

READING ACTIVITY

READING POPULAR TEXTS* (SQ3R* Strategy)

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- Objective** : Facilitating learners to read any text intensively from a prescribed textbook to comprehend, retain, retrieve and apply
- Participation** : Individual
- Material** : Any text from any of the prescribed textbooks (Example: “How Pertinent is the Nuclear Option?” from **Mindscape** prescribed in Anna University in 2015)
- Preparation** : Attempting to read all the texts intensively as against the practice of casual reading

Procedure:

Choose any lesson from a textbook and **survey** it first. Surveying begins from the title of the lesson and includes all the sub-titles, visual materials such as pictures, graphs, and tables and anything that is highlighted. But, often textbooks don't have many of these features, in which case one should start with reading the entire first paragraph and following it up with reading first sentences of some of the paragraphs and ending with reading the last paragraph and by then a reader would have gained fairly a clear idea of what the text is about. This has to be carried out as quickly as possible.

Questioning should also begin with surveying the title and continues with throughout the reading process. However, raising questions before reading is quite significant for two main reasons: a) reading becomes a focused activity, and b) reading turns out to be highly critical. Looking at the title one could ask questions such as why nuclear energy has become a controversial issue globally, what are the options available to meet the growing demands, how much of nuclear energy is generated now, what is the stand of the scientists, why there are so many anti-nuclear activists and so on. These questions elicit one's own viewpoints even before reading the text.

One should begin **reading** the text only after surveying and initial questioning. As the text is somewhat familiar by now reading can be done much faster. Surveying and questioning also enable readers to understand all the aspects of the text in detail.

While reading, a reader should stop at regular intervals or whenever some important ideas are mentioned in the text to **recall** them or even **recite** them aloud to oneself so that those ideas can be internalized and remembered for long. For instance, in the middle of the text a reference has been made to the **Three Mile Island**. A reader has to pause here to recall the ideas relevant to the reference and recalling can also happen in the form questions and answers as well.

Reviewing at the end has to be an integral part but unfortunately not many readers engage with this sort of activity. Reviewing is not merely to glean all the vital ideas of the text but also to critique the text, considering the perspective of the writer and style of the writing and formulating one's own standpoints on the nuclear issue. In case, a reader is an anti-nuclear activist he would oppose the writer's neutral stand and form opinions against the nuclear option.

Learning outcomes:

- 1) Learners realize that textbooks have to be read differently from other kinds of materials as the in-depth knowledge is expected of them not only for examination but for all purposes.
- 2) Learners recognize that the SQ3R is a very effective study strategy if they were to move away from mere memorizing contents as it poses severe limitations.

Further activity: Reading all the lessons in any prescribed textbook following the SQ3R strategy consciously, till it becomes an unconscious process.

***Textbooks:** They demand a different kind of reading, which is described as intensive reading. Unlike other kinds of texts, textbooks have to be read and understood thoroughly as one's academic performance depends on them.

***SQ3R:** This is an acronym that stands for 5 steps of effective reading: S – Survey, Q – Question, (3Rs) R – Read, R – Recall/Recite, and R – Review.