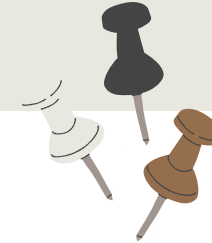
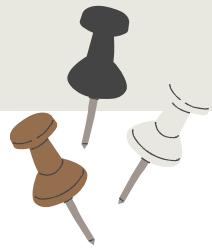


# READING SKILLS

**Week: 4 & 5**

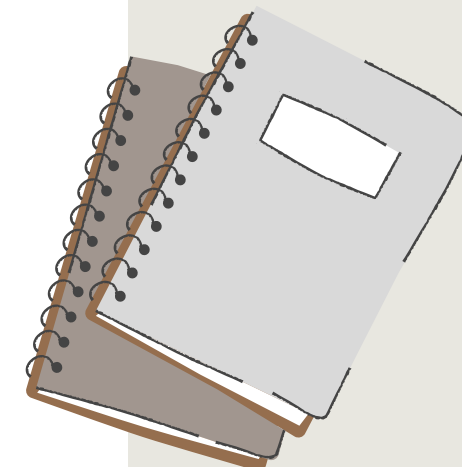
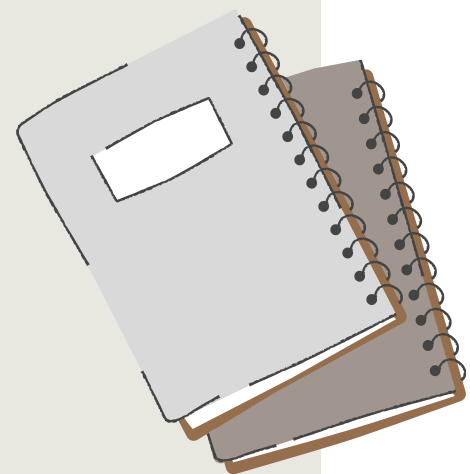
**Prepared by Miss Lalain Ehtesham  
Miss Farhat Fatima**



# READING SKILLS

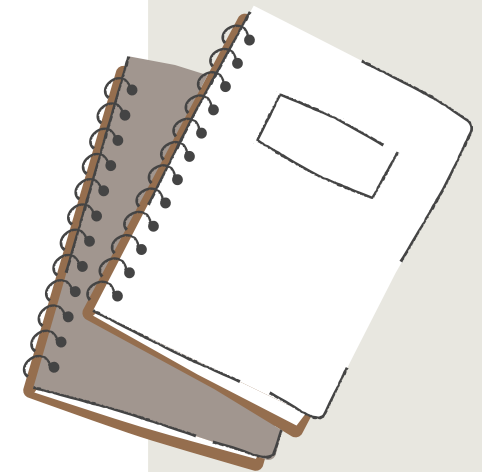
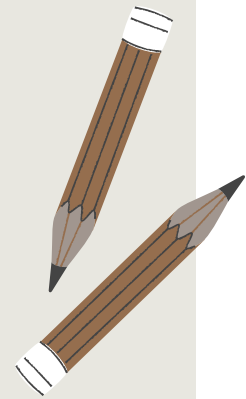
- Reading skill refers to the ability to understand written text.
- Day (2016) states that students who read more are capable of reading faster than those who read less.
- Learning to read is the process of acquiring the skills essential for reading.
- Reading is the capacity of attaining meaning from text.
- To the skilled adult reader, reading appears as an easy, unforced and usual skill. However, for novice readers, reading is a complex process as it requires readers to simultaneously bring into cognitive, social and linguistic skills.
- Reading is a collaborative, problem-solving, interactive process and is aimed at making sense of the text.

WHAT DO YOU  
FIND DIFFICULT  
ABOUT READING?



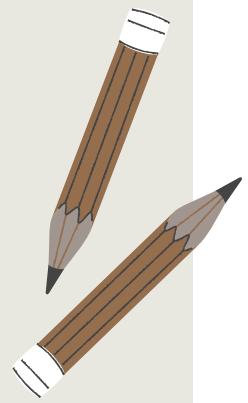
# WHAT DO YOU FIND DIFFICULT ABOUT READING?

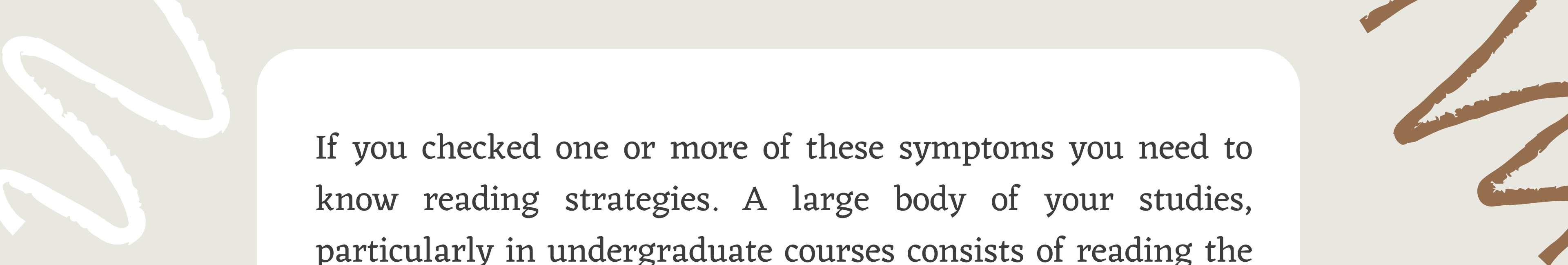
- Finding enough time and energy
- Maintaining concentration
- Improving speed
- Managing vocabulary
- Selecting what to focus on in texts
- Understanding new, theoretical or detailed information
- Identifying main points and arguments
- Identifying similarities and differences between texts
- Reading texts that assume background knowledge & experience
- Reading different types of text (case studies, reports, literature reviews etc.)




# DO YOU OFTEN?



- Get bored and fall asleep when reading a chapter in a textbook?
- Feel that you haven't remembered a thing when you finish studying a chapter?
- Get poor grades in courses required in textbook reading?
- Get poor grades on chapter tests when you think that you have really studied hard?
- Spend several hours reading and rereading a chapter in a textbook?







If you checked one or more of these symptoms you need to know reading strategies. A large body of your studies, particularly in undergraduate courses consists of reading the information in textbooks. They are not the most interesting books to read, but they are the most predictable. Sections are clearly divided and subdivided into bold print and italics; questions frequently come at the end of a chapter; charts and illustrations usually support the most important facts and the concepts discussed in the chapter and in most instances the style of the text is fairly straightforward. With the right strategies, reading text books can provide to be a most valuable activity.

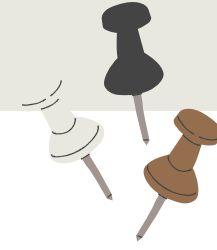
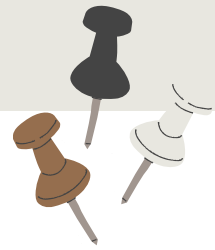




Literature indicates that skilled readers use several strategies in the act of reading (Khurram, 2017). You are expected to do much more reading at university level. To improve reading comprehension, learners ought to learn to use strategies of reading.

Here are 5 strategies/tips to improve your reading:

- Style of reading
  - Active reading
  - Tips for speeding up your active reading
  - Spotting author's navigation aids
  - Words and vocabulary
- 
- 



# STYLE OF READING

There are 3 styles of reading which we use in different situations:

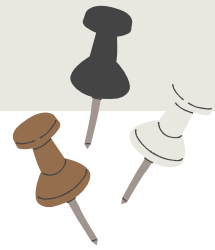
## **SCANNING: FOR A SPECIFIC FOCUS**

Scanning is reading quickly to search for specific information. You may not realize it, but you are already good at scanning. For example, you scan when looking up a name in the phone book. Scanning may allow you to 'read' up to 1,500 words a minute.

One reason to scan an academic text that you have found while researching is to locate key terms as a means to assess the text's relevance.







# STYLE OF READING

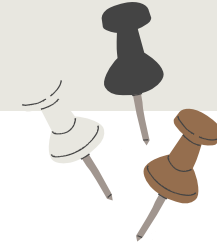
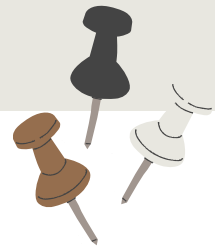
## **SKIMMING: FOR GETTING THE GIST OF SOMETHING**

Skimming is reading quickly to gain a general idea. It is a technique you use when you're going through a newspaper or magazine: you read quickly to get the main points, and skip over the details. Skimming may allow you to 'read' up to 1000 words a minute.

It's useful to skim:

- To preview a passage before you read it in detail.
- To refresh your understanding of a passage after you've read it in detail.





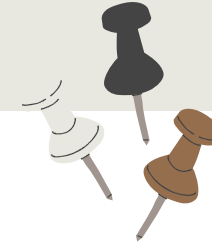
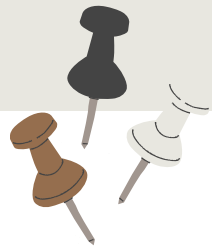
# STYLE OF READING

## **DETAILED READING: FOR EXTRACTING INFORMATION ACCURATELY**

This is the technique used by readers when they want to read each and every word to learn from the text or to get accurate information.

In detailed reading, readers might skim the text first to get a general idea but then they go back to read the text in detail.

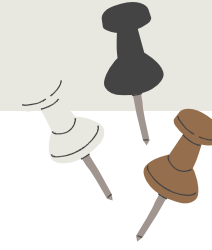
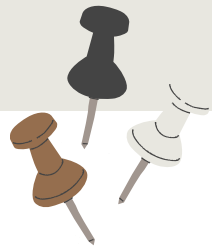




# ACTIVE READING

- When you are reading for your course you need to make sure you are actively involved with the text.
- It's a waste of time to just passively read, the way you'd read a thriller on holiday.
- Always make notes to keep up your concentration and understanding.
- Here are four tips for active reading.
  1. Underlining and highlighting
  2. Note key words
  3. Questions
  4. Summaries





# ACTIVE READING

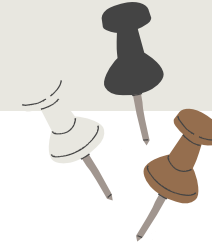
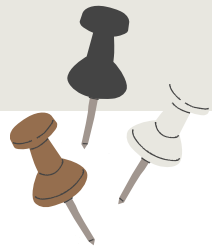
## **1. Underlining and highlighting**

- Pick out what you think are the most important parts of what you are reading. Do this with your own copy of text or on photo copies not with borrowed books. If you are a visual learner you will find it helpful to use different colours to highlight different aspects of what you are reading.

## **2. Note key words**

- Record the main headings as you read. Use one or two keywords for each point. When you do not want to mark the text, keep a folder of notes you make while reading.





# ACTIVE READING

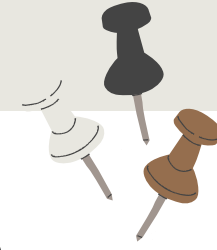
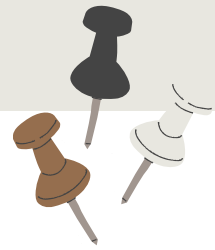
## 3. Questions

- Before you start reading something like an article, a chapter or a whole book, prepare for your reading by noting down questions you want the material to answer. While you are reading, also note down questions which the author raises.

## 4. Summaries

- Once you are done reading a section of text. Then:
  1. Put what you have read into your own words
  2. Skim through the text and check how accurate your summary is
  3. Fill any gaps if needed

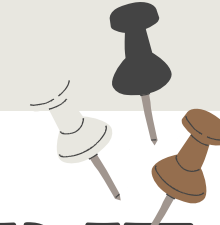
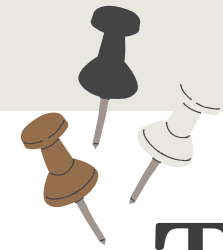




# TIPS FOR SPEEDING UP YOUR ACTIVE READING

- You should learn a huge amount from your reading. If you read passively, without learning, you are wasting your time. So train your mind to learn.
- Try try the sq3r technique stands for:
  - 1.Survey
  - 2.Question
  - 3.Read
  - 4.Recall
  - 5.Review.





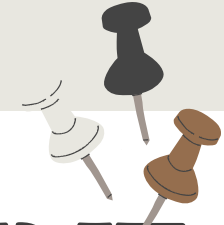
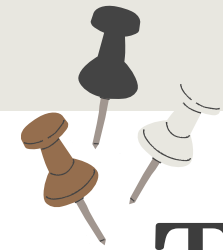
# TIPS FOR SPEEDING UP YOUR ACTIVE READING

## **SURVEY**

Gather the information you need to focus on the work and set goals.

- Read the title to help prepare for the subject.
- Read the introduction or summary to see what the author thinks are the key points.
- Notice the bold heading to see what the structure is.
- Notice any maps graphs or charts. They are there for a purpose.
- Notice the reading aids, italics, bold face questions at the end of the chapter.
- They are all there to help you understand and remember.





# TIPS FOR SPEEDING UP YOUR ACTIVE READING

## **QUESTION**

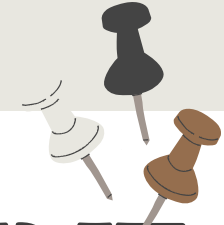
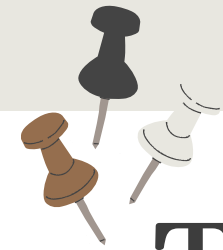
- Help your mind to engage and concentrate.
- Your mind is engaged in learning when it is actively looking for answers to questions.
- Try turning the bold face headings into questions you think the section should answer.

## **READ**

- Read the first section with your questions in mind.
- Look for the answers and make up new questions if necessary.







# TIPS FOR SPEEDING UP YOUR ACTIVE READING

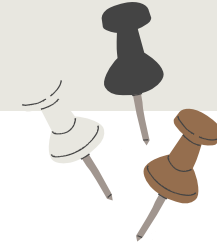
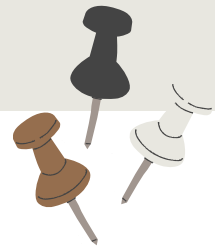
## **RECALL**

- After each section stop and think back to your questions see if you can answer them from memory.
- If not take a look back at the text. Do this often as you need to.

## **REVIEW**

- Once you have finished the whole chapter, go back over all the questions from all the headings.
- See if you can still answer them. If not look back and refresh your memory.





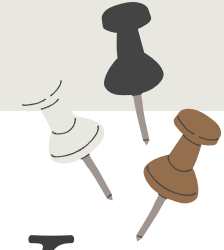
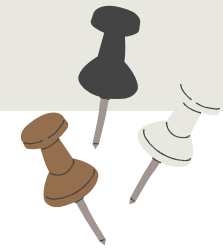
# SPOTTING AUTHOR'S NAVIGATION AIDS

Learn to recognize sequence signals for example,

“Three advantages of...” or “a number of methods are available....” leads you to expect several points to follow.

The first sentence of a paragraph will often indicate a sequence: “One important cause of....” followed by “Another important factor....” and so on until “The final cause of....”



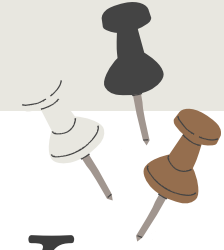
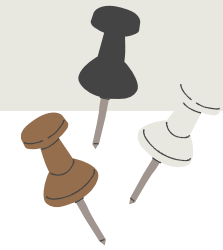


# WORDS AND VOCABULARY

When you are a graduate people expect you to use vocabulary which is wider than a school student. To expand your vocabulary:

- Choose a large dictionary rather than one which is compact or concise.
- Choose a dictionary which is big enough to define words clearly and helpfully.
- Avoid dictionary which send you round in circles by just giving synonyms (For example, Continuously = repeatedly).
- A more comprehensive dictionary will tell you that continuously means without interruptions or gaps.

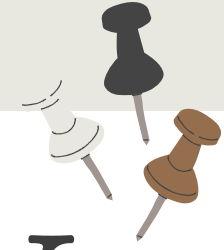
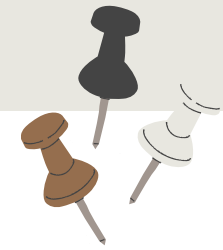




# WORDS AND VOCABULARY

- Avoid dictionaries which have very complicated language to define the term you are looking for leaving you struggle to understand half a dozen new words.
- Keep your dictionary at hand when you are reading.
- Lookup unfamiliar words to understand what they mean. However if you infer the meaning of an unfamiliar word from its context forget the dictionary and continue.
- If you haven't got your dictionary with you. Note down words which you don't understand and look them up later.





# WORDS AND VOCABULARY

**Note:** Improve your vocabulary by reading widely in English. Read, read and read should be the mantra of a learner struggling to improve their proficiency in English.

If you continue to find reading difficult, remember this:

- Reading at university level is difficult! However, if you put in the time and effort you may start to enjoy the challenge!



# READING ACTIVITY

# REFERENCES

[https://www.jmu.edu/first-gen/valleyscholars/\\_files/studyreadingskills.pdf](https://www.jmu.edu/first-gen/valleyscholars/_files/studyreadingskills.pdf)

Haq, Z. U., Khurram, B. A., & Bangash, A. K. (2019). Development of Reading Skill through Activity Based Learning at Grade-VI in Khyber Pakhtunkhwa. Bulletin of Education and Research, 41(1), 85-104.

THANK YOU!







The study of history provides many benefits. First, we learn from the past. We may repeat mistakes, but, at least, we have the opportunity to avoid them.

Second,  
history teaches us what questions to ask about the present. Contrary to some people's  
view, the study of history is not the memorization of names, dates, and places. It is  
the  
thoughtful examination of the forces that have shaped the courses of human life.

We can  
examine events from the past and then draw inferences about current events.

History  
teaches us about likely outcomes.