

Framework for Reading Academic Articles

<p>1. Clarify <u>Purpose</u></p>	<ul style="list-style-type: none"> - My purpose in reading this article is... - What do I need to know by the time I am finished? <li style="padding-left: 20px;">Set yourself <u>reading questions</u>. E.g. <li style="padding-left: 20px;">How did this area of research develop? <li style="padding-left: 20px;">What techniques were used? (Sometimes you will have general questions and sometimes you will have specific things you are hoping to learn.)
<p>2. Make use of your <u>background knowledge</u></p>	<ul style="list-style-type: none"> - What do I already know on this topic? - Who is the author? (What is their background? What other research have they done? What is their bias?)
<p>3. <u>Preview</u> for major content ideas</p>	<ul style="list-style-type: none"> - What can I learn from the Abstract? - What can I learn from the section Headings? - What can I learn from reading the first sentence of each paragraph? - What are the major findings? (Check the concluding paragraph.)
<p>4. <u>Read</u></p>	<ul style="list-style-type: none"> - Seek answers to your reading questions. - Are notable examples given? - Is significant proof provided? - Is reference made to other research that I should be aware of? (Make note of other researchers and their findings.)

LEARNING

DEVELOPMENT & SUCCESS

5. <u>Record</u>	<ul style="list-style-type: none">- Record key points relevant to your purpose.- A visual way of recording the key information would be...e.g. margin notes, selective highlighting, etc.
6. <u>Assess</u> and evaluate	<ul style="list-style-type: none">- Are there problems with the research?- Are there omissions?- Are there exceptions to the conclusions drawn?
7. <u>Reflect</u> and check your comprehension	<ul style="list-style-type: none">- Can I answer my reading questions?- What else might I need to know/apply?

Acknowledgement

EFL Academic Reading and Modern Technology: How Can We Turn Our Students Into Independent Critical Readers? Levine, Adina; Ferenz, Orna; Reves, Thea; TESL-EJ (Berkeley, Calif.), 2000, Vol.4 (4)