



“Taking Down the Myths and Removing the Barriers”

Why You Can Triple Your

By David Hinton

As you look around the web, you can find thousands of sites that are trying to sell the idea of speed reading. You can find these ideas ranging in price from \$19.99 all the way up to hundreds of dollars. One might ask what the difference could be in these programs, and what makes one any better than the other. Perhaps a little personal history lesson could help.

I used to dream about being able to read faster. I loved to read, and thought that it would be nice to be able to read more material and get more knowledge by reading faster. I saw an interesting machine advertised in a catalog.

The ad said I could read up to two or three times faster if I used this machine and method. I was excited about it and ordered the machine. When it arrived I found myself fascinated with the box that housed the motor, and the cross bar that went through the middle of the machine. The method was to put your book under the bar and start the motor and the bar would move down the page at a steady pace.

You could set the speed of the bar so that it went faster down the page as you increased your reading speed. I found that it helped me, but in order for me to read faster, I had to have the machine with me everywhere I went. Most of the time it was burdensome to carry it around with me. Also, the bar had a limit of how fast it would move, and so I could never read faster than the top speed of the bar. I soon lost interest and went back to reading normally. However, I found that I could read about a hundred words faster than before, so the program worked for me.

I talk to many people who have taken speed reading classes, and many of them say that the class either did them no good, or that they learned to read fast but lost comprehension. Some say that speed reading is just a way to learn how to skim over the material. In each case, the analysis is correct. I have found that many speed reading courses focus solely on teaching speed while ignoring comprehension, or they give techniques for skimming information to pull out the most important pieces of information.

THE TRUTH

The truth is that speed-reading, if done correctly, will not only teach you how to read faster, but will help you pull out **all** of the important material **without skimming**. In this e-book you will learn about the four big myths about speed reading that keep some people from even attempting to learn it. After that, you will learn about the three main barriers to efficient reading. You can improve your reading fluency JUST BY READING AND APPLYING WHAT YOU LEARN IN THIS E-BOOK!

The Myths About Speed Reading

Myth # 1:

People Read Words

Slow readers believe that it is important to look at every letter in a word to be a better reader. When you learned how to read, you started by learning the letters and what they sound like. You then pieced these letters together to make words and learned their meaning. This is where most people stop when it comes to reading, but your mind doesn't stop there. Think about it, you moved on in your learning to pair words together to make phrases, phrases together to make sentences, sentences together to make paragraphs, paragraphs to make stories, and so on.

Why would you stop at reading individual words? Fluency in reading, as in speaking, requires a natural pairing of words, phrases, and sentences to create meaningful chunks of differing sizes. The article below clearly demonstrates that the brain is capable of decoding and making sense of words regardless of the order of the letters.

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Azanmig huh?

Myth #2:

Slow Reading = Higher Comprehension

Slow readers believe that it is easier to concentrate when reading slowly. Actually concentration is not a matter of willpower but a matter of reading at the proper speed. Think about what takes your comprehension away when you are reading at your normal rate. Typically people report that they get distracted in their thoughts and their mind wanders off to other things. There you are reading along and suddenly you think, “Wait a minute, what did I just read?” When the material you are reading is coming too slowly to engage you, your mind figures it can do something else with little risk of losing anything. It is hard to concentrate when things are happening slower than the speed of your thoughts. Comprehension has a lot more to do with concentration than it has to do with speed. Reading at a rate that more closely matches the speed and capacity of your mind allows you to shut other distractions out more effectively.

Myth #3:

Slow Reading = More Enjoyment

I would like to make a distinction here between slow reading and fluent reading. Reading words tends to be choppy and unnatural – nobody speaks that way or thinks that way. Slow readers believe they appreciate what they read more than fluent readers. Quite the opposite is true! Fluent readers have a better appreciation of what they read. They have the ability to lift the words off the page and create their own movie. That's why most people enjoy the book version more than the movie! Consider for a moment just how much you might enjoy a story as read to you by a beginning reader with all of the pauses, hesitations, and sounding out of the words. Now compare that image to listening to a polished storyteller who fluently paints a picture with the words and phrases.

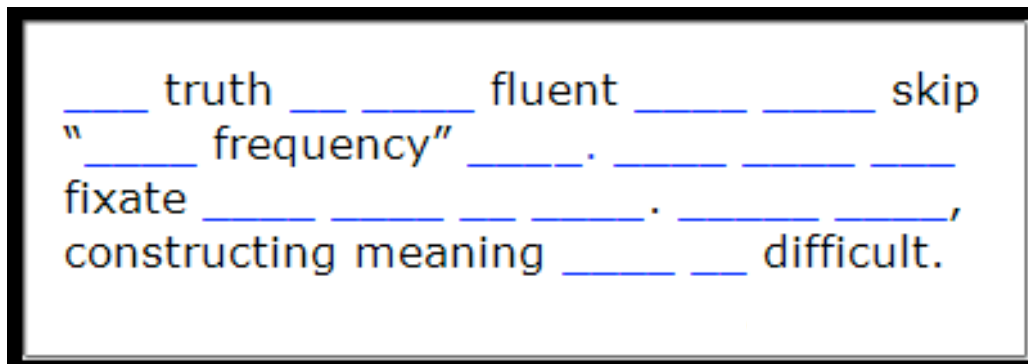
I was an elementary school teacher for many years, and found that each year I would have readers come into my class that were very fluent, and readers that could barely read one word at a time. The comprehension of the fluent reader was much better generally than the slow reader. The one common factor that enabled students to read with great comprehension whether slow or fast was their understanding of vocabulary. However, the slow readers tended to forget what they had read much more than the fluent readers.

Suppose that you could read much faster, and could experience all of the effects of watching a movie. Perhaps you could take the time to let your mind expand even further. What if you could read fast enough you felt you were part of the book, that you were actually living what you were reading. That is actually a possibility if you read fast enough.

Myth #4:

Reading Faster = Skipping Words

Slow readers believe that fluent readers skip non essential words (at, in, the...) in order to read fast. The text below shows how it is impossible to get the meaning of text without at least seeing every word.



You can see from the chart above that without reading every word you would miss much of the meaning. You should know that most of the excuses given by those who don't know how to speed read are excuses made out of ignorance about reading fast. Even many of those who have had speed reading classes and have had some success, but not enough to be pleased with their progress have erroneously claimed that speed reading doesn't work. If you were to look at the simple facts, or their record, you would find that they didn't put the required time into learning what they needed to learn, or that they had unrealistic expectations about what it would mean for them to become speed readers.



Think about this analogy: If you were to get into a nice car and go serenely down the road at 50 or 60 miles an hour you would get the feeling that you were seeing the scenery. It might be going by fast, but you are taking it all in. Now, if you were to slow down to 30 miles an hour you would feel that you're seeing scenery longer, but perhaps you feel that it is coming too slowly. You certainly see it all. Now, suppose you take that same car and go 100 miles an hour. The scenery is coming at you at an incredibly fast rate, but you still see all of the scenery. However, if you slow back down to 60 miles an hour, the scenery you thought was going by fast at 60 is now going much slower to you and you are picking up much more detail. In each scenario you are seeing everything, just at a slower or faster pace.

Now you might say, but that is comparing apples to oranges. Perhaps, but the message is still the same. Words are certainly much smaller than scenery, but within the framework of those words is a great deal of scenery to view and enjoy.

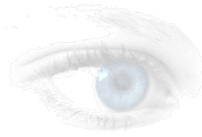
The truth is that fluent readers don't skip "high frequency" words. They just don't fixate their eyes on them. Without them, constructing meaning would be difficult.

(This is the chart from the last page. See how much you would have missed. Each of the words in blue are very high frequency words that you see all the time. Even with that being the case, you could not read the sentence well if those words were left out.)

Part 2

Now, let's take a look at a few barriers that keep us from reading fast, as well as comprehending all that we could comprehend.

Barrier #1



FIXATION



Your body comes equipped with some very sophisticated equipment. Your eyes are analogous to a high quality camera. They can see an unbelievable amount of things at incredibly fast rates. However, when you were learning to read, you had to first become acquainted with the letters and sounds of those letters, then put the letters in certain sequences to get words that you could understand. You learned to read those words one word at a time. See....Dick....Run. You said them slowly at first, then faster, and eventually could say “See Dick Run.”

In reality, the difference between a slow reader and a fluent reader is, the slow reader is still reading one or possibly two words at a time. Their eyes are stopping or fixating on one or two words, taking a picture, then reading them. The fluent reader's eyes take a picture, or fixate on a larger number of words and then read them all together. The more words the eyes can take in at one time to **fixate** on will determine how many words you can read quickly. One way to think about this is the difference between a regular camera and a video camera. As you learn to read more fluently, the movement of your eyes tends to be more of a streaming motion rather than individual shots.

That is the quick version of the problem, and this difficulty can never be totally fixed, because if you are to read, your eye is going to have to fixate at least one time on each page. But with training you can dramatically decrease the number of pictures that your eyes take to gather the same meaning.

Barrier # 2

REGRESSION

Regression means going back to something that has already passed. All you have to do to see this problem is watch a group of people reading. You will see their eyes moving, darting, quite rapidly back and forth across the page. What they are doing is reading something like this:

“in the early morning the early morning sunlight the brook morning sunlight the brook sparkled like glittering diamonds sparkled like glittering diamonds.”

There are several reasons that people do this, the big one being that the reader is not sure of what they were reading the first time and so they repeat the phrase to make sure. Another reason is that the reader's mind was wandering off onto something that had happened, or was going to happen, or some other distraction. Actually, the more a person regresses, the poorer his comprehension. It is really a problem of not being able to focus, and the slower a person reads the more often this happens. This problem must be corrected to help people read faster. The less regressing, the faster the reading will be. It makes sense that reading something once will be far faster than reading it several times over in little repeated pieces.

Barrier # 3

SUB-VOCALIZATION

In the simplest terms, this problem is that you mentally say what you read. This is probably the hardest problem of all to correct. Perhaps you could go to a place where people were reading, and as they read silently you would see that their mouths are moving, saying the words they are reading. The real problem with sub-vocalizing is that when a person is told about it, they stop moving their mouths, but their mind is still saying the words, and their mouth is still moving, only in their mind. This problem is just like reading out loud, and when you read out loud you automatically put a limit on how fast you will be able to read. Even the best of readers can only read from 250 to 350 words per minute out loud. To exceed those base speeds requires reading faster than you can say the words. This problem is the hardest to correct because as soon as you stop saying the words in your mind you no longer have the perception that you understand what you are reading. You are so used to hearing the words internally that you won't initially trust your mind to understand things that you aren't saying with your mental mouth. Once you

| begin to read without sub-vocalization your comprehension initially drops, and so you naturally resist trying to get rid of the problem.

The truth about speed reading is:

1. The faster you read the more you are likely to comprehend
2. The more ideas you allow your eye to see at a time the faster you will read.
3. The less you have to re-read the faster you will read and understand.
4. The less you move your mental or physical mouth the faster you can read

I was myself skeptical in the beginning. I saw how that first machine worked, and I saw that I would have to carry it around with me and that was cumbersome. I have seen computer generated or machine generated systems that flash words back at you with continued acceleration, but even then you must have that machine with you or you slow down.

I have found that you can read at incredible rates of speed and you don't have to take anything along with you except a book. I have found that the only thing that can determine how fast you read is:

1. Your own belief that it can be done, and
2. Your ability to turn the pages as fast as you can.

Those who say it can't be done, or who insist on perpetuating the myths will in the long run be the losers. I don't blame anyone for being skeptical, as long as they have an open mind and are willing to see for themselves. What I can guarantee is that reading at the speed of imagination is for real. I have seen many accomplish this for themselves.

WHY NOT FIND OUT FOR YOURSELF?

My Story

I have been a certified public school teacher for over 22 years, teaching at the elementary level. I chose to teach 3rd grade because of my love for children.

During those years, I had the chance to work with many students who had different reading levels. Some would come having learned the art of reading, and were fluent readers. I found however that sometimes, even fluent readers would read without comprehension of what they were reading. Some students would come who had not been able to determine how to put letters together to make words, and struggled at the most elementary of levels. Most of these students however were children who had a very low self-esteem. The large majority of students came to third grade with an average ability to read.

I found that as students began to enlarge their vocabulary, their ability to comprehend what they were reading increased, and as students had the opportunity to practice reading, their ability to increase their reading speed increased. The faster they read the more they seemed to comprehend what they were reading. I was able to take students from 3rd – 6th grade who were considered fluent readers, and work with them in a gifted and talented program, showing them how they could increase their reading speed up to 3 times, and have their comprehension increase in comparable amounts. It was thrilling to watch these students progress from 150 words per minute to 500 – 900 words per minute without losing understanding of what they read. Did they all progress? The truth is, that you can only progress if you put the time into doing what you have learned to do. So, no, not all of the students progressed like I would have like them to, but yes, everyone who were in the Gifted and Talented program grew and improved, even though they did not put the time in. Their growth was just not as much as those who did. Over the years I learned and practiced different techniques trying to improve on the knowledge I had until I developed my own system.

One might ask, “How did you learn this technique so you could teach young people?” The answer is, I learned the hard way!

In the early 1970’s I had a relative who claimed she could read 1,500 words per minute. I didn’t believe her. Later when she told me that she could read 3,500 words per minute I thought she was flat out pulling my chain. She became

qualified to teach this method of reading, and so I decided I would like her to teach me so I could prove to her that she was wrong. She told me that I could take the class if I promised to do everything she required of me. I thought, “Why not, it will just add to the evidence against her.” So, I began. I learned right off that this was no picnic class, that there was a lot of hard work.

My starting speed was 360 words per minute, but I was only understanding about 40% of what I read. Without going into detail, within just a few weeks, I was reading more than that, much more. Upon graduation I was reading into the thousands of words per minute, and I found my comprehension went to 95%. I was stunned to say the least, but pleased. I had gained a skill that would benefit me for the rest of my life. In fact, I would rate this skill as one of the most important assets I have. It has saved me much time, and allowed me to accomplish so much more.

Two or three years ago I had the opportunity to attend a business symposium. I had picked up one of their brochures and was reading it slowly. A friend came up to me and asked what I was doing. I told him I was reading and he asked, “That fast?” I told him that I was actually reading very slowly for me. It was about 500 words per minute. He asked if I could teach that skill to others. I told him yes, and that is how I find myself helping others to do what I have learned to do.

I invite any of you who read this article to come to <http://www.xcellareader.com> and prove to yourself that what I have said is true. I can guarantee that you will at minimum triple your reading speed, and at maximum at least 10+ times your speed while at the same time keeping your same comprehension, or improving it.

About The Author:

David and his wife Gerri are the parents of 7 wonderful children and 17 grandchildren. They enjoy life and are living it to its fullest. They love the out of doors, spending time in their garden of fruits and vegetables, as well as hiking the trails of Zion National Park. We love to work with people who want to learn, and spend a great deal of time helping others. We feel that the more knowledge one accumulates, the better prepared he/she is for life.

David has served his country in the Army, serving during the Vietnam War. His time of service took him to Korea instead of Vietnam.

