

READING FOR ACADEMIC PURPOSES

EFOP 3.4.3-16-2016-00021 "A DEBRECENI EGYETEM FEJLESZTÉSE A FELSŐFOKÚ OKTATÁS MINŐSÉGÉNEK ÉS HOZZÁFÉRHETŐSÉGÉNEK EGYÜTTES JAVÍTÁSA ÉRDEKÉBEN."

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Why academic reading skills?

- To study and acquire knowledge
- The reading material is extensive
- Effective strategies can help to read more quickly

NOT easy

- Academic texts are (usually) long and difficult to read
- Unfamiliar words, phrases, difficult topic and sentence structure
- A degree of uncertainty is acceptable

You can read

- Textbooks
- Lecture notes
- Journal articles
- Internet resources
- Thesis
- Dissertations
- Other publications

What can help?

- Recognition and understanding

Academic vocabulary

Word formation principles

Linking words

Sentence structures

Organisational patterns of textbooks and journal articles

Reading skills

- 1. scanning: running through the text to check if the information you need is there, if so, locate it
- 2. fluency: the ability to see larger segments and phrases as wholes as an aid to reading more quickly
- Learning frequent words
- Using prediction skills e.g. *black and*

Reading strategies

- = personal ways of reading that allow you to process information efficiently and effectively
- Skim the material quickly
- Activate your prior knowledge
- Highlight and underline when reading
- Skip what you already know
- Summarize every now and then

Reading critically 1.

- = the ability to analyze, evaluate and synthesize what you read
- Seeing questions and expecting answers
- Cause and effect
- See the steps in the process
- Viewing the text and ideas critically

Reading critically 2.

- Preview: before you actually read the text
- Contextualize: refer to your prior knowledge, personal responses
- Ask questions about the content: understand it better and remember longer
- Annotate: underline key words, write comments and questions in the margins, bracket examples
- Summarize: identify the main ideas, use your own words

Lexical characteristics

- No contractions e.g. *it has not, it is*
- Single words instead of phrasal verbs e.g. *investigate* (look into), *discover* (find out)
- Passive verb forms
e.g. *The office has been cleaned.*
- Specific word choice
consequences (things that will happen)

Journal articles

- Title
- Abstract
- Introduction
- Methods and materials
- Participants (subjects)
- Procedure
- Results
- Discussion

Research paper abstracts

- Background
- Methods
- Results
- Interpretation

- ethics

A research paper

- Establishing a research territory
what has been done before
- Establishing a place in the context
what has not been done
- Occupying the place in the context
what we did

prefixes

- (un)happy
- (dis)like
- (im)possible
- (in)correct
- (il)legal
- (ir)regular
- (un)pack
- (re)read
- (over)do
- (mis)understand
- (un)hack(able)
- (in)clude/(ex)clude
- inhale/exhale
- Able
- understand
- Friendly
- Polite
- sleep
- Agree
- bridgeable
- Visible
- Lock
- Appear
- Employed
- Honest
- patient

Noun suffixes

- Improve(ment)
- Elect(ion)
- Inform(ation)
- Jog(ging)
- Weak(ness)
- Similar(ity)
- Act(or)/teacher/player
- Job/less/ness
- Evacuat(ion)
- Safe(ty)
- Pollut(ion)
- Educate
- Govern
- Hesitate
- Arrange
- Dark
- Sad
- Popular
- Manage
- Discuss
- Translate
- Compete
- Perform

Adjective suffixes

- Danger(ous)
- Music(al)
- Cloud(y)
- Attract(ive)
- Enjoy(able)
- Help(ful)
- Pain(less) / (pain(ful)
- (un)predict(able)
- Criticize – critical of sg
- (ir)resist(able)
- (Un)tidy
- (un)healthy
- Home
- Care
- Politics
- Knowledge
- Fame
- Break
- Flexible
- Industry
- economics
- Suit
- rely
- use

csecsemő és kisgyermeknevelő óvodapedagógia

- Tipegő gyerek
- Emberi jogok
- Alapelv
- Gondoskodás
- Felnevel valakit
- Lemarad
- SNI
- Érett
- Kötelék
- Testvér
- kamaszkor
- Impact
- Impairment
- Irregular speech
- Unwanted movements
- Mental disability
- Cognitive disability
- Lags behind
- Caregiver
- Attachment
- Sense of security
- Emotional security

szociálpedagógia

- Családon belüli erőszak
- Drogfüggő
- Egyszülős család
- Előítélet
- Erőszakos
- Kisebbség
- Gyermekbántalmazás
- Menekült
- Tinédzser terhesség
- Háborús övezet
- özvegy
- Örököl, örökség
- Elválás
- együttél
- Overdose
- Child refugee
- Vulnerable
- Home Office minister
- Family reunification
- Asylum
- Charitiy organization
- Estimate
- Detention centre
- Unaccompanied children
- Adopt a child
- Foster parents

gyógypedagógia

- Megfigyelés
- Kezelés
- Viselkedési nehézségek
- Tanulási környezet
- Készség/képesség
- Helyesírás
- Önkéntes segítő
- Kerekesszék
- Munkaerő
- Vendéglátás
- Hangszigetelt szoba
- Szociális munkás
- Learning needs
- Outgrow his condition
- Disability
- Mainstream school
- Mild / severe intellectual disability
- Educational journey
- Cognitive and adaptive skills
- Self-help skills
- Life skills
- Financial subsidies and grants
- Allied health professionals

Why to Avoid TV Before Age 2

<https://www.healthychildren.org/English/family-life/Media/Pages/Why-to-Avoid-TV-Before-Age-2.aspx>

David L. Hill, MD, FAAP

- Parents are often shocked when I tell them that **pediatricians think** it's a bad idea for children to watch TV before age 2. Surveys tell us about 40% of **infants** are watching some sort of video by age 5 months, and by age 2 the number rises to 90%.
- Early brain development
- To answer these questions we have to return briefly to the **child's developing brain**. Kids' brains grow **profoundly** during the first 3 years of life, with the brain tripling in mass in just the first 12 months. The stimuli children experience during this period profoundly **influence** brain development. Images on screens behave in ways that differ dramatically from those in the real world. Because we're all steeped in the **visual language of screens**, it's easy to forget those differences until we think about them.
- Imagine a ball in real life and a ball on TV. Infants are developing 3-dimensional vision. The world of the screen exists in 2 dimensions, so the ball is just a flat, shaded circle. If you roll a ball across the floor it proceeds in a single motion, slowing **gradually** until it stops. The same action on TV is broken up—you see the ball leave someone's hand, then there's a shot of it in motion, then a picture of the ball at rest. If your infant wants to **grab** a ball in real life he'll **lunge** for it, **grasp** at it, or **crawl** after it. The **stuff** on the screen just disappears, to be replaced by other stuff; you can never get your hands (or mouth) on it. **Infants may stare at the bright colors and motion on a screen, but their brains are incapable of making sense or meaning out of all those bizarre pictures. It takes 2 full years for a baby's brain to develop to the point where the symbols on a screen come to represent their equivalents in the real world.**

EFOP-3.4.3-16-00021"A Debreceni Egyetem fejlesztése a felsőfokú oktatás minőségének és hozzáférhetőségének együttes javítása érdekében."

- Because of this confusion, children up to age 3 learn better from the real world than they do from any screen, especially when it comes to language. They do seem to learn a little more if they're watching in the company of a person who is talking to them about what they're seeing, in the same way you would while looking at a picture book. So sure, babies and toddlers don't get anything out of watching TV, but if they seem to like it, where's the harm? If a little TV is what it takes for you to get dinner on the table, isn't it better for them than, say, starving? Yes, watching TV is better than starving, but it's worse than not watching TV. Good evidence suggests that screen viewing before age 2 has lasting negative effects on children's language development, reading skills, and shortterm memory. It also contributes to problems with sleep and attention. If "you are what you eat," then the brain is what it experiences, and video entertainment is like mental junk food for babies and toddlers.
- The problem lies not only with what toddlers are doing while they're watching TV; it's what they aren't doing. Specifically, children are programmed to learn from interacting with other people. The dance of facial expressions, tone of voice, and body language between a toddler and parent is not only beautiful, it's so complex that researchers have to record these interactions on video and slow them down just to see everything that's going on. Whenever one party in this dance, child or parent, is watching TV, the exchange comes to a halt. A toddler learns a lot more from banging pans on the floor while you cook dinner than he does from watching a screen for the same amount of time, because every now and then the two of you look at each other.

- Just having the TV on in the background, even if “no one is watching it,” is enough to delay language development. Normally a parent speaks about 940 words per hour when a toddler is around. With the television on, that number falls by 770! Fewer words means less learning. Toddlers are also learning to pay attention for prolonged periods.
- Toddlers who watch more TV are more likely to have problems paying attention at age 7. Video programming is constantly changing, constantly interesting, and almost never forces a child to deal with anything more tedious than an infomercial.
- After age 2 things change, at least somewhat. During the preschool years some children do learn some skills from educational TV. Well-designed shows can teach kids literacy, math, science, problem-solving, and prosocial behavior. Children get more out of interactive programs like *Dora the Explorer* and *Sesame Street* when they answer the characters’ questions. Educational TV makes the biggest difference for children whose homes are the least intellectually stimulating.
- What you can do
- Naturally, children learn more when they watch TV with a parent than if they watch alone. Content matters, a lot. All programs educate kids about something, but stick with ones that are designed to teach children stuff they should actually know.
- **Regardless of content, cap your child’s TV time at 2 hours a day. Remember, too, TV is still TV whether you actually watch it on a TV screen or on a mobile phone or computer.**

Szöveg vizsgálata

- Szókincs
- Mondatszerkezet
- Bekezdések
- Miről szól a szöveg?
- Mivel támasztja alá az állítását?