

INTRODUCTION TO STUDY SKILLS THROUGH ACCESS TO LIBRARY

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RESUMO

Muito tem sido escrito sobre o ensino da leitura em cursos de inglês para fins específicos, mas o mesmo não se pode dizer do ensino de habilidades de estudo. O artigo descreve a maneira como habilidades de estudo são integradas em um curso de inglês para fins acadêmicos especialmente elaborado para o Departamento de Ciências da Computação da Universidade Federal de Pernambuco. Uma unidade do curso é apresentada como exemplo.

BACKGROUND

The Autonomous EAP course in the Computer Science Department at UFPE is attended mainly by first-year undergraduates. Students are divided as follows in terms of their English knowledge:

1. All students take a diagnostic test and complete a questionnaire which includes self-assessment;
2. On the basis of the results, students are allotted to three groups:

Beginners - those below the hypothetical thresh-old level, who can only get anything out of an authentic text by looking most of the words up in the dictionary.

Intermediate - those who know some grammar and vocabulary, but cannot read texts about Computer Science without difficulty.

Advanced - those who have little in the way of linguistics

tic difficulty, but are still somewhat deficient in reading and study skills.

3. The autonomous EAF course program extends to a period of two semesters. The four class-hours per week are distributed as follows:

G R O U P S	HOURS WITH TEACHER	HOURS WITH MONITOR
Beginner	01	03
Intermediate	01	03
Advanced	02	----

Beginners concentrate in the first semester on basic language work, using short texts, always on topics they are currently studying, with a heavy emphasis on technical and key subtechnical vocabulary, acronyms and abbreviations, Portuguese is used for classroom communication, and considerable use is made of translation. Some Study Skills are introduced right from the start (use of the library, making a report in Portuguese), and as the semester goes on the emphasis shifts more and more away from intensive language study to reading strategies, especially inference, with a gradual lengthening of the texts. In the second semester the focus is on reading and study skills, and by the end students are required to carry out an independent reading project: choose an article, read it, and present a report to the class.

Intermediate students still require some work on grammar, and the key technical and subtechnical vocabulary, but from the start they are also practising reading strategies (especially paragraph functions such as listing, exemplifying, defining, classifying, comparing, contrasting), and study skills (use of the library, reporting, outlining, summarizing). In the second semes-

ter they become largely autonomous, choosing texts from the CS library, and presenting written and oral reports of different types. As far as possible the means of communication is English.

Advanced students have little need for formal Classroom instruction, although it is found that they generally need training in reading and study skills in the first term, so that they can carry out autonomous reading tasks successfully. In the second semester they can choose from several options: i) carry out individual research into some topic connected with their studies (e.g. the role of computers in education) and write a paper in English; ii) be attached to a member of the Computer Science staff to help him on a research project which requires using sources in English; iii) translate, at the request of the department head, an important article, even (as a group) a book.

STUDY SKILLS WITHIN THE COURSE

Study Skills refers to a part of the course which aim to improve and develop students' level of performance to enable them to benefit from their academic study. By this is meant the ability to organize and plan students' academic activities in such a way that progressively lower-level skills are put to the most efficient use. I also aimed to foster an academic environment in which students could develop confidence during the course as a whole as a means of communication.

In the same way that a basic linguistic competence is a prerequisite for the activation of reading skills, so a command of reading skills is presupposed by study skills. The focus of attention on study skills is matched by an important reading objective. In the area of study skills, I am concerned with two kinds of learning: simple knowledge and the application of that knowledge.

To accomplish Study Skills on this course, students

do individual work and act within authentic communicative situations. Consequently, application will be given more importance than knowledge. I do believe in learning through experience.

UNIT SAMPLE: USING THE LIBRARY FACILITIES

In using the library, for example, a general tour is not sufficient. The students must be sent there repeatedly on different errands requiring the use of a card catalog, periodical files, etc. Such experiences will enable students to be more independent during later stages of the course.

The Library Unit is divided into two parts and each part consists of classroom activities involving class discussion through experience and individual work.

PART 1

The first activity introduces the subject by presenting the physical aspect of a library through a diagram (see unit page 1 - diagram taken from "Looking for Information", Longman). The teacher asks questions in Portuguese and students scan for the requested information using the library diagram in English. The nine questions are read orally by the teacher:

MANCHESTER CENTRAL LIBRARY : A VERTICAL DIAGRAM

Responda as perguntas de acordo com as informações contidas no diagrama da biblioteca central:

1. A que horas fecha a biblioteca geral dos leitores nas quarta-feiras?
2. O Departamento de Arquivos fecha aos sábados às 17:00 horas?

3. A Biblioteca Técnica abre aos sábados às 9:00?
4. Onde fica a Biblioteca Geral dos Leitores?
5. a) Onde está localizado o Teatro da biblioteca?
b) Como se chega até ele?
6. a) A Biblioteca de Artes fica no primeiro andar?
b) Como se chega até lá?
7. Como se chega até o Departamento de Arquivos?
8. Como você consegue ir do Coffee Bar para a Biblioteca de Ciências Sociais.
9. Caso deseje estudar até mais tarde na biblioteca central, fazendo uso das diversas bibliotecas e setores nela incluídos, qual seria a melhor noite para realizar suas tarefas?

In the course materials, the Study Skills Units have interrelated activities with some of the reading skills units. This second activity (page 2) is a warming-up task to the next reading unit: Predictions. It begins by using a text to make students aware of the importance of the library. They are asked to make predictions from the title and do completion exercise.

The ensuing individual work (page 3) is aimed at making students fully aware of the help they can get from the main library. The individual work consists of four different tasks. Task 2, for example, allows students to take notes from a tape recording about the organization of the library. They will write a brief report about their visit - including the tape recording information. All the activities in task 2 will serve as referential work based on their previous experience to the next Study Skills units: Outlining, Taking Notes and Writing an academic Report.

Task 3 deals with diagrams. Students have already seen non-linear information unit before and also have practiced "scanning" by using the library diagram in this unit. What they have to do now is to explore their

creativity to draw the physical aspect of the main library in a real situation.

Finally, task 4 will help students to find out other useful information about the library system.

PART II

For classroom activities students apply reading strategies to a text about the library. Part of the subject matter of the text refers back to the units they had seen before and gives communicative practice in the skills introduced in the earlier stage. The text (page 4) is followed by a number of exercises (page 5). Next class activities will be a free discussion of their experience during their visit to the main library. After the discussion students receive a second individual work which is the last part of the unit about the library. They will get familiarized by this time with the resources their specialized library offers by means of twelve distinct tasks (pages 6 and 7). The next reading unit about prediction is followed by another unit on advertisements which will give students a chance to return to the library to look for advertisements on journals and specialized magazines (page 8).

CONCLUSION

My concern in this paper has been to stress the importance of study skills to EAP class through a sample unit on access to library facilities. My experience says that in using such skills each student can concentrate on the most necessary activities for him at this particular level in order to achieve a later autonomy in English for Academic Purposes as rapidly as possible for his own benefit.

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- CURSO DE INGLÉS INSTRUMENTAL I -
- I N F O R M A T I C A -

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STUDY SKILL UNIT CLASSROOM ACTIVITIES

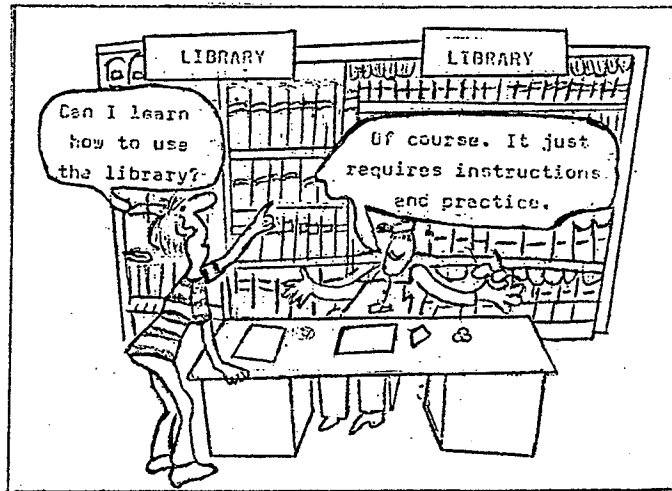
USING THE LIBRARY FACILITIES (PART I)

This unit will introduce you to the library.

* LEARNING HOW TO USE THE LIBRARY *
* IS LIKE LEARNING ANY OTHER SKILL *

Look at this picture and answer this question:

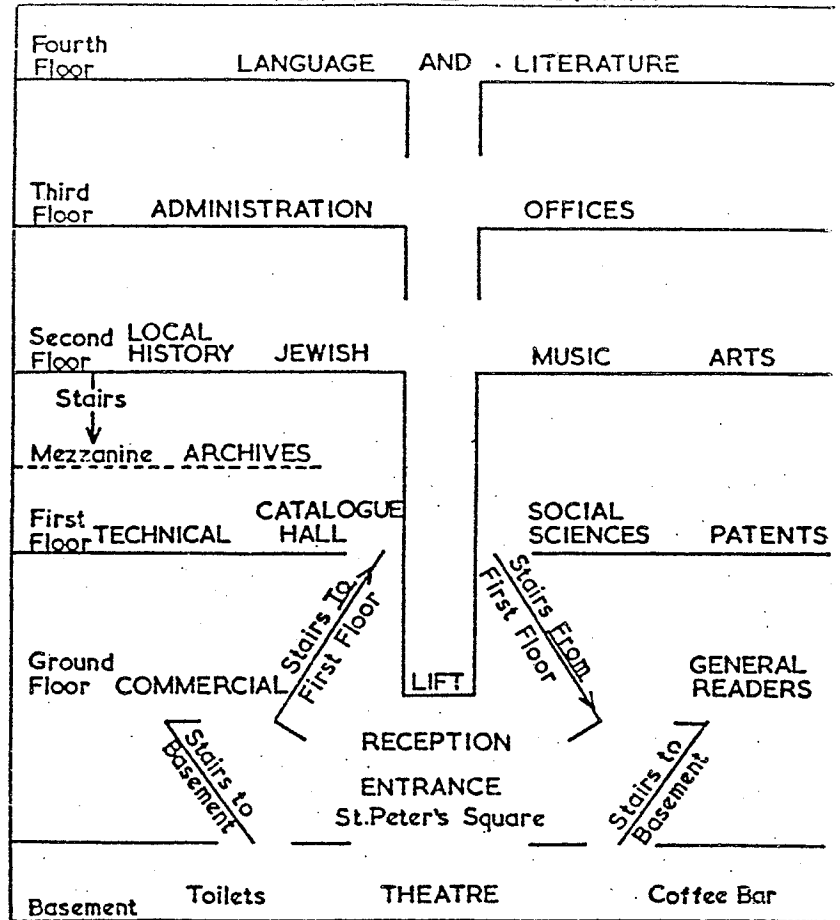
* WHAT IS REQUIRED TO USE THE LIBRARY ? *



YOUR ANSWER: _____

.1.

MANCHESTER CENTRAL LIBRARY A VERTICAL DIAGRAM



HOURS OF OPENING

The Library is open:
 Monday-Friday 9a.m. - 9p.m.
 Saturday 9a.m. - 5p.m.

except

General Readers' Library

Monday 10a.m. - 8p.m.
 Tuesday-Friday 10a.m. - 6p.m.
 Saturday 10a.m. - 5p.m.

Archives Department

Monday 9a.m. - 12 noon;
 1p.m. - 9p.m.
 Tuesday-Friday 9a.m. - 12 noon;
 1p.m. - 5p.m.
 Archives Department is closed on Saturdays

Theatre Box Office

Weekdays 10.30a.m. - 7.45p.m.

Using the Library Facilities

2.

Read this text:

When we consider that at least 80% of all learning involves the use of reading materials, we sometimes wonder why more time is not devoted to studying the use of books and libraries. Students are not permitted to experiment in a chemistry laboratory without suitable preliminary instructions in the use of apparatus and materials. Yet most students have learned too little about the equipment of that most universal of all laboratories - the library. Lack of such knowledge has accounted for much inefficiency and failure in mental work.

Taken from Best Methods of Study by Samuel Smith. 3ed. New York, Barne & Nobel, 1957. p.36

Answer these questions:

1. What title would you suggest for this text?
2. What is the main idea of the text?

Read the text again and complete the following paragraph:

Ao menos 80% do que aprendemos

..... Porisso, Smith afirmou que, enquanto os alunos de química.....

..... a maioria dos estudantes

Uma consequência disso.....

.....

USING THE LIBRARY FACILITIES - PART I
CLASSROOM ACTIVITIES

THE AIM OF THIS PART IS TO APPLY
SOME READING STRATEGIES YOU HAVE
LEARNED TO A TEXT.

LIBRARY

LIBRARY is a busy workshop where persons of all ages can seek knowledge. A library makes it possible for us to share the experiences of many other persons by reading about their thoughts and achievements. The books on library shelves give us the ideas and facts that men have collected for thousands of years. Libraries also provide up-to-date information in all fields with collections of books, newspapers, magazines, pamphlets, photographs, phonograph records, and motion pictures.

The library is sometimes called "the memory of the human race." It is like a giant brain that remembers all that scientists, historians, poets, philosophers, and others have thought and learned. It is a meeting place for the ideas and words of persons who have influenced the world. It is also a place where the experience of the past can meet the needs of the present.

Finding one certain book or phonograph record in a library could seem like trying to find buried treasure without a map. Therefore, libraries are organized to make it easy for us to find information quickly. We can all use the library for help in school work, for aid in our daily jobs, or for pleasure in our leisure time. Young people learn to use the library as part of their everyday school activities.

The word *library* comes from the Latin word *liber*, which means *book*. For hundreds of years, men built libraries only as places to keep books. But today there are many kinds of libraries for different purposes. *Public libraries* serve the general needs of cities, towns, villages, and some larger areas such as counties. *School libraries* aid students and teachers in elementary schools and high schools. *College and university libraries* provide needed books for advanced education. *Research libraries* house information for scientists and scholars. *Special libraries* serve the particular needs of various businesses and organizations.

Through the magic doors of your library, you can step into a world of adventure and learning. Today you may "travel" in your mind to the court of King Arthur and his knights. Tomorrow you may visit an American Indian family, or go voyaging to the Antarctic with a scientific expedition.

Many families today have a home library for reading and study. They may have novels and collections of short stories, as well as a set of *reference books*, a dictionary, and an atlas. They may also collect great works of literature and *books* on current events.

THE WORLD BOOK ENCYCLOPEDIA
Chicago, Field Enterprises
1958, v.10 p.4402

Using the Library Facilities

15.

1. Mark the parentheses to indicate the kinds of typographical clues that are used in this text.

- capital letters
- punctuation
- symbols
- italics
- quotations
- charts
- illustrations
- titles
- subtitles
- bold print
- footnotes
- numbers
- drawings
- graphs

2. Which word is frequently repeated in this text?
.....

3. Read the first two paragraphs and count how many times the words LIBRARY and THE appear.

- LIBRARY
- THE

4. Underline 15 cognates in the text.

REMEMBER!

LIBRARY is not LIVRARIA

This is an example of a FALSE COGNATE in Portuguese.

Texts 1 and 2 in unit 4 mentioned that computers are sometimes called
"a giant brain"
"a biological brain"
"an electronic brain"

5. Complete:

In this text, the library is sometimes called
.....

6. Why is the LIBRARY also considered a "giant brain"?
.....
.....

Using The Library Facilities

.6.

DISCOVERING YOUR SPECIALIZED LIBRARY - INDIVIDUAL WORK

THE ACTIVITIES HERE ARE INTENDED TO
 HELP YOU TO GET FAMILIARIZED WITH
 THE SOURCES YOUR SPECIALIZED LIBRARY
 HAS

- T A S K 1 - Register at the library. Talk to the librarian at the circulation desk.
- T A S K 2 - List the different kinds of bibliographical material your specialized library may offer (books, manuals, etc)
- T A S K 3 - Write down the library number (code), the title and the author of two books dealing with Computer Science and two books dealing with Technology
- T A S K 4 - List the titles of 3 books which you can find in the card catalogue written by one author
- T A S K 5 - Find a book by an author with the same initials of your first and last names. (for example, if your name is Roberto Nascimento, the author's first name must start with R, and the family name with N).
- T A S K 6 - Write down the library number, the title and the author of a book that contains illustrations, maps, or diagrams.
- T A S K 7 - Write down the library number, the title and the author of a book which has more than 500 pages.
- T A S K 8 - List at least 5 types of reference works you can find in the library.

Using the Library Facilities

.7.

T A S K 9 - By using one periodical write in full

- a. The title of an article in this periodical
- b. author's name
- c. title of the periodical the article can be found in
- d. volume number of the periodical.
- e. page number.
- f. publication date.

of two articles .

T A S K 1 0 - Find and list all subjects under the topic COMPUTER.

T A S K 1 1 - What kind of manuals does the library receive?

T A S K 1 2 - Examine one manual from the library and check with an (x) which points it consists of:

- () table of contents
- () introduction
- () preface
- () glossary
- () index
- () author's index
- () list of illustrations
- () appendices
- () abstracts
- () list of tables
- () summary

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HAND IN YOUR ANSWER SHEET TO YOUR TEACHER.

DATE ___/___/___

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INDIVIDUAL WORK

Look for an advertisement for a particular computer product in a specialized magazine or periodical.

T A S K 1 - Make a photocopy of the advertisement.

T A S K 2 - Indicate the complete source from which it was taken.

T A S K 3 - Look at the headline and write down in a few sentences what you think it might be about.

T A S K 4 - List the different typographical clues.

T A S K 5 - Read the advertisement carefully to yourself working out the meaning of vocabulary you do not know.

T A S K 6 - Which words are used to persuade the reader?

T A S K 7 - Comment on the effectiveness of the advertisement.

T A S K 8 - Say what kind of reader it is addressed to.

BRING THE RESULTS OF THIS WORK

DATE ___/___/___

PURPOSE: GROUP DISCUSSION
