

ชุดวิชา 41902 ภาษาอังกฤษเพื่อการวิจัยทางนิติศาสตร์

กระบวนการอ่านงานเขียนภาษาอังกฤษ และ
เทคนิคการอ่านงานวิจัยทางนิติศาสตร์
ภาษาอังกฤษ

วันอาทิตย์ที่ 7 มิถุนายน 2563



ผู้ช่วยศาสตราจารย์ ดร. สาทิตา วิมลคุณารักษ์ อาจารย์ประจำสาขาวิชานิติศาสตร์



Reading is the **KEY** to learning

โครงสร้างการสอน

Step 1 Title

- The Benefits of Reading Skill

Step 2 Title

- Critical Reading

Step 3 Title

- 7 Reading Techniques

Step 4 Title

- Active Reading Strategies: Remember and Analyze What You Read

Step 5

- How to read primary resources?

Step 6

- Assignment

The non-critical reader

- Reads a text as a source for...
 - memorising facts & statements
 - repeating facts & statements
 - building a narrative around facts & statements without analysing validity, reliability or applicability

The critical reader

- **Reads a text as...**
 - **One interpretation of facts**
- **Recognises the importance of...**
 - **what** a text says
 - **how** the text evidences and portrays the subject matter

Critical Reading

“ Critical Reading involves understanding the content of a text as well as how the subject matter is developed. Critical reading takes in the facts, but goes further. “

<http://www.rimt.edu.au/studyandlearningcentre/>

Goals of critical reading

- **recognise author's purpose**
 - what is within the scope of their writing, and what isn't
 - what they are trying to do; does it match what you are looking for
- **understand tone & persuasive elements of the argument**
 - in contrast to the objective data and evidence
 - what are they trying to sell you; what are you actually being sold
- **recognise bias**
 - identifying patterns of choice of content and language (eg negative vs positive language, repeated omission or discounting)

Evaluating information

When reading critically you need to evaluate:

- **Relevance to the topic**
- **Authority of the author, publisher etc**
- **Purpose / Objectivity**
- **Presentation**
- **Methodology**
- **Currency**

The critical thinker

- **Reads a text as...**
 - **One interpretation of facts**
- **Recognises what a text says and does...**
 - **applies own knowledge & values**
 - **to evaluate and interpret a text's overall meaning.**

Critical Reading & Thinking

- **Is not about:**
 - **being negative or finding fault.**

- **It is about:**
 - **assessing the strength of the evidence and the argument presented**

7 Reading Techniques

- Scanning.
- Skimming.
- Active Reading.
- Detailed.
- Speed.
- Structure-Proposition-Evaluation
- Survey-Question-Read-Recite-Review.

1. Reading Technique-Scanning

- Scanning through the text is a reading strategy that is used for getting some specific points by looking at the whole text.
- For highlighting the important points of a book the readers can skim through the summary or the preface or the beginning and end chapters of that book.
- For example,
- This technique is used for looking up a name from the telephone guidebook.

2. Reading Technique–Skimming*

- This reading technique is used for getting the gist of the whole text lead. We generally use this technique at the time of reading a newspaper or magazine.
- Under this technique, we read quickly to get the main points and skip over the detail.
- It is useful in getting a preview of a passage before reading it in detail or reviving understandings of a passage after reading it in detail.

3. Active Reading Style*

- Active reading aims to get an in-depth understanding of the text. Under this technique, the reader actively involved with the text while reading it.
- Getting in-depth knowledge of the text at hand is not possible by reading to skim through or scan through the text.

4. Detailed Reading*

- This technique is used for extracting information accurately from the whole text. Under this technique, we read every word for understanding the meaning of the text.
- In this careful reading, we can skim the text first for getting a general idea and then go back to read in detail. We can use a dictionary to find the meaning of every unfamiliar word.

5. Speed Reading

- Speed-reading is actually a combination of various reading methods.
- The aim of speed-reading is basically to increase the reading speed without compromising the understanding of the text reading. Some of the strategies used in speed reading are as follows:
 - Identifying words without focusing on each letter;
 - Not to sounding-out all words;
 - Not sub-vocalizing some phrases;
 - Spending less time on some phrases than others;
 - Skimming small sections.

6. Structure-Proposition-Evaluation

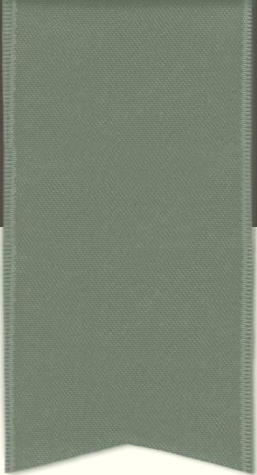
- This is an interesting reading technique suggested by Mortimer Adler in his book *How to Read a Book*.
- This reading technique is mainly applicable to non-fiction writing. This technique suggests reading as per the three following patterns:
 - Studying the structure of the work;
 - Studying the logical propositions made and organized into chains of inference;
 - Evaluation of the merits of the arguments and conclusions.

7. Reading Techniques: Survey-Question-Read-Recite-Review

- The process involves five different steps, which are as follows:
- **Survey**
The survey involves getting a quick idea of the whole writing piece. For example, reading the introduction or summary of a book will be enough to get an idea of that book.
- **Question**
We are not just reading the words or looking at the words but are actually trying to make out the underlying meaning of the text. So we should prepare questions in our mind and look for the answers while reading the text.
- **Read**
The reader should read selectively if they are looking for any specific.
- **Recite**
The reader should answer the questions in his own words using only the keywords that are required to sum up the complete idea.
- **Review**
The reader should review the entire things in his mind.
- **Reference:** [7 Reading Techniques for Increasing Learning & Knowledge Retrieved from https://www.iedunote.com/reading-techniques](https://www.iedunote.com/reading-techniques)

Reading Strategies





**ACTIVE READING STRATEGIES:
REMEMBER AND ANALYZE WHAT YOU
READ**

Choose the strategies of reading that work best for you or that best suit your purpose

- **Ask yourself pre-reading questions.** For example: What is the topic, and what do you already know about it? Why has the instructor assigned this reading at this point in the semester?
- **Identify and define any unfamiliar terms.** (Link to the next session of Dr.Wanwipa)
- **Get the main idea or thesis of the reading, and put an asterisk next to it.** Pay particular attention to the introduction or opening paragraphs to locate this information.
- **Put down your highlighter. Make marginal notes or comments instead.** *
- Every time you feel the urge to highlight something, write instead.
- You can summarize the text, ask questions, give assent, against the argument.
- You can also write down key words to help you recall where important points are discussed. Above all, strive to enter into a dialogue with the author.

Choose the strategies of reading that work best for you or that best suit your purpose.

- **Write questions in the margins, and then answer the questions in a reading journal or on a separate piece of paper.** If you're reading a textbook, try changing all the titles, subtitles, sections and paragraph headings into questions. For example, the section heading "The Gas Laws of Boyle, Charles, and Avogadro" might become "What are the gas laws of Boyle, Charles, and Avogadro?"
- **Make outlines, flow charts, or diagrams that help you to map and to understand ideas visually.** See the reverse side for examples.
- **Read each paragraph carefully and then determine "what it says" and "what it does."** Answer "what it says" in only one sentence. Represent the main idea of the paragraph in your own words. To answer "what it does," describe the paragraph's purpose within the text, such as "provides evidence for the author's first main reason" or "introduces an opposing view."
- **Write a summary of an essay or chapter in your own words.** Do this in less than a page. Capture the essential ideas and perhaps one or two key examples. This approach offers a great way to be sure that you know what the reading really says or is about.

Choose the strategies of reading that work best for you or that best suit your purpose.

- Write your own exam question based on the reading.
- Teach what you have learned to someone else!
- Research clearly shows that teaching is one of the most effective ways to learn. If you try to explain aloud what you have been studying, (1) you'll transfer the information from short-term to long-term memory, and (2) you'll quickly discover what you understand — and what you don't.
- [Referece](#)
- [Princeton University Active Reading Strategies: Remember and Analyze What You Read Retrieved from https://mcgraw.princeton.edu/active-reading-strategies](https://mcgraw.princeton.edu/active-reading-strategies)



HOW TO READ PRIMARY RESOURCES?

GUIDE TO READING PRIMARY SOURCES

What is a primary source?

Primary sources are those constructed by people who were actually there at the time of the event you are studying. For example, an 1865 newspaper account about the assassination of President Lincoln is a primary source. Primary sources may include but are not limited to: letters, journals and other items written by individuals; newspapers, magazines and other news sources; laws, statutes and regulations; and memos, reports and other records generated within organizations. A physical artifact, such as a piece of pottery excavated from an archeological site, can also be viewed as a primary source.

What is a secondary source?

Secondary source is one that compiles or analyzes information about events with which the author was not directly involved. A textbook is a secondary source, as are many articles in scholarly journals.

Why is reading a primary source different from reading a secondary source?

Reading primary source materials differs significantly from reading textbooks and other secondary sources. Very often, textbooks and other secondary sources will tell the reader what is important to remember from the text, and will organize the material specifically with the student in mind as the audience. In contrast, because the author of a primary source was not thinking of college students in the future as the most important audience for his or her work, s/he did not provide a road-map to the reader to highlight what is most important. Reading a primary source therefore puts more responsibility on the reader to extract from the text what is important.

How should I approach reading a primary source?

Learning is a process of hanging new information on a framework of knowledge that already exists in your mind. Before starting to read, ask yourself a couple of questions to help identify your framework.

- - What do I already know about this subject? –
- What do I want to get out of this reading?

WHILE READING: Try to think critically while reading a primary source.

- To do this, ask yourself the following questions:
- - What is the author saying?
- - What does the author imply?
- What does the author assume?
- - Is the argument valid? How does the author support the argument?

Technique: AFTER READING THE PRIMARY SOURCE

- Once you have read the material, take a few moments to reflect on it.
- Ask yourself the following questions: -
 - Can you repeat in a concise statement what the author's main argument was and how it was supported?
 - - Can you extend the author's argument to other circumstances?
 - - How does what you read change the framework you had in mind before you started reading?
 - - What questions remain that you want to explore in this class?
 - - If you were going to start a discussion about this reading, what questions would you raise?
- Referece. Office of Learning Resources, University of Pennsylvania
[https://www.vpul.upenn.edu/lrc/lr/PDF/primary%20sources%20\(W\).pdf](https://www.vpul.upenn.edu/lrc/lr/PDF/primary%20sources%20(W).pdf)

Assignment

- 1. You will get the relevant article to your doctoral dissertation.
- 2. Try using the skim reading technique.
- 3. Make a note of the vocabulary that you do not know.
- 4. Reflect the gist of the article.
- 5. Assess whether the article is useful in doing your doctoral dissertation or not.
- 6. How can you apply this article to your doctoral dissertation?