It is based on a number of strategies. Some of its principles are:

- **Overview**-uses surveying and skimming techniques to inform the reader about the general outline of the passage and familiarizes the reader with the format for a more in-depth reading.
- **Planning Purpose**- Provides a 'mental set' - take a few seconds before you begin your reading to formalize or clearly state to yourself what you wish to get from the reading. The purpose may be for enjoyment, information or evaluation.
- **Questions**- the next step is to ask yourself questions based on the overview. Questions can come from the headings or other aspects of the text.

Principles of Intensive Reading Contd.

- ❑ **Reading-** the heart of intensive reading is to read carefully and thoughtfully. Reading should be guided by your purpose and questions. Reading rate is dependent on the difficulty and familiarity of the material.

Some of the efficient reading skills are:

- Increasing Eye Span –the ability to focus on several words at one glance.
- Fixations – the ability to focus on certain part of the passage as you read. The fewer, the faster you can read. Your approximate eye span should be 12 – 15 letters spaces on a line.

Principles of Intensive Reading-Contd.

- **Phrase Reading**-reading a group of words with meaningful phrases. Concentrate on the Key words when phrase reading (Key words e.g.. nouns & verbs; Function words e.g.. prepositions & articles).

Reasons for learning to read efficiently:

- The ability to do a job efficiently – e.g.. Reading memos, reports, service manuals, etc....
- To stay informed – e.g.. To keep up with the latest news and issues.
- To increase enjoyment of your leisure time.

Principles of Intensive Reading

Contd.

- **Understanding**-give thought to what you have read and allow the information to sink in.
- **Summarize**-organize the main ideas and express them in your own words.
- **Test**- test yourself. Recall rather than just recognize the answers. Testing helps "set" or "fix" the information more firmly in your mind for better retention.

Non-Productive Reading Habits

- **Regression**- going back and reading what you have already read. However, revisiting a difficult passage to gain understanding is an efficient reading technique.
- **Lack of Concentration**-eliminate distractions and try to find a suitable purpose for your reading.
- **Insufficient Vocabulary** – not knowing or understanding many words limits your reading ability and understanding.
- **Vocalization** – saying words while reading slows the pace of your reading.

Reading Strategies

- **Pre-Reading-** gives you an idea of the contents of a selection, prepares you for careful reading later and helps you learn something about the author and his/her background.
- **Critical Reading-** reading for research purposes (reading the passage word for word). Critical reading is helpful when you need to make a decision on a controversial issue.
- **Skim Reading-** glancing through the entire page rather than skipping paragraphs; reading for details rather than main ideas.
- **Skip Reading** - reading only for the main ideas or for one particular purpose or concept.

Study Reading-SQ3R Method

- **Survey**- go through resource and extra reading materials.
- **Question**-ask questions and provide answers from reading -resource materials & other materials.
- **Read**-read to answer the questions you asked, note the words in capital, italics or underlined and study the visual aids or pictures.
- **Review**- go over the material you have just read and make a summary for your understanding.
- **Revise** – reread your summary notes and take note of the important points. Have spaced revisions.

Reading for Essay Writing

- **Survey-** consult a number of text books and journals; survey read to find out if they are relevant to your topic; survey publication data and table of contents.
- **Serious Reading-** Do a concentrated reading of sections relevant to your essay topic; make every effort to understand what the writer is saying; Think about the ideas that you want to incorporate into your essay.
- Use the methods you've learnt to make notes. In your notes distinguish between the following:
 - Author's ideas expressed in your own words
 - Direct quotes from the text
 - Your own point of view on the topic
 - Use in-text referencing and bibliography

Effective Listening Skills

- Listening is a developed skill. It is where impulses sent to the brain need to be interpreted and understood.
- **Levels of Listening-** efficient listeners vary in the depth of their involvement with others. There are:
 - **Passive listening** – relaxation and passing time; not directly involved. e.g. watching TV, listening to music, etc.
 - **Active listening**– listening for main ideas and interacting with others- having a conversation
 - **Creative reading**– includes listening, evaluation, and questioning. It requires that the listeners always stay **ALERT!**

Listening Barriers

There are basically two types of barriers to listening-

□ **Mental barriers**

- Speaking and Thinking Speed – rate at which a person speaks is faster than the rate at which another person thinks.
- Hard work – when the workload is immense or too much, pressure increases and this may cause a person to switch off mentally.
- Lack of Knowledge – not knowing how to listen or the difference between listening and hearing.
- Opinions – personal opinions on a topic may influence the way a person thinks.

Mental Barriers Contd.

- Negative Prejudice- dislike of a person based on the looks, mannerisms, dress code, race, sex, beliefs or the way a person talks or speaks.
- Positive Prejudice – accepting everything said. Not having the ability to say ‘No’.
- Facts –a person may miss out on the overall idea when listening only for facts.
- Bad Habits – lead to bad listening. Examples - faking attention, continual interruptions, anticipating the message and lack of response.

Listening Barriers Contd.

□ **Physical Barrier**

- Noise- trying to listen to someone in a crowded place, traffic jams, etc.
- Interruptions – ringing telephones or mobiles, constants visits, radio and T.V.
- Surroundings – uncomfortable chairs, tables, room is too hot or cold, too dirty, too much light or too dim.

Effective Listening Skills

- Taking time to listen- do not hurry the speaker by cutting in with reactions or interruptions. Allow the speaker to carry on at own pace and style.
- Ignoring Distractions – shut out all forms of distractions.
- Concentration on the Speaker’s Main Ideas – with the guideline discussed try to listen for important part of the presentation/speech.
- Reinforcing the Feedback – provide your own understanding and feedback. Importantly, ask questions.
- Tune out all forms of personal prejudices
- Observe Voice inflections and body language.

Effective Listening in Lectures

For effective listening before and during lectures, we use the mnemonic method – **TILE**

- **T – Tune-In:** before lectures, review and research previous notes.
- **I – Inquire :** ask questions before and during the lecture.
- **L – Listen Actively:** pay attention to the facts and overall lecture.
- **E – Evaluate:** summarize or draw up your own conclusions on the topic.

Note-taking Skills

Note-taking is an important aspect of a student's academic life.

□ Importance of taking notes:

- saves time and increases the effectiveness of study.
- good notes focus thinking.
- speeds up the process of learning.

□ Advantages:

- permanent record of course requirement
- provide raw material for assessments – facts and figures
- summarizes ideas and arguments - understand material

Effective Note-taking Tips

- Use abbreviations and symbols (don't abbreviate every word.). Some abbreviations are:. Example – e.g.; Between – b/w; Because – b/c; To indicate an increase - ↑; Conclusion – concl., etc.
- Use headings and subheadings
- Use key words that state essential information.
- Not necessary to use the words of the speaker- paraphrase.
- Use a clear structure – introduction, body and conclusion.
- Group related ideas together under one heading.
- Notes should be edited soon after writing.

Noting Details

- listen to the details
- Separate facts from opinion
- Facts are statements of actuality, such as dates, formulas and names.
- Personal interpretation of facts is opinion.

Note-taking Methods

- **Outline Notes**-has a traditional layout
- The main topic is usually written as a label or name rather than a completed idea. Letter and/or number notation makes outline clear, especially if they are complex.

Note-taking Methods- Numbering System

- This is a logical, easy-to-use style favored in most scientific and technical publications. It makes it simpler to refer quickly to a specific topic.

Example:

1.0 Main Idea 1

1.1 Supporting Idea 1

1.2 Supporting Idea 2

2.0 Main Idea 2

2.1 Supporting Idea 1

2.2 Supporting Idea 2

2.2.1 Explanation 1

2.2.2 Explanation 2

Note-taking Methods-Diagrammatic Layout

- is particularly useful for future recall
- it represents graphically the essential relationship between the main ideas and supporting ideas.
- The main disadvantage of this method is the space it requires

□ **Mind Maps**

- The main topic is positioned at the center and the subtopics cluster around it.
- Less important information extend further out in branches.

Taking Notes from Lectures

- Prepare before the lecture.
- Use tape/buddy to enhance your note taking.
- Look for organisation clues from lecturer.
- Taking Notes from Reading
- understand what you want from the reading.
- Look for organisation clues from headings, sections, paragraphs.
- Don't write down examples.
- Use SQ3R Approach.

Summary Writing

Summary-

- Refers to short version of your notes- condensed facts using your own (simple) words. Usually $\frac{1}{3}$ or $\frac{1}{4}$ of the original. Unnecessary/irrelevant information are left out.
- Focus on HOW, WHAT & WHY?
- Write drafts and don't include additional ideas.
- READ and RE-READ – no grammatical errors.

Differences between Note-taking and Summary

Note-taking

Example 1

1.0 Summary Writing

1.1 What is a Summary?

1.1.1 short version of original notes

1.1.2 written in own words.

1.2 Length

1.2.1 $\frac{1}{4}$ to $\frac{1}{3}$ of the originals

1.3 Why summarize?

1.3.1 makes studying easier

Summary

Example 2

Summary writing is a skill that needs to be learnt. It is a short version of the lecture notes and must be written in simple words.

The length ranges from either a one-third to one-quarter of the original notes. Summarizing is useful because it makes studying easier.

Writing a Book Review

- A book review is a written opinion of what you think of a certain book as well as an accompanying summary. It is highly personal and reflects the opinions of the reviewer.
- A review may be as short as 50-100 words, or as long as 1500 words, depending on the purpose of the review.
- **The functions of a book review:**
 - describes what is on the page.
 - analyzes how the book tried to achieve its purpose.
 - expresses your own reactions to the book.

Book Review

- A good book review should:
- give a statement telling the genre and the types of people who would enjoy reading the book.
- gives your personal opinions and thoughts about the book and relates the book to your personal life.
- gives a brief summary of what goes on in the book but differs from a summary as it also evaluates the book.
- leaves the reader in suspense.

Paragraphs of a Book Review

□ Paragraph 1

- Includes the title and author, genre, and the type of people the book is geared towards.

□ Paragraph 2

- includes your personal opinions about the book and how the parts relate to your personal life.
- Paragraph 2 is strictly about you and your thoughts- feelings and enjoyment.

Book Review

□ Paragraph 3

- the longest of all of your paragraphs.
- gives a descriptive yet brief summary of the book.
- Evaluates the book.

□ Paragraph 4

Talks about the following;

- Author
- Author's purpose
- Awards Book Has Received
- Additional Info About The Book
- Closing

Conclusion

- Note-taking, summary, listening and reading skills are core skills that will enhance your academic experience in the university. Your ability to learn and apply these skills will make studying a lot more fun and easier.
- You can now start work on your book review.
- Enjoy the experience.



References

Pinner, D., & Pinner, D., 2006. *Communication Skills*.
Auckland: Pearson Longman.