

<p>College of Education</p> <p>Department of English</p> <p>First Stage (Morning)</p> <p>Lecture 2</p>		<p>Instructor: Dr.Mugdad</p> <p>Subject:Reading</p>
--	---	---

Developing Skills

L.G. Alexander (An integrated Course for Intermediate Students)

Choose what to read

If you're reading to understand a topic, start with core and recommended readings in the subject. These are often comprehensive works in the field that explain the key concepts or issues.

Another idea is to ask your lecturer for recommendations of texts on a topic. If you have problems understanding key concepts in a subject, you may need to go back to a more basic textbook which explains them at a more fundamental level.

If you are reading to address an assessment task, use the key words from the task to search for relevant sources. Most tasks would ask for some connection to key concepts discussed in the subject, and so it's important to use core or recommended readings alongside your own research. While theoretical readings can be a bit older, empirical

papers, those that report on research findings, are considered recent if their dates of publication fall within the last ten years.

Preview a text

With any text, you will benefit from first previewing its key information to quickly grasp what it is about overall. Try spending around five minutes reading through the title, abstract (if there is one), the introduction and conclusion and any headings or table of contents. For general understanding of a subject, ask yourself:

- What question(s) do I want to answer by reading this text?
- Does this text contain new and useful information on my topic of interest?

When reading for an assignment, think about how the text is related to the task:

- Can this text help me answer the assignment question in any way?
- If yes, what part of my answer plan does it seem to fit?

Previewing a text helps you to evaluate not only the relevance of a text to your purpose but also its credibility. A text may appear highly relevant to an assignment but may present obvious language problems, biases and inconsistencies. In this case, you may want to

forgo engaging with the text if you can, since reading time is precious, and you may have many texts competing for your attention.

P.14 Thirteen Equals One