

A Study of Speed Reading and Comprehension Aided by Prediction, Skimming and Scanning

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Abstract

Speed reading is a method of improving a reader's ability to read and comprehend a text quickly. To help students learn to accelerate their reading, the techniques of prediction, skimming and scanning were employed in this study. The findings show that the use of these techniques improved students' comprehension capabilities. The students in this study expressed positive attitudes towards the development of their skills, both in increasing reading speed and in motivating reading with a purpose.

Introduction

While the relevance of encouraging students to read more quickly may be questioned, observations by a number of researchers have highlighted areas where faster reading not only speeds up the examination of texts, but also assists in maintaining concentration and ultimately promotes comprehension of the text.

In 1990, Wennick Lillian wrote of the association between reading speed and concentration: Increased reading speed is usually accompanied by greater comprehension because reading faster forces the reader to skip unknown and nonessential words. The brain can concentrate better on the general meaning of the text which makes it easier to build up comprehension and retain information.

A further study stated that, when reading faster, the eyes cannot focus on every word; they must focus on groups of words at a time. This makes it much easier for the brain to reconstruct meaning (Mikulecky and Jeffries, 1998: 298). More recently, two researchers have highlighted the link between speed and physical factors associated with comprehension. Faster reading improves the reader's level of concentration because there is less cause for him/her to develop physical tension such as neck pain or a headache (Konstant, 2000). It can also improve the completeness of thought (Kurtus, 2001).

This study acknowledges that speed reading is not suitable for all texts. Poetry, complex technical materials, instruction manuals and other materials are densely constructed and are some examples where slower reading rates may be more suitable.

Before undertaking the study, a questionnaire was devised to ascertain from students the problems they were most likely to encounter when reading. The results of this survey were reinforced through teacher observation. Their major problems were as follows:

- Inadequate vocabulary to understand the text.
- Lack of reading strategies so that they read a passage word by word from start to finish.
- Attempting to aid comprehension by translating every word into Thai.
- Moving a pencil, vocalizing or following the text with their fingers while reading.

All these errors reduced the capacity of students to read faster. The objective of this study, then, was to test the link between specific speed reading techniques in the context of foreign language studies and the application of these strategies in the classroom situation.

Background to the three reading strategies

Either deliberately or subconsciously a reader will normally survey part of a text or illustration prior to actually reading the material in detail. This normal survey process is termed pre-reading. The process of pre-reading activates a number of functions in the reader. These include building an expectation and a desire or recognition of the need to read the text in more detail. Conversely, the reader may be influenced to pass over a particular text without further reading. Pre-reading efficiency is influenced by factors such as personal experience, background knowledge of the topic and other factors such as illustration and text lay out (Carrell and Eisterhold, 1988). Pre-reading may involve prediction, skimming and scanning.

Prediction

Hutchinson and Water (1987: 140) defines prediction as "a matter of using an existing knowledge of a pattern or system in order to anticipate what is likely in a novel situation". The application of prediction to a second language includes knowledge of discourse content, knowledge of the context and any knowledge available of L2 linguistic systems (Anderson and Lynch, 1988). In relation to comprehension, the readers relate what they already know to the new information. As mentioned by Vaughan and Estes (1986: 105), comprehension emerges from an integration of new understanding and prior awareness.

Making predictions about the content of a text can be aided by:

- Read the title of the text and any index or title of contents.
- Look at pictures, captions, illustrations, maps, charts or graphs. These frequently set a context for the subject matter.
- Read headings and subheadings which usually contain key words to help the reader grasp some of the content of the text.
- Examine obvious words in italics or bold print which may give further clues about the content.

Stimulating anticipation and knowledge can be helped by:

- The pre-reading phase of predicting the content of a text.
- Skim through the text, reading the beginning and end of a few paragraphs to further check interest or relevance.

To confirm key predictions, the student can:

- Read the summary, if there is one, to check initial predictions.
- Read the first paragraph to form a general idea about the context of the material.
- Look at some paragraph beginnings to form further ideas about the content of the text.
- Look at chapter summaries or questions at the end of sections to gauge areas of focus, the need for detailed reading and the likely suitability of contents.

Skimming strategies

This is the process whereby a reader reads quickly through a passage without concentrating on the details. According to McWhorter (1987: 55-63), three types of skimming may be employed to build speed.

The first type is “preview skimming”. The aim is to attain a quick impression of a text. A common method of this type of preview skimming is to read the first and last sentences of the first and last paragraph, and the first few lines of other paragraphs.

The second type of skimming is called “overview skimming”. Overview skimming is appropriate if one does not intend to read the material for the second time. It is more thorough than preview reading.

The third type of skimming is “review skimming”. The purpose of review skimming is to go back over material one has already read to review its main points. A good way to develop a general revision is to frame questions in the mind and skim with them as a reference.

McWhorter (1987) introduces the general process of skimming as a basic, step-by-step procedure which can be applied to different types of material. The procedures are as follows:

Read the title: The title contains the overall idea of the material and may give clues about the writer’s approach or attitude towards the subject. There are three major functions of titles. They intend to describe, to interest the reader and to provide an overview of the content of the article.

Read the introductory paragraph: The introductory paragraph often contains significant background information and introduces the subject of the text. There are three major functions of an introductory paragraph. It enhances interest, it provides background information, and finally it establishes a context for the subject.

Read the headings and subheadings: The headings and subheadings form an outline or list of topics covered in the material.

Read the first sentence of each paragraph: Each paragraph usually contains a topic sentence, which states the main idea.

Read the remainder of the paragraph: This strategy allow the reader to quickly glance through the paragraph and pick out words that answer who, what, when, where and how much about the main idea in the paragraph.

Read the title or legend of graphs, charts, or diagrams: The title or legend of graphs, charts, or diagrams may emphasize important events, ideas or relationships.

Read the last paragraph: The last paragraph often gives a conclusion or summary of a passage. It may contain the main points of the entire passage.

Scanning strategies

Scanning is a reading skill that allows the reader to locate specific information quickly and to reinforce comprehension. When scanning the reader has a general idea before beginning the process concerning what sort of information is being sought. The purpose of scanning is to locate specific information (Williams, 1984).

Procedures for scanning include:

- Think of a clue before starting to read. Use clue words based on the ideas you have already generated in your mind, then look for those key words in the text.
- Move your eyes across the paragraphs as quickly as possible until you find the key words (a word or words you want to find).
- Examine the information around the key words in the text and selecting the appropriate information.

Overview of research methodology

In this study, a group of undergraduate students were instructed in the three basic strategies of speed reading and comprehension, while another group of students with similar skills, age and cultural background received no instruction. The reading skills of the two groups were then compared. The students' comprehension, their ability to read an article within a time limit and their attitude towards reading were compared.

Subjects and materials

The subjects in this study were second-year undergraduate English major students. They were all Thai. Their ages ranged from 18 to 20. Both groups of students studied the same course, Reading I. Each class comprised 37 students. They were a homogeneous group because they were the same age and they had passed three compulsory foundation English courses. The first group was given no training (treatment) in reading strategies. The second group was instructed in the three reading strategies discussed above. Group 1 was called the group without treatment. Group 2 was identified as the group with treatment. To comply with class schedules, the morning class comprised Group 1 and the afternoon class made up Group 2. The instruction lasted one hour. The handouts that were used in this study were taken from various newspaper and magazine texts. The researcher selected articles with had the same level of difficulty. Comprehension questions for each exercise were composed by the author.

Research instruments

In order to evaluate if the techniques of making prediction, skimming and scanning were of benefit in overcoming the reading obstacles identified by the students, along with helping reading speed and comprehension, the two groupings of students received different treatment. The following research instruments were used:

Reading comprehension exercise: The five reading comprehension exercises which the students did while reading the passage were used as one source of data to test students reading comprehension. Each exercise had similar types of questions, which were the commonly identified wh- questions with four multiple-choice answers. The comprehension questions for each exercise aimed to test the students' abilities to use prediction, skimming and scanning strategies to understand the general idea of the reading passages. Multiple-choice answers were selected to ensure that students spent the majority of their time reading rather than writing answers. The time limit for

students to read the text and do the exercise was 15 minutes. The number of correct answers was used to measure of the level of the students' reading comprehension. The mean score provided information on students' reading abilities to comprehend the material.

The questionnaire: A questionnaire (see Appendix 1) was used to obtain students' reaction towards using prediction, skimming and scanning strategies to help them improve their speed reading and comprehension. The questionnaire was distributed to the students after each experimental teaching session. There were four questions:

Question 1 sought the students' opinions on the effectiveness of using the strategies.

Questions 2 and 3 were concerned with students' attitudes towards prediction, skimming and scanning strategies and the problems they encountered.

Question 4 asked the students to indicate whether they could finish reading the passage within the time limit.

The semi-structured interview: To provide further support, eighteen students were randomly selected for interviews at the end of the experiment. Students were asked for their opinions on whether the prediction, skimming and scanning strategies could develop their comprehension and speed reading and whether they liked the prediction, skimming and scanning strategies.

Instructional procedures

According to the class schedule, the morning class (Group 1) underwent the experiment without treatment and the afternoon class (Group 2) underwent the experiment with treatment. An example of the procedure was as follows:

Stages	Group 1	Group 2
1. Teacher pre-taught new vocabulary from the reading passage.	✓	✓
2. Teacher introduced the prediction strategy by asking students to look at pictures, read headings and make predictions about the content of the text.	×	✓
3. Teacher introduced skimming by asking students to read the title, the introduction, subheadings, italicized marginal notes and conclusion.	×	✓
4. Teacher asked the students to scan the text in order to obtain specific information.	×	✓
5. Teacher asked the students to read the article and do the exercise.	✓	✓
6. Students completed the questionnaire.	✓	✓
7. Teacher interviewed the students.	✓	✓

Note: An example of how the strategies were taught is outlined in Appendix 2.

Findings from the application of the three research instruments

Data from the reading comprehension exercises

Five reading exercises or units (see Appendix 3) were read by both groups of students in the allocated time limit of 15 minutes. To reiterate, Group 1 had received no instruction in speed reading strategies, while Group 2 had been instructed.

Comprehension was measured by the number of correct answers from each group, relating to each of the five reading units. Then the mean values obtained from the two groups were calculated for each exercise, as presented in Table 1.

Unit	1	2	3	4	5
Group 1 (control)	6.02	6.48	7.16	5.16	7.21
Group 2 (experimental)	8.89	9.00	9.08	7.94	9.28

Table 1 The mean values for the five exercises for the two groups.

From the mean-value of each exercise presented in Table 1, the mean-value of the five units of the two groups with and without treatment were calculated as follows:

Experiment	Group	Number of students	Mean	S.D.	T-value	
Unit 1	1	37	6.02	0.927556	- 12.27 (p<0.05)	*
	2	37	8.89	1.074549		
Unit 2	1	37	6.48	0.960949	-11.18 (p<0.05)	*
	2	37	9.00	0.971825		
Unit 3	1	37	7.16	0.957819	-7.94 (p<0.05)	*
	2	37	9.08	1.115008		
Unit 4	1	37	5.16	0.986394	-14.23 (p<0.05)	*
	2	37	7.94	0.664411		
Unit 5	1	37	7.21	1.003747	-9.44 (p<0.05)	*
	2	37	9.27	0.862768		

Table 2 Comparison of the mean values relating to reading comprehension.

Table 2 shows that the mean values recorded from the five units of reading is higher in Group 2 (with treatment) than the values recorded in Group 1 (without treatment). The T-tests on the mean values of the two groups show significant differences. We can posit from the results that speed reading techniques can help students comprehend texts more easily within a limited time. It should be noted that the mean values of the two groups for Unit 4 – "Do Mobile Phones Makes You Stupid?" – was lower than the mean value of other units. Students said that they did not have any background knowledge about the content of this topic, so it was quite difficult for them to understand the reading passage. Moreover, there were many technical terms in the text that they did not know, and this may have been a contributor to the lower result for this unit.

Data from the questionnaire

In the first three questions, students were asked about their attitudes towards using speed reading aided by prediction, skimming and scanning. Those from the treated group expressed favorable attitudes. Some quotes from students are as follows.

"It helps me to read faster because I don't need to read and understand every word but I try to guess the meaning from the context and ignore unknown words."

"I have some knowledge about this topic (First Aid Treatment) so it is very easy for me to read and understand the passage."

"I think that the reading passage about "Burnout" is very interesting and I want to know more information about it. Therefore, I pay more attention to read it."

"I liked the article about scuba diving because I can scuba dive, so I read it attentively to find more information."

"As I have to practice reading the article nearly every period with the time limit for 15 minutes, I think I spend less time in reading than before."

An example of the difficulties all the students found with the technical language in unit 4 is expressed in this quote:

"There is too much difficult vocabulary in this passage. (Do Mobile Phones Make You Stupid?). I don't know what it means and I can't guess the meaning from the context."

Question 4 was designed to measure the percentage of students who were able to finish each reading unit and complete the accompanying exercise with the time limit of 15 minutes. Findings are shown in Table 3.

Experiment	Group	Percentage of students who could finish within the time limit	Percentage of students who could not finish within the time limit
Unit 1	1	67.56 %	32.43 %
	2	89.18 %	10.81 %
Unit 2	1	70.27 %	29.72 %
	2	91.89 %	81.08 %
Unit 3	1	75.67 %	24.32 %
	2	100.00 %	0.00 %
Unit 4	1	59.75 %	40.54 %
	2	83.78 %	16.21 %
Unit 5	1	81.08 %	18.91 %
	2	100.00 %	0.00 %

Table 3 Comparison of reading speeds between group 1 (without treatment) and group 2 (with treatment)

Table 3 shows the students in group 2 (with treatment) could read the passages more quickly than the students in group 1 (without treatment). In all five reading units the percentage of students from group 2 completing the reading and the exercises within the time limit is higher than the percentage for group 1. We can posit that prediction, skimming and scanning can assist students' skills in reading texts within a limited time.

The data from the semi-structured interviews

The results of the semi-structured interviews showed that most students had positive attitudes towards the strategies of speed reading. Students in the treated group identified the strategies taught to them as useful strategies which enabled them to improve their reading comprehension while also developing their speed reading ability. The following are some quotes from students' attitudes towards using speed reading aided by prediction, skimming and scanning strategies:

"Pre-reading questions can activate my background knowledge of the subject. I try to assimilate the knowledge that I already know with the new knowledge in order to make sense of the text."

"Pre-reading questions can stimulate my interest in the topic and it alerts me to make predictions and to check my predictions."

"I like the pre-reading phrase when the teacher asks me to look at the picture, read the title and make predictions. I think it is a good technique and it is very interesting. It motivates me to read the article with a purpose."

"I like the way the teacher teaches us to find key words from the reading passage. Key words really help me to get the general idea of what the passage is about and the method helps me to read and understand the passage more quickly."

Discussion and practical applications

The data obtained from all three sources indicate that speed reading aided by prediction, skimming and scanning facilitated the students' abilities to comprehend the texts and to read faster. In the researcher's view, these proved in the study to be useful techniques in helping the students in the treated group to understand reading passages more quickly and easily.

It is acknowledged that the results collated from this study prove only short-term effects of the application of speed reading and comprehension techniques. Long-term sustainability could not be measured. However, there is a probability that once students are convinced of the benefits of the techniques, at least some will continue to apply and further develop their reading skills in this way.

From the qualitative data presented above, there appear to be three key factors influencing the ability to read and comprehend quickly:

1. Background knowledge

Background information about the themes of the reading passage can help the students develop understanding and give them a chance to make predictions when they read. This is an indicator that background knowledge facilitates the learning and retention of new material. As stated in Nunan (1985), "the familiarity with the content and background knowledge of the topic has an important effect on levels of comprehension".

From the reading comprehension exercise results, the mean score of Unit 3 – "First Aid Treatment" – measured from the two groups was very high because the students had some background knowledge of the content of the reading. Thus, they could read and understand the passage more quickly and easily. Irwin (1986: 102) states that, "comprehension simply cannot take place when nothing is already *known* because then there is nothing to which the readers can link the *new*". Also, it can be inferred that using prior knowledge could guide students' understanding.

Both the literature and my observations reinforce the fact that it is important for the teacher to recognize that students may need a degree of background in a topic in order to read quickly and with comprehension. Activating students' background knowledge, before reading about a specific topic, will be beneficial in the way that it puts them on the right track from the beginning.

2. Knowledge of vocabulary

The results from the questionnaire and the mean value for Unit 5 – “Do Mobile Phone Make You Stupid” - indicate that knowledge of vocabulary is also important as a factor in reading. When students are faced with difficult vocabulary, they have to struggle to understand the meaning of the sentences. This makes it more difficult for them to get the meaning from the text. Nevertheless, the study demonstrates that in order to enhance reading comprehension, teachers need to determine which words the students need to know, pre-define these words and introduce techniques that can help students develop their vocabulary. The more vocabulary the students know, the faster the students are able to read and understand the text.

3. Motivation

To help to prepare the students for the reading exercises in this study, the teacher asked questions about the main topic to focus the students' attention and to require them to make predictions about the subject matter in the text. From the study it was noted that students who made predictions and who were actively involved in the topic later paid more attention in reading the text in search of additional and specific information. The need to check their predictions motivated the students to read with a purpose and, when they had a specific purpose in reading, they found concentration easier. According to observations in the study, motivating the students to read also aided their concentration. This, in turn, made understanding easier and quicker. Butler (1986) states that motivation and concentration are important factors in comprehension.

Conclusion

Speed reading techniques, namely, prediction, skimming and scanning, helped the students in this study achieve reading comprehension within a limited time frame. This improvement was demonstrated when the reading skills of students who had received specific instruction were compared to the skills obtained from a matching group of students who had not received instruction in the techniques. The research also suggests that general background knowledge, existing or pre-taught knowledge of vocabulary and teacher-stimulated or background enthusiasm about a reading topic, influenced the students' abilities to read and understand a text quickly and easily. It may be concluded that the application of the speed reading techniques can help students to read attentively and purposefully. The positive responses recorded from those students who used these techniques may be regarded as an indicator that at least some regard the methods taught and tested as useful skills.

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Appendix 1: The questionnaire

The purpose of this form is to understand your attitudes towards a study of speed reading and comprehension aided by prediction, skimming and scanning. The information obtained will be useful for improving the teaching.

Date _____ ☐ Group 1
Unit _____ ☐ Group 2

Instructions: Please complete the information

1. Can prediction, skimming and scanning strategies help you comprehend the reading text? If yes, in what way? If not, please explain.

2. Do you like prediction, skimming and scanning strategies?

2.1 The reasons that you like these strategies.

2.2 The reasons that you don't like these strategies.

3. Problems that you encounter in making predictions, skimming and scanning.

4. Could you finish reading the passage and doing the exercise within 15 minutes?

☐ Yes ☐ No

Appendix 2: An example of teaching procedures

Unit 5 (Burnout).

Objective: To develop students' ability to comprehend the main idea of a reading passage using prediction, skimming, and scanning strategies.

Anticipated problems:

Students will try to read every word instead of skimming for main idea and scanning for specific information.

Solutions:

Set a time limit which makes it impossible to read every word. Elicit from class a strategy which will allow them to grasp the main idea of the passage within the allowable time (skimming).

For example:

T: Is it possible to read every word of this passage in three minutes?

Ss: No

T: Well, then, how can we find the main idea of the passage without reading every word? What part should we read first?

Ss: First paragraph because that's where the main ideas are.

T: OK. What's this called?

Ss: Skimming

T: How can we find specific information?

Ss: Read questions to find key words.

T: Move your eyes across the paragraphs as quickly as possible until you find the key words. Then examine the information around the key words in the text. Then you will get the answer. What is this called?

Ss: Scanning.

Appendix 3: Sample reading comprehension exercise

Unit 5: When Work Gets To Be Too Much

1. If you hate your job, you may be in burnout - - physical, emotional, and mental exhaustion. Here's the good news.

2. What happens when motivated, committed, bright people choose a career because it promises a lifetime of satisfaction, and to give their lives meaning - - only to find several years later that the stress seems to be unrelenting? These top performers are prime candidates for burnout.

3. Burnout is physical, emotional, and mental exhaustion caused by long - term involvement in stressful and emotionally demanding situations, combined with high personal expectations for one's performance. It happens when work loses its meaning, and the ratio of stress to rewards leans heavily toward stress.

4. Some theorists contend that all jobs have three stages - - which they call the "learn - do - teach" cycle of work. In the first stage, you learn your job - - the skills, tasks, demands, and politics of a job function. This period is typically very stressful, but people handle the stress well because they are challenged and excited by the new job. They feel rewarded by seeing the results of their growing mastery of the position. The length of time they stay at this stage is determined by the complexity of the job, the knowledge they have, and the available learning and support sources.

5. Then they move into the “do” phase - - they “just do it” every day and feel a sense of satisfaction in getting the job done well. If the rewards are adequate, and stress and frustration are kept to tolerable levels, people can stay in this part of the cycle for a very long time.

6. Eventually you learn all that you can about your job. It becomes important for you to pass on your knowledge and skills to others - - to teach - - so that you can move on to something else, learn something new, and repeat the learn - do - teach cycle with all of its excitement and rewards.

7. If you are prevented from moving on to learning new things, or if stress and frustration continue at high levels, the symptoms of burnout can creep into your working life.

8. Sometimes the symptoms of burnout can be missed and attributed to other situating stresses or life changes. But close examination reveals the three sides to burnout:

9. Physical exhaustion. It is characterized by fatigue, nausea, muscle tension, changes in eating and sleeping habits, and generally a low energy level. Probably the first symptom most sufferers notice is a general malaise with no apparent cause. Sometimes people say, “I don’t know, I just get so tired by lunch or early afternoon.”

10. Emotional exhaustion. This is expressed as feeling frustrated hopeless, trapped, helpless, depressed, sad and apathetic about work. People say they feel that their “soul is dying” or report frequently feeling irritated or angry for no specific reasons. The scariest part is when they just don’t care anymore about parts of their job that were really important to them earlier in the cycle.

11. Mental exhaustion. Sufferers are dissatisfied with themselves, their jobs, and life in general, while feeling incompetent or inferior - - even though they are not any of those things. Over time, mental exhaustion causes people to see customers, clients, or colleagues as sources of irritation and problems rather than as challenges or opportunities. They also tend to believe that there is something wrong with themselves because the work that once gave them such pleasure has gone stale. Then they add self - blame to the mental exhaustion.

12. It is important to understand two things about burnout. First of all, the root cause does not lie within the person suffering from it. The biggest cause is a dysfunctional work environment that permits unrelenting levels of stress, frustration, and pressure for long periods of time, yet offers few rewards to people for putting up with all of that.

13. Second, if we subscribe to the learn - do - teach cycle theory, there is the potential that burnout can occur several times during our working lives - - as we master each new job function we are given.

14. To conquer burnout, there are two fronts for attack. First take a hard look at the work environment. chronic work overload, dead - end jobs, excessive red tape and paperwork, poor communication and feedback, lack of rewards, and absence of a support system are all major contributors to burnout.

15. Second, because we all will go throughout the learn - do - teach cycle several times during our working lives, we can employ coping strategies to counteract an unhealthy work environment:

16. Understand your personal work and stress reaction styles. If we work to understand our reactions more completely, we can learn to identify behavior patterns that are no longer working effectively. Thus, we can go about changing those patterns.

17. Reassess your values, goals and priorities. Unrealistic career goals lead to frustration and disillusionment. Most of us set vague career goals for ourselves early in our lives, and we never stop to see if they are still appropriate. We may be operating under goals that no longer make sense for us, or priorities that are not important anymore. Take a good look at what you want, where you are going, and how to get there.

18. Compartmentalize your life. Segment the different parts of your life: work, home, community, and so on. Focus on each compartment when you are in it; don't think about it when you move on to another compartment. For example, immerse yourself totally in your job when you are at work, but leave it behind when you head for home. People who let work and non - work stresses overlap tend to have higher rates of burnout.

19. Build a social support system. We need many kinds of friends and colleagues. We need people who: will listen to us vent our words, thoughts, and actions; are knowledgeable in our field and can give us honest praise and criticism when we need it; will back us no matter what; share our interests, values, views, and priorities; and provide us with a reality check when things get crazy.

20. If you think you are experiencing burnout, take heart. It does not have to be devastating; it can be growth - promoting. You can survive and come out happier, healthier, and stronger. Burnout is simply an opportunity for change, and it is up to you to take advantage of it.

Source: Leatz, Christine A. and Stolar, Mark W. 1994

COMPREHENSION QUESTIONS

Choose the best answer.

1. This passage is about
 - a. stress
 - b. burnout
 - c. bad working conditions
 - d. overworking
2. Burnout is.....
 - a. motivation, commitment and satisfaction
 - b. dissatisfaction
 - c. physical, emotional and mental exhaustion
 - d. stress and demands
3. According to the article, which of the following statements is not true?
 - a. Burnout is caused by long-term stress and emotional demands
 - b. High personal expectation can be a cause of burnout
 - c. Stress and frustration are interrelated
 - d. When work loses its meaning, stress may increase
4. Theorists divided jobs into three stages. Which stage is considered to be the most stressful, but people handle the stress well?
 - a. Learning
 - b. Doing
 - c. Teaching
 - d. All of the three stages
5. What is usually the first symptom noticed by sufferers of burnout?
 - a. Changes in eating and sleeping habits
 - b. Sleeplessness
 - c. General malaise, with no apparent cause
 - d. Muscle tension
6. What is the most frightening symptom for people who suffer from emotional exhaustion?
 - a. They feel permanently frustrated
 - b. They feel alienated from their job
 - c. They worry about overworking
 - d. They don't care about the job that used to be important to them

7. A sufferer from mental exhaustion is usually dissatisfied with
 - a. his / her home life
 - b. bias shown by his / her boss
 - c. everything in general in his / her life
 - d. his / her working environment
8. Which of the following is not a major contributory factor to burnout?
 - a. Chronic disease
 - b. Poor communication skills
 - c. Absence of a system of support
 - d. Excessive red tape and paperwork
9. Which of the following categories are most susceptible to burnout?
 - a. People who work hard
 - b. People who work to deadlines
 - c. People who work mostly at home.
 - d. People who let work and non-work related stresses overlap
10. What is the author's attitude towards burnout?
 - a. A devastating experience
 - b. A disadvantageous experience
 - c. An opportunity for change
 - d. An opportunity for promotion

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