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Hurtiglesing

(_lesepraksis) Hurtiglesing defineres av Terje Kato Stangeland og Leif-Runar Forsth som å lese mer enn 500 ord per minutt (Stangeland og Forsth 2006 s. 198).

"The idea of speed reading was invented by an American schoolteacher named Evelyn Wood, whose search for a way to improve the lives of troubled teenagers in Salt Lake County, Utah, by teaching them to read effortlessly, led her to the belief that she herself could read at the rate of 2,700 words a minute, 10 times faster than the average educated reader. And further, that the techniques that allowed her to do so could be taught and sold. […] With Doug, her husband, Wood opened her Reading Dynamics institutes across the US and beyond in the 1950s and 60s, and her methods became a self-help craze. The way in which we read, she professed, in the managerial spirit of the moment, was inefficient in terms of time and motion. We had to stop "subvocalising" – "saying" words out loud in our heads as our eyes moved across the page – as well as learning to outlaw the pauses and detours that led to us reread phrases when our minds drifted or our understanding snagged. Print should be consumed in blocks rather than words and sentences. To achieve this, Wood promoted a technique of running a finger down the middle of a page to "activate peripheral vision". By the end of a course in Reading Dynamics, breathless students were "reading" Orwell's *Animal Farm* at the rate of 1,400 words a minute, and telling tales of revolution. President Kennedy, who believed himself to be a gifted speed reader (and who colleagues observed "reading" the New York Times and the Washington Post each morning in 10 minutes flat, scanning and turning the pages), sent a dozen of his staff to the Evelyn Wood Reading Dynamics Institute in Washington. Presidents Nixon and Carter, under mountains of briefings, followed suit. The science of Wood's method was never remotely proven, however, and by the time of her death in 1995, her ideas had fallen out of fashion." (Tim Adams i https://www.theguardian.com/technology/2017/apr/08/speed-reading-apps-can-you-really-read-novel-in-your-lunch-hour; lesedato 02.11.17)

Lesestrategien "midtlinjeteknikken" blir også kalt "spaltelesing" (begge betegnelsene finnes hos Stangeland og Forsth 2006 s. 199-200). Den innebærer å feste blikket midt på en linje og bevege det loddrett nedover arket (f.eks. en avisspalte) slik at leseren ikke trenger å bevege øynene vannrett.

"Spritz technology, meanwhile, developed by a company in Boston, is based on the idea that much of the time "wasted" in reading is spent in the fractions of seconds as the eye's focus moves between words and across the page. Spritz – which drives the app ReadMe! – offers successive individual words in which one letter, just before the midpoint of each word, is highlighted in red, keeping your focus on that precise point on the screen (the "Optimum Recognition Point"). With this technology I found I could just about read simple passages for sense at 700wpm [words per minute], an ability I imagine would become more natural, if not necessarily more comfortable, the longer you practised it. […] Both of the apps – and there are dozens of others to choose from – come with tutorials and exercises to help you "master" the system. […] "Your program will focus on reducing subvocalisation, strengthening your eye muscles and increasing your capacity to absorb more information at once. You should see rapid and dramatic results…" […] a large-scale research project, "So Much to Read, So Little Time: How Do We Read, and Can Speed Reading Help?", led by scientists at the University of California, San Diego and published last year – concluded that in general such training is "neither biologically nor psychologically possible". The mechanics of reading have only recently been fully understood. They depend on a brief "fixation" of the focal point of the eye, which lasts about 0.25 of a second on each word. The transition of that focus to the next word is allowed by saccades – fine, ballistic eye movements, which last for about 0.1 of a second. The eye then either keeps moving forward or momentarily and subconsciously flicks back to confirm the sense of what has been read so far. All the experiments suggested that short-circuiting any part of this process led to a loss of comprehension and retention. The genius of normal reading is that it can minutely vary those fractions of seconds depending on how much of the sense of what is being read has been grasped. In a dense sentence, with sub-clauses and unfamiliar language, fixations and saccades are adjusted accordingly, so there is no break in reading flow. In easier passages the eye dances along swiftly. About 30% of the time it automatically shrinks the saccade over a familiar run of words, skipping past those it can predict." (Tim Adams i https://www.theguardian.com/technology/2017/apr/08/speed-reading-apps-can-you-really-read-novel-in-your-lunch-hour; lesedato 02.11.17)

"The PX Project, a single three-hour cognitive experiment, produced an average increase in reading speed of 386 percent. It was tested with speakers of five languages, and even dyslexics were conditioned to read technical material at more than 3,000 words-per-minute (wpm), or 10 pages per minute. One page every six seconds. By comparison, the average reading speed in the U.S. is 200-300 wpm (one-half to one page per minute), with the top one percent of the population reading over 400 wpm... If you understand several basic principles of the human visual system, you can eliminate inefficiencies and increase speed while improving retention. […]

A) Synopsis: You must minimize the number and duration of fixations per line to increase speed.

You do not read in a straight line, but rather in a sequence of saccadic movements (jumps). Each of these saccades ends with a fixation, or a temporary snapshot of the text within you focus area (approx. the size of a quarter at eight inches from reading surface). Each fixation will last one-fourth to one-half seconds in the untrained subject. To demonstrate this, close one eye, place a fingertip on top of that eyelid, and then slowly scan a straight horizontal line with your other eye – you will feel distinct and separate movements and periods of fixation.

B) Synopsis: You must eliminate regression and back-skipping to increase speed.

The untrained subject engages in regression (conscious rereading) and back-skipping (subconscious rereading via misplacement of fixation) for up to 30 percent of total reading time.

C) Synopsis: You must use conditioning drills to increase horizontal peripheral vision span and the number of words registered per fixation.

Untrained subjects use central focus but not horizontal peripheral vision span during reading, foregoing up to 50 percent of their words per fixation (the number of words that can be perceived and "read" in each fixation). […] Training peripheral vision to register more effectively can increase reading speed over 300 percent. Untrained readers use up to one-half of their peripheral field on margins by moving from first word to last, spending 25-50 percent of their time "reading" margins with no content. To illustrate, let us take the hypothetical one line: "Once upon a time, students enjoyed reading four hours a day." If you were able to begin your reading at "time" and finish the line at "four," you would eliminate 6 of 11 words, more than doubling your reading speed. […] Read, but under no circumstances should you take longer than one second per line. […] Some will comprehend nothing, which is to be expected. Maintain speed and technique – you are conditioning your perceptual reflexes, and this is a speed exercise designed to facilitate adaptations in your system. […] techniques that can be used to accelerate human cognition (defined as the processing and use of information)." (Tim Ferriss i https://www.huffingtonpost.com/tim-ferriss/speed-reading_b_5317784.html; lesedato 08.01.18)

"When scientists tried to get people to eliminate sounding words subliminally in their heads – by having them constantly hum while reading, for example – comprehension dropped precipitously. The evidence suggested that when people saw words, they instantaneously accessed the sounds of those words to help understand them. The two processes worked seamlessly; speed dislocated them. […] you don't have to use the apps on fast speed for very long to realise that without the ability to go back and reread a phrase or a sentence, you can quickly lose the thread of what is being said. (Some of the apps have recognised this and added a rewind button.) […] While it is true that you don't receive any fresh information in the spaces between words, the research suggests that the millisecond

pauses are crucial for cognition: they are our brain's tiny spaces for reflection. One of the things the studies don't dwell too much on is the nature of what is being read. I can't imagine ever wanting to read a novel at more than the normal 300wpm (by comparison, a speaking voice is roughly 150wpm – and even cattle auctioneers can only rattle at 250wpm), but the virtue of reading short articles or emails on RSVP [Rapid Serial Visual Presentation] at double that speed seems more plausible. Chances are, however, that most of us already use various intuitive skimming techniques to extract information from such documents when time is short. You don't really need studies to prove (though they do) that the more familiar we are with a subject, the more likely we are to be able to extract important information from it at pace." (Tim Adams i https://www.theguardian.com/technology/2017/apr/08/speed-reading-apps-can-you-really-read-novel-in-your-lunch-hour; lesedato 02.11.17)

"Ronald Carver, a professor of education and psychology at the University of Missouri, proved in a landmark study of "brainiacs" in 1985 that, even for very practised speed readers, attempting to read above 600 words a minute meant that comprehension of any text fell below 75%, and went down dramatically as the reading speed increased beyond that. […] In another study of the various techniques of "skimming", two researchers at the University of Bath showed that skimmers who were most successful at extracting and retaining meaning were able to focus on critical sections of an argument and to jump forward as soon as the "rate at which they are gaining new information drops below a threshold". They were particularly alive to bullshit or repetition. […] Rather than trying to read more quickly we might be better advised to read more selectively." (Tim Adams i https://www.theguardian.com/technology/2017/apr/08/speed-reading-apps-can-you-really-read-novel-in-your-lunch-hour; lesedato 02.11.17)

"Unless we redefine reading as rapid page turning, deleting the bit about comprehension, people are as likely to read thousands of words per minute as they are to run faster than the speed of light. There is one simple, guaranteed way to increase reading speed: skimming. There is a trivial sense in which these texts are being read rapidly, but very little is being comprehended. […] Newer methods use screen-based technologies (computers, pads, smartphones) to change how the text is presented. Readers are supposed to learn to take in bigger chunks of text by training their eyes to process information in the periphery and using specialized techniques for scanning the page. There's the strategy of using a finger to guide the eyes across the page in a zigzag pattern; another method is to move your finger down the center of the page in order to read down, a line at a time, rather than from left to right. The problem with such methods should also be obvious: they flagrantly defy constraints imposed by the visual system. The injunction to take in whole lines, paragraphs, or pages cannot be achieved by the human visual system, short of growing additional cells on one's retina." (Mark Seidenberg i boka *Language at the Speed of Sight: How We Read, Why So Many Can't, and What*

Can Be Done About It, 2017; her sitert fra https://www.wired.com/2017/01/make-resolution-read-speed-reading-wont-help/; lesedato 06.03.18)

"Most people have the sense that they are saying words to themselves (or hearing them) as they read. Speed-reading programs appeal to the intuition that this habit slows reading. Speed-reading programs exhort people to suppress subvocalization, providing exercises to promote the practice. The sensation that you use information related to the pronunciations of words while you read is not an illusion. However, skilled readers do something different: they mentally activate the phonological code that allows one to hear the differences between PERmit and perMIT in the mind's ear. The fallacy in the argument against subvocalization is in equating phonology with speech. Using the phonological code doesn't limit the reader to the rate at which speech can be produced because there's no speaking involved. […] Eliminate Regressive Eye Movements. Read it right the first time. But, like phonology, regressive eye movements serve a useful function, and eliminating them makes it harder to read, not easier. They don't only occur because a text has been misread; they also allow readers to enhance their understanding beyond what could be obtained on the first pass. Some looking back is also inevitable because of the nature of language. Sentences unfold in a linear sequence, but the messages they convey often do not. The efficient coping strategy – the one that skilled readers discover – incorporates intermittent regressions as one component. We have ways to eliminate them, but they won't make you a more efficient reader. Just annoyed." (Mark Seidenberg i https://www.wired.com/2017/01/make-resolution-read-speed-reading-wont-help/; lesedato 05.03.18)

Et tachistoskop er et mekanisk apparat som brukes til å projisere f.eks. bilder eller ord. Eksponeringstiden kan være lang eller ned til noen hundredels sekund. Vanligvis brukes apparatet som en korttidsprojektor, f.eks. for å trene en persons oppmerksomhet. Et ord kan vises fra et tredjedels sekund (som tilsvarer en fiksering i lesing) eller kortere for å øve noen i å lese raskere.

"A method called rapid serial visual presentation (RSVP) seems more promising. A text is presented at a single location on a screen, one word (or sometimes a few) at a time. It was developed for research purposes in the 1960s. When personal computers became common, it was sold as a reading improvement tool; now there are apps. A YouTube video presents Edgar Allan Poe's "The Raven" in this format. The text is delivered at a spot on the screen, like a series of flash cards. Readers are liberated from having to decide how much time to spend on each word because that is set in advance, and saccades, regressive eye movements, line sweeps, and page turning have been eliminated. Was the "Raven" video encouraging? The text is presented at about 278 words per minute, within the skilled reading range, yet requires extra effort to understand. Every word, whether *door* or *morrow*, is displayed for the same amount of time. The reader loses control over the rate of transmission and, with it, the ability to allocate reading time intelligently. The experience feels like stalking the text rather than reading it. In laboratory studies,

college students could read with RSVP at up to 700 words per minute with good comprehension, about triple their normal speeds. Alas, the experiments also found that subjects could only sustain reading at high speeds with good comprehension for short bursts. With longer texts, the RSVP reading experience is monotonous and exhausting." (Mark Seidenberg i https://www.wired.com/2017/01/make-resolution-read-speed-reading-wont-help/; lesedato 02.03.18)

"The apps generally use a technology called Rapid Serial Visual Presentation (RSVP), in which individual words, or blocks of two or three words, appear one after the other in the centre of your screen. The rate at which they do so can be set to 300 or 500 or 1,000 words a minute, enabling you to feed in text and books to be "read" faster and faster. Two of the more popular platforms offer a slightly different approach. The Spreeder app allows you to choose the number of words you see at each moment, and to vary the rate at which these words come at you. I found that I could just about take in three-word chunks of *Animal Farm* for sense at 800wpm, but that in doing so I not only had a slight feeling of panic in trying to keep up, I lost any sense of the rhythm of language, and with it any of the tone of what was being said." (Tim Adams i https://www.theguardian.com/technology/2017/apr/08/speed-reading-apps-can-you-really-read-novel-in-your-lunch-hour; lesedato 02.11.17)

"Reading skill depends on knowledge acquired from reading. Skilled readers know more about language, including many words and structures that occur in print but not in speech. They also have greater "background knowledge," familiarity with the structure and content of what is being read. We acquire this information in the act of reading itself – not by training our eyes to rotate in opposite directions, playing brain exercise games, or breathing diaphragmatically. Just reading. As much as possible. Every time we read we update our knowledge of language. At a conscious level we read a text for its content: because it is a story or a textbook or a joke. At a subconscious level our brains automatically register information about the structure of language […]. Developing this elaborate linguistic network requires exposure to a large sample of texts. Mostly new stuff. Knowledge of language expands through exposure to structures we do not already know. That may mean encountering unfamiliar words or familiar words used in novel ways. It may mean reading P. D. James, E. L. James, and Henry James because their use of language is so varied. A large sample of texts in varied styles and genres will work, including some time spent just outside one's textual comfort zone. Reading expands one's knowledge of language and the world in ways that increase reading skill, making it easier and more enjoyable to read. Increases in reading skill make it easier to consume the texts that feed this learning machinery. It is not the eyes but what we know about language, print, and the world – knowledge that is easy to increase by reading – that determines reading skill." (Mark Seidenberg i https://www.wired.com/2017/01/make-resolution-read-speed-reading-wont-help/; lesedato 06.03.18)

Raskere lesing innebærer tidsbesparelse, mer effektivt arbeid osv., så mange blir nysgjerrige på løfter om at nye teknikker kan føre til både raskere lesing og minst like god forståelse av tekster som tidligere. Et eksempel på en teknikk og et kurs som lover mye: "People get excited when they see us demonstrate PhotoReading at 25,000 words a minute and then answer questions immediately. Most people do not attain that level of competence right away. But, you absolutely can get through your reading in one third the time it takes you now. […] enable your whole mind to absorb information as you flip through your reading material. You'll go at one page per second, which is about 25,000 words a minute. You will need only a minute for most magazine articles and reports and three to eight minutes for most books. […] In postview, you will survey the materials, discover and write down key words or terms that seem important to you, and create questions from those key terms that you would like to have answered by the author. […] As a beginner you will be able to activate a book in one third the time it would have taken you to read it regularly. You're not reading three times faster, because you will actually go through the material multiple times using different techniques. Learning comes best in layers, so you learn to activate material one piece at a time. […] PhotoReading is based in science and explores the tremendous capabilities of the human mind. […] It is time to step out of the reading dark ages and absorb information virtually at the speed of light. […] No wonder PhotoReading is the best-selling reading course in America today." (http://www. photoreading.com/howdoesitwork.asp; lesedato 23.01.18)

"Speed reading came from research in the 1940s and was originally popularized by Evelyn Wood. It is basically regular reading hastened up. Instead of going for words you go for phrases, complete lines, or paragraphs. Speed reading, like regular reading, is primarily a conscious mind, left-brain function. PhotoReading rose from more recent brain research of the 1970s and 1980s, although the idea of PhotoReading was written in books throughout the 20th century. It employs more of the nonconscious, right brain. You learn how to rely not on the words that are on the page, but on what goes on in your head. Instead of moving your eyeballs really fast, you use your brain more efficiently. Speed reading teachers push you to go faster and faster. But as your speed increases, doubts creep into your mind. You question whether you are getting anything. The process becomes stressful, which explains why 90% of people who learn speed reading quit using the techniques in a few months. […] Consider that regular reading and speed reading are like looking at brick after brick after brick and eventually figuring out you are looking at a building. PhotoReading is like seeing the entire building right away, and then looking at the bricks when you need the details." (http://www.photoreading.com/speedreading.asp; lesedato 23.01.18)

"Det var sittende over en haug med skolebøker at Thomas Moy fra Stavanger kom opp med sin idé. Han har dysleksi og slet med å komme gjennom studiet. Løsningen hans bygger på en teknikk kalt PhotoReading. Ved hjelp av klassisk musikk eller en annen lyd plassert over et bestemt sted på hodet, klarer man å konsentrere seg om det man holder på med. […] Dette har med verdiskapning å

gjøre. Tenk hvis alle i en bedrift begynner å lese dobbelt så raskt" (*Rogalands Avis* 6. oktober 2010 s. 16).

"Økt hastighet er mantraet til en tid kjennetegnet av hurtiglesing, lyntog, fast food, power naps, speed dating, masseproduksjon og fibernett. Den tyske sosiologen Hartmut Rosa hevder vi lever under en akselererende samfunnstid der individene opplever at de må arbeide stadig hardere bare for å holde seg på samme sted." (*Klassekampen* 12. august 2015 s. 13)

Den amerikanske skuespilleren og regissøren Woody Allen har fleipet med hurtiglesing: "I took a speed reading course and was able to read *War and Peace* in twenty minutes. It involves Russia." (sitert fra http://ade.mla.org/content/download/ 7915/225678/ade.150.62.pdf; lesedato 03.08.17)

"College-educated people who fret they read too slow should relax. Nobody reads much faster than 400 words per minute. Aloysius reads 300 books a year. Bartholomew reads only 30. […] Aloysius *doesn't* read 10 times faster, because Aloysius *can't* read 10 times faster. Studies show that people who read at or above the college level *all read at about the same speed when they read for pleasure*. […] reading is an appallingly mechanical process. You *look* at a word or several words. This is called a "fixation," and it takes about .25 seconds on average. You *move* your eye to the next word or group of words. This is called a "saccade," and it takes up to about .1 seconds on average. After this is repeated once or twice, you *pause to comprehend* the phrase you just looked at. That takes roughly 0.3 to 0.5 seconds on average. Add all these fixations and saccades and comprehension pauses together and you end up with about 95 percent of all college-level readers reading between 200 and 400 words per minute, according to Keith Rayner, a psycho-linguist at the University of Massachusetts Amherst. The majority of these college-level readers reads about 300 words per minute." (Timothy Noah i http://www. slate.com/articles/briefing/articles/2000/02/the_1000word_dash.html; lesedato 24.11.17)

"John F. Kennedy was said to read 1,200 words per minute. The speed-reading huckster Evelyn Wood claimed that a professor boasted of consuming more than 2,500 words per minute "with outstanding recall and comprehension." A 1963 study purported to find one person who read 17,040 words per minute. The last two examples are gleaned from a 1985 study in *Reading Research Quarterly*, by Ronald Carver, a professor of education research and psychology at the University of Missouri-Kansas City. Carver thinks all three of these examples are bunk. JFK, he says, probably read 500-600 words a minute – that's very fast – and perhaps could *skim* 1,000 words per minute. […] But skimming isn't reading. Unless you're already familiar with the material skimmed, you're going to miss a lot. (Speed-reading courses teach skimming, not reading, though most won't admit that.) […] At Carver's direction, the 16 brainiacs read passages from *Reader's Digest* condensed editions under controlled conditions: *None* of them could read faster

than 600 words per minute and retain more than 75 percent of the information contained in the texts. From this, Carver concluded that the fastest college-level reader will read, *at best*, *twice* as fast as the slowest college-level reader." (Timothy Noah i http://www.slate.com/articles/briefing/articles/2000/02/the_1000word_dash. html; lesedato 24.11.17)

"[P]å Island finnes det til og med en spesiell skole, Hraðlestrarskólinn, som spesialiserer seg på å lære folk å lese kjapt." (*Klassekampens* bokmagasin 1. februar 2014 s. 7)

Internett-forskeren Jakob Nielsens "eye-tracking study of web users revealed that the eye follows a pattern resembling the letter F when reading text on websites compared to line-by-line reading encouraged by printed material (Nielsen 2006)." (David Dowling i http://www.digitalhumanities.org/dhq/vol/8/2/000180/000180. html; lesedato 10.02.17)

Den tyske forfatteren Jean Paul hevdet i et forord til sin lange roman *Titan* (1800-03) at leseren kun ville trenge 16 sekunder per side og bare to og en halv time for å lese hele romanen (gjengitt fra Brackert og Lämmert 1977 s. 29).