EMPOWERING LEARNERS: BUILDING FLUENCY IN THE CLASSROOM TO SUPPORT ER AND EL

ERWC VI

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WHAT IS FLUENCY?
HOW DO YOU SUPPORT FLUENCY DEVELOPMENT?

4-3-2

Instructions:

1. Pair up the learners (A and B in lines)
2. Choose Topic (teacher or learners can do this)
3. Learner A talks (timed) for 4 minutes (B listens)
4. Change Partners
5. Learner A talks (timed) for 3 minutes (**same talk**)
6. Change Partners
7. Learner A talks (timed) for 2 minutes (**same talk**)
8. Change Partners
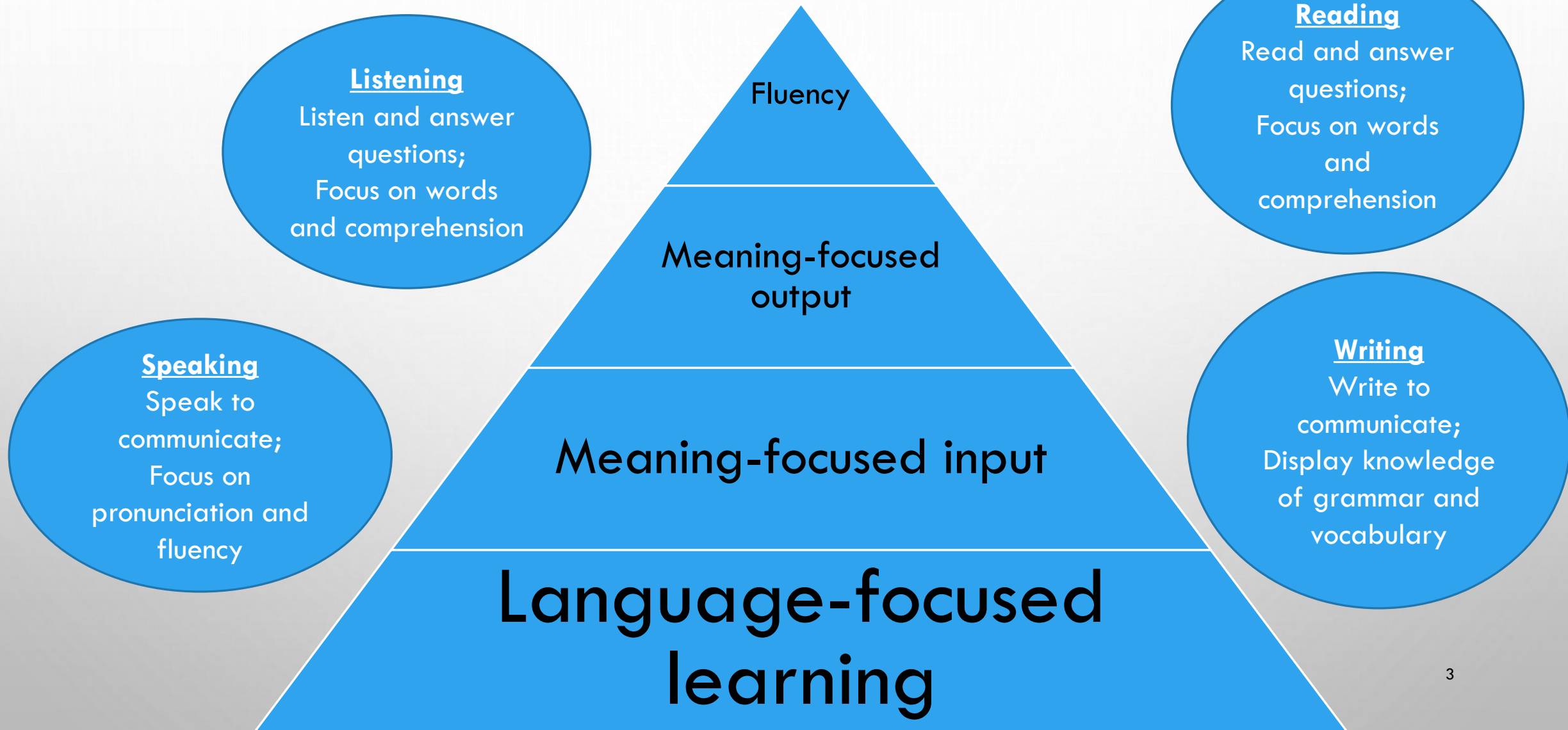9. Learner B talks; 4-3-2- (timed)

IMPROVES ORAL QUANTITY AND QUALITY:

- words per minute increases
- hesitations per 100 word decreases
- grammaticality in repeated portions increases
- number of complex constructions increases

MEETS FLUENCY-BUILDING CRITERIA:

- FOCUS ON MEANING BY CHANGING LISTENERS
- FAMILIAR MATERIAL (STUDENTS CAN CHOOSE TOPICS)
- TIME PRESSURE INCREASES EACH TIME
- QUANTITY OF PRACTICE (9 MINUTES SPEAKING IN 20 MINUTE TASK)

THE TYPICAL LANGUAGE LEARNING CURRICULUM

Listening
Listen and answer questions;
Focus on words and comprehension

Reading
Read and answer questions;
Focus on words and comprehension

Speaking
Speak to communicate;
Focus on pronunciation and fluency

Writing
Write to communicate;
Display knowledge of grammar and vocabulary

Fluency

Meaning-focused output

Meaning-focused input

Language-focused learning

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THE BALANCED LANGUAGE LEARNING CURRICULUM (NATION, 2007)

Meaning-focused Input

- "texts" with fewer than 2% unknown vocab;
- mostly familiar grammar;
- focus on comprehension;
- incidental language learning;
- large quantities of reading/writing;
- support for unknown features

Implicit

Extensive Reading and Listening;
Conversation

Meaning-focused Output

- output that requires little unfamiliar language and content;
- focus on communicating messages;
- incidental language learning;
- large quantities of speaking/listening;
- support for unknown features;

Implicit

Presenting a talk
Conversation
Writing emails

Language-focused Learning

- deliberate intentional learning
- focus on language features or strategies

Course book exercises
Explicit
Grammar practice
Intentional vocab work

Fluency Development

?

4

(Nation & Waring, 2020)

Fluency Development

- easy, familiar material focused on meaning rather than language features;
- NO unknown vocabulary or grammatical features;
- quantity of practice across all skills;
- pressure to perform at a faster speed;
- Such as:

Easy extensive reading

10-minute writing

Speed reading

Quick listening

Spontaneous speeches or conversations

minutes of class/week ÷ 4 = # minutes for fluency work

distributed in relatively short amounts of time (5-15 min.)

(Nation & Waring, 2020)

LISTENING FLUENCY

Research on L2 listening proficiency suggests that while strategy training may be beneficial in some contexts, (Graham & Macaro, 2008; Mendelsohn, 1995; Vandergrift, & Tafaghodtari, 2010) students need many more opportunities to listen to easily-comprehended oral texts on a variety of topics and with different voices and accents for meaningful input and fluency development (Hayuashi, 2018; Nation & Waring, 2020; Renandya, 2012; Renandya & Farrell, 2011; Skehan, 1989; Wang, 2010).

LISTENING FLUENCY BUILDING ACTIVITIES

1. Quick Listening (Millett, 2013).
2. Word Grab (Rost, 2014)
3. Repeated listening (Nation, 2014)
4. Reading while listening (Chang, 2017)
5. Narrow listening (Nation & Newton, 2009; Chang, 2017).

Audacity www.audacityteam.org Choose Change Tempo

Don't forget: easy, familiar content; focus on meaning; no testing

QUICK LISTENING

QUICKLISTENS ARE REGULAR, QUICK, FOCUSED LISTENING EXERCISES. THEY ARE BASED ON ONGOING AUDIO STORIES UTILIZING THE PRINCIPLES OF GRADED READERS: HIGH STUDENT INTEREST, REPEATED EXPOSURE TO HIGH-FREQUENCY VOCABULARY AND GRAMMAR, AND THE PRINCIPLES OF FLUENCY DEVELOPMENT. 5-6 MINUTES A DAY IS ADEQUATE. FOR MORE INFORMATION ABOUT QUICKLISTENS, READ THE *INTRODUCTION TO QUICKLISTENS* (MILLETT, 2008, 2014, 2018)

QUICK LISTEN OCEANS

REVIEW PROMPTS (1 MINUTE)

RESPOND TO PROMPTS

WHILE LISTENING:

LISTEN

Oceans
1. Almost _____% of Earth is covered by oceans.
2. Ocean plants make about _____% of the world's oxygen.
3. Many food chains at the coast start with seaweed that grows on _____.
4. Small animals that eat seaweed have _____ that protect them.
5. Crabs and birds eat small shellfish. T or F
6. Most coral reefs grow _____ coasts in tropical places…
7. Corals are small, soft animals that have a _____ that's as hard as rock.
8. After they die, their skeletons become a _____.
9. Anemones have _____ that sting animals…
10. Anemones don't hurt clownfish, so clownfish don't live near anemones. T or F
11. Clownfish_____ the anemones because they _____ tiny pieces of _____.

WORD GRAB

THIS IS AN ACTIVITY THAT PROMOTES BOTTOM-UP LISTENING FLUENCY. THE TEXT DIFFICULTY NEEDS TO MATCH THE STUDENTS LEVEL OF PROFICIENCY. THE STUDENTS LISTEN TO A RECORDED STORY 2-3 MINUTES. THEN, USING CARDS WITH WORDS OR PHRASES, THEY IDENTIFY WHICH WORDS OR PHRASES THEY HEARD IN THE STORY. THEY CAN COMPARE THEIR CHOICES WITH OTHERS. THEN CONFIRM BY LISTENING TO THE STORY AGAIN.

INSTRUCTIONS

1. LISTEN

2. GRAB

3. COMPARE

4. LISTEN AGAIN.

Ecosystems

Grassland animals	Clear grassland	Hunt animals
Gas	Global warming	Climate change
Move away	Sea creatures	Land animals
Gulf of Honduras	Safe	Challenge
Protect	Types	Atmosphere
Carbon monoxide	Corals die quickly	Volunteers
Herds	Oil derrick	Trees for homes
Starve	Rainforest	Medical treatment
Ourselves	Animal species	Protect
Giant	Factories	Scientists

REPEATED LISTENING (RL)

THIS ACTIVITY MAKES USE OF REPETITION AND INCREASING SPEED, AND QUICKLY DEVELOPS FLUENCY IN COMPREHENDING VOCABULARY OR SHORT PHRASES, SUCH AS NUMBERS, DAYS OF THE WEEK, MONTHS OF THE YEAR, GREETINGS, NAMES OF FOOD (NATION, 2014).

EXAMPLE WITH NUMBERS:

- GET SOMEONE TO RECORD THE NUMBERS FROM ONE TO TEN IN THE FOREIGN LANGUAGE IN A RANDOM ORDER, FOR EXAMPLE, 6, 3, 8, 1, 7, 10, 2, 9, 4, 5, 3, 10, 3, 6.

- EACH NUMBER SHOULD OCCUR SEVERAL TIMES IN A DIFFERENT PLACE IN THE ORDER SO THAT YOU HAVE PLENTY OF OPPORTUNITY TO HEAR THE SAME NUMBER AGAIN AND AGAIN WITHOUT KNOWING THAT IT IS COMING.

- WRITE THE NUMBERS IN ORDER FROM 1 TO 10 ON A PIECE OF PAPER, AND AS YOU LISTEN TO THE RECORDING POINT TO THE NUMBER THAT YOU HEAR **OR WRITE THE NUMBERS YOU HEAR.**

- WHEN YOU CAN DO IT EASILY AT A SLOW SPEED, INCREASE THE SPEED AND DO IT AGAIN.

- KEEP DOING THIS UNTIL YOU CAN EASILY RECOGNIZE THE NUMBERS IN THEIR SPOKEN FORM.

Numbers Worksheet

Audio 1-10

1 2 3 4 5 6 7 8 9 10

Audio 11-20

11 12 13 14 15 16 17 18 19 20

Audio Tens

10 20 30 40 50 60 70 80 90 100

Audio Hundreds

100 200 300 400 500 600 700 800 900 1000

Audio Random

45 50 75 15 60 13 30 50 16

10

READING WHILE LISTENING (RWL)

STUDENTS CAN SIMPLY LISTEN MORE THAN ONCE TO THE SAME AUDIO FILE (WITH OR WITHOUT A WRITTEN TEXT OR SUBTITLES) TO INCREASE COMPREHENSION, BUILD FLUENCY, AND PROMOTE INCIDENTAL LEARNING OF VOCABULARY (BROWN, WARING, AND DONKAEWBUA, 2008; CHANG 2014; CHANG & MILLETT, 2016; CHANG & READ, 2007, 2008; ELLIS & LE, 2016; NATION, 2014).

- WRITTEN TEXT SHOULD BE BETWEEN 200 AND 300 WORDS.

- REVIEW THE WRITTEN TEXT TO MAKE SURE IT IS COMPLETELY UNDERSTANDABLE.

50% SLOWER *BBC 6-MINUTE ENGLISH ECOTOURISM: GOOD OR BAD?:* READ WHILE LISTENING

HTTPS://DRIVE.GOOGLE.COM/FILE/D/1QTHVJHZLJQGODBX-O1-T2-WXGDWZBU4A/VIEW?USP=SHARING

- LISTEN WHILE LOOKING AT THE WRITTEN TEXT ON A SLOW SPEED.

- OVER SEVERAL DAYS, INCREASE THE SPEED OF THE PLAYBACK UNTIL NORMAL SPEED.

100% *BBC 6-MINUTE ENGLISH ECOTOURISM: GOOD OR BAD?:* : READ WHILE LISTENING

NARROW LISTENING (CHANG, 2017; KRASHEN, 1996; RENANDYA, 2011).

NARROW LISTENING MEANS THAT ALL THE "TEXTS" ARE CLOSELY RELATED IN CONTENT SO THAT VOCABULARY, PHRASE STRUCTURES, COLLOCATIONS, AND CONCEPTS ARE REPEATED. THESE CAN BE RELATED DIRECTLY TO CONTENT (NOT LANGUAGE) USED IN CLASS, SUCH AS FOOD, TRAVEL, MUSIC, SPORTS, CELEBRATIONS, HOLIDAYS, OR LEISURE ACTIVITIES OF THE TARGET CULTURE.

- ASK 5 OR 6 PROFICIENT SPEAKERS TO RECORD THEMSELVES TALKING ABOUT EACH TOPIC USING CONVERSATIONAL LANGUAGE FOR 1 OR 2 MINUTES.

- ORGANIZE THESE COLLECTIONS OF SHORT RECORDINGS SO THAT STUDENTS CAN ACCESS THEM EASILY AND INDEPENDENTLY (ON A LMS).

- TELL STUDENTS TO FOCUS ON THE MEANING, NOT THE FORM.

- ANOTHER SET OF RECORDINGS COULD BE IN USE DURING THE SAME TIME PERIOD ON ALTERNATE DAYS (VARIATION COULD BE INTRODUCED BY CHANGING TEMPO OVER TIME).

WHAT I LIKE BEST ABOUT THANKSGIVING

1   2   3

READING FLUENCY

Fluency leads to (precedes) accuracy

"*Overall, the L2 fluency research, while limited in number of studies, generally supports the importance of word reading fluency, passage reading fluency, extensive reading, and reading rate training on vocabulary and reading comprehension improvements*" (Grabe, 2010, p. 77).

Fluency activity increases reading comprehension, speed, and fluency.

(Chung & Nation, 2006; Droop & Verhoeven, 2003; Horst, 2009; Iwahori, 2008; Lems, 2005; Pichette, 2005; Robb & Kano, 2014; Hiotsu, 2009; Taguchi, Takayasu-Maass, & Gorsuch, 2004)

READING FLUENCY BUILDING ACTIVITIES

1. RAPID WORD RECOGNITION (FUKKINK, ET AL., 2005; GRABE, 2014; PAN, ET AL. 2011).

2. REREADING (3 TYPES) (CHANG, 2012; CHANG AND MILLETT, 2016; GORSUCH & TAGUCHI, 2008, 2010; NATION, 2009

3. SPEED READING (CHANG & MILLETT, 2016; CHUNG & NATION, 2006; MACALISTER, 2008, 2010)

4. PACED READING (2 TYPES) (BRYSBAERT, 2019; MIKULECKY & JEFFRIES; NATION & MALARCHER)

RAPID WORD RECOGNITION

1. CHOOSE 15-25 TARGET WORDS, THAT IS, NEW WORDS THAT THE CLASS HAS COME ACROSS RECENTLY.

2. FOR EACH TARGET WORD, FIND A NUMBER OF DISTRACTORS (WORDS THAT ARE SIMILAR, BUT NOT IDENTICAL; IF A NOUN, INCLUDE A PLURAL; IF A VERB, INCLUDE AN INFLECTED FORM; INCLUDE WORDS THAT MAY BE AURALLY OR VISUALLY CONFUSED WITH THE TARGET WORD)

3. TYPE EACH TARGET WORD ON A SEPARATE LINE. NEXT TO IT TYPE THE DISTRACTORS AND THE TARGET WORD. IN EACH LINE, THE TARGET WORD SHOULD BE IN A DIFFERENT POSITION.

4. DISTRIBUTE A COPY TO EACH STUDENT AND ALLOW A VERY SHORT TIME FOR STUDENTS TO CIRCLE THE IDENTICAL TARGET WORD IN THE LIST OF DISTRACTORS. SUBTRACT ERRORS FROM TOTAL CORRECT.

REREADING TYPE 1

- CHOOSE AN EASY TO READ STORY DIVIDED INTO 500-WORD SEGMENTS. IN EACH SESSION OF REPEATED READING, MOVE TO THE NEXT SECTION OF THE STORY (GORSUCH AND TAGUCHI, 2008).

- **INSTRUCTIONS:** START YOUR STOPWATCH (ON YOUR PHONE), AND READ THIS PASSAGE ONCE. STOP YOUR STOPWATCH AS SOON AS YOU ARE DONE, MARK THE TIME ON YOUR TIME SHEET. NOW READ THE STORY A SECOND AND THIRD TIME TAKING TURNS READING IT ALOUD WITH A PARTNER. FINALLY, READ THE TEXT BY YOURSELF A FOURTH AND A FIFTH TIME TIMING YOURSELF AND MARKING YOUR TIME EACH TIME ON YOUR TIME SHEET. WHEN YOU ARE FINISHED, ANSWER QUESTIONS (OR WRITE A SHORT REPORT) EITHER IN YOUR FIRST LANGUAGE OR THE TARGET LANGUAGE.

REREADING TYPE 2

1. SELECT A PASSAGE FROM THE TEXT ASSIGNED FOR CLASS WITH COMPREHENSION QUESTIONS ALREADY PREPARED, OR PREPARE QUESTIONS FOR ADDED READING MATERIALS USED IN CLASS. THE PASSAGE SHOULD BE THE SAME LENGTH EACH TIME.

2. HAVE STUDENTS REREAD THE PASSAGE OVER AND OVER UNTIL THEY ACHIEVE CRITERION LEVELS OF READING RATE AND COMPREHENSION. THEY CHECK THEIR READING SPEED WITH EACH REREADING, AND ALSO REVIEW THE QUESTIONS AFTER EACH READING.

THESE LEVELS MAY VARY FROM CLASS TO CLASS AND SPEAKER TO SPEAKER, BUT THE GOAL TO WORK TOWARDS IS AT LEAST 200 WORDS PER MINUTE WITH AT LEAST 70% COMPREHENSION.

(SAMUELS, 1979)

REREADING TYPE 3

1. SELECT AN EASY GRADED READER (CLASS SET OR PAIRS OF STUDENTS SELECT THEIR OWN).

2. HAVE STUDENTS TAKE TURNS READING AND REREADING THE TEXT IN THE FOLLOWING WAY:

A READING 15 SECONDS FROM THE BEGINNING.
B LISTENING/TIME KEEPING. SAYS STOP

A READING 30 SECONDS STARTING FROM THE BEGINNING.
B LISTENING/TIME KEEPING. STOP

A READING 45 SECONDS STARTING FROM THE BEGINNING.
B LISTENING/TIME KEEPING. STOP

A LISTENING/TIME KEEPING. STOP
B READING 15 SECONDS FROM WHERE STUDENT A LAST STOPPED.

A LISTENING/TIME KEEPING. STOP
B READING 30 SECONDS FROM WHERE STUDENT A LAST STOPPED.

A LISTENING/TIME KEEPING. STOP
B READING 45 SECONDS FROM WHERE STUDENT A LAST STOPPED.

CONTINUE WITH PATTERN FOR ABOUT 10 MINUTES.

SPEED READING

1. START A STOPWATCH AND READ A TEXT AS FAST AS YOU CAN.

2. NOTE THE TIME WHEN YOU ARE FINISHED READING.

3. WITHOUT LOOKING BACK AT THE TEXT, ANSWER QUESTIONS.

4. MOVE ON TO THE NEXT TEXT.

5. READ FOUR OR FIVE TEXTS IN THIS MANNER IN ONE SESSION.

6. TRY TO MAINTAIN 70% ACCURACY ON QUESTIONS. IF HIGHER, SPEED UP. IF LOWER, SLOW DOWN A LITTLE.

7. REPEAT THIS PRACTICE REGULARLY (10 MINUTES FOR 20 SESSIONS, BETWEEN 7-10 WEEKS). ALL THE TEXTS SHOULD BE OF THE SAME LENGTH.

(CHUNG & NATION, 2006)

PACED READING 1

1. TEACHER WILL MAKE A MARK IN THE MARGIN OF A TEXT AT A REGULAR NUMBER OF WORDS.

2. TEACHER WILL GIVE STUDENTS A "READING SPEED" TO ATTEMPT.

3. TO MAINTAIN SPEED, THE TEACHER WILL MAKE A NOISE TO CAUSE STUDENTS TO JUMP TO NEXT MARGIN MARK TO STAY ON THE READING SPEED.

4. STUDENTS TRY TO ANSWER COMPREHENSION QUESTIONS.

PACED READING 2

1. TEACHER PROVIDES TEXTS WITH PREPARED COMPREHENSION QUESTIONS

2. TEACHER SELECTS TIME FORE READING AND ANSWERING THE QUESTIONS

3. STUDENTS CHECK ANSWERS TO ACHIEVE 70% ACCURACY.

4. READ A FEW TEXTS THIS WAY IN ONE SESSION

EXAMPLES: MICKULECKY & JEFFRIES; NATION & MALARCHER

INSTRUCTOR ROLE

- Trainer and convincer

- Model for students

- Motivator and encourager

- Record keeper

- Assessor

HOW WILL YOU PROMOTE IMPLICIT LEARNING THROUGH FLUENCY BUILDING IN YOUR CLASSROOM NEXT WEEK, NEXT SEMESTER?

THANK YOU FOR PARTICIPATING.

WRITING FLUENCY

- *"FREE-WRITING" IS ASSOCIATED WITH ENHANCED IDEA GENERATION, LONGER AND MORE ORGANIZED WRITTEN TEXTS* (EWERT, 2011; HYLAND, 2003*) AND FASTER MORE FLUENT WRITING FREES UP WORKING MEMORY FOR METACOGNITIVE PROCESSES* (PEVERLY, 2006).

1. CHOOSE TOPICS WITHIN LEARNERS' KNOWLEDGE AND EXPERIENCE.

2. ENCOURAGE CONTINUOUS WRITING WITHOUT CORRECTION.

3. RESPOND ONLY TO MEANING.

4. REPEAT REGULARLY WITH THE SAME TIME LIMIT.

5. KEEP TRACK OF PROGRESS OVER TIME

WRITING FLUENCY ACTIVITY

1. IN A WORD DOC OR ON PAPER, WRITE ON THE FOLLOWING TOPIC FOR 5 MINUTES WITHOUT STOPPING.

2. COUNT THE NUMBER OF WORDS.

3. ENTER YOUR TOTAL NUMBER OF WORDS IN SPREADSHEET

Writing Fluency Building Activity

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
1	158	156	178	128	141
2	80	99	100	175	116
3	152	139	206	149	108
4	140	161	177	149	220
5	156	138	141	135	153
6	151	173	133	162	155
7	132	130	100	115	148
8		111	108	138	248
9		92	88	183	111
Class Average	138.43	133.22	136.78	148.22	155.56
Median	151.00	138.00	133.00	149.00	148.00
STDV	8.89	3.38	2.67	0.55	5.34
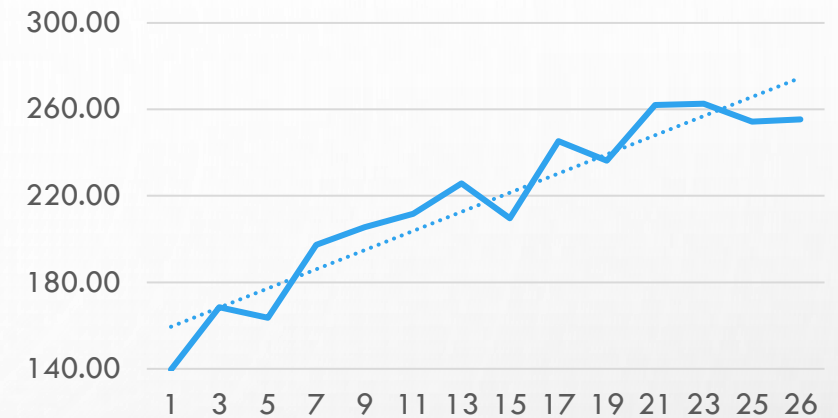
Instructions:
1. Write for 10 minutes continuously on the following topic.
2. Count the number of words.
3. Write down the number of words in your fluency log.

Example Topics:
food, dance, party, home, beauty, fearful event, vacation, love, friendship, early memory, music, weather, movies, anger, hope, illness, money

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WRITING FLUENCY

It kind of really helped me a lot cause in a free-writing I wrote like 110 in 10 minutes, but later I could write like 310 in 10 minutes... Quality is definitely better...I have all my writings with me and I've read it and now it's totally different... I couldn't believe that I could write this well compared to the time when I came here.

I think free writing is good cause we can think by ourselves, no stress. I never thought how to improve writing skill before, but now I respond freely to reading in writing.

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