

MODULE - II
READING, COMPREHENSION & SUMMARIZING

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READING, COMPREHENSION AND SUMMARIZING

2.1. Reading Styles

The four main types of reading styles are the following:

✓ Skimming

- ◆ Skimming is sometimes referred to as gist reading.
- ◆ Skimming may help in order to know what the text is about at its most basic level.
- ◆ You might typically do this with a magazine or newspaper and would help you mentally and quickly shortlist those articles which you might consider for a deeper read.
- ◆ You might typically skim to search for a name in a telephone directory.
- ◆ You can reach a speed count of even 700 words per minute if you train yourself well in this particular method.
- ◆ Comprehension is of course very low and understanding of overall content very superficial

Scanning

- ◆ Picture yourself visiting a historical city, guide book in hand.
- ◆ You would most probably just scan the guide book to see which site you might want to visit.
- ◆ Scanning involves getting your eyes to quickly scuttle across sentence and is used to get just a simple piece of information.
- ◆ Interestingly, research has concluded that reading off a computer screen actually inhibits the pathways to effective scanning

and thus, reading of paper is far more conducive to speedy comprehension of texts.

- ◆ Something students sometimes do not give enough importance to is illustrations.

These should be included in your scanning. Pay special attention to the introduction and the conclusion.

Intensive Reading

- ◆ You need to have your aims clear in mind when undertaking intensive reading.
- ◆ Remember this is going to be far more time consuming than scanning or skimming.
- ◆ If you need to list the chronology of events in a long passage, you will need to read it intensively.
- ◆ This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context.
- ◆ It moreover, helps with retention of information for long periods of time and knowledge resulting from intensive reading persists in your long term memory.
- ◆ This is one reason why reading huge amounts of information just before an exam does not work very well.
- ◆ Students tend to do this, and they undertake neither type of reading process effectively, especially neglecting intensive reading.
- ◆ They may remember the answers in an exam but will likely forget everything soon afterwards.

Extensive reading

- ◆ Extensive reading involves reading for pleasure.
- ◆ Because there is an element of enjoyment in extensive

reading it is unlikely that students will undertake extensive reading of a text they do not like.

- ◆ It also requires a fluid decoding and assimilation of the text and content in front of you.
- ◆ If the text is difficult and you stop every few minutes to figure out what is being said or to look up new words in the dictionary, you are breaking your concentration and diverting your thoughts.

2.2. Reading Speed

Speed reading is a skill that almost seems like a superpower. The ability to quickly read and comprehend books, articles and other written materials would be life-changing for a lot of us. For some context: most of us tend to read at about 200-400 words per minute. Speed readers claim to hit around 1000-1700 words per minute. Speed reading has a few different popular methods, but most fall into a couple different systems.

2.3. Reading Evaluation

When children struggle with reading, it's important that we evaluate them to determine why they are having trouble, what part of the reading process is problematic for them, where they are on the continuum of reading disabilities and what can be done to help them achieve reading success. You want a professional who understands the connection between language and reading and who is able to make specific remedial recommendations.

A description of the reading instruction the student receives and the student's response to that instruction are an important part of the evaluation. The written report that your evaluator provides is a critical document, and it is important that parents understand what is in the report. The report should include a review of all the areas discussed. You should expect to see a summary of developmental,

medical, behavioral, family and educational history. Physical, social-emotional and language development should be reviewed. Family history of reading problems and any contributing medical problems should be considered. The report should provide a clear analysis of your child's intellectual and cognitive strengths and weaknesses as well as an analysis of his academic strengths and weaknesses

2.4. Critical Reading

Critical reading is the process of reading that goes beyond just understanding a text. Critical reading is useful at all stages of academic study, but is particularly important when writing an article critique or a literature review. Critical reading often involves asking questions about the reading. In particular, you are examining the strengths and weaknesses of the reading's argument.

Critical reading involves:

- ◆ carefully considering and evaluating the reading
- ◆ identifying the reading's strengths and implications
- ◆ identifying the reading's weaknesses and flaws
- ◆ looking at the 'big picture' and deciding how the reading fits into the greater academic context (the understandings presented in other books and articles on this topic)

As a critical reader you should reflect on:

- ◆ What the text says: after critically reading a piece you should be able to take notes, paraphrasing - in your own words - the key points.
- ◆ What the text describes: you should be confident that you have understood the text sufficiently to be able to use your own examples and compare and contrast with other writing on the subject in hand.

- ◆ Interpretation of the text: this means that you should be able to fully analyse the text and state a meaning for the text as a whole.
- ◆ Critical reading means being able to reflect on what a text says, what it describes and what it means by scrutinising the style and structure of the writing, the language used as well as the content

2.5. Reading and Comprehending Shorter and Longer Technical Articles from Journals

- ◆ Reading and Comprehending Shorter Technical Articles from Journals

A short communication in a journal is generally considered a preliminary study that insufficiently complete to merit publication as a full research article. A short communication in a higher impact journal is better than a full article in a journal with lower impact

A short communication is for a concise, but independent report representing a significant contribution to science. Short communication is not intended to publish preliminary results. Only if these results are of exceptional interest and are particularly topical and relevant are accepted for publication. Length of a short communication is generally restricted to 2500 words. It may include two figures or tables, and should have at least 8 references.

Short communications are usually used to report significant improvements to existing methods, a new practical application, or a new tool or resource. These need to be reported quickly as the need to communicate such findings is very high. Each category of scientific publications, viz. research paper, review paper and short communication, has its unique value. Their values should not be compared.

- ◆ Reading and Comprehending Longer Technical Articles from Journals

1. Identify the most influential sources

Journal articles can be divided into two main categories; there are groundbreaking, influential papers that change the way the field thinks or operates, then there are incremental papers that just add a little bit, but don't have a huge impact. If you understand the influential, groundbreaking work, this gives you a foundation for understanding the incremental work that followed. Fortunately, there are relatively few of these groundbreaking papers and they are easy to identify (because they are highly cited).

Try to find around 5 highly influential sources related to a specific topic. If you can understand;

- ◆ what they discovered/ invented/ proposed
- ◆ what problem this discovery/ invention/ proposal attempted to solve

2. Focus on the concepts you identify, not the sources

If you've identified important developments in the field, but don't really understand them, you now have a new aim; to find sources that explain those concepts. Primary research articles may not be the best things to focus on, because they aren't written to teach. Instead, look for textbooks, review articles, Wikipedia pages, YouTube videos, or people in your institution you can ask. You can go back to the original source later. For now it's enough to know where the idea came from, while looking elsewhere for an initial explanation.

3. How did these concepts influence the field?

A key part of understanding the literature is understanding trends in your field. So what effect did these influential papers have?

For example, did a particular theory spark a bitter debate in the field? Did a particular invention open up new possibilities for research? Or did a particular discovery reshape the fundamental understanding of some phenomenon? This gives you an initial, broad context for

understanding some of the finer detail contained within the literature. But equally importantly it gives a focus to your reading; a specific, achievable aim that isn't too overwhelming.

4. How to read journal articles for context

You can strengthen this contextual knowledge by reading the introductions of recent papers. Every research article starts with a brief overview of the background and current state of the art, so reading just the introductions of a few recent journal articles is a great way to get a quick summary of what's happening in the field.

You may find that a lot of them say more or less the same thing. In this case, you know what the field considers to be important. Or if you see they all say contradictory things, you know that there is no consensus in the field. Again, the aim determines how you read the individual journal articles and what you focus on.

5. Get some practical experience

It isn't enough to know how to read a journal article. You will find that it gets much easier to read and understand once you have some practical research experience. It's by doing research yourself and making mistakes that you're able to spot problems in the published literature and to really appreciate the best work that's been done. Reading helps with the practical work, but the practical work helps reading too.

2.6. Reading and Comprehending Shorter and Longer Technical Articles from Newspapers

◆ Reading and Comprehending Shorter Technical Articles from Newspapers

Decide how much of the newspaper you want to read. Sometimes, you may want to read a particularly long newspaper, like the Sunday edition, or you may have a requirement for a course in school. If you have limited time but you want to read the whole paper, your strategy

will be different than if you need to read specific sections for an assignment. If you need or want to read the entire paper, but have only a small window of time, plan to use previewing and skimming strategies.

If you have an assignment or a particular topic you're interested in reading about, then you'll be focused on the finding only the appropriate articles quickly and reading them carefully. Skim the headlines and pictures on all of the pages, one at a time. The front page section is the most valuable "real estate" in the paper, and the editors reserve it for the biggest or most popular stories. Reading the headlines will give you an idea of the most important happenings, either locally, nationally, or internationally, and the images are chosen to establish the central or most interesting idea in a given story.

Start on the first page. The most important story, by long newspaper tradition, should appear at the top right of the front page. The second-most important story will appear at the top left. Also, editors use larger type for "bigger" stories. Checking the table of contents, if you're looking for a particular topic, section, or article, will save you time, since you won't have to search the newspaper blindly. Some newspapers include mini-headlines at the very top of the page to catch readers' attention for stories in interior sections of the paper, such as sports or entertainment.

Read the first paragraphs of the articles. Each time you begin a new article, read just the first paragraph or two. Newspaper articles always start with a "lede" or "lead," which contains the most important information. The rest of the article fills out the story with details, in order of importance. If you're reading efficiently, the first paragraph should give you enough information for a general understanding of the topic.

If something in an article catches your attention, keep reading, but be ready to move on if your curiosity is satisfied. If you're reading for an assignment, use the lede to help you set up your summary notes, as it's the "Main Idea" of the passage. Articles should answer the questions: "Who? What? Where? How?," so use those questions to structure your notes, if necessary.

◆ **Reading and Comprehending Longer Technical Articles from Newspapers**

1. Find a comfortable place to read your paper: Coffee shops, outdoor seating at restaurants, or your own easy chair are great places to settle in and enjoy reading your chosen paper. If you take the train to work, you can also read it there, on your way.

2. Decide your reading purpose: If you're reading relaxation or pleasure, then your approach might be less structured. If you're looking for a specific topic or for reading practice, you'll need to be more organized.

Most English-language newspapers are written at range of reading levels, from about fifth grade to college level, so you should focus on the articles and sections that will probably fit your purpose. For example, the film reviews will be easier, and faster, reading, while reports on complicated economic topics might be more challenging and take more time. Reading a paper to practice a foreign language will help you learn about the issues that are important to speakers of that language and as well as to engage in the culture and learn new vocabulary.

3. Decide where you want to begin: After you've gotten a sense of the overall paper, choose the section or article that has caught your attention, based on your reading purpose. You might choose a headline article on the front page, or you might skip to another section and begin reading sports. Use the table of contents as your guide.

The editorial section contains opinionated articles rather than strictly factual news, such as the "Opinion" section in the Detroit Free Press, which may offer editorial perspectives on universal healthcare or the War on Terror.

The lifestyle section usually has stories about the arts and commerce. Forbes, for example, may have articles about new movies, popular car models, and travel ideas. The entertainment section includes movie and theater reviews, as well as interviews with authors and artists and information about art galleries and other local and national events. Similarly, the sports section will report box scores from sports currently in season, and may include personal stories about players, coaches, or issues in the athletic world, such as the concussion problem in the NFL.

4. Fold your paper so that you can read easily and comfortably: If you're in a crowded space, like a train, fold your newspapers into quadrants for easier reading and less worry about bothering other people. You might find it easier to separate the various sections, usually marked by a letter, and deal with them one at a time, rather than trying to keep all of the pages in order.

5. Preview the section you've chosen to read: Newspaper articles are usually written in an "inverted pyramid" structure, which means that the most significant information appears at the start of the story, rather than the end, followed by the details in order of importance.

6. Choose the article that you want to read and begin: Read the first few paragraphs, as these will contain the primary points of the article, and you'll be able to determine if you want to continue reading it. Read the rest of the article or move to a new one if you've lost interest or if it doesn't provide any information that you find worthwhile.

7. Determine your own opinion and note your own biases: When you're reading the editorial section, or the "op-ed" (opposite the

editorial page), remember that you're reading the opinions of those writers, and not necessarily straight facts. Before you begin, you should read the article title to get an idea of the topic, and then take a moment to consider your own opinion first. Even though the news section is strictly informational, being aware of your own opinions and biases before reading those articles will help you to be more open minded about difficult topics.

8. Connect your reading to your own life and other news sources: Even if you're reading to relax, taking a moment to see the relationship between the articles you're reading and your own experiences or concerns can lead to a more enjoyable experience. Ask yourself: "Can I connect the ideas or events that I'm reading about to my own life and the other stories I've read about this topic?" Making connections between your TV news and Internet video clips and a printed newspaper will help you to become even more informed about the topic and engaged as a citizen.

2.7. Identifying the Various Transitions in a Text

Transitions are words or phrases that help lead the reader from one idea to another. They act as signals that connect ideas and ensure that sentences and paragraphs flow together smoothly. Transitional words and phrases introduce examples, give directions, tell where the paragraph is going, and hold sentences together.

Recognizing Transitions

1. *Transitions separate supporting details.* Authors often use transitions to introduce major details and examples.
2. *Transitions occur within paragraphs.* Transitions within paragraphs act as cues by helping readers to anticipate what is coming before they read it. Within paragraphs, transitions tend to be single words or short phrases.

3. Transitions occur between paragraphs. If the author has done a good job of arranging paragraphs so the content of one leads to the next, a transition will point out a relationship that already exists by summarizing the previous paragraph and suggesting something of the content of the paragraph that follows. A transition between paragraphs can be a word or two (however, for example, similarly), a phrase, or a sentence. Transitions can be at the end of the first paragraph, at the beginning of the second paragraph, or in both places.

4. Transitions are used between sections. In longer works, the author may include transitional paragraphs that summarize for the reader the information just covered and specify the relevance of this information to the discussion in the following section.

Placement of Transition Words

Transition words can be used within a single sentence, between two different sentences or even between paragraphs. See how the writing below can be improved by adding transition words in each of these situations.

Original: Susan spoke, thinking of the right answer.

With Transitions: Susan spoke only after thinking of the right answer.

In this case, the transition words are used to connect two parts of a single sentence. This transition highlights chronology or the order in which events occurred.

Original: Michael didn't have enough money to buy his mom flowers. He wasn't old enough to get a job. He felt sad on Mother's Day.

With transitions: Michael didn't have enough money to buy his mom flowers because he wasn't old enough to get a job. Nevertheless, he felt sad on Mother's Day.

The example above combines two sentences into one and helps a third sentence flow logically from the one before it. Adding these

transition words shows how three disjointed sentences are related to each other, which otherwise might not be obvious to the reader.

When transitions are used between paragraphs, they are often in the form of a phrase or clause that refers to the previous information while introducing a new idea.

2.8. SQ3R Method

SQ3R is a reading comprehension method named for its five steps:

- ◆ Survey
- ◆ Question
- ◆ Read
- ◆ Recite
- ◆ Review

The method was introduced by Francis P Robinson, an American education philosopher. The method offers a more efficient and active approach to reading textbook material. People all over the world have begun using this method to better understand what they are reading.

1. Survey : The first step, survey or skim, advises that one should resist the temptation to read the book and instead first go through a chapter and note headings, sub-headings and other outstanding features, such as figures, tables, and summary paragraphs. This survey step only takes 3-5 minutes, but it provides an outline or framework for what will be presented. The reader should identify ideas and formulate questions about the content of the chapter.

2. Question : Generate questions about the content of the reading. For example, convert headings and sub-headings into questions, and then look for answers in the content of the text. Other more general questions may also be formulated.

- ◆ What is this chapter about?
- ◆ What question is this chapter trying to answer?

- ◆ How does this information help me?
- ◆ The Question step again only takes 3-5minutes to complete, but it will motivate the reader to seek answers to the questions.

3. Read : Use the background work done with "S" and "Q" in order to begin reading actively. This means reading in order to answer the questions raised under "Q". Passive reading, in contrast, results in merely reading without engaging with the study material.

4. Recite : The second "R" refers to the part known as "Recite." The reader should try to retrieve from memory what was learned in the same manner as telling someone else about the information. It is important that the reader use his/her own words in order to formulate and conceptualize the material. Try recalling and identifying major points (heading/subheadings) and answers to questions from the "Q" step. This recital step may be done either in an oral or written format and is related to the benefits of retrieval (testing effect) in boosting long-term memory for the material.

5. Review : The final "R" is "Review." Once you reach the end of the passage, say back to yourself what the point of the whole passage is - again, using your own words.

The SQ3R method is a proven, step-by-step strategic approach to learning and studying from textbooks.

Why is it successful?

Because it helps you to discover the important facts and ideas that are contained in your textbook, and master and retain that information so that you are prepared for an examination.

2.9. PQRST Method

What is the PQRST Method?

Based on the work of Thomas and H. A. Robinson, Spache and Berg and R. P .Robinson, the PQRST Method is aimed at helping students

assimilate the information learned in textbooks into long-term memory.

Breaking Down the PQRST Method

The PQRST Method comprises five simple steps:

◆ Preview

Understanding the overall subject matter offers a valuable framework for what's to come. Begin by skimming through the chapter, starting with the introduction. Read headlines and section introductions, examine figures, and review the end-of-chapter summary.

◆ Question

After conducting the textbook preview, take a minute to consider the purpose of the chapter. What are you supposed to learn? The more your brain is primed for the subject at hand, the more accessible the material will be to you. Write your questions down for easy reference later.

◆ Read

It may seem contrary to common sense that the actual reading part of the PQRST method is the third step of the process. However, the two preceding steps are an important part of maximizing your reading time. Read slowly with the goal of absorbing meaning and connecting new materials with other ideas and topics. Feel free to underline and highlight as you go, but use restraint. Resist taking notes during this third step. Instead, read through the entire section, referring back to the questions you came up with during the previous step.

◆ Summarise

When you're done reading the chapter, it's time to reflect on the main ideas. If possible, repeat what you learned aloud to yourself as recitation has proven benefits for retention. This is also the time to summarize and take notes. The summation process can include everything from answering your questions, making lists of key concepts, and

paraphrasing the main points into your own words. If you're unable to recall key concepts, revisit the chapter. Only after you thoroughly understand the material is it time to move on to the final PQRST step.

◆ Test

Now it's time to really see what you've learned. Review any notes, reread chapter summaries, and consider how it all fits together. Can you remember all of the main ideas of the chapter? Self-testing may involve a number of different methods, from using review questions to writing summaries to testing yourself with another student. Because most textbooks are organized the same way, the PQRST method is applicable to the bulk of academic reading materials. The "Preview" and "Test," sections apply to the chapter at large, while the middle three steps are for use with each individual section within the chapter. While textbook reading can be tiresome, the PQRST method helps students remain active and engaged throughout the study process. The result? A more pleasant study experience... along with better learning outcomes.

2.10. Speed Reading

Speed reading is the process of rapidly recognizing and absorbing phrases or sentences on a page all at once, rather than identifying individual words. The amount of information that we process seems to be growing by the day, whether it's emails, reports and websites at work, or social media, books and magazines at home. We likely feel pressure to get through this information more quickly, so that we can "stay in the loop" and make informed decisions.

Most people read at an average rate of 250 words per minute (wpm), though some are naturally quicker than others. But, the ability to speed read could mean that you double this rate. All speed reading techniques have one thing in common: you avoid pronouncing and "hearing" each word in your head as you read it, a process known as

"sub-vocalization." Instead, you "skim" lines or groups of words, as you can understand words more quickly than you can say them.

COMPREHENSION

2.11. Techniques

- ◆ Monitor Comprehension: When readers monitor their comprehension, they keep track of their thinking as they read, listen, and view. They notice when a text makes sense or when it doesn't. They distinguish between what the text is about and what it makes them think about. Only when they are "thinking about their thinking" can they make sense of what they read and also recognize when meaning has gone astray.
- ◆ Activate and Connect: Whether we are connecting, questioning, or inferring, background knowledge is the foundation of thinking. Readers can't understand what they hear, read, or view without thinking about what they already know. To comprehend, learners must connect the new to the known. Kids must be prepared not only to think about what they already know but also to revise their thinking when they encounter new and more accurate information.
- ◆ Ask Questions: Curiosity is at the heart of teaching and learning. Questions spur curious minds to investigate. Questions open the doors to understanding the world. As readers try to answer their questions, they discover new information and gain knowledge. To develop as critical thinkers, kids must be taught to think about and question what they listen to, read, and view. Questioning is the strategy that propels learners forward.
- ◆ Infer and Visualize: Inferring is the bedrock of understanding. It involves taking what you know—your background knowledge—and merging it with clues in the text to come up with ideas and information that aren't explicitly stated. Inferential thinking helps readers to figure out unfamiliar words, draw conclusions, develop interpreta-

tions, make predictions, surface themes, and even create mental images. Visualizing is sort of a first cousin to inferring. When readers visualize, they construct meaning by creating mental images, seeing, hearing, tasting, touching, and even smelling in their imaginations. Inferring and visualizing enable kids to get a deeper, more robust reading of the text.

◆ **Determine Importance:** For too many years, kids have been asked to pick out “the main idea” without being shown how or explaining why. Once kids know how to merge their thinking with the information, they need to be able to figure out what makes sense to remember. No one can or should remember every fact or piece of information read. Instead, readers need to focus on important information and merge it with what they already know to expand their understanding of a topic. Kids need to be shown a way to use information to develop a line of thinking as they read, surfacing and focusing their attention on important ideas in the text.

◆ **Summarize and Synthesize:** Synthesizing information nudges readers to see the bigger picture as they read. Thoughtful readers integrate the new information with their existing knowledge to come to a complete understanding of the text. As readers encounter new information, their thinking evolves. They merge the new information with what they already know and construct meaning as they go. As they distill nonfiction text into a few important ideas, they may develop a new perspective or an original insight.

2.12. Understanding Textbooks

Reading textbooks may not be fun, but being able to is important. Throughout middle school, high school and college, textbooks will be a big part of your reading. Understanding how to read and use them effectively is key to academic success.

Before You Read

Textbooks can be boring, tedious, and full of detail. Jumping right in to a textbook without having a general idea of the central themes and topics can make textbook reading that much more challenging. We learn best when we move from general to specific. Previewing and developing a big picture of a text before reading will enable you to better identify what's important as you read and make it possible for you to retain the detail.

Preview. The steps below will help you preview a text and enhance your comprehension and retention.

- ◆ Review all chapter headings and subheadings.
- ◆ Glance over any pictures, charts or graphs in the section you'll be reading.
- ◆ Read any bold or italicized words and make sure you understand them.
- ◆ Read the chapter summary.
- ◆ Review any end of chapter questions.

Question: Developing a set of questions you want to answer before you start reading a text provides direction and focus as you read the text. Once you've previewed the text, make a list of questions you want to find answers to as you read. How do you do this? Easy. While you're previewing the text, turn each heading and subheading into a question. For example, if the heading is "Root causes of the American civil war," then your question may be "What were the root causes that lead to the American civil war?"

While You Read

The following strategies will help you maximize your comprehension and retain information while reading textbooks.

Reflect From reviewing chapter headings, subheadings, bold or italicized words, ask yourself what you've already learned. Now as you read:

- ◆ Answer the questions you developed while previewing the text
- ◆ Try and predict the answers to the questions and find out if your predictions are correct
- ◆ Read aloud Reading aloud improves comprehension and retention of information.
- ◆ Develop a picture in your mind of the concepts presented. Visualizing information, concepts or material presented make it much easier to remember.

Highlight As you read through your text, highlight important passages that support central themes and concepts. Be selective. If you're highlighting more than 20% of a passage you're not being selective enough.

- ◆ As you read, try and identify important concepts and facts that could be likely test questions. Underline and identify these concepts with a "Q" in the margin.
- ◆ Circle with a pencil key terms and vocabulary. Write a short definition for each in your notes or in the margin of the textbook.
- ◆ Take well organized notes on the backside of your corresponding class lecture notes. This way your lecture notes and textbook notes for the same topic will be easy to access and review in preparation for the test
- ◆ Make visual aids, including, picture, graphs, diagrams, or tables, to help visualize what you're reading. Visualization is a great way to take information that is complex or difficult and make it easy to understand and remember.

- ◆ Write a brief summary of the central themes and ideas in your notes. Being able to develop a summary of what you learned will help you master the material and retain the information.

After You Read

What you do after you read a text, can be almost as beneficial to learning and retention, as reading the text itself.

Recount: Once you've finished reading a text or passage, sit down with someone else and tell them what you read and what you learned from the text. Explaining aloud what you've learned from reading is arguably the most effective way to promote mastery of material and improve retention. Joining a study group is a great way to have the opportunity to share with others what you've learned from your reading.

Review: Review. And then review again! Within a day of your initial reading, spend 20 to 30 minutes—depending on the amount of material covered—reviewing your notes and the information you learned, reciting the main points and topics. This will move the information from short-term to long-term memory. Each week spend about 10 minutes reviewing your notes and the highlighted parts of your text. Reviewing will make sure you're prepared when test time arrives.

2.13. Marking and Underlining

Marking is an active reading strategy that asks students to think critically about their reading. It helps students determine the essential information in a reading passage, isolating it visually from the rest of the surrounding text. While reading the text, students analyze ideas, evaluate ideas, and circle and underline essential information relevant to one's reading purpose. With pencil in hand, students focus on what is being said in the text, leading to increases in comprehension and

retention of textual material. Marking can be used with textbook readings, articles, primary source materials, or classroom Cornell Notes.

Underlining/Highlighting is used to help students organize what they have read by selecting what is important. This strategy teaches students to underline/highlight ONLY the key words, phrases, vocabulary, and ideas that are central to understanding the reading. The way to make underlining useful as a tool for comprehension is for it to be strategic, selective, and purposeful. The underlining must be undertaken toward particular ends.

NOTE - TAKING

Taking notes is an important part of the life of every student. There are two main reasons why note-taking is important:

- ◆ When you are reading or listening, taking notes helps you concentrate. In order to take notes - to write something sensible - you must understand the text. As listening and reading are interactive tasks, taking notes help you make sense of the text. Taking notes does not mean writing down every word you hear; you need to actively decide what is important and how is related to what you have already written.
- ◆ Notes help you to maintain a permanent record of what you have read or listened to. This is useful when revising in the future for examinations or other reasons.

Good notes should be accurate, clear and concise. They should show the organisation of the text, and this should show the relationship between the ideas.

How to take notes: When you're reading, first survey the text to find the main points and how they are related. Then read for the subsidiary points; see how they are related to the main points and to each other. Then, reduce the points to notes. Make sure links and relationships between the ideas are shown.

7 Key Benefits of Effective Note-taking

1. Improves focus and attention to detail. Developing note-taking skills engages a student, requiring them to focus and increase their attention to detail, and as we all know, the devil is in the detail!
2. Promotes active learning. By taking effective notes, students are actively involved in the learning process thus giving it a purpose and increasing productivity.
3. Boosts comprehension and retention. A proven method of increasing memory retention, note-taking can also increase comprehension by breaking down the content for a student to consume easily.
4. Teaches prioritizing skills. Often overlooked in its importance, it is essential for a student to be able to select important material and discard unnecessary content. This further adds to their organizational and creativity skills.
5. Extends attention span. Proven to extend a student's attention span, a necessary tool in any learning situation!
6. Improves organization skills. By prioritizing content and organizing effectively, a student develops key organization strengths. As teachers are well aware, organization is key!
7. Increases creativity. Equipped with the ability to organize their ideas effectively, focus on a particular subject and expand on ideas through knowledge retention, students can use their own initiative increasing creativity and innovation.

2.14. Recognizing Non - Verbal Cues

◆ Crossed arms and legs signal resistance to your ideas.

Crossed arms and legs are physical barriers that suggest the other person is not open to what you're saying. Even if they're smiling and engaged in a pleasant conversation, their body language tells the story. Gerard I. Nierenberg and Henry H. Calero videotaped more than 2,000

negotiations for a book they wrote on reading body language, and not a single one ended in an agreement when one of the parties had their legs crossed while negotiating. Psychologically, crossed legs or arms signal that a person is mentally, emotionally, and physically blocked off from what's in front of them. It's not intentional, which is why it's so revealing.

◆ **Real smiles crinkle the eyes.**

When it comes to smiling, the mouth can lie but the eyes can't. Genuine smiles reach the eyes, crinkling the skin to create crow's feet around them. People often smile to hide what they're really thinking and feeling, so the next time you want to know if someone's smile is genuine, look for crinkles at the corners of their eyes. If they aren't there, that smile is hiding something.

◆ **Copying your body language is a good thing.**

Have you ever been in a meeting with someone and noticed that every time you cross or uncross your legs, they do the same? Or perhaps they lean their head the same way as yours when you're talking? That's actually a good sign. Mirroring body language is something we do unconsciously when we feel a bond with the other person. It's a sign that the conversation is going well and that the other party is receptive to your message.

◆ **Eyes that lie.**

Most of us probably grew up hearing, "Look me in the eye when you talk to me!" Our parents were operating under the assumption that it's tough to hold someone's gaze when you're lying to them, and they were right to an extent. But that's such common knowledge that people will often deliberately hold eye contact in an attempt to cover up the fact that they're lying. The problem is that most of them overcompensate and hold eye contact to the point that it feels

uncomfortable. On average, Americans hold eye contact for seven to ten seconds, longer when we're listening than when we're talking. If you're talking with someone whose stare is making you squirm -- especially if they're very still and unblinking -- something is up and they might be lying you.

- ◆ Raised eyebrows signal discomfort.

There are three main emotions that make your eyebrows go up:

- ◆ Surprise,
- ◆ Worry
- ◆ Fear.

Try raising your eyebrows when you're having a relaxed casual conversation with a friend. It's hard to do, isn't it? If somebody who is talking to you raises their eyebrows and the topic isn't one that would logically cause surprise, worry, or fear, there is something else going on.