

## **SQ3R: A Useful Reading**

Students study books or articles to get information or pleasure. Reading may be a part of studying with a serious purpose like an examination in mind. Now the question is how to read? There are many effective ways and skills of studying. One of the most widely used study skills, which is also very useful in reading is the **SQ3R** Method. It was developed by Robinson in 1961.

**SQ3R** (S+Q+R+R+R) stands for the first letters of the five steps in reading a text. The Five steps are as follows:

1. **S** stands for **Survey**
2. **Q** stands for **Questions**
3. **R-1** stands for **Read**
4. **R-2** stands for **Recall**
5. **R-3** stands for **Review**

### **1. Survey:**

It means to get an overview of the reading material. Its aim is to discover the over-all meaning, general outline and main points of the

text. While reading a text, the student should use the skill of skimming. He should look at the headings to see the major points. He should also inspect the graphic aids such as maps, tables, graphs and pictures. For making a survey, he should use some other markers such as the title, the author's name his qualifications and background. A glance at the table of contents can give a summary of different chapters. Chapter headings, sub-titles, margin-titles can also help to understand the text. The date of publication can establish whether the book is modern or old.

## **2. Questions:**

After surveying the text, the student gains the general idea of the text. Now he should devise questions that may be answered in the text. This step gives the student a sense of purpose. Questions can be framed by rephrasing headings and sub-headings. If the writer himself has given some questions at the beginning or end of the text, they should be noted. At the third step of "Read", the student should see if the questions have been answered. The questions may be like these: Why does the author want to talk about this subject? How far can this information be useful for us? Has the author presented something new? Has he used examples to explain his points? Has he presented his material systematically?

## **3. Read:**

This is, in fact, intensive reading. The student should read the text with full attention. First, he should try to understand the writer's

main plan. Then, he should try to find the main idea in each chapter or section. He should underline them to consult later on. After the first reading, the text may be read second time. This will confirm whether the student has picked up rightly the main idea and the supporting details. The student should take notes during this careful second reading. At this third step, the student should try to find out the answers to the questions that he has framed at the second step.

#### **4. Recall:**

Literally 'Recall' means call back or remember. In this technique, recall means bringing back to mind what you have gathered from the text. As the student has completed reading, he tends to forget some parts of it. Recall is a sort of revision to consolidate what the student has read at the third step. In other words, at this step, the student makes a summary of the text. He should check on what he has learned. Recall helps the student to set the information in memory.

#### **5. Review:**

'Review' means the second examination or critical evaluation. This is the repetition of the steps the student has taken so far: surveying, questioning, reading, recalling. He should review the text and his notes to check if any important thing is not left out. It gives the student a unified vision of the text. It creates in him a critical attitude of mind.