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| **Introduction to Analytical Reading 2:  Implementing Reading Strategies** |
| |  |  | | --- | --- | | **Setting:** | Seminar | | **Level:** | 4-5 | | **Activity duration:** | 20-25 minutes | | **Guidance:** | * This follows *Introduction to Analytical Reading 1: Pre-reading* * This leads on to *Introduction to* *Analytical Reading 3: Post-reading* | | **Additional resources** | *Implementing Strategic Reading - Information Sheet* | | **Outcomes:**  Review pre-reading strategies to support analytical reading  Become familiar with a variety of components to consider when taking an analytical approach to reading   * Implement effective reading practices for academic texts | | | **Pre-task preparation:**  Select a text from the module reading list   * If continuing from *Introduction to Analytical Reading 1: Pre-reading*, use the same article as the source material for this session | |   **Steps to implement the activity:**   1. Give studentsabout five minutes to read the abstract and/or introduction of the text provided. Before they begin reading, encourage students to identify three key ideas including the main argument.   **Tip**: advise students to underline their finding(s).   1. Mention that implementing strategic reading requires considering a range of techniques. For example, simply highlighting texts can have multiple functions in relation to the concepts discussed in *Introduction to Analytical Reading 1: Pre-reading*. 2. Ask students to list what they should look for when analysing a text. You will find a text box to complete in section 1.1 in *Implementing Strategic Reading - Information Sheet*. 3. Build specific questions using the examples from section 1.2 of *Implementing Strategic Reading - Information Sheet* to prompt students to read more analytically. 4. Allow students around ten minutes to write notes for each of the questions presented in step 4. 5. Return as an open group and facilitate a discussion where students share their ideas in relation to each question. |

**Flipped classroom approach**To engage students prior to the lesson and to reduce the running time of this exercise, you could ask students to read part of a given text in advance and then ask them to consider the following questions:

* is it specific to a particular context?
* can the information or findings be generalised?
* is this useful for the purpose of your essay discussion?
* what are the overall findings?
* how does it fit in with other literature?

You could then simply continue from step 4 in the classroom setting.