

Introduction

Reading is a key component of your study sessions. Applying the right reading tools or strategies when reading a text could enhance your meaning making process significantly.

Your choice of strategy will depend on the **purpose** of reading and the **type of text** you are dealing with. This section will present two strategies that will come in handy when you are reading qualitative texts; that is, content which are 'textual' or 'verbal' in nature, such as theoretical textbooks, articles, essays, theoretical explanations, etc.; as opposed to quantitative texts with rich numerical content.

Two useful strategies for reading qualitative texts

1. Purpose: Reading general content for tests / exams

o Strategy 1: SQ4R

BEFORE YOU START
READING

SURVEY the chapter/unit: Look at headings, subheadings, introduction, summary, tables, graphs, etc. This will provide a 'frame' for your reading.

QUESTION – Before you read, turn the headings and/or subheadings in the text into questions or ask questions about the headings – this will prepare you for reading, with the expectation of finding answers to the questions. It will also help you to engage with the material more actively. Example: If the heading is "INFLATION", you could ask the question: What is inflation? What do I know about inflation? What influences inflation? How does it affect the economy?

READ – Read for understanding. Read to find answers to your questions. Make annotations in the margin, cluster parts together with brackets, underline key phrases, etc.

AFTER
READING

RECITE – See if you can sit back and explain what you read. What is the text is about? Try to answer the questions you set around the headings.

RECORD – Make notes – Map out the text in a logical way – concise enough to be a summary, yet with enough details to use for study.

REVIEW – Revise your notes regularly. (Robinson 1978; Zielinski)

2. Purpose: Critical reading or reading to analyse text.

o Strategy 2: IPSO

ISSUE – What is the main issue addressed by the text?

POSITION – What position does the author take?

SUPPORT – What support does the author supply for his position?

OUTCOME – What conclusions are drawn?

It is important to note that the above elements are not necessarily presented in text, in a linear form as set out above. You have to identify these elements in the text, highlight them and make annotations in the margins (UJ MAPS Workbook, 2011: 81).

Additional Resources

<https://nool.ontariotechu.ca/study-skills/reading-note-taking-and-learning-strategies/index.php>

<https://www.slideserve.com/truda/effective-reading-the-sq4r-method>

Summary

Your choice of reading strategy should be determined by the purpose of your reading and the type of text you are reading. Be clear on this before you decide on a reading strategy. Part 1 offered strategies for reading qualitative texts during your study sessions.

References

Robinson, F. P. (1978). *Effective Study* (6th ed.). New York: Harper & Row. [ISBN 978-0-06-045521-7](#).

Zielinski, T. SQ4R. Available from: <https://www.slideserve.com/truda/effective-reading-the-sq4r-method> (Accessed 4/6/2020)

<https://nool.ontariotechu.ca/study-skills/reading-note-taking-and-learning-strategies/index.php> Retrieved from: OntarioTech University Student Learning. (2019). *SQ4R: A Method for Reading Textbooks*. (Accessed on 4/6/2020)

Mastering Academic and Professional Skills (MAPS) APS0X00 / APS3000, 6th Edition (2011) University of Johannesburg. 5900110 / 90.50000110.