

Attempts to motivate EAP students to read more in their free time: Handout

1. Background to the Study:

2. Aim:

3. The Context:

4. Extensive reading:

5. Methodology:

6. Results:

--

7. Summary of hours spent reading:

--

8. Conclusion:

--

9. Recommendations:

--

Appendix 1: How can I improve my reading skills?

The following tips will help you with your reading skills.

1. EASY

Your material should be easy. If you don't understand more than 10 words per page, then try something easier!

2. VARIETY

You should try and read as many different types of texts as possible: anything from newspapers, books, online reviews, journals or comics. In fact read anything!

3. YOUR CHOICE

Make sure you read only what you want to read. If you don't like it then read something else.

4. READ AS MUCH AS POSSIBLE

Try to read for at least 1 hour per day. If you read more than this, well done!

5. PLEASURE, GENERAL KNOWLEDGE AND UNDERSTANDING

Remember, you are reading for enjoyment and to improve your knowledge of the world. You are NOT reading to analyse the grammar structures of your texts: but don't worry, if there is anything you don't understand, ask me in class or in our tutorial.

6. NO QUESTIONS OR TESTS

Remember when you read you are not reading to prepare for an exam or to answer grammar questions.

7. DICTIONARIES

Try to concentrate on improving your reading speed; that is, don't spend too long looking up every unknown word in your dictionary. Remember though, if you DO want to know the meaning of a word, use your English-English dictionary.

8. WHEN AND WHERE?

Read whenever and wherever you want. If you like reading in bed before turning off the light, then do so. Or if you like reading on the bus as you travel to university, then do that. In fact the answers to these questions are entirely up to you.

9. LIBRARY

You can borrow story books (with accompanying cassettes from the ELTC). You can also borrow story books from the Information Commons: shelf number 428.24076. All the books are labelled according to level.

Adapted from: Day, R. and J. Bamford (2002) 'Top ten principles for teaching extensive reading'. *Reading in a Foreign Language* 14/2: 136-41 and Prowse, P. (2002) 'Top ten principles for teaching extensive reading: a response'. *Reading in a Foreign Language* 14/2: 142-145.

Appendix 2: Where can I get reading material from?

You can get reading material from a variety of sources depending on what you want to read. Below are some suggestions, however, do not feel you are limited to these: remember read whatever you are interested in reading!

1. The Information Commons

There is a wide range of books available at the information commons, including short stories, grammar reference books and IELTS practice books. The shelf mark for all of these books begins: 428.24076.

2. The ELT Centre

You can borrow a wide variety of story books from the reception of the ELT Centre. All you need to do is ask one of the receptionists to help you complete the booking out form. They will also be able to give you information about the level of each book and even recommend one or two for you. Some of the books even come with cassettes, so you can listen and read at the same time.

3. The Internet

On MOLE you will find links to a variety of websites, where you can practise reading. As well as academic websites, there are also links to general English websites.

4. In the classroom

I have collected together past issues of several academic magazines for you to read in your own time. If you want to borrow one, please help yourself. However, remember other students also want to read the magazines; so bring them back after you've finished with them.

5. Articles

I will endeavour to give you an article or two to accompany the current unit of our text book. These articles will mainly be academic in nature.

6. Book shops

There are a lot of book shops in Sheffield where you can buy different kinds of books. If you are short of money, there are also a lot of charity shops which sell lots and lots of very cheap books. Ask me if you're unsure where any of them are.

7. Newspapers and magazines.

You can buy a newspaper or a magazine from any of the newsagents in Sheffield. Remember you get a discount on selected newspapers at the Students' Union. Also remember that you can pick up a copy of The Metro free on any of the public transport operating within Sheffield.

Appendix 3: Weekly Reading Diary

Please complete your diary on a daily basis.

Name:

Week Beginning:

Monday	I read for minutes
Tuesday	I read for minutes
Wednesday	I read for minutes
Thursday	I read for minutes
Friday	I read for minutes
Saturday	I read for minutes
Sunday	I read for minutes

Taken from: Day, R. and J. Bamford. 1998a. *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press. P88.

Appendix 4: Oral book review: 'Tell Us About It.'

In groups of three or four I want you to briefly summarize and discuss what you have read over the last week.

Things to talk about:

- A brief summary of what you have read over the last couple of weeks
- Your opinion about what you have read
- Would you recommend anything

Taken from: Bamford, J. 1993. 'Tell Us About It' in R. Day (ed.) *New ways in Teaching Reading*. Illinois: TESOL. p.3.

Selected References

- Aebersold, J.A. and M. L. Field.** 1997. *From Reader to Reading Teacher*. Cambridge: Cambridge University Press
- Bamford, J.** 1993. 'Tell Us About It' in R. Day (ed.) *New ways in Teaching Reading*. Illinois: TESOL. p.3
- Carrell, P.L. and J.G. Carson.** 1997. 'Extensive and Intensive Reading in an EAP Setting.' *English for Specific Purposes* 16/1: 47-66
- Day, R. and J. Bamford.** 2002. 'Top ten principles for teaching extensive reading'. *Reading in a Foreign Language* 14/2: 136-41
- Day, R. and J. Bamford.** 1998. *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press
- Green, C.** 2005. 'Integrating extensive reading in the task-based curriculum'. *ELT Journal* 59/4: 306-311
- Jordan, R.R.** 1997. *English for Academic Purposes*. Cambridge: Cambridge University Press
- Macalister, J.** 2008. 'Integrating Extensive Reading into an English for Academic Purposes Program.' *The Reading Matrix* 8/1
- Nuttall, C.** 1996. *Teaching reading skills in a foreign language (2nd ed.)*. Oxford: Heinemann
- Prowse, P.** 2002. 'Top ten principles for teaching extensive reading: a response'. *Reading in a Foreign Language* 14/2: 142-145
- Sonbul, S. and N. Schmitt.** 2009. 'Direct teaching of vocabulary after reading: is it worth the effort?'. *ELT Journal* doi:10.1093/elt/ccpo59