

Example 1:

"Shift in Chinese EFL learners' perceptions of reading strategies"

Can be a danger to spend too long on vocab you don't understand (can be important sometimes) but don't lose sight of the **global meaning** of the text

Uses abbreviations

Uses colour

Attitude is v. important - positive, you can succeed, you will understand. Don't panic! but tolerate "times of discomfort" of dealing with new vocab when reading (guessing strategies and recording)

Uses symbols

In China more time spent on using texts to learn the lang

Uses bullet points

Uses headings

Why difficult at uni?

- A lot to read in a little time
- need to transfer reading strategies from L1 to L2
- discipline specific discourse ("a genre") with specialised vocab

Critical thinking - what is the author's position (and voice)/note how key words relate to author's position
- recognise text type and structure
- how suitable is the text for reason you're reading it?

<http://www.brookes.ac.uk/school/education/ea/ea2-11/va2-tenney-2.pdf> Lynn Enney, Oxford Brookes University, UK and Huijie Li, Harbin Institute of Technology, China (10th June '10)

Make sure you record the full source so that you can include it in your bibliography!

Example 2:

Reasons for Note-Taking

- i) Sharing notes with other sts and recording lectures can be a good idea but can make you **passive** not an **active** learner
- ii) you have to **concentrate** more
- iii) so it stops you thinking about other things: relationships, work, etc 'drifting off'
- iv) it helps you separate main points from details (and organise them)
- v) it helps you relate what you're reading to why you're reading e.g.
 - need to revise later for exams
 - need to write an assignment
- vi) if notes mean anything, it

shows you've understood!

- vii) May be a stage of the SQ3R process

(Samantha Dhann 2001)

<http://www.educatione.co.uk/dll/studyskills/note-taking/PDF> The Department of Lifelong Learning at the University of Exeter

Use of symbols, bullet points, numbers (Roman X and Arabic), letters (a b c) **colours**, underlining, headings, mindmapping, diagrams can show taxonomies and processes, 'for' and 'against' texts - lists (2 columns), 'compare and contrast' texts - tables (points similar/different).

<http://www.uefap.com/reading/notetake/notetake.htm>

(Andy Gillett's uefap site)

(8th June '10)