

DEVisING A READING PLAN

R8

Now that you have read through R1 to R7 you must be thinking of starting your practice. Before you do so, it is important that you should come up with a plan first. Here are a few questions you need to address before making a plan:

- Why do you choose to work on reading?
- What is it that you really want to improve? Do you really want to improve reading? Or do you actually want to improve on other skills such as writing or vocabulary?
- How much time do you have for practicing this skill?
- Would you prefer to work on your own or with a reading group?

What is a reading plan?

Like any plan you make for your self-access learning, an effective one should have the following components:

Component	What is it?
<i>Aim</i>	Write out your learning aim as clearly as possible. You must know exactly what you want to achieve at the end of your learning.
<i>Input</i>	It is important to carry out thorough research by listing out all the input you plan to use in your learning. This may include the materials and facilities you plan to use, as well as people who may be able to help you with your learning. Try to give as many details as you can for each input, e.g. title of books and reading materials.
<i>Practice</i>	Estimate the amount of time you plan to spend on reading, and write out how you would carry out your reading activities. For example, you can make reading a daily habit by giving yourself a fixed time slot for this activity. Also, design some activities that you would enjoy doing after your reading, for example, writing

	down your feelings or talking to someone about your reading.
<i>Evaluation</i>	Write out all the strategies and methods you plan to use for evaluating your reading.

Depending on your aim, the input, practice and evaluation can be very different. In any case, there must be a direct and logical link between your aim and the input, practice and evaluation methods you choose. If you have problems with making a reading plan, the following examples may help. But do remember that they are examples only. Please do not take them as the only way to plan your reading.

Sample reading plan 1

Aim: To be able to read academic articles more quickly

	What I plan to do	Done ?
Input	<ul style="list-style-type: none"> Read Advice Sheet R4 (Improving Reading Speed) and 'Practical faster reading' for ideas on skim reading and getting the main idea of a paragraph quickly 10 academic articles on my research topic 	
Practice	Read one academic article each week: <ul style="list-style-type: none"> Read it first using skim-reading techniques to get the main point of 	

	each section and each paragraph. Try to read as quickly as possible while still getting the main point. <ul style="list-style-type: none"> Then read it again, reading the important sections in detail, and looking up vocabulary where necessary 	
Evaluation	<ul style="list-style-type: none"> Make a note in my diary of my reading speed (and how much I understand) from the academic articles each week (reading speed can be roughly calculated by noting down the total number of pages an article has, and the total amount of time I 	

	spent reading it) <ul style="list-style-type: none"> Check with my supervisor and colleagues of the same department every two weeks to see how well I have understood the articles Read two similar articles at the beginning and at the end of my learning cycle, and compare my reading speed & comprehension Discuss my progress with a writing or speaking adviser 	
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Sample reading plan 2

Reading Group learning plan

Aim: To improve understanding of stories and short texts through discussions.

- Group members: Janet, Phoebe, Tarzan and Mike
- **Reading materials (Input):**
 - Short articles and short stories
 - Sources: Language Commons, Internet, newspaper, magazine, etc.
- **Practice:**
 - Choose suitable materials for the reading group. Each of us will take turns and look for materials for our weekly reading discussion. Circulate materials at least three days before the discussion takes place.
 - The discussion time for our group is 4:00-5:00p.m. We will meet every Thursday for a period of one semester.
 - The person responsible for the meeting should book the seminar room in the Language

Commons or library in advance. To make good use of time, he or she should come up with questions or topics for discussion and circulate them by e-mail at least one or two days before we meet in the discussion.

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- **Evaluation:**
 - The main purpose of our reading group is to improve our understanding of stories and short texts. We will write out our own interpretation of the stories beforehand, and then compare them with each other during the discussion.
 - Each of us will prepare a list of vocabulary that records words we have problems with. We will discuss the meaning of these words with the help of dictionaries in our weekly meeting.
 - We will review all the vocabulary we have learned at the end of the semester.

- We will review all our interpretations of the stories to see if we have made any progress in the semester.
- When we do not agree with each other, or when we get stuck, we will consult a Writing or Speaking Adviser.

Now make your own plan, and when you finish, you are most welcome to discuss it with a Writing or Speaking adviser.

And now...

If you would like any help or advice, or just a chat about your progress, please get in touch - **we are here to support your independent learning!** To contact us:

- make an appointment to see an **adviser**. For details of advisers and their availability, please go to <https://ilang.cle.ust.hk/language-adviser-timetable/>
- e-mail your questions to **iLANG** (lcilang@ust.hk).
- ask at the reception counter of the Language Commons — if the receptionist cannot help you directly, s/he will pass your query on to one of the advisers.

What else can you do?

- browse the many physical (<https://ilang.cle.ust.hk/language-commons/#resources>) and online materials (<https://ilang.cle.ust.hk/resources-reading/>) for Reading.
- join a Reading activity or short course (<http://ilang.cle.ust.hk/reading/>).

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