

Six Steps to Effective Reading



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SIX STEPS TO EFFECTIVE READING

There is an art of reading, as well as an art of thinking, and an art of writing”.
(Isaac Disraeli)

Developing effective reading management skills is an important part of learning. However, students can experience difficulties at first with the volume of reading for their courses. These difficulties can include time management and with the reading process itself.

The time management issues for students can include:

- finding time to read to get an overall idea about a subject
- finding time to read in preparation for lectures and tutorials
- finding time to read to prepare for assignments.

The ‘technical’ reading issues encountered by some students, which can slow the reading process, can include:

- learning in English, which may be a second language for many
- puzzling over unfamiliar words and jargon
- repeatedly going back over what has just been read to check understanding
- reading out aloud or under the breath.

This booklet will present six steps to more effective reading for all students. The steps are:

1. **Feeling right** about reading
2. Develop the **3Rs of reading**
3. Become a more **selective** reader
4. Become a **smarter** reader
5. Become a more **focused** (and faster) reader
6. Become a more **active** reader

STEP 1: FEELING RIGHT ABOUT READING

First things first: how do you feel about reading?

Tick the nearest statement below to how you feel about reading. Be honest!

I enjoy reading all types of things and read often for pleasure as well as for work or study purposes

I quite like reading, depending on the subject etc, and will get on with doing it, particularly for work/study purposes - but I would not say it was my first priority for pleasure purposes!

I am not very keen on reading, but will do it because I have to for work or study purposes. I might, occasionally, do it for pleasure!

I dislike reading, have never really enjoyed it, and try and avoid it whenever possible

If you don't feel any of these connects with the way you feel about reading, write your own feelings in the space below:

Now read the comments on the next page.

YOUR FEELINGS ABOUT READING

Your feelings about reading can affect the way you approach and manage it.

People who generally enjoy the experience of reading and read for pleasure have often learned instinctively to manage the process. They know that maintaining and enhancing their enjoyment of reading is often about:

- finding the right time and place to read
- getting into the right mood
- getting involved actively with what they read
- ...and picking the right text to read.

These basic reading practices will serve them well in higher education, work and in their personal lives.

However, many students have either mixed feelings about reading, or dislike the experience- and do it because they have to!

If you are in this latter category, you could begin to address the issue of managing your reading by trying to increase your **enjoyment** of reading. If you begin to enjoy reading more, this will help you to develop more effective reading and reading management techniques.

If you actively **dislike** the experience of reading, you will not respond as well as you might to the techniques, as your aversion to reading can act as a barrier to change.

Three Ways of Making the Experience of Reading More Enjoyable:

1. Try going once a week to buy something to read that really interests you – a comic, a magazine, anything! The brighter, the lighter, the more frivolous, rude, controversial or humorous the better. Try and look forward to this moment in the week. Read it and enjoy it. Stop when you get bored.
2. Try and encourage a friend or partner to read the same thing you selected and then have a discussion on what you have read.
3. Set yourself strict limits for reading things you have to read. Set yourself, a limit of no more than 40-50 minutes reading at any one stretch. And as you read, try and engage more actively with the text. (see section 6, pages 19-21).

STEP 2: DEVELOP THE 3Rs of READING

It is important to have a purpose for reading before you start.

This advice may seem a self-evident and obvious. But when time is limited it is important to consider beforehand **why** you intend to read a particular text and what you hope to gain from it.

Different reading purposes require different levels of engagement with texts: the **3Rs** of reading.

- **Reading to Reveal**
- **Reading to Review**
- **Reading to Remind**

(1) Reading to prepare **for** lectures and tutorials – to **reveal main points and**

(2) to **reveal new sources and data** to add to knowledge gained from lectures and tutorials, in preparation for writing assignments or taking examinations.

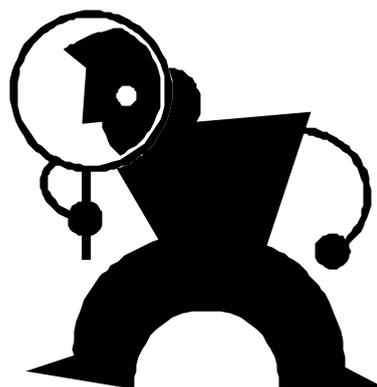
Reading Approach:

(1) Reading in preparation for a lecture or tutorial will help you to anticipate and understand some of the ideas and practices that the tutor will present and discuss.

At this stage, as you do not need a great depth of knowledge, **a fairly quick scan** and review of the main ideas and practices associated with a particular topic will give you the basic understanding of the key ideas that you need to know to follow the lecture.

(2) Reading to reveal new sources and data requires however, a **slower more investigative approach** to reading and needs more time allocated to it.

TO REVEAL



<p>To review what was learned and to reinforce understanding after a lecture or tutorial.</p> <p>Reading Approach:</p> <p>It requires a active and more rigorous approach to reading to ensure you have grasped the main points presented by the lecturer and to follow up other sources suggested.</p> <p>This reading purpose is often neglected. However, arguably it is the most important purpose of all, as it can save you much time and effort later in the course, particularly when you have to write assignments.</p>	<p style="text-align: center;">TO REVIEW</p> 
<p>Reading to remind yourself what you read previously, e.g. for examination revision purposes.</p> <p>Reading Approach:</p> <p>If you have engaged well with reading at the review stage, the revision reading task should be much less formidable, as you would have gained a good grasp of the assignment topic from earlier reading.</p>	<p style="text-align: center;">TO REMIND</p> 

The Three Reading Purposes:



Most students need a reading plan to help them allocate time to the three reading purposes.

A READING PLAN

It is wise to plan ahead each week, **but particularly for review reading**, which will save you time later when you have to write assignments and revise for exams.

Reading Plan

A reading plan will encourage you to schedule blocks of time, e.g. 40-50 minutes per topic, on selected days throughout the week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Time	Time	Time	Time	Time	Time	Time
Topic	Topic	Topic	Topic	Topic	Topic	Topic
Time	Time	Time	Time	Time	Time	Time
Topic	Topic	Topic	Topic	Topic	Topic	Topic
Time	Time	Time	Time	Time	Time	Time
Topic	Topic	Topic	Topic	Topic	Topic	Topic
Time	Time	Time	Time	Time	Time	Time
Topic	Topic	Topic	Topic	Topic	Topic	Topic
Time	Time	Time	Time	Time	Time	Time
Topic	Topic	Topic	Topic	Topic	Topic	Topic
Time	Time	Time	Time	Time	Time	Time
Topic	Topic	Topic	Topic	Topic	Topic	Topic
Time	Time	Time	Time	Time	Time	Time
Topic	Topic	Topic	Topic	Topic	Topic	Topic

STEP 3: BECOME A MORE SELECTIVE READER

- ◆ You are **not** expected to read set or recommended books from cover-to-cover. You are meant to read with a particular learning purpose in mind and refer to them selectively in your assignments.
- ◆ Don't be afraid to deviate from recommended texts. Some books are 'easier to read' than others (and it is worth asking yourself why that is). If you find it hard to grasp ideas presented in one textbook, try looking at another to compare how ideas are presented. If you find a particular text too difficult reading, you could find another more accessible text for you and start with this. You can then return to the recommended text once you have gained confidence from reading another book on the same subject.
- ◆ You may, for example, prefer books that illustrate ideas with pictures or graphics, to those that are more text based– there is nothing wrong with feeling like that! The important thing is to develop your understanding of theories, ideas and practices in a way that is best for you.
- ◆ If you are clear about your purpose for reading and what it is you want from a text before you start reading, you can then select the most appropriate source and concentrate on the part of this that will give you the information you seek.

The Internet is a very useful tool in being able to focus quickly and specifically on information that you need – providing you go to the right sites!

USEFUL INTERNET SITES FOR BUSINESS STUDENTS

BIZED (useful site for business studies students)

www.bized.ac.uk/

BIDS (academic publications)

<http://www.bids.ac.uk>

CAROL (Company Annual Reports Online): Annual report site with direct links for companies in Europe, Asia and USA; news on mergers and acquisitions and links to other sites.

www.carol.co.uk

DTI Publications (UK government)

<http://www.dti.gov.uk/publications>

Economist (magazine)

www.economist.com

Emerald (academic publications)
<http://fiordiliji.emeraldinsight.com>

European Union
www.europa.eu.int

Europages (a business directory covering thirty European countries; choice of languages and is searchable by company name or product/service).
www.europages.com

FAME (financial and other data from Companies House)
<http://fame.bvdep.com>

Financial Times (news and annual reports service)
www.ft.com

FreePint (range of useful Market Research resources, including featured articles, archive and student 'bar' for help on tricky research questions and issues)
www.freepint.com

HRM (links and guides for HRM in UK, USA, Canada and Australia)
www.HRMGuide.net

HSBC (Business Profiles: economic and business information for over 40 countries)
www.hsbc.com.hk/hk/bps

ICAEW (accounting publications)
<http://www.icaew.co.uk/library>

Ingenta (academic publications)
<http://www.ingentaselect.co.uk>

Institute of Fiscal Studies (UK taxation and economics)
<http://www.ifs.org.uk>

ISI Web of Science (citation index)
<http://wos.mimas.ac.uk>

JISC (academic publications)
<http://www.jisc.ac.uk>

Listed Companies (annual reports for listed companies in Europe and USA)
www.carolworld.com

National Statistics Online (UK government)
<http://www.statistics.gov.uk>

Mintel (market analysis)
www.mintel.co.uk

NISS (news, publications and other information and good links to academic libraries)
<http://www.niss.ac.uk>

OneLook Dictionaries (this checks over 150 dictionaries. It is very useful for finding definitions or summaries)
www.onelook.com/

Research-it: (useful for quotations, maps, language translations, definitions and for finding facts and figures on a wide range of subjects)
www.iTools.com/research-it/

Small Business Portal
<http://www.smallbusinessportal.co.uk/index.php>

Small Business Service (UK government)
<http://www.sbs.gov.uk>

Social Sciences Information Gateway (including business, economics and research methods)
www.SOSIG.ac.uk

UKOnline (UK government information)
<http://www.ukonline.gov.uk>

United Nations (news and publications)
<http://www.un.org>

WWW Virtual Library (useful links to business related sites)
<http://www.vlib.org>

STEP 4: BECOME A SMARTER READER

You can become a **smarter** reader by:

- reading the summaries or conclusions of chapters or articles first to gain an overview of a chapter- or even a book itself! For 'reveal' reading purposes (see page 4) sometimes, this may be enough to give you the **key point(s)** that you need.
- For other reading purposes, this initial review of summaries or conclusions will help you to gain an overall sense of the main points made by the author. This will help prepare you for the more thorough reading you will need to give to the text, as you will be mentally primed and prepared for the **key point(s)** that emerge in the text.

What are key points? Where do I find them?

Most books, articles and other well-written sources are broken up into paragraphs or sections. Within each paragraph or section you can try and identify the **key point**, which is the sentence or sentences upon which the others are built. If we take, for example, the following extract from an essay:

The **key point sentence** in the paragraph below is ... what?

The main advantages to employers of using the Internet for recruitment purposes are in the speed of operation, breadth of coverage, particularly if recruiting on a worldwide basis, and cost saving that can occur. Electronic advertising can quickly connect with job seekers in many different places that might not otherwise be contacted by more conventional methods. Small to medium sized enterprises too, find that they can compete effectively electronically with larger companies and can begin to attract high-calibre recruits to their web sites, which might not otherwise be the case with more traditional methods of recruitment. With regards to cost saving, it has been estimated that expenditure on newspaper advertising and 'head-hunter' fees dropped in the USA by 20 per cent as Internet expenditure increased (*Boehle, 2000*). On-line recruiting, if it is used effectively, is also estimated to cut a week off the recruitment process (*Capelli, 2001*). Large organisations, like L'Oreal and KPMG, use the Internet to recruit staff on both cost-saving grounds, and because they feel it increases their visibility and attracts high-calibre recruits. With KPMG, for example, the Human Resources staff were dealing with 35,000 paper applications a year, but decided to switch all their UK recruitment online from May 2001 to save time and printing costs (*Carter, 2001*).

The Key Point Sentence

The main advantages to employers of using the Internet for recruitment purposes are in the speed of operation, breadth of coverage, particularly if recruiting on a worldwide basis, and cost saving that can occur.

The first sentence tells the reader what the main advantages of using the Internet generally for recruitment purposes are. The other sentences in the paragraph build on this: by giving examples to support this opening statement.

Other Ways to Become a Smarter Reader:

1. smart reading is also about discovering the **right time** to connect with your energy levels. Some people find they read better early in the day, others prefer to read late at night
2. smart reading is also about knowing when to stop. It is often better to schedule short bursts of reading (40-50 minutes), rather than go on for long periods without a break. If you set yourself a relatively short time for any one period of reading, you then have to get on with it – and really concentrate on the topic selected! If you don't however, set yourself a time limit, you may be inclined to be less focused, lose your concentration and be open to distractions
3. distraction problems can also occur when the subject being studied appears totally removed from the 'real world'. To overcome this, one approach is to keep asking yourself '**how does this relate to real life?**' Try and connect the subject to the world about you and your previous work experience
4. listening to music while you read may help some students, but can be an irritant to others. There are however, music tapes, e.g. '*Music for Accelerated Learning*', that claim to help students read more effectively. The music is usually classical baroque, but slowed from its normal playing speed. It is claimed that the association of music with reading can help you recall later what you read (e.g. in exams).. The Effective Learning Officer has such a tape that you can borrow if you wanted to test these claims for yourself
5. if you are reading in preparation for a written assignment, it is wiser not to surround yourself with too many books, as this can create a pressure on you to read them all! It can be more effective to find one or two books and use these as your main source for other relevant reading on the assignment topic.

STEP 5: BECOME A MORE FOCUSED (AND FASTER) READER

Do you ever do one or more of the following as you read?

- a. **Mouth words or read under your breath?**
- b. **Keep going back over words just read to reassure yourself you understood their meanings?**
- c. **Stop reading frequently to check unfamiliar words?**

If 'Yes' to any of these, you may find the following ideas helpful to speed the reading process.

(a) DO YOU MOUTH WORDS OR READ UNDER YOUR BREATH?

If you mouth words you can only read as fast as you speak. If you try to stop doing this you may then find that your reading speed increases. Try the technique below to help train your eyes to follow more quickly a line of reading.

(B) DO YOU KEEP GOING BACK OVER WORDS YOU HAVE JUST READ?

Anxiety can cause students to re-read sentences to reassure themselves that they have understood. This can slow the reading process down and lead to frustration at the slow progress made.

One way out of this problem is to cover the text with an A3 or A4 card or sheet of paper with a rectangle, approx. 3" in depth, cut out about a third of the way down (see illustration on next page). The card or sheet is then placed across the item to be read and moved downwards over the text.

This will focus your attention on just the text exposed through the rectangular cutting.

The remainder of the page will then be covered and this can lower the temptation to look back or jump forward in reading. You can also slowly increase the speed in which the card or sheet is moved over the text. With practise, you will be able to speed your reading considerably. After a while, when your confidence and reading speed has increased, you can stop using this aid.

Use an A3 or A4 size sheet or piece of card and cut a rectangular piece from it, about a third of the way down.

This will allow you to focus and concentrate on a small section of text at a time. Keep the remainder of the text covered, and keep a downward momentum.

Resist the temptation to go backwards over something just read.

With practise, you can increase the speed you move down the page. This technique, combined with active reading techniques (see Section 5) can really help you increase both reading speed and understanding. This may seem a very 'low-tech' idea in a high-tech age, but it does work!

(C) DO YOU STOP READING FREQUENTLY TO CHECK UNFAMILIAR WORDS?

This is a common reading habit, but one that can also slow the reading process.

Many students who encounter unfamiliar or difficult words stop reading at that point and check the meaning of the word in a dictionary.

However, **it is often better to keep reading**, as you can often gain more information later from the text, which can then clarify the points you did not initially understand.

You could always underline words you did not immediately understand and if their meaning does not become clear from continued reading, you can check later.

A useful book to buy is a 'Dictionary of Business Terms' or 'Dictionary of Business', as these can give you a meaning for business jargon words that may not appear in any standard dictionary.

Reminder!

You will remember from Section 4 (*Become a Smarter Reader*), pages 11-12 that it is a better strategy to look quickly for a **key point or idea** in each paragraph, rather than reading texts word by word. The main ideas are usually supported by **primary words** in a text. These are words that play an important role in developing the key points or ideas in a text.

Focusing on Primary Words

As emphasised earlier, an important skill in reading is to be able to identify key points or ideas and primary words in reading. If you can try and isolate first the main point or points in any section of text, you can then try and pick out the words that support the main point(s) and try and give less attention to the rest. This can speed your reading and help you gain a sense of the subject matter more quickly.

Try the exercise on the next page.

Exercise

1. First read this piece fairly quickly and try and locate the main point or idea in it. The author, Andrew Northedge, presents some specific strategies for managing time, but what do you think is the **main point** of these strategies? There is a sentence in the text that highlight what Northedge believes is the overall point of them. Can you find it?
2. Then read the following extract again more slowly and try **crossing out words** that do not add much to our understanding of what this passage is about.

Take the booklists. How many books are students expected to read? How long should a book take? It took me so long to read just a few pages that I felt defeated when I looked ahead. Should I take notes? How many? What would I need them for?

I would sit in the library for a whole day, dipping into one book after another, often with glazed-over eyes. What was my purpose? How would I know when I had achieved it? By comparison I went to lectures gratefully – at least I knew when they started and finished. Although my lecture notes weren't up to much, I could tell myself I had accomplished something, which would bring down my anxiety level.

Much later I discovered I could learn a great deal from close reading of selected sections; that taking notes could sometimes be very satisfying and at other times was not necessary. The trick was to take control; to decide what I wanted to find out – something specific – and then work at it until I had taken in enough to think about for the time being.

Dividing big jobs into smaller sub-tasks helps to bring work under control, allows you to set targets and check your progress. There is so much pressure to be ambitious – to go for the long dissertation, to read the huge tomes. Yet achievement arises out of quite modest activities undertaken on a small scale.

(Taken from 'Schedule for Passing the Test of Time' by Andrew Northedge, 'The Guardian' 24/9/1991, reprinted with permission).

(See comments on this exercise on page 22)

Speed-reading

Speed-reading is the purported ability to read as many as 10,000 to 25,000 words a minute. For example, Howard Berg (1998) claims to be able to read 25,000 words a minute by reading- that's about 80-90 pages a minute!

However, the Woody Allen joke on speed-reading is perhaps an apt comment on such claims:

I took a speed reading course, learning to read straight down the middle of the page, and I was able to go through 'War and Peace' in twenty minutes. It's about Russia.

(cited by Williams 1989, p.26)

It is one thing to recognise the meanings of words – but another to really **understand** (and even enjoy or appreciate) the context in which those words are presented.

The basic idea of speed-reading however, is that you rapidly scan each line, focusing on the centre of the page, moving your eyes as quickly as possible down the page, never regressing, and picking out verbs and nouns.

But success in speed-reading is mainly determined by how fast a reader can recognise the meanings of the words on the page. These tend to be those who have an very good command of the language in which they are studying, and have developed the ability to differentiate between the meanings of same or similar words.

Speed-reading techniques have their role though, if:

- You want or need to skim quickly through a text to isolate something very specific from it

and

- You have already developed a good vocabulary and can differentiate between words spelt the same or in a similar way (for example between 'their' and 'there', or 'effect' and 'affect', 'practise' and 'practice').

But, as stressed earlier, a slower, more analytical and critical reading is often required. The speed at which you read for all purposes can certainly be increased, but for success in the academic world, the real trick is to know when to speed up and slow down! (See next page).

ADJUSTING THE PACE OF READING TO SUIT THE PURPOSE

You would not drive a car at one speed; you would adjust to the road conditions. It is the same with reading. There are times when you can and should speed up, and other times when you need and should slow down.



Speed up: when you scan text or notes to identify main ideas, e.g. in preparation for a lecture or tutorial, or to pick out key ideas in texts in preparation for a more detailed reading.



Steady on: a slower, more detailed reading is often necessary, for example to ensure you have understood lectures and tutorials, and to add to the knowledge presented by the tutor.

This is a key phase of reading, as it will save you time later when you have to prepare for assignments and revise for examinations.

STEP 6: BECOME A MORE ACTIVE READER

Active reading is about becoming more involved with what you read. One important way of getting involved is by **making** notes.

Making notes is different from **taking notes**.

Note **making** becomes then a more active experience, when you have to select what you think is relevant and important.

This is opposed to note taking, when you just copy down what you read in a book in an unselective way.

Note making means summarising or highlighting what you feel is important or relevant to note.

Students who make notes will often ask themselves:

- *Do I really need this information, if so, which bit?*
- *Will I ever use the notes? If so, when and for what purpose?*

Whether you make written notes yourself, or highlight what is printed, the principle of effective note taking is the same: look for the **main points in the text** (an example of a note-making sheet is shown on page 21).

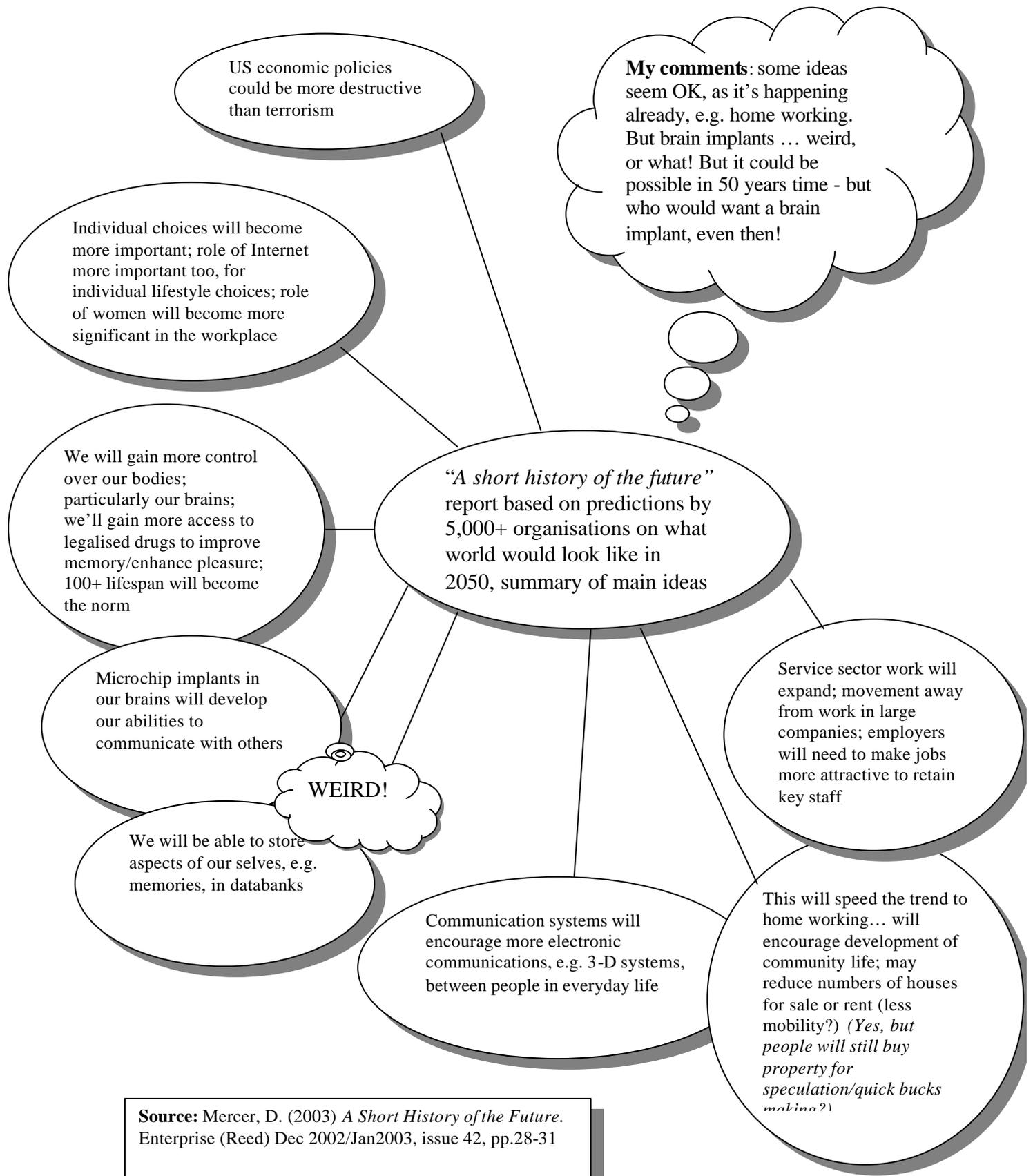
Students who make notes often add their own thoughts to the notes made. They may experiment with different note-making formats, including voice notes (see below) or visual forms of note making (see example on next page).

Voice Notes

Using a voice-recorder/Dictaphone to summarise the **key ideas** verbally can work well for some students, as it can help them concentrate on the reading and summarise **in their own words** what they have read.

The tapes can also be replayed in many situations away from library or allocated reading areas, e.g. listen while you exercise, drive or travel on public transport.

VISUAL FORMS OF NOTEMAKING (Example)



Source: Mercer, D. (2003) *A Short History of the Future*. Enterprise (Reed) Dec 2002/Jan2003, issue 42, pp.28-31

NOTE MAKING WORKSHEET

Title of publication

Date of publicationPublisher.....

Author(s)

Page number(s).....

Subject

Main points:

(Copies of this worksheet can be downloaded from the Effective Learning Service site on the School Homepage – see ‘Resources-Effective Learning Service’).

EXERCISE (From page 16)

The main point in this extract was to be found in the following sentence:

The trick was to take control; to decide what I wanted to find out – something specific – and then work at it until I had taken in enough to think about for the time being.

You may have noticed how the word 'control' recurred later in the extract, as the author looked at other ways that time could be managed – and put under his control.

Having gained an overview of the meaning of this extract, generally superfluous words can be discarded, leaving the main key words intact, as seen below

*..... booklists. How many books...expected to read? How long should a book take?
... took ... long ...to read ... a few pages ...felt defeated.... ... notes? How many? What ... for?*

I ...sit in the library for a whole day, What ... purpose? ... I went to lectures gratefully... I had accomplished something... would bring down ...anxiety ..

*I.. discovered .. could learn ... from close reading of selected sections; ... taking notes could... be satisfying ... other times ...not necessary. The trick ...**take control**; ...decide what ...to find out – something specific –...then work at it until I had taken in enough....*

Dividing big jobs into smaller sub-tasks helps to bring work under control, ...set targets ...check your progress. ...pressure to be ambitious ...Yet achievement arises ...modest activities ...on a small scale.

The important point of this exercise was to try and mentally isolate in the text the primary words (mainly verbs and nouns) that emphasised the main idea – of taking control of time. If try and identify the main idea first in any text, it gets easier for you then to mentally pick out the essential from non-essential information in the text.

References

Berg, H.S. (1998) *Speed-reading the Easy Way (Barron's Easy Way)*, New York: Barron's Educational Series.

Williams, K. (1989) *Study Skills*, Basingstoke: MacMillan.

FURTHER READING

The Effective Learning Service has produced the following workbooks for students:

1. *Return to Part-time Study*
2. *Return to Full-time Study*
3. *Accelerated Learning*
4. *20 Tips for Accelerated Learning*
5. *The First Semester (surviving the First Semester)*
6. *Time Management*
7. *Essay Writing (1) stages of essay writing*
8. *Essay Writing (2) planning and structuring your essays*
9. *Essay Writing (3) finding your own voice in essays*
10. *Report Writing*
11. *References and Bibliographies*
12. *Pass Your Exams*
13. *Your Assignment Results – and how to improve them*
14. *Presentations*
15. *Group Work*
16. *Introduction to Research and Research Methods*

(list current at October 2004)

These workbooks can be found in the School library, in the entrance to the Airedale Building, in the Emm Lane Building Reception area, and outside room 0.10 Airedale Building. You can also visit the School Home Page: 'Resources' – 'Effective Learning Service' – 'Workbooks' to download any of these.

In the School of Management and J.B. Priestley libraries, there is a study skills section at D.371.30281; most of the books recommended below can be found there.

Recommended reading:

Cottrell, S. (2003) ***The Study Skills Handbook***, London: Palgrave. *Contains lots of advice and information presented in a lively and visually interesting way. This is an excellent general study skills guide for all undergraduate or postgraduate students.*

Fairbairn, G.J., and Fairbairn, S.A. (2001) **Reading at University: a guide for students**, Maidenhead: Open University Press.
This book is one of only a few books currently in print that focuses on reading management and note-making; highly recommended.

Giles, K. and Hedge, N. (1998) **The Manager's Good Study Guide**, Milton Keynes: Open University.
A study skills guide written for business studies students and contains advice and information presented in a clear, readable and subject-specific way.

Lewis, M and Reinders, H. (2003) **Study Skills for Speakers of English as a Second Language**, Basingstoke: Palgrave MacMillan.
This book has some particularly helpful advice on improving and developing communication skills for university study.

Lowes, R., Peters, H., Turner, M. (2004) **The International Student's Guide: Studying in English at University**, London: Sage Publications.
This book is especially written with the needs of international students in mind and contain advice on building vocabulary, giving oral presentations, managing reading and coping with life as an international student; highly recommended.

SOME USEFUL STUDY TECHNIQUES INTERNET SITES:

www.support4learning.org.uk/education/key_skills.htm
This is a good all-round site for study skills advice and information. This site has good links with dozens of other study techniques websites, so it is a good starting point for you.

www.palgrave.com/skills4study *This is a study support site aimed at international students and has some excellent advice on coping with different accents and with lecturers who speak fast; plus advice on note taking and many other strategies for effective learning.*

www.leeds.ac.uk/ics/study.htm *Excellent advice and information on essay writing will be found on this site.*

www.bized.ac.uk/ *This is a study support site especially constructed for business studies students and contains useful course information and advice on developing effective study techniques.*