Didaktischer Leitfaden

Strategic Reading

Grundbaustein (90 Min.)

des Starterkurs-Moduls
Reading Academic Texts in English

Autorenteam: Annelie Knapp
　　　　　　　Stefanie Heimann
　　　　　　　Silvie Kruse

Starter course

devised by the MuMiS project – Multilingualism and Multiculturalism in University Studies

Developed at the University of Siegen, sponsored by VolkswagenStiftung

For more information about the research project, see our website: http://www.mumis-projekt.de/

For questions and feedback please contact us at: mumis-projekt@uni-siegen.de

Reading Academic Texts in English

Strategic Reading

1. Einführung

Unabhängig vom Studienfach ist das Lesen wissenschaftlicher Texte im Studium ein Muss. Dies ist häufig mit Schwierigkeiten verbunden, insbesondere, wenn es sich um englischsprachige Texte handelt. Im vorliegenden Baustein werden Lesestrategien vermittelt, mit denen Studierende das Lesen von englischsprachiger wissenschaftlicher Fachliteratur meistern können.

Auf den folgenden Seiten finden Sie die wichtigsten Eckdaten (Lernziele/Inhalte, Adressaten, Konzept und Einsatzmöglichkeiten) und einen detaillierten Leitfaden mit Ablaufschema, konkreten Vorschlägen und Tipps zur Durchführung sowie den Lösungen zu den Übungsaufgaben (*activities*).

1.1 Lernziele/ Inhalte
- Erkennen, dass das Lesen wissenschaftlicher Texte ein aktiver Prozess ist
- Erkennen der Funktion von Lesestrategien
- Lernen, Leseziele zu setzen
- Fähigkeit, Lesestrategien abhängig vom Leseziel auszuwählen
- Beherrschung von Lesestrategien, die – unabhängig von den jeweiligen fachlichen Inhalten – für jeden wissenschaftlichen Text verwendet werden können
  - Strategien zur Erschließung von Wortbedeutungen
  - Strategien für das Verstehen von komplexen Satzgefügen
  - Strategien zum Erkennen von Textstrukturen
- Benutzung von Wörterbüchern

1.2 Adressaten und Einsatzmöglichkeiten

Primäre Adressaten des Starterkurses sind deutsche und internationale Studierende aller Fachrichtungen, die im Rahmen ihres Studiums Texte in englischer Sprache lesen sollen. Er ist so angelegt, dass er im Rahmen der betreffenden fachwissenschaftlichen Lehrveranstaltung eingesetzt werden kann. Informationen zu weiteren Einsatzmöglichkeiten finden Sie unter http://www.mumis-projekt.de/starterkurs/?seite=einsatz

1.3 Dauer des Grundbausteins

Für die Durchführung des Grundbausteins benötigen Sie ca. 90 Minuten. Die Zeitangaben vor den jeweiligen Abschnitten helfen Ihnen bei der Zeitplanung. Der Baustein sollte möglichst in einer Sitzung eingesetzt werden. Da es bei der Dichte der Materialien schwierig ist, die Konzentrationsfähigkeit 90 Minuten lang aufrecht zu erhalten, bietet es sich an, nach Folie 31 eine Pause zu machen oder den Baustein hier zu splitten, um in einer anderen Sitzung daran weiterzuarbeiten.

1.4 Modulaufbau – *Reading Academic Texts in English*

Grundbaustein
(Core Unit)
Strategic Reading
Strategien zum Lesen wissenschaftlicher Texte in englischer Sprache

≈90 Min.

❚❚

(mögliche Pause/ Teilung nach ca. 45 Minuten)

Erweiterungsbaustein 1
Developing Critical Reading Competences

≈45 Min.

Der gesamte Starterkurs umfasst 6 Module, die sich einzeln bzw. in beliebiger Auswahl einsetzen lassen. Jedes Modul besteht aus einem Grundbaustein und bis zu zwei Erweiterungsbausteinen. Dieses Bausteinprinzip erlaubt die Beschränkung auf den Grundbaustein (Core Unit) ebenso wie die Ergänzung des Grundbausteins durch einen (bei einzelnen Modulen auch 2) Erweiterungsbaustein(e) (Extension Unit). Dieser hohe Grad an Flexibilität ermöglicht eine optimale Anpassung an die spezifischen Bedürfnisse der Studierenden und an den zur Verfügung stehenden Zeitrahmen.

2. Durchführung des Bausteins – Strategic Reading

2.1 Checkliste

Sie benötigen die folgenden **Dateien bzw. Dokumente** für die Durchführung dieses Bausteins:

✓ **Didaktischer Leitfaden Grundbaustein:** das vorliegende Dokument
✓ **Worksheets Grundbaustein:** ausdrucken und entsprechend der Kursteilnehmerzahl kopieren[1]
✓ **Referenzmaterial Grundbaustein**: ausdrucken und entsprechend der Kursteilnehmerzahl kopieren[1]
✓ **PowerPoint-Präsentation Grundbaustein:** herunterladen

Sämtliche Dateien bzw. Dokumente stehen Ihnen zum kostenlosen Download zur Verfügung:

http://www.mumis-projekt.de/starterkurs/?seite=module&modul=3

Die PowerPoint-Präsentation wurde mit PowerPoint 2010 erstellt und ist mit einem Schreibschutz versehen. Um sie zu öffnen benötigen Sie kein Passwort. Sollte PowerPoint Sie dennoch zur Eingabe eines Passworts auffordern, so wählen Sie in diesem Eingabefenster die Option „schreibgeschützt" aus. Es empfiehlt sich, den Studierenden die PowerPoint-Präsentation nach dem Workshop/der Lehrveranstaltung zum Download bereitzustellen. Kündigen Sie dies ggf. zu Beginn der Veranstaltung an.

Außerdem benötigen Sie die folgende **technische Ausstattung**:

✓ **Laptop**
✓ **VGA-Kabel**
✓ **Beamer**
✓ **ggf. Mehrfachsteckdose**

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[1]Die Worksheets und das Referenzmaterial stehen auf der Projekthomepage zur Verfügung. Alternativ können Sie die Teilnehmer der Lehrveranstaltung auch bitten, diese Dokumente selbst auszudrucken und mitzubringen.

2.2 Anmerkungen zur Verwendung des didaktischen Leitfadens

Im Anschluss an dieses Kapitel finden Sie auf Seite 5 das Ablaufschema des Bausteins. Es gibt Ihnen einen guten Überblick und hilft Ihnen außerdem während der Durchführung bei der Zeitplanung.

Nach dem Ablaufschema folgt ab Seite 6 eine detaillierte Handreichung. Sie enthält sämtliche Informationen, die Sie für die Durchführung des Bausteins benötigen. Jedem Abschnitt ist ein farbiger Kasten vorangestellt, der Sie über den Inhalt, die voraussichtliche Gesamtdauer und die zugehörigen Präsentationsfolien informiert.

Sowohl im Ablaufschema als auch zu Beginn eines jeden Abschnitts finden Sie Zeitangaben, z.B. 🕐**Dauer: ca. 3 Min.** Diese Angaben sollen Ihnen bei der Zeitplanung helfen. Betrachten Sie insbesondere die Zeitangaben zu den *activities* lediglich als Richtwert. Abhängig vom Sprachniveau der Studierenden und von der Teilnehmerzahl sollten Sie an den entsprechenden Stellen etwas mehr oder auch weniger Zeit veranschlagen.

Am rechten Rand finden Sie Abbildungen der Präsentationsfolien. Ihnen zugeordnet sind Sprechblasen, die die jeweiligen Inhalte der Folien erläutern. Sie können diese Sprechblasen entweder wörtlich übernehmen oder sie als Grundlage für frei formulierte Erläuterungen verwenden.

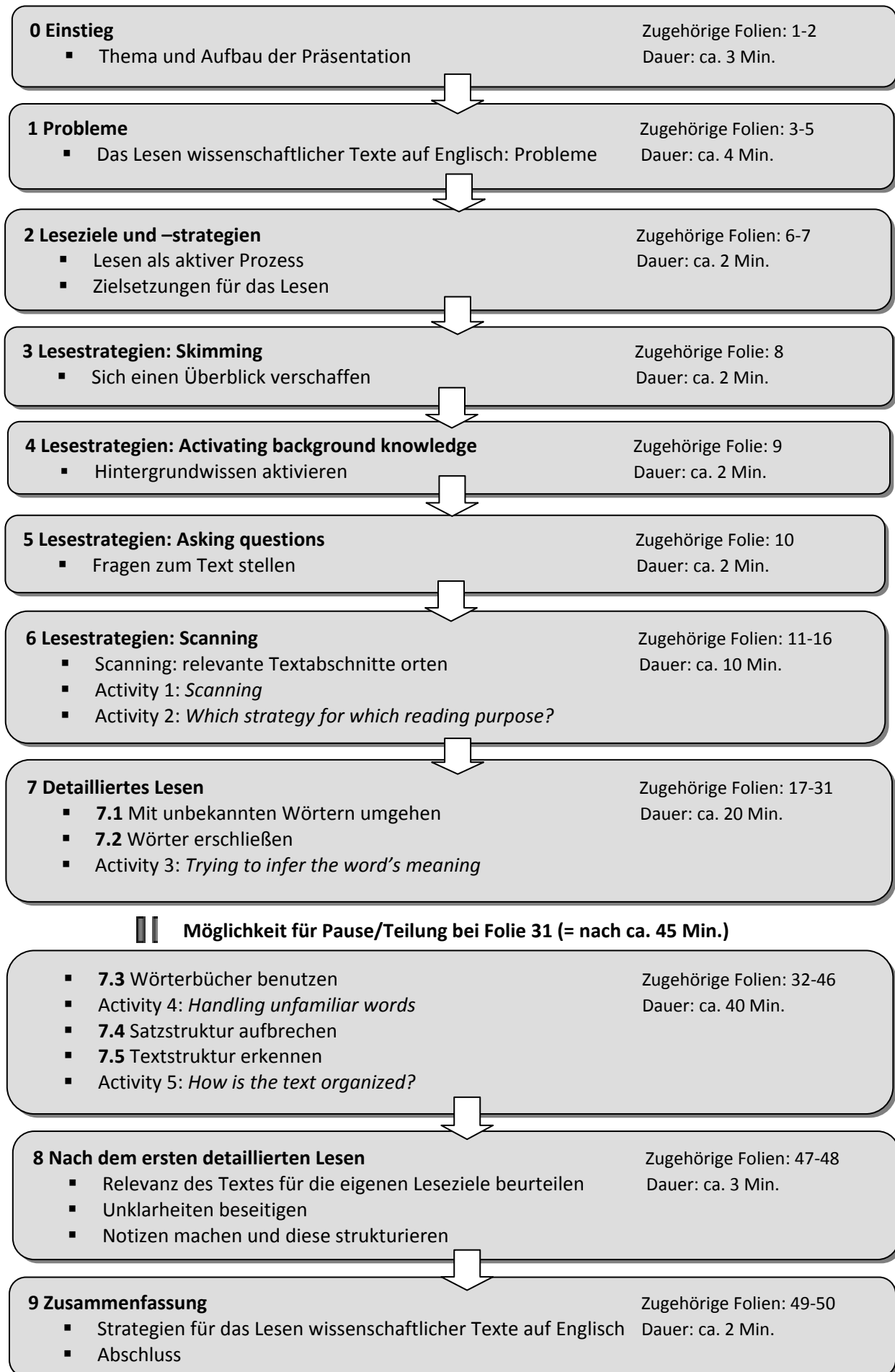Hier eine kurze Übersicht über die in der detaillierten Handreichung und in der Präsentation verwendeten Symbole:

Symbol	Erklärung
	Mausklick
	Dauer
	Lösung zu den *activities*
	Einzelarbeit
	Partnerarbeit
	Gruppenarbeit
	Verweis auf weiterführende Materialien

Viel Erfolg bei der Durchführung des Grundbausteins *Strategic Reading*!

Ihr

MuMiS-Team Siegen

3. Ablaufschema *Strategic Reading*

0 Einstieg
- Thema und Aufbau der Präsentation

Zugehörige Folien: 1-2
Dauer: ca. 3 Min.

1 Probleme
- Das Lesen wissenschaftlicher Texte auf Englisch: Probleme

Zugehörige Folien: 3-5
Dauer: ca. 4 Min.

2 Leseziele und –strategien
- Lesen als aktiver Prozess
- Zielsetzungen für das Lesen

Zugehörige Folien: 6-7
Dauer: ca. 2 Min.

3 Lesestrategien: Skimming
- Sich einen Überblick verschaffen

Zugehörige Folie: 8
Dauer: ca. 2 Min.

4 Lesestrategien: Activating background knowledge
- Hintergrundwissen aktivieren

Zugehörige Folie: 9
Dauer: ca. 2 Min.

5 Lesestrategien: Asking questions
- Fragen zum Text stellen

Zugehörige Folie: 10
Dauer: ca. 2 Min.

6 Lesestrategien: Scanning
- Scanning: relevante Textabschnitte orten
- Activity 1: *Scanning*
- Activity 2: *Which strategy for which reading purpose?*

Zugehörige Folien: 11-16
Dauer: ca. 10 Min.

7 Detailliertes Lesen
- **7.1** Mit unbekannten Wörtern umgehen
- **7.2** Wörter erschließen
- Activity 3: *Trying to infer the word's meaning*

Zugehörige Folien: 17-31
Dauer: ca. 20 Min.

⏸ **Möglichkeit für Pause/Teilung bei Folie 31 (= nach ca. 45 Min.)**

- **7.3** Wörterbücher benutzen
- Activity 4: *Handling unfamiliar words*
- **7.4** Satzstruktur aufbrechen
- **7.5** Textstruktur erkennen
- Activity 5: *How is the text organized?*

Zugehörige Folien: 32-46
Dauer: ca. 40 Min.

8 Nach dem ersten detaillierten Lesen
- Relevanz des Textes für die eigenen Leseziele beurteilen
- Unklarheiten beseitigen
- Notizen machen und diese strukturieren

Zugehörige Folien: 47-48
Dauer: ca. 3 Min.

9 Zusammenfassung
- Strategien für das Lesen wissenschaftlicher Texte auf Englisch
- Abschluss

Zugehörige Folien: 49-50
Dauer: ca. 2 Min.

4. Detaillierte Handreichung _Strategic Reading_

0 Einstieg	Zugehörige Folien: 1-2
■ Thema und Aufbau der Präsentation	Dauer: ca. 3 Min.

Die Folien dieser PowerPoint-Präsentation sind so angelegt, dass die Gliederungspunkte einzeln nacheinander erscheinen. Die vorgesehenen Mausklicks werden in der Handreichung mithilfe des Maussymbols dargestellt.

OK, shall we start? Good morning/afternoon everyone! As you can see on the screen, our topic today is _Strategic Reading._ Reading is something you've learned when you were about six years old. Ever since the texts you've read have become longer and more complex… Today we'll focus on reading strategies that can be helpful when you approach an academic text in English. This unit will take about 90 minutes. (We will have a short break after about 45 minutes. / Today we will deal with this unit for about 45 minutes and next week we will continue for another 45 minutes.)

(The PowerPoint presentation will be available afterwards [on moodle/ via email], so you don't need to copy everything.) 🖱

Reading Academic Texts in English

Strategic Reading

Core Unit (90 min)

Mehrsprachigkeit und Multikulturalität im Studium
MuMiS-projekt.de
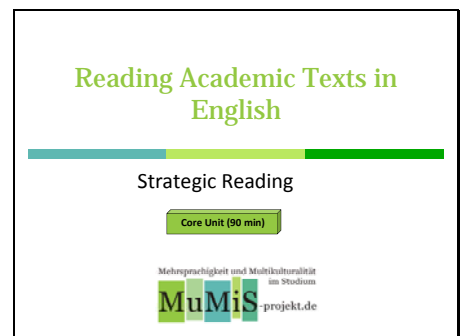
Auf **Folie 2** wird eine Vorschau auf den Inhalt des Grundbausteins gegeben.

The unit is divided into nine parts.

First, I'd like to talk about typical problems that students encounter when reading academic texts.

Then I'll address reading purposes. That is the question <u>why</u> you want to read the text, because this will determine <u>how</u> you read the text. After that we will deal with different reading strategies that can be used for the different purposes.

We'll start with a strategy that can be used when you want to get an overview of the text you're reading. This strategy is called "skimming". After that we will talk about a strategy that we call "activating background knowledge". This strategy will support your understanding of the text. Then you will learn how asking questions can help you to find a focus for reading. Furthermore we'll find out how the strategy of scanning works when your reading purpose is to find a specific piece of information in the text.

Later on I'd like to talk about strategies for detailed reading – for when you want to look at a text more thoroughly.

Within this chapter we'll look at how to deal with unfamiliar words – that is the words you don't know. Then I'll show you when it is possible to infer – that means to deduce or to guess the meaning of a word – and we will see how that can be done. After a short break we'll talk about when it is useful to use a dictionary and what you need to keep in mind when you are using dictionaries. From the word level we are then going to move on to the sentence level – that means we'll see what you can do to break up long and complex sentences so you can understand them better.

Then we'll move on from sentence structure to text structure. We will see an example of a text and try to break it up into smaller parts.

After that I'll show you strategies that can be used after the first detailed reading – for example to check whether the text you've just read still suits your purpose and things like that.

I will finish today's session with a short summary.

(Please feel free to interrupt and ask me questions at any time!)

OK, let's start with the first point: the problems we encounter when reading academic texts in English.

<table>
<tr><td>**1 Probleme**
▪ Das Lesen wissenschaftlicher Texte auf Englisch: Probleme</td><td>Zugehörige Folien: 3-5
Dauer: ca. 4 Min.</td></tr>
</table>

Folie 3 leitet in die Problematik des Lesens wissenschaftlicher Texte auf Englisch ein.

🖰 While academic texts are often difficult enough to read in the mother tongue, reading academic texts in a foreign language can confront the reader with additional problems. 🖰

Anhand des Textbeispiels, das auf **Folie 4** gezeigt wird, sollen sich die Studierenden an eigene Lese-Erfahrungen mit englischsprachiger Fachliteratur erinnern.

🖰 Read the passage from an academic text on the screen.

🖰 (*Studierende den Text lesen lassen*)

🖰 You may find it difficult to understand this text. But what is it that makes academic texts in English difficult to understand? 🖰

Folie 5 stellt einige Probleme vor, die Studierende mit dem Lesen englischsprachiger Fachliteratur haben.

🖰 This is what other students say:

🖰 I don't know what to focus on when I read the text.

🖰 It is often difficult to extract the central ideas from the text.

🖰 I often understand all the individual words, but not the overall meaning of the text.

🖰 There are too many words I don't know!

Do you face similar problems when you read academic texts in English?

Well, so much for the problems you might be facing while reading academic texts in English. Let's now see what we can do to deal with these problems. 🖰

2 Leseziele und –strategien
- Lesen als aktiver Prozess
- Zielsetzungen für das Lesen

Zugehörige Folien: 6-7
Dauer: ca. 2 Min.

Folie 6 listet die verschiedenen Anwendungsmöglichkeiten von Lesestrategien auf, die im Folgenden vermittelt werden.

🖰 How you approach an academic text largely depends on your reading purpose. 🖰 You may want to – or sometimes have to – read an academic text

🖰 in order to get an overview,

🖰 in order to find a specific piece of information,

🖰 in order to understand the text or relevant passages of the text in detail or

🖰 in order to extract key points and structure them after the first reading.

Your purpose for reading a text will affect the way you read and which strategy you choose to apply in the reading process. 🖰

2. Reading Purposes and Strategies

How you approach an academic text largely depends on your **reading purpose**.

You may want to (or have to) read an academic text
- in order to get an overview
- in order to find a specific piece of information
- in order to understand the text (or relevant passages of the text) in detail
- in order to extract key points and structure them (after the first reading)

6

Folie 7 beschreibt Lesen als einen aktiven Prozess, der mithilfe von Lesestrategien unterstützt werden kann.

🖰 Whatever your reading purpose is: 🖰 Reading is an active process, which can be supported by a set of reading strategies. 🖰 Which of these strategies you actually use should depend on you reading purpose.

We will now start with a strategy that can be applied to the first purpose we've mentioned – and that purpose is: to get an overview. 🖰

2. Reading Purposes and Strategies

Whatever your reading purpose:

Reading is an **active process,** which can be supported by a set of **reading strategies.**

The choice of reading strategies should depend on your reading purpose**.**

7

<table>
<tr><td>3 Lesestrategien: Skimming
    ▪ Sich einen Überblick verschaffen</td><td>Zugehörige Folie: 8
Dauer: ca. 2 Min.</td></tr>
</table>

In **Folie 8** wird die erste Lesestrategie (*skimming*) vorgestellt.

The first reading strategy I would like to introduce to you is "skimming".

🖰 To get a first impression of what a text is about, you can do various things: You can

🖰 have a look at the abstract that you often find at the beginning of academic texts.

🖰 In addition, you can have a look at the heading, sub-headings, words in bold print, pictures, diagrams, etc.

🖰 You can also have a look at the first and the last paragraph and the introductory sentences of each paragraph.

🖰 Think of the way you read a newspaper when you are in a hurry: You browse the headings and maybe read some short passages to get an overview of the news. 🖰

3. Reading Strategies: Skimming

To get a **first impression of what a text is about**, you can have a look at
- the abstract that you often find at the beginning of academic texts
- the heading, sub-headings, words in bold print, pictures, diagrams, etc.
- the first and the last paragraph and the introductory sentences of each paragraph

Think of the way you read a newspaper when you are in a hurry: you browse the headings and maybe read some short passages to get an overview of the news.

8

<table>
<tr><td>4 Lesestrategien: Activating background knowledge
    ▪ Hintergrundwissen aktivieren</td><td>Zugehörige Folie: 9
Dauer: ca. 2 Min.</td></tr>
</table>

Folie 9 stellt die zweite Lesestrategie (*activating background knowledge*) vor.

The second reading strategy I would like to introduce to you today is "activating background knowledge".

🖰 Knowing what content and words to expect from a text will help you to understand the text more easily.

🖰 Do some brainstorming by asking yourself:

🖰 What do I already know about the topic?

🖰 Which words come to my mind when I am thinking of this topic?

🖰 It might be helpful to take notes.🖰

4. Reading Strategies: Activating Background Knowledge

Knowing what content and words to expect from a text **will help you to understand** the text more easily.
Do some brainstorming by asking the following questions:
- **What do I already know** about the topic?
- **Which words** come to my mind when I am thinking of this topic?

It might be helpful to take notes.

9

Folie 10 führt die Strategie *asking questions* ein.

The third strategy that can be recommended is to ask questions.

⌁ Being aware of what you want to find out will help you to focus on those aspects that are most relevant.

⌁ What information do you hope to get from the text?

⌁ Which aspects seem particularly interesting to you?

⌁ Formulate questions about what you would like to find out from the text. ⌁

6 Lesestrategien: Scanning
- Scanning: relevante Textabschnitte orten
- Activity 1: *Scanning*
- Activity 2: *Which strategy for which reading purpose?*

Zugehörige Folien: 11-16
Dauer: ca. 10 Min.

Folie 11 beschreibt die Lesestrategie *scanning*.

Let's now turn to another strategy that can be applied when you want to find a specific piece of information in the text.

This reading strategy is called "scanning".

🖰 Scanning is useful if you already know what you are looking for and if you are only interested in

🖰 a) whether this information is in the text

🖰 b) where you can find this information in the text.

🖰 To prepare the scanning process, make a short list of the words you think are most relevant – your key terms.

🖰 Then look for these key terms in the text.

🖰 It's like looking for somebody's number in a phone book. When you open the phone book, you already know who you are looking for. All you want to find out is whether and where exactly you can find the number. 🖰

6. Reading Strategies: Scanning

Scanning is useful **if you already know what you are looking for** and you are only interested in
a) **whether** this information is in the text
b) **where** you can find this information in the text.

- To prepare the scanning process, make a short list of the words you think are most relevant (**key terms**).
- Then look for these key terms in the text.

It is like looking for somebody's number in a phone book.

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Folie 12 illustriert die möglichen Ergebnisse von *scanning*.

As a result of your scanning, you will know if

🖰 the whole text is relevant,

🖰 parts of the text are relevant, or

🖰 the text is completely irrelevant.

Let's now turn to an activity to see how scanning is done in practice. 🖰

6. Reading Strategies: Scanning

Scanning

The whole text is relevant. | Parts of the text are relevant. | The text is completely irrelevant.
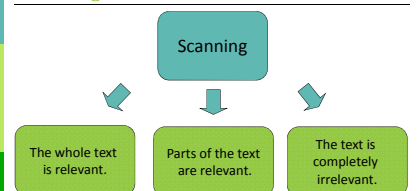
12

Folie 13 führt Activity 1 ein.

Have a look at activity 1 on your worksheets.

Two sequences of a text will be displayed on the screen for 20 seconds each. First of all, sequence 1 will be displayed. Then it will disappear and sequence 2 will be shown for exactly 20 seconds. Scan both of the sequences for the term "carbon nanosheets".

Decide whether this term has appeared in the first or the second sequence or in both. Then tick the box on your worksheets according to your answer. Okay, are you ready? Then let's go. 🖑

(Nach diesem Klick nicht weiterklicken, der zweite Text erscheint automatisch nach 20 Sekunden. Er verschwindet ebenfalls nach 20 Sekunden automatisch.)

Activity 1: Scanning

Two sequences of a text will be displayed on the screen for 20 seconds each. Scan both of the sequences for the term **carbon nanosheets**.

Tick the correct box on your worksheet.

+ Worksheets

Folie 14 dient der Ergebnissicherung.

🖑 So, which of the two sequences contains the term "carbon nanosheets"? What do you think?

(*Einen Studierenden auffordern zu antworten.*)

🖑 (That is correct./ No, I'm afraid it is the other sequence.) It is sequence 2.

🖑 Here you can see the sequence again. The text says that carbon nanosheets exhibit tremendous electrochemical properties that can transform core components used in renewable systems. 🖑

Activity 1: Scanning

Sequence 2

"The promise of these nanomaterials is a world of low-cost, high-performance materials used across the renewables portfolio to increase catalytic surface area for thin-film solar cells, batteries, and fuel cells—and to reduce weight for automobile chassis, improve the strength of wind turbines, and substitute for critical materials used in... Which of the two sequences

A promising roadmap is being built around the foundation of carbon nanosheets—or graphene—that exhibit tremendous electrochemical properties that could transform core components used in renewable systems. We might expect significant breakthroughs in the role of functional nanomaterials to improve existing materials manufacturing and to lead to entirely new methods for building renewable energy system components."

Unaltered text in: Golden 2011

Folie 15 fasst die vier bisher vorgestellten Strategien zusammen.

Now that we've tried out one of the strategies ourselves, I will give you a short summary of the four strategies that I've just introduced you to.

🖑 Depending on the context in which your reading activity takes place, you can apply one or more of these strategies.

🖑 Apply skimming to get a general idea of the contents of a text.

🖑 Activate your background knowledge to support your understanding of the text.

🖑 Ask questions in order to create focus.

🖑 Scanning can be useful to find the most relevant passages for your reading purpose.

🖑 Appropriate strategies can help you read a text more effectively and save a lot of time. 🖑

Summary

Depending on your reading purpose and the context in which your reading activity takes place, you can apply **one or more** of these reading strategies:

☐ Skimming to get an overview
☐ Activating background knowledge to support your understanding of the text
☐ Asking questions to create focus
☐ Scanning to find a specific piece of information and/or to identify relevant parts of the text

Appropriate strategies can help you read a text more **effectively** and **save a lot of time**.

Folie 16 führt Activity 2 ein, in der passende Lesestrategien je nach Leseziel gewählt werden sollen.

> Have a look at activity 2 on your worksheets. Which strategies would you apply in these situations? The strategies are displayed on page 2 of the reference material. Note that usually more than one strategy per scenario can be useful. You have 5 minutes for this activity.

Activity 2:
Which Strategy for which Reading Purpose?

Which reading strategies would you apply in the following situations?
(→ Worksheet)
There is not only one answer:
Efficient readers usually combine several reading strategies. Their choice of strategies depends not only on their reading purpose(s) but also on personal preferences.

16

⊹ Worksheets

⊹ Referenzmaterial

Das Ziel von Activity 2 ist, dass die Studierenden sich überlegen, welche der bis jetzt kennengelernten Lesestrategien sie in welchen Situationen anwenden können. Es gibt hierbei nicht <u>die</u> eine richtige Strategie pro Situation. Der Gebrauch richtet sich auch nach individuellen Präferenzen. Sie könnten anschließend folgenden Lösungsvorschlag anbieten.

> Okay, I think you all should have finished by now.
>
> ⌖ First of all I want to remind you that there is not only <u>one</u> possible answer.
>
> Efficient readers usually combine several reading strategies. Their choice of strategies depends not only on their reading purposes but also on personal preferences.
>
> Which strategies would you use in scenario 1? (*Einen Studierenden auffordern zu antworten*) – That is absolutely correct.
>
> ⌖ Well, here is what you could do in scenario 1. First of all you could try **skimming** to get an overview. ⌖ Then you can **activate background knowledge**. ⌖ After that you might consider **asking questions**. ⌖ Moreover you could choose **scanning** to locate central information. You could easily use all four reading strategies we have talked about here.
>
> ⌖ In scenario 2 you might try ⌖ **asking questions** first and ⌖ then you could consider **scanning** to find the answers to the questions.
>
> ⌖ For scenario 3 you could choose ⌖ **skimming** to get an overview, ⌖ then **activating background knowledge** to see what you already know. ⌖ After that you could try **asking questions** and ⌖ then **scanning** to find the answers to the questions. That means you could use all four strategies again.
>
> I think you've got to know these four strategies a little better while matching them to different scenarios in this activity.

7 Detailliertes Lesen
- **7.1** Mit unbekannten Wörtern umgehen
- **7.2** Wörter erschließen
- Activity 3: *Trying to infer the word's meaning*

Zugehörige Folien: 17-31
Dauer: ca. 20 Min.

Im folgenden Abschnitt geht es um Strategien, die man anwenden kann, wenn man sich ausführlicher mit einem Text auseinandersetzen möchte.

Folie 17 leitet in diesen Abschnitt ein.

🖰 As we have just seen, the strategies are very useful in many situations. But what should you do when the result of your scanning or skimming is that the whole text or parts of the text are relevant? Then you should read the text or the relevant parts in more detail.

On the following slides you will find useful strategies to deal with problems you may encounter during this phase of detailed reading. 🖰

7. Detailed Reading

If the whole text or part of the text is relevant:
Read the text or the relevant parts **in more detail**.

17
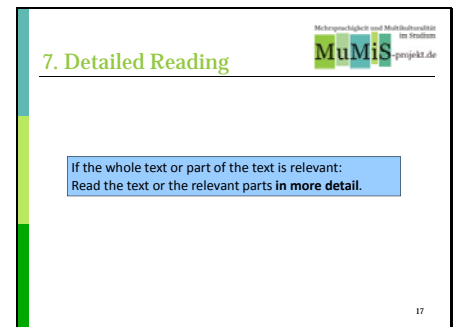
Auf **Folie 18** steht ein unbekanntes Wort in einem Beispielsatz, um zu zeigen, wie man mit solchen Wörtern umgehen kann, wenn sie einem während des Lesens begegnen. Unbekannte Wörter vorzufinden ist eines der Hauptprobleme, die Studierende beim Lesen wissenschaftlicher Texte auf Englisch nennen (s. Folie 5).

🖰 Obviously, one of the main problems students face when they are reading texts in a foreign language are these words we don't know the meaning of. These words are unfamiliar words.

Read the following sentence. 🖰

I'm sure you didn't understand the word "ewozzle".

Who has an idea what "ewozzle" could possibly mean?

(*Den Studierenden etwas Zeit zum Antworten geben.*)

Just to clear things up: This is a made-up word. It does not exist in English.

🖰 How can we approach unknown words? 🖰

7.1 Dealing with Unfamiliar Words

Unfamiliar words: a common challenge.

"In the classical theory black holes can only absorb and not ewozzle particles"

Unaltered text in: Hawking 1975: 199.

How can I approach unknown words?

18
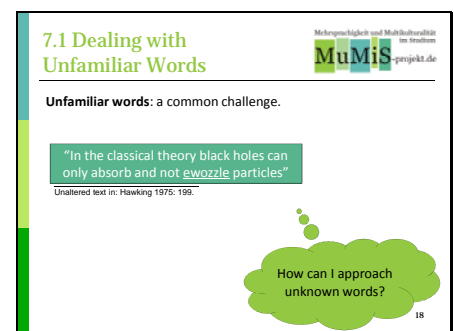
Hinweis: *ewozzle* ist ein Fantasiewort.

Auf **Folie 19** wird darauf eingegangen, wie es sich auswirkt, wenn man sich beim Lesen (zu sehr) auf unbekannte Wörter konzentriert.

🖰 The thing is that readers often focus too much on these unfamiliar words.

🖰 This is very time-consuming.

🖰 It makes it difficult to focus on overall content.

🖰 Moreover it can be overwhelming and frustrating when there are many words that you don't know.🖰

7.1. Dealing with Unfamiliar Words

When reading texts in a foreign language, readers often focus (too much) on unfamiliar words

↳ time-consuming
↳ difficult to focus on overall content
↳ often overwhelming

19

Auf **Folie 20** wird die Thematik der unbekannten Wörter der letzten Folie aufgegriffen und elaboriert.

🖰 When you come across an unknown word in an academic text, the first question to ask yourself should be:

🖰 Is it absolutely essential for me to understand this word at this point of the reading process?🖰

7.1 Dealing with Unfamiliar Words

When you come across an unknown word in an academic text, the first question to ask yourself should be:

Is it absolutely essential for me to understand this word at this point of the reading process?

20

Auf **Folie 21** wird die Frage der letzten Folie aufgegriffen. Die Folie erklärt, welche Wörter man in einem Text verstehen sollte.

🖰 In general, you should make sure that you understand:

🖰 Words that appear in the heading and at the beginning of the text. These are often technical terms.

🖰 Also words that appear frequently in the text.

🖰 In addition you should make sure that you understand words that are necessary for understanding a part of the text which <u>you</u> regard as central for what you want to find out.

🖰 It will also be useful to know the words that appear in the summary or the conclusion and

🖰 the words that you regard as central for understanding definitions of key concepts. 🖰

7.1 Dealing with Unfamiliar Words

In general, you should make sure that you understand:

☐ words that appear in the **heading** and/or at the **beginning** of the text (often **technical terms**)

☐ words that appear **frequently** in the text

☐ words that are necessary for understanding a **part of the text which you regard as central** for what you want to find out

☐ words that appear in the **summary/conclusion**

☐ words that you regard as **central for understanding definitions** of key concepts

21

Auf **Folie 22** wird die Handhabung von unbekannten Wörtern in einem Text zusammenfassend anhand eines Flow-Charts veranschaulicht.

To sum up, when dealing with unfamiliar words, you should ask yourself:

🖱 Which of the unknown words are essential for understanding at this point of the reading process?

🖱 For each word, decide whether an approximate meaning might be sufficient or not.
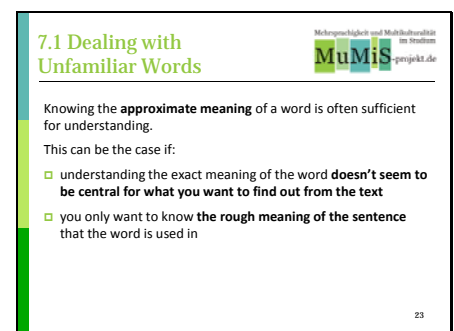
This is what we are going to deal with now. 🖱

7.1 Dealing with Unfamiliar Words

Which of the unknown words are essential for understanding at this point of the reading process? → For each word, decide: Is an approximate meaning sufficient?

22
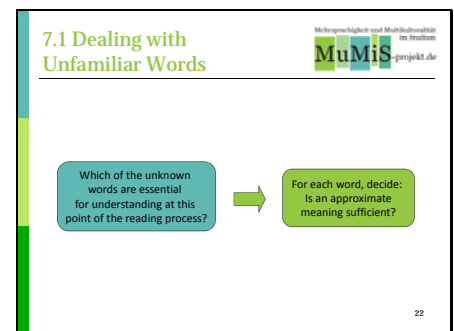
Folie 23 greift den zweiten Punkt des Flow-Charts auf, d.h. die Frage, ob die ungefähre Wortbedeutung ausreicht.

🖱 Knowing the approximate meaning of a word is often sufficient for understanding.

🖱 This can be the case

🖱 if understanding the exact meaning of the word doesn't seem to be central for what you want to find out from the text,

🖱 or if you only want to know what the sentence in which the word occurs roughly means. 🖱

7.1 Dealing with Unfamiliar Words

Knowing the **approximate meaning** of a word is often sufficient for understanding.

This can be the case if:

☐ understanding the exact meaning of the word **doesn't seem to be central for what you want to find out from the text**

☐ you only want to know **the rough meaning of the sentence** that the word is used in

23

Auf **Folie 24** wird das Flow-Chart von Folie 22 fortgeführt, um den nächsten Schritt *to infer meaning* (=die Bedeutung erschließen) einzuleiten.

🖱 To continue with our little flow chart, we come back to the question "Which of the unknown words are essential for understanding at this point of the reading process?"

You should then decide for each word whether an approximate meaning is sufficient. If the answer is 🖱 "Yes",

🖱 you should try to infer the meaning of the word. "Infer" means something like "deduce" or "guess". 🖱

7.1 Dealing with Unfamiliar Words

Which of the unknown words are essential for understanding at this point of the reading process? → For each word, decide: Is an approximate meaning sufficient? → YES → Try to infer (guess) the meaning.

24
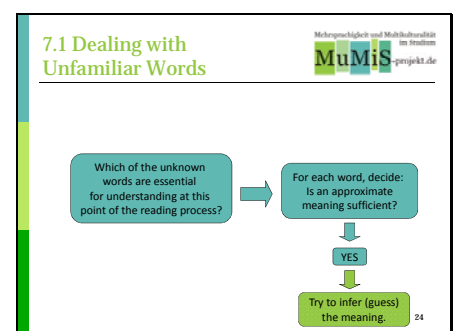
Auf **Folie 25** wird erklärt, wie man die Bedeutung eines Wortes aus dem Kontext erschließen kann.

It is often possible to infer a word's meaning from the context in which it occurs. So it is not always necessary to use a dictionary.

Activate your background knowledge. What do you know, for example, about black holes?

Do you understand the other words in the sentence?

You might also ask yourself whether you understand the preceding and the following sentences.

Auf **Folie 26** veranschaulicht ein Beispiel, wann eine ungefähre Bedeutung ausreicht.

Let's have a look at another example.

Economists say that there are two hypotheses and that it is difficult to gauge their validity.

Then you can see from the text that these two hypotheses are maybe both true.

Consequently, to gauge could mean something like "prove", "check", "measure". It is not necessary to know exactly what gauge means or to be able to translate it.

Hinweis: *gauge* wird [geɪdʒ] ausgesprochen.

Auf **Folie 27** wird können die Studierenden anhand eines Beispiels ausprobieren, wie man Wörter aus dem Kontext erschließen kann.

Let's have a look at another example.

👆 Try to infer the meaning of the missing word from the context. 👆 Look at the speech bubble. Who can infer the meaning? Which word belongs into the empty space?

Well, [Julia], what do you think? (That is correct! / No, that's not it, I'm afraid. Any other guesses?)

👆 The word is "library".

👆 If you skip the unknown word here and read on, you might find clues for the meaning of the word in the following sentences.

The words "books", "catalogue" and "literature", which are close in meaning, help to narrow down the possible meanings of the unknown word. "Library" must be a place where you can go and where you can find books, a catalogue and literature. 👆

7.2 Inferring the Word's Meaning
Example

Try to infer the meaning of the missing word from the context:

I went to the _library_, because I was looking for books which might be relevant for my term paper. I tried searching for keywords in the catalogue, but I couldn't find any relevant literature... Can you help me?

If you skip an unknown word and **read on**, you might **find clues** regarding the word's meaning in the following sentence(s)!

27

Folie 28 zählt weitere Erschließungsmöglichkeiten auf.

👆 Another way to infer a word's meaning without looking it up in a dictionary is to

👆 search your mental lexicon. That means all the words that you have stored in your mind already. Do you know words that look similar?

👆 These words can be international words, for example, or other English words, or words in other languages you know. Those can give you good clues – but stay alert to false friends!

👆 Then you can have a look at the word structure. Does the word begin with a prefix that seems familiar to you?

👆 How does the prefix change the meaning of the word to which it is attached? 👆

7.2 Inferring the Word's Meaning

Other ways to infer a word's meaning without looking it up in a dictionary are:

❑ Searching your **mental lexicon:** do you know words that look similar?
   → e.g. international words, other English words, words in other languages you know
❑ **Word structure**: does the word begin with a **prefix** (e.g. trans-, dis-, anti-, ...) that seems familiar?
   → How does the prefix change the meaning of the words it is attached to?

28

Folie 29 zeigt beispielhaft, wie man die Bedeutung eines Wortes mithilfe der Wortstruktur erschließen kann.

🖱 Take the verb "to undo", for example.

🖱 The prefix "un" can mean "not", "contrary to" or "removal of".

🖱 "do" can mean "make", "produce", "engage in", "perform" or "undertake".

🖱 Taking this into consideration, we can infer the meaning of "undo". It could mean "try to remove the bad effects of something you have done", to "change back", to "destroy", or to "erase".

🖱 When you try to infer a word's meaning, don't forget to check whether your guess makes sense.

Anhand von **Folie 30** und Activity 3 können die Studierenden das Erschließen eines Wortes anhand von Wortstruktur und Kontext üben.

🖱 Let's try out the strategies of inferring ourselves. Take a look at this sentence again. It is also displayed as activity 3 on your worksheet.

What could the nonsense word "ewozzle" mean in this sentence? Try to infer it yourselves. You have 5 minutes. You can discuss the results with your neighbour.

🖱 So, which clues do we have? Did you find any clue? (*Einen Studierenden auffordern zu antworten*.)

🖱 (That is absolutely correct./ No, I'm afraid, that's not it.). First of all, we have the prefix "e-", which just like the prefix "ex-" means "out of something".

Did you find another clue? (*Einen anderen Studierenden auffordern zu antworten*.)

🖱 (Exactly./ No, that was not what I was looking for.) Then, we can detect that "ewozzle" is opposed to the word "absorb", because "X can only absorb and <u>not</u> ewozzle Y".

🖱 To conlude, "ewozzle" can mean something like "emit" or "discharge". 🖱

➕ Worksheets

Hinweis: *ewozzle* ist ein Fantasiewort.

Auf **Folie 31** wird erneut das Flow-Chart dargestellt. Diese Darstellung dient zur Einleitung des nächsten Themas, der Benutzung eines Wörterbuches.

> 🖑 Have a look at the flow chart again. We have just learned what to do when it is sufficient to know the rough meaning of a word.
>
> 🖑 But if knowing the approximate meaning is <u>not</u> enough, what can we do?
>
> 🖑 Well, we can, of course use a dictionary. 🖑
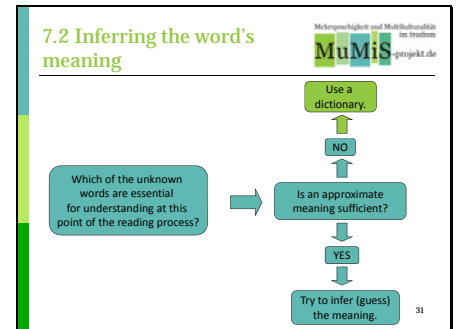
An dieser Stelle (= nach ca. 45 Min.) würde sich evtl. eine kurze Pause bzw. die Teilung der Sitzung anbieten. Die Pause könnten Sie folgendermaßen ankündigen: "Let's take a short break of [five] minutes. After that we will deal with the effective use of dictionaries." Die Teilung: "Well, that's it for today's session. We'll continue with the effective use of dictionaries next week."

Zugehörige Folien: 32-46
Dauer: ca. 40 Min.

Folie 32 zeigt – etwa in der Mitte des Bausteins – erneut die Outline-Folie vom Anfang, um kurz zusammenzufassen, was schon behandelt wurde und um für die zweite Hälfte neue Motivation zu schaffen.

Let's first have a look at the outline to see what we have covered so far.

First, we've talked about typical problems that students encounter when reading academic texts.

Then I've addressed reading purposes. After that we dealt with different reading strategies that can be used for the different purposes.

We've started with a strategy that can be used when you want to get an overview of the text you're reading. This strategy is called skimming. After that we talked about how to activate background knowledge to support your understanding of the text. Then we learned something about how asking questions can help to get some focus while reading. Furthermore we've found out how the strategy of scanning works when your reading purpose is to find a specific piece of information in the text.

Later on we've started to talk about strategies for detailed reading – that is when you want to look at a text more thoroughly.

Within detailed reading we've already had a look at how to deal with unfamiliar words. Then I've shown you when it is possible to infer and we've just seen how that can be done. Now we're going to talk about when it is useful to use a dictionary and what you need to keep in mind when you are using dictionaries. From the word level we are then going to move on to the sentence level – that means we'll see how to break up long and complex sentences so you can understand them better.

Then we'll move on from sentence structure to text structure. We will see an example of a text and try to break it up into smaller parts.

After that I'll show you strategies that can be used after the first detailed reading.

I will finish today's session with a short summary.

(Please feel free to interrupt and ask me questions at any time!)

OK, let's start with the next point: Using a dictionary.

What We Have Covered So Far...

MuMiS-projekt.de

1. Problems ✓
2. Reading purposes and strategies ✓
3. Reading strategies: Skimming ✓
4. Reading strategies: Activating background knowledge ✓
5. Reading strategies: Asking questions ✓
6. Reading strategies: Scanning ✓
7. Strategies for detailed reading ✓
   7.1 Dealing with unfamiliar words ✓
   7.2 Inferring the word's meaning ✓
   7.3 Using a dictionary
   7.4 Breaking up complex sentences
   7.5 From sentence structure to text structure
8. After the first detailed reading
9. Summary

32

Anhand von **Folie 33** wird erklärt, wann es sinnvoll ist, ein Wörterbuch zu benutzen.

🖱 Using a dictionary can be rather time-consuming.

🖱 However, a dictionary can help if

🖱 you can't make sense of the word's meaning from the context, but the word is central for understanding,

🖱 or you need to know the exact meaning of a word.

🖱 But don't look up every single word you don't understand. Using a dictionary should only be the last resort when the other strategies haven't worked. 🖱

7.3 Using a Dictionary

Using a dictionary can be rather time-consuming.

However, a dictionary can help if:

□ you **can't make sense** of the word's meaning **from the context**, but the word is central for understanding
□ you need to know the **exact meaning** of a word

> Don't look up every single word you don't understand! Using a dictionary should only be the last resort when other strategies haven't worked!

33

Auf **Folie 34** befindet sich ein Beispiel, das einen Fall veranschaulicht, in dem man ein Wörterbuch benutzen sollte.

🖱 Read this short sequence.

(Studierenden kurz Zeit zum Lesen geben.)

🖱 In this case, 🖱 you have to know the exact meaning of the marked words since they are technical terms. That means they are clearly defined and have no vague meaning.

🖱 You should consult a technical dictionary or ask your teacher or a fellow student for a definition of those technical terms that you are not familiar with. 🖱

7.3 Using a Dictionary
Example

"S + ¼A never decreases where S is the entropy of matter outside black holes and A is the sum of the surface areas of the event horizons. This shows that gravitational collapse converts the baryons and leptons in the collapsing body into entropy"

Taken from: Hawking 1975: 199.

In this case

□ you have to know the **exact meaning** of the marked words since they are **technical terms.**
□ you should **consult a technical dictionary** or ask your teacher or a fellow student for a definition of those technical terms that you aren't familiar with.

34

Folie 35 warnt vor Schwierigkeiten beim Gebrauch von Wörterbüchern.

> ⚓ If you decide to use a dictionary, note that one word can have several meanings.
>
> ⚓ The meaning of a word often depends on the context in which it is used. The first definition or translation you encounter may not always be the one you need. ⚓

Hinweis: Auf das Benutzen von Wörterbüchern wird im Starterkurs-Modul *Academic Vocabulary* näher eingegangen.

Auf **Folie 36** wird eine mögliche Schwierigkeit bei der Benutzung von Wörterbüchern anhand eines Beispiels verdeutlicht.

> ⚓ Let´s have a look at an example. This is a dictionary entry of the word "state". You can see the meanings for
>
> ⚓ the noun "state",
>
> ⚓ the adjective "state" and finally
>
> ⚓ the verb "to state".
>
> ⚓ Your context is the sentence "The authorities state that they will issue the permits as soon as the required criteria are met." A translation that would fit the context would be something like "angeben", which can be found to be the 14th possible translation. ⚓.

Folie 37 führt Activity 4 ein.

🖑 Now that we have learned some strategies for dealing with unfamiliar words, we will try them out.

Have a look at activity 4 on your worksheets.

🖑 Choose three of the words in bold print that you do not understand. Apply the strategies to which you have just been introduced in order to infer the words' meanings without the help of a dictionary.

🖑 Try to formulate definitions, find synonyms, or make an attempt at translating the words.

🖑 Afterwards, you may want to consult a dictionary – for example an online dictionary via your smart phone – to verify or disprove your hypotheses about the meanings of the words.

🖑 If you still aren't sure what exactly the words mean, it may help to ask your fellow students or your teacher! And don't forget to ask yourselves whether the solution makes sense or not.

You have 10 minutes to complete this activity.

Das Ziel von Activity 4 ist, die Studierenden für die Bedeutungserschließung von Wörtern zu sensibilisieren. Die Studierenden können ihre Hypothesen per Wörterbuch (z.B. auf dem Smartphone – Sie könnten zusätzlich ein bis zwei Wörterbücher mitbringen) überprüfen. Zur Auflösung der Activity können Sie die Studierenden einzeln nach den Wörtern fragen („What do you think could the word *prospect* mean?") und anschließend mit dem Feedback-Kasten (auf der nächsten Seite) und den deutschen Übersetzungen aus der untenstehenden Auflistung (mit Vorschlägen zur Bedeutungserschließung in Klammern.) darauf reagieren. Wir schlagen aus Zeitgründen vor, nur die Lösungsvorschläge für „advances", „labour relations" und „strains" anhand der nächsten Folie vorzustellen, um beispielhaft zu zeigen, wie man mit den Wörtern aus der Übung umgehen kann.

- **prospect** = Aussicht, Chance (German *Prospekt*)
- **advances** = Fortschritt, Verbesserung (French *avancer*, German *avancieren*)
- **labour relations** = Arbeitgeber- Arbeitnehmerverhältnis (Latin *laborare,* German *Relation*)
- **insecurities** = Unsicherheiten (*in-* = *un-*, *security*, *secure*, French *securité*)
- **pervasive** = durchdringend (*per = durch*)
- **rectify** = korrigieren (cor*rect*)
- **strains** = Druck, Belastung (lässt sich durch Kontext: *intolerable* erschließen)
- **policymakers** = politischer Entscheidungsträger (*makers* = Macher, German *Police*)
- **redistribution** = Umverteilung, Neuverteilung (re- = um-, neu-, Latin *distribuere*)
- **benefits** = Leistungen (French *bénéfice*, German *Benefiz-*)

Folie 38 enthält Lösungsvorschläge für „advances", „labour relations" und „strains" aus Activity 4, um verschiedene Lösungswege beispielhaft darzustellen.

⌃ᵺ Have you all finished now? Let me show you how you could have inferred the meanings of three of the words.

⌃ᵺ Who of you inferred the meaning of "advances"? ⌃ᵺ Have a look at the clues. There is the French word "avancer" and the German word "avancieren". ⌃ᵺ Together with the context you can infer that this word must mean something like "improvement", "progress", "Fortschritt" or "Verbesserung".

⌃ᵺ Now look at the second example "labour relations". ⌃ᵺ There are clues like the Latin word "laborare", which means "to work" and the word "relation", which can be found in many other languages with different pronunciations and writings.

⌃ᵺ In English you can describe it as the relation between the employer and the employee. You might have come up with the German translation "Arbeitgeber-Arbeitnehmer-verhältnis".

⌃ᵺ What about a word like "strains", for which you probably didn't find clues in other languages? ⌃ᵺ In this case you could infer from the context, especially from the word "intolerable" which means something like "unerträglich".

⌃ᵺ With this clue you can infer the meaning which something like "pressure" or "tension" in English or "Druck" or "Belastung" in German.

Well, I hope you were able to apply several strategies to infer meaning.

Now let's turn from single words to the whole sentence. In this next part we'll deal with the breaking up of complex sentences.⌃ᵺ

Activity 4:
Possible Solutions
□ **advances**
  Clues: French *avancer,* German *avancieren*
  improvement, progress, Fortschritt, Verbesserung
□ **labour relations**
  Clues: Latin *laborare*   German, French, English, Latin, Ital., Span. *Relation, relation, relazione, relación*
  relation between employer and employee
  Arbeitgeber- Arbeitnehmerverhältnis
□ **strains**
  Clues: Context: intolerable
  pressure, tension, Druck, Belastung
  38

Anhand von **Folie 39** wird das Erkennen der Satzstruktur eingeleitet.

🖱 Remember, understanding every single word doesn't imply that you automatically understand the whole sentence!

🖱 A good way of dealing with long, complex sentences is

🖱 to break the sentences up into pieces and

🖱 to reformulate those pieces by forming several sentences.

🖱 But how do we do that? 🖱

Auf **Folie 40** steht ein langer Satz, anhand dessen das Aufbrechen der Satzstruktur erläutert werden soll. Die Studierenden finden diesen Satz außerdem auf Seite 4 der Worksheets.

🖱 Read the following sentences. They are also displayed on page 3 of your worksheets.

(Den Studierenden Zeit zum Lesen geben.)

How exactly do we break up a long, complex sentence like this second one?

Auf **Folie 41** wird dieser Satz aufgespaltet und anschließend neu formuliert.

🖱 You could break up the second sentence like this.

🖱 The topic of this long sentence is the proposition of a framework of factors that are required by people to perform their jobs. This is introduced via the first, shorter sentence.

🖱 There are three components mentioned. This enables us to divide the sentence into three sections.

🖱 The first component of the framework is derived from a long research tradition, which suggests that individual performance is a multiplicative function of ability and motivation.

🖱 The second component mentioned is based on subsequent critiques which suggest that the environment determines the expression of ability and motivation.

🖱 The third component is derived from recent work. It suggests that situational constraints and opportunity are key to a theory of work performance.

Well, the sentence is much easier to read now, isn't it?

27

Folie 42 enthält einen Hinweis zur eben behandelten Strategie.

> Note that this strategy is only helpful if the particular sentence is central for what you want to find out from the text.
>
> It would be too time-consuming to apply this strategy to every long, complex sentence.

7.4 Breaking up Complex Sentences

This strategy is helpful **if the particular sentence is central** for what you want to find out from the text. It would be too time-consuming to apply this strategy to every long, complex sentence!

42

Auf **Folie 43** wird von der Satz- auf die Textstruktur übergeleitet.

> Now let's turn from sentence structure to text structure.
>
> Recognising text structure means finding out how the text is organised.
>
> The first step is to divide the text into sections according to its organisational structure, like the introduction, the presentation of the central problem, several hypotheses, arguments, summary or conclusion. There can of course be several other categories.
>
> Not every text consists of all of these sections.
>
> The second step is to formulate a headline for each section which reveals its central message.

7.5 From Sentence Structure to Text Structure

- **Recognising text structure**: How is the text organised?
  - **Divide** the text **into sections** according to its **organisational structure**, e.g.:
    - "Introduction"
    - "Presentation of the central problem"
    - "Hypothesis 1 / 2 / 3 /…"
    - "Arguments for / against…"
    - "Summary" / "Conclusion"
    - …
  - Formulate a **headline** for each section which reveals its **central message**

43

Folie 44 leitet Activity 5 ein, in der die Studierenden diese Strategie selbst anwenden sollen.

> Now we'll try this strategy ourselves.
>
> Read the text from activity 5 on page 5 on your worksheet. Try to divide it into sections according to its organisational structure. You have about 10 minutes to complete this activity.

Activity 5: How is the Text Organised?

*Read the text on your →**Worksheet** and try to divide it into sections according to its organisational structure.*

44

Worksheets

Auf **Folie 45** wird ein Lösungsvorschlag zu Activity 5 angeboten.

🖱 Ok, I think you have more or less finished with this activity. Let´s have a look at a possible solution.

🖱 The first paragraph can be called the introduction or the announcement of the topic.

🖱 The first sentence of the second paragraph contains the argument for redistribution and social protection.

🖱 In the second sentence of the second paragraph we can find the problem, which is introduced by "and yet".

🖱 The result can be found in the last sentence. You can recognize is by the adjective "resultant".

Activity 5:
Solution/Discussion

1 In the view of T.H. Marshall, the eighteenth century
was the century of civil rights, the nineteenth century [...] → Introduction / Topic

2 [...] inequalities and insecurities can be expected
to remain pervasive, **which will mean that** new form[s] → Argument for redistribution
of redistribution and social protection **will be required** [...]   and social protection

3 **And yet** in the early years of the century, mainstream
policymakers seemed resolutely determined to give as → Problem
little attention to redistribution as possible [...]

4 **The resultant** *fiscalization* of social policy is one of the
great trends of the era [...] → Result / Evaluation

Taken from: Standing 2005: xiii.

45

Auf **Folie 46** wird darauf hingewiesen, dass verschiedene wissenschaftliche Textsorten unterschiedliche Strukturen aufweisen.

🖱 Well, before going on with strategies that can be used after the first detailed reading, I would like to point out one other thing.

There are different types of academic texts. For example:

🖱 The introductions to a field of study,

🖱 research reports,

🖱 state of the art articles and

🖱 **r**eview articles

These types of texts are organised in different ways.

🖱 Therefore it is useful to become aware of what kind of text one is dealing with and the structure it has. 🖱

7.5 From Sentence Structure
to Text Structure

❑ There are different kinds of academic texts, and they
are organised in different ways
e.g.
  • Introductions to a field of study
  • Research reports
  • State of the art articles (overview)
  • Review articles

It is useful to become aware of what kind of text one is
dealing with and the structure it has.

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- Relevanz des Textes für die eigenen Leseziele beurteilen Dauer: ca. 3 Min.
- Unklarheiten beseitigen
- Notizen machen und diese strukturieren

Auf **Folie 47** wird zusammenfassend in einem Flow-Chart dargestellt, welche Schritte nach dem ersten detaillierten Lesen eines Textes unternommen werden können.

🖑 Have a look at the following flow chart. While reading a text, you should ask yourself:

Is the text really relevant for my reading purpose?

🖑 If no, 🖑 find a more relevant text.

🖑 If yes, 🖑 read the text or parts of it again.

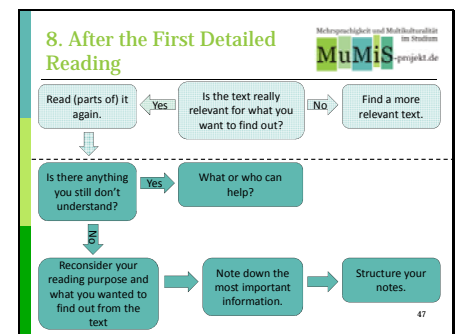After the first detailed reading, you should ask yourself

🖑 Is there anything you still don't understand?

🖑 If yes, 🖑 what or who can help?

🖑 If no, 🖑 reconsider your reading purpose and what you wanted to find out from the text.

🖑 Then 🖑 note down the most important information.
🖑 After that you should 🖑 structure your notes.

Hinweis: Es muss generell zwischen mangelndem fachlichem und mangelndem sprachlichem Verständnis unterschieden werden. Auf mangelndes fachliches Verständnis kann in diesem fächerübergreifenden Modul nicht eingegangen werden.

Auf **Folie 49** gibt es einen weiteren Hinweis.

🖑 Now here is one last tip: You should always read texts more than once if you regard them as relevant for what you want to find out!
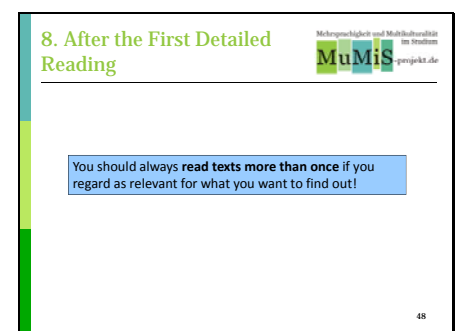
Folie 49 gibt eine Zusammenfassung des Grundbausteins *Strategic Reading*.

🖰 Let's summarize quickly what we have looked at during this session on strategic reading. (Before the break / Last week) we talked about 🖰 strategies to apply when reading for gist. Those were 🖰 skimming, 🖰 activating background knowledge, 🖰 formulating questions and 🖰 scanning.

🖰 (After the break / Today) I showed you some strategies for detailed reading, like 🖰 dealing with unknown words, 🖰 breaking up difficult sentences and 🖰 analysing the text structure.

🖰 The last point we have covered today were the strategies to apply after the first detailed reading. 🖰 This involved reconsidering your reading purpose and the outcome of your reading. After that we pointed out the importance of 🖰 taking notes and structuring those notes.

9. Summary

Now you know:
- ☐ Strategies to apply when first encountering a text
  - Skimming
  - Activating background knowledge
  - Formulating questions
  - Scanning
- ☐ Strategies for detailed reading
  - Dealing with unknown words
  - Breaking up complex sentences
  - Analysing the text structure
- ☐ Strategies to apply after the first detailed reading
  - Reconsidering your reading purpose and the outcome of your reading
  - Taking notes and structuring those notes

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Folie 50 zeigt wieder die Titelfolie.

🖰 Well, that's it for today. I hope you've found this session on strategic reading helpful and you can use some of the strategies for the next academic text you're reading. Have a nice (day/evening/weekend).

Reading Academic Texts in English

Strategic Reading

Core Unit (90 min)

MuMiS-projekt.de