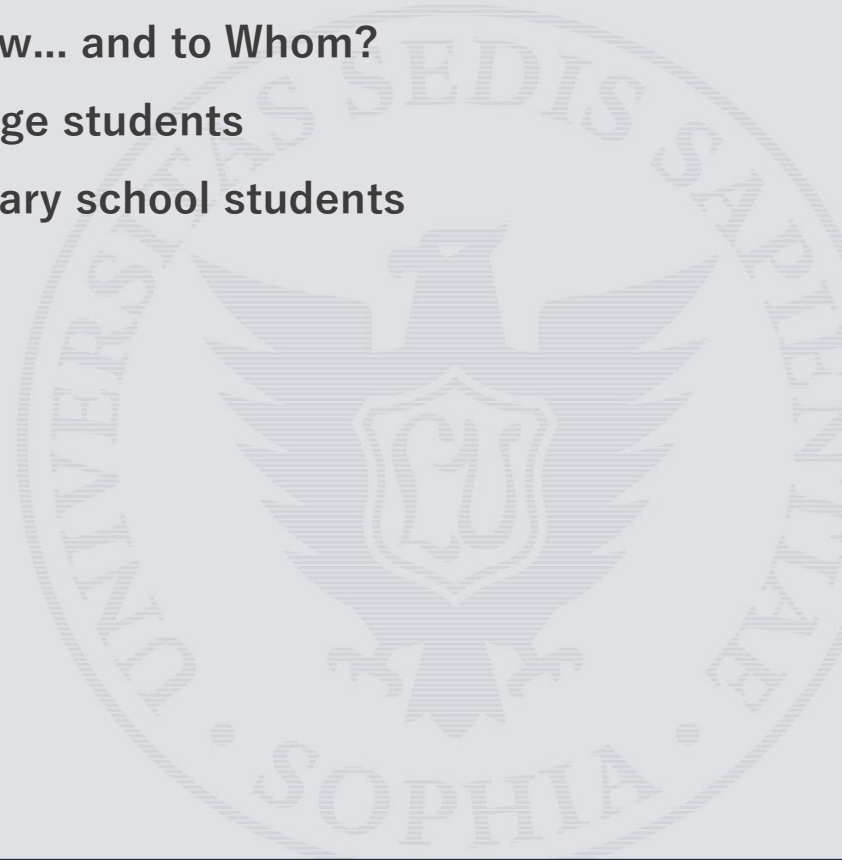


Using ER, read-aloud, and speed reading in active learning EFL classrooms

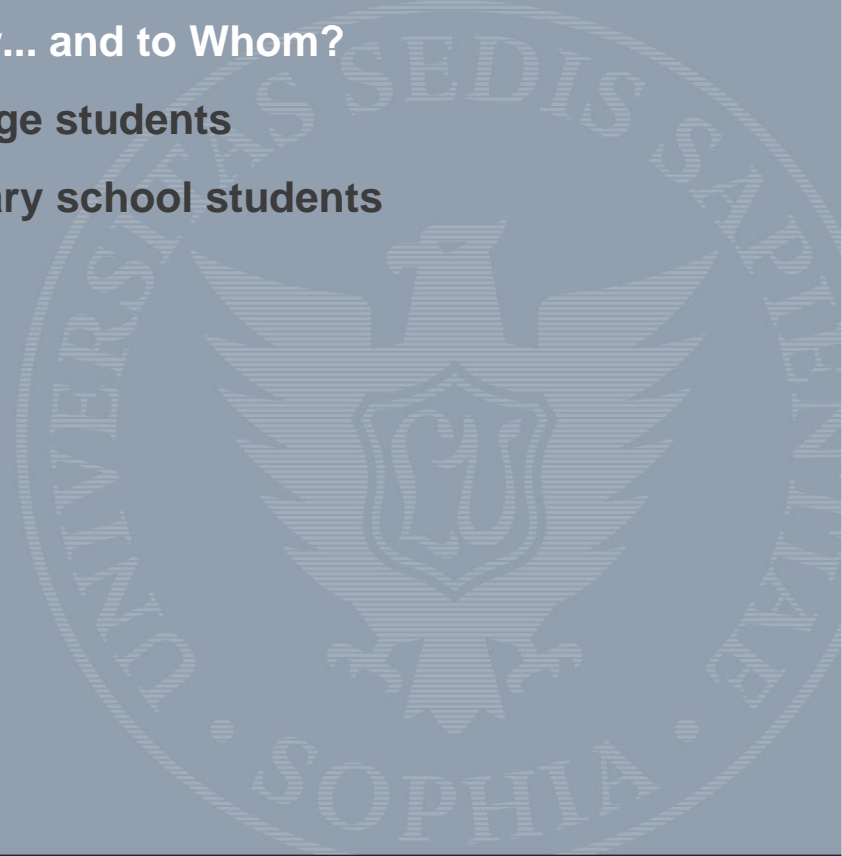
English Language Department, Sophia University Junior College Division, Japan
Maria LUPAS (lupas-m@sophia.ac.jp) and Akiko KANO (akikano@sophia.ac.jp)

August 8, 2023, The 6th Extensive Reading World Congress

1. Teaching/Learning Reading: What and How... and to Whom?
2. Extensive Reading Course at SUJCD: college students
3. Learning through Picture Stories: elementary school students
4. Learning to Read for Joy



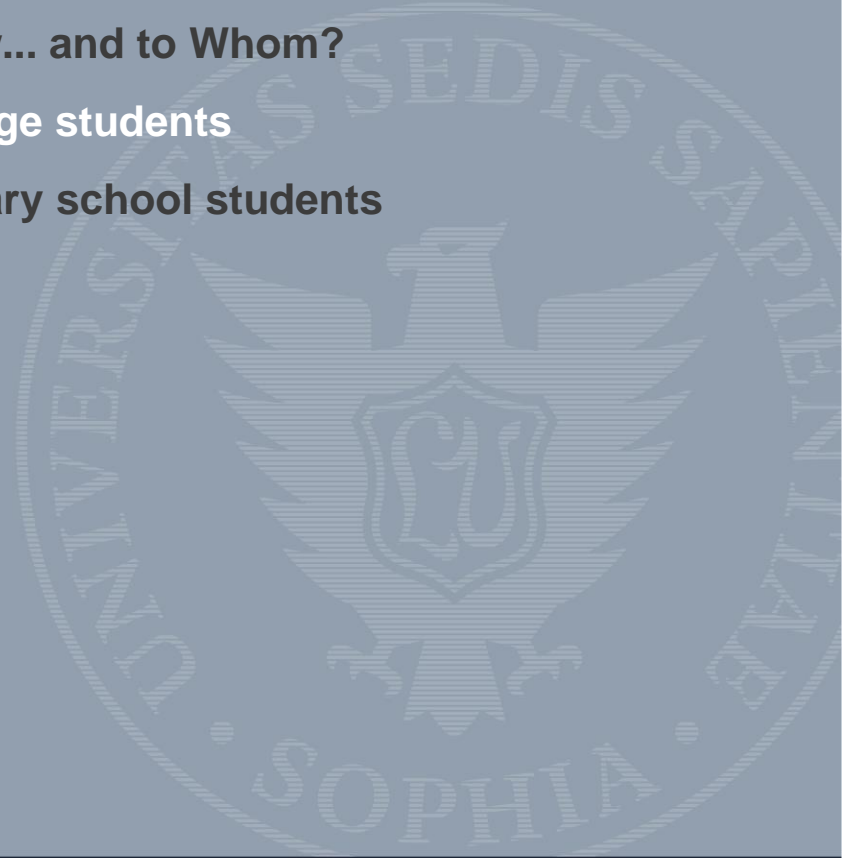
1. **Teaching/Learning Reading: What and How... and to Whom?**
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Teaching/Learning Reading: What and How... and to Whom?

- What?
 - Improve English ability of Junior college learners
 - Experience of authentic texts with enjoyment to EFL children
- How?
 - Active learning
 1. in a “traditional” Extensive Reading class
 2. in a service-learning program where students give lessons to young learners
- To Whom?
 - Background of our students
 - Needs of young learners

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Extensive Reading Course at SUJCD: college students

- Course title is **Intermediate Skills: Extensive Reading, Rapid Reading**
- Semi-elective course
 - (students can **choose** one of several courses that fulfills a requirement)
 - Result: class tends to recruit **self-motivated** students wanting to improve reading
- **1st year and 2nd year** junior **college students** who study English
- **Class size** typically **15** to **20** students
 - (maximum 30)
- **14 weeks**
 - 28 class sessions, meet 2 times a week for 100 minutes
- **Wide range** of English **language ability** from **high beginner** to **advanced**
- ✓ **Student needs:** build up and practice self-expression skill (speaking and writing) in second language especially if prior language training was mostly in grammar and translation

Extensive Reading Course at SUJCD: college students

- Background to the course: originally a **communication course** with a **scaffolded book report** that students presented each week in a small group. (active learning)

NAME:		
Student number:		
Graded Reader Book Report (Fiction & Biography)		
Book Title:	Date:	
Author:	Reading Level:	Words:
Setting:		
Main people (characters)	Name	Detail
Main Events	What happened?	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
8		

- Book title
 - Level
 - Number of words
 - Fiction or biography: characters and main events
- Or
- Nonfiction: graphic organizer of main idea and supporting details

※ a script for sharing is provided, but students tend to talk without the script after the first sharing

Extensive Reading Course at SUJCD: college students

- Activities that keep the extensive reading course active
 - Course rationale: review it at the beginning of each class and gradually built up
 - Make course rationale into a pair activity where students have slides with missing information and take turns telling the partner what the missing information is

1. There are 4 Styles of Reading

style ↓	characteristics →	speed	go back to read again (re-reading)	skipping words
1. Skimming		fast, normal, and slow	sometimes	yes
2. Scanning		very fast	no	Yes
3. Intensive reading		slow	yes, many times	No
4. Ext? reading		normal	no	No

Example: using fill-in-the blank slides as a pair activity

Source: Day and Bamford, page 6

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Extensive Reading Course at SUJCD: college students

- Other examples of using **fill-in-the blank slides** to review in pairs:

Key acronym to choosing your book/level:

- **R**ead something **qu?** and
- **E**njoyably with
- **A**dequate **com?**, so you
- **D**o not need a dictionary

• Source: Nation and Waring 2019



The Three Bears, Compare Young Learners
Classroom Reader (1) by Robert Southey
Available on iReading.com

6

What are **gr?** readers (多読本) ?

“**Gr?** readers are books especially written for learners of English as a foreign language. They are **different from other books** in that they are written with strict vocabulary **co?**...”

Point: Every word in the graded reader is worth the effort of learning.

Source: Nation & Waring, page 44

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Extensive Reading Course at SUJCD: college students

- Speed Reading is part of most classes
- A typical class:

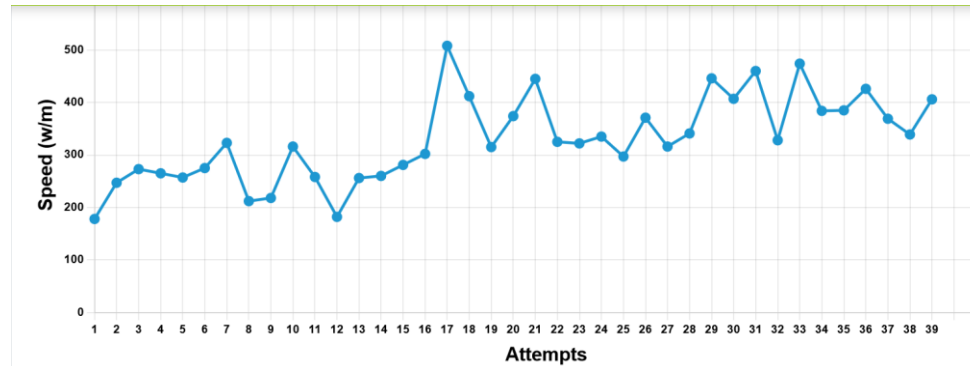
Overview

- **NEW** Video: Paul Nation, “Developing Fluency in Reading”
- Review styles of reading, graded readers etc. from last class
- Review: Vocabulary learning from last class
- Do some rapid reading using SQ3R
- Speed reading
- Do some Extensive Reading
- New Vocabulary
- HOMEWORK



Extensive Reading Course at SUJCD: college students

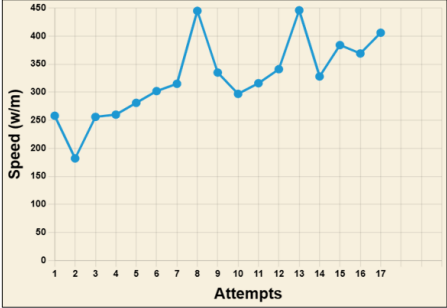

- Final project: “How I Read”
 - Students analyze their own reading data which appears in XReading
 - Student also look at their speed reading data and they gain
 - awareness that it takes time for speed to increase
 - awareness of their average reading speed
 - awareness that reading speed and text length as well as text difficulty are correlated
 - Focusing on reading speed helps students prioritize which words they really need to look up in a dictionary and which words they can just ignore and move on



Extensive Reading Course at SUJCD: college students

My reading speed

- I can improve the reading speed. Because I tried to speed reding.
SKIPPING WORDS YOU DON'T UNDERSTAND IS VERY EFFECTIVE.
- It makes me faster than before.
LOWEST=>180
HIGHEST=>450



Attempts	Speed (w/m)
1	250
2	180
3	250
4	260
5	280
6	300
7	320
8	450
9	350
10	300
11	320
12	350
13	450
14	350
15	380
16	360
17	400

Student reflects
on her reading
speed



✓ From student presentation: How I read

Extensive Reading Course at SUJCD: college students

The answer is "yes."

At first, I was not motivated to read English books.
However, as I read books from comic books, I found them interesting.
And I started to want to read more.
I found that I could read books with more than 2000 words.



Another student reflects on her reading comprehension and how she improved it; this student read all of the books in 2 different series.

✓ From student presentation: How I read



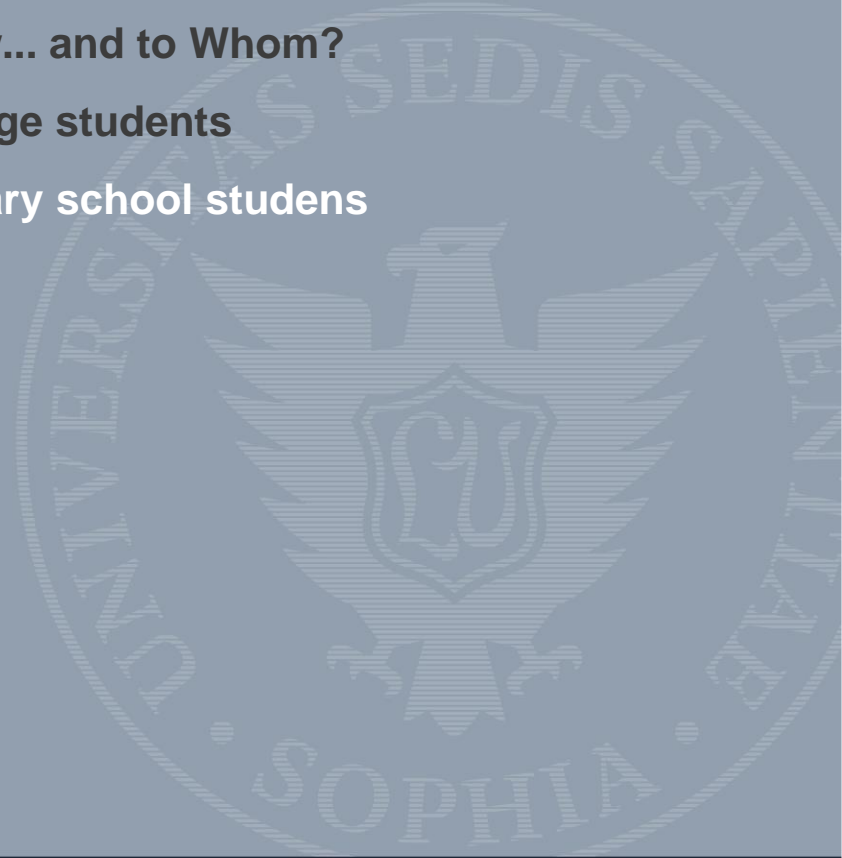
Extensive Reading Course at SUJCD: college students

- Students' word count is 36% of the final grade
- Goal is to read 180,000 words in 14 weeks
- 6 out 14 students reached the goal

Ranking:

Institution/Program	My Account	About Xreading	Announcements
Words Read	Goal	Progress	
95,134	Words Read 180,000	53%	
180,129	Words Read 180,000	100%	
137,634	Words Read 180,000	76%	
59,071	Words Read 180,000	33%	
180,009	Words Read 180,000	100%	
62,793	Words Read 180,000	35%	
180,955	Words Read 180,000	100%	
108,943	Words Read 180,000	61%	
104,346	Words Read 180,000	58%	
63,021	Words Read 180,000	35%	
180,410	Words Read 180,000	100%	
180,178	Words Read 180,000	100%	
111,973	Words Read 180,000	62%	
182,974	Words Read 180,000	100%	
137,603	Words Read 180,000	76%	
76,380	Words Read 180,000	42%	

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Learning through Picture Stories: elementary school students

- Picture story books incorporated in children's EFL learning

'Receptive' learning...?

It requires commitment and creativity.

Listening to the story

Following the sound incorporating it with meaning

Guessing the meaning from visuals & other clues

Using non-linguistic clues: situation, setting, characters, story schema

Listening to picture stories can be a very 'active' learning.

Don't
Let the
Pigeon
Drive
the
Bus!

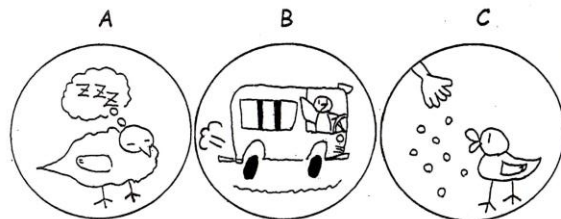


words and pictures by mo willems

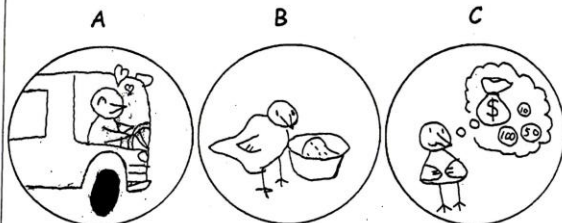
Learning through Picture Stories: elementary school students

Don't Let the Pigeon Drive the Bus!

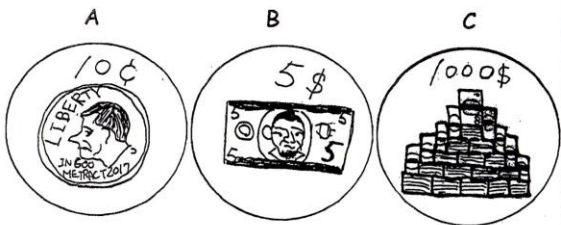
Q1: バスの運転手さんがダメと言ったのは...?



Q2: ハトがしたいことは...?



Q3: ハトは何ドルくれると言った...?



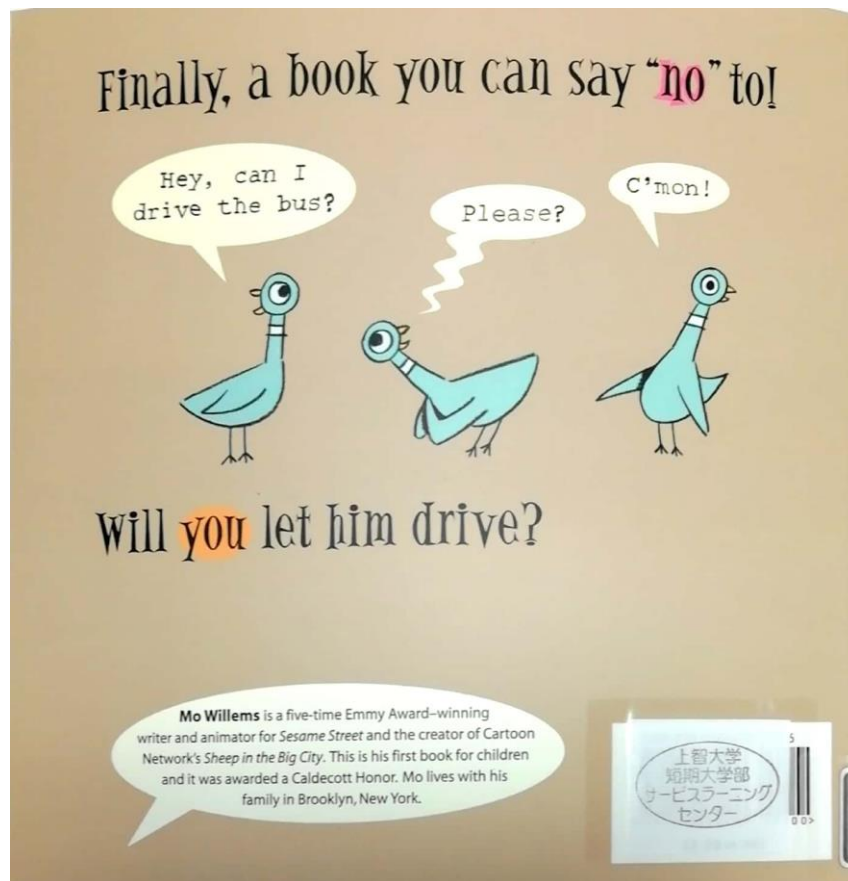
Q4: このあとハトはどうすると思う...?

名前
name

Worksheet

To enhance understanding
To give confidence
To give fun
To be imaginative

Learning through Picture Stories: elementary school students



Learning through Picture Stories: elementary school students

- Picture story books incorporated in language learning

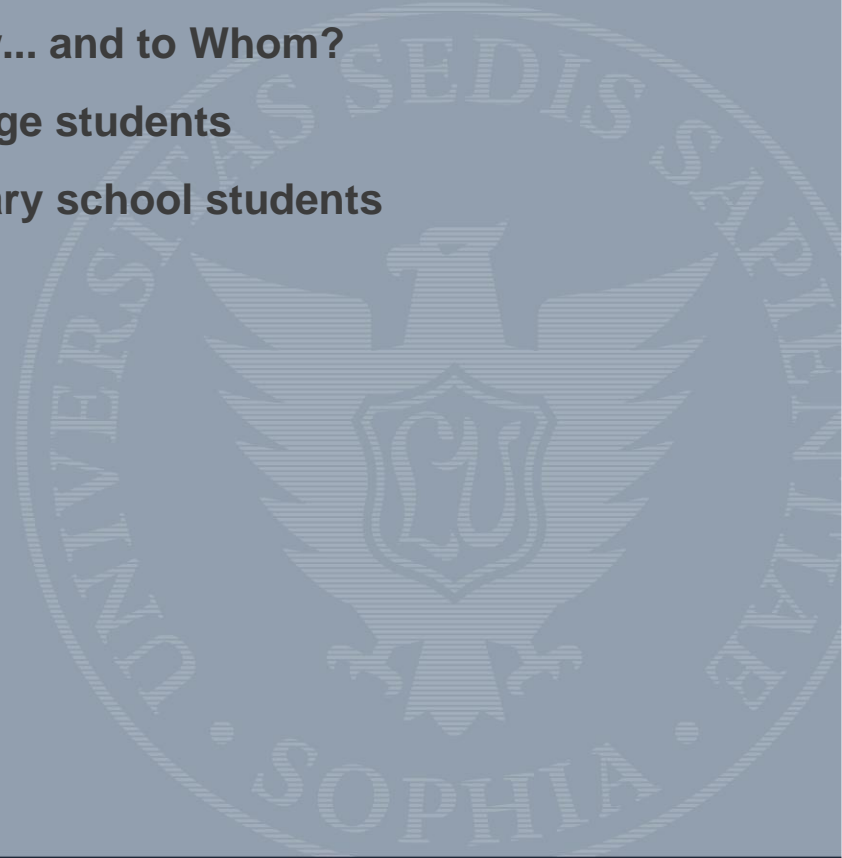
A careful procedure is essential

- 1) schema building using front page of the book
- 2) introducing vocabulary in a meaningful context
- 3) presenting the story with visuals and non-linguistic clues
 - the reader needs to practice and prepare
- 4) worksheet for understanding, not for grading

Nurturing skills to be a good listener is also important.

Listening to picture stories can be a very 'active' learning.

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上智大学
SOPHIA UNIVERSITY

FOR OTHERS, WITH OTHERS