

Mastering Language Through Extensive Reading

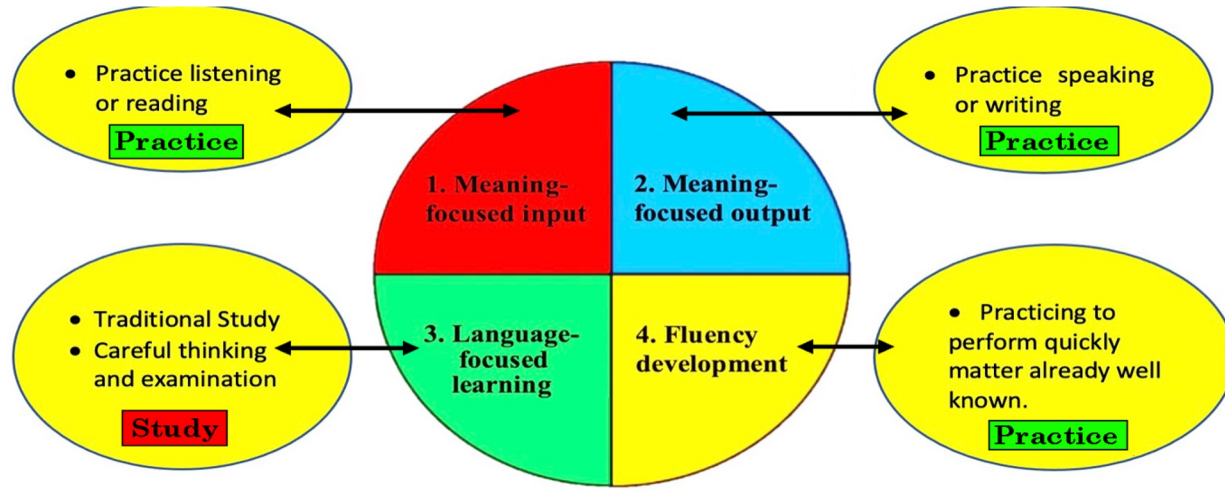
6th Extensive Reading World Congress
Denpasar, Indonesia

Dr. Wendy M. Gough
Bunkyo Gakuin University, Tokyo
Email: gwendy@bgu.ac.jp

Today's Talk

- The four strands of language learning
- Extensive Reading
- Best Practices for Extensive Reading
- ER Resources

What are the four strands of language learning?



Paul Nation, University of Victoria at Wellington

Meaning-focused input

→ Exposure to language in use

- From teachers / peers
- From reading and listening
- Noticing

Meaning-focused output

→ Practice using the language

- Speaking and writing
- Negotiating and Conveying meaning
- Noticing

Language-focused learning

→ Learning the features of the language

- Grammar, vocabulary, etc.
- General meaning
- Patterns and correct use

Fluency development

→ Performance

- Four skills
- Performing automatically
- Prosody - pronunciation and intonation

What percentage do you think
Should be?

Input focused

Language focused

Output focused

Fluency development

1. Meaning focus input -- 25%

Reading / listening for understanding

2. Meaning focus output -- 25%

Speaking / writing your own ideas

3. Language-focused learning -- 25%

Vocabulary, grammar, doing homework

4. Fluency development -- 25%

Learning to read, write, listen or speak quickly

(Paul Nation)

What type of learning is Extensive Reading?

Extensive Reading is meaning-focused.

What are the features of Extensive Reading?

- Material that is interesting
- Within the learner's level of comprehension
- In large quantities
- With little use of a dictionary

Content → learners should know most of the vocabulary.

Practice → become more familiar with vocabulary, structures, and use.

The amount of practice is more important than 100% understanding the content.

Why should we do Extensive Reading?

→ It helps students master language.

Reading

Vocabulary

Listening

Grammar

Practice

- More input = more language learning
- Amount = more important than the quality
- When input is internalized, it can be applied

With repeated exposure, the language the learner ...

- Can internalize how the words of the language are actually used
- Know how they collocate with the words around them

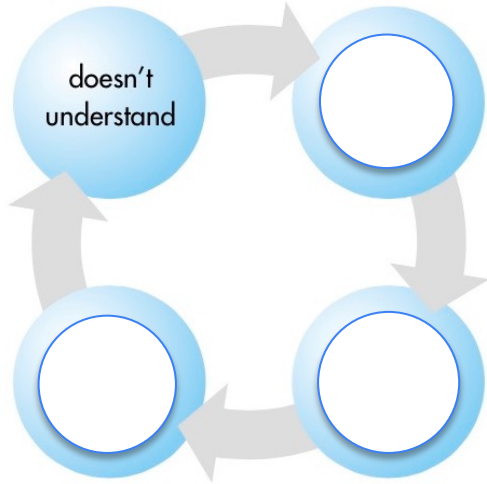
ER results in ...

- Vocabulary recognition
- Collocational knowledge
- Quicker understanding of structures
- Faster reading speed

How does ER motivate learners?

ER motivates learners

When the books are too difficult, the learner...

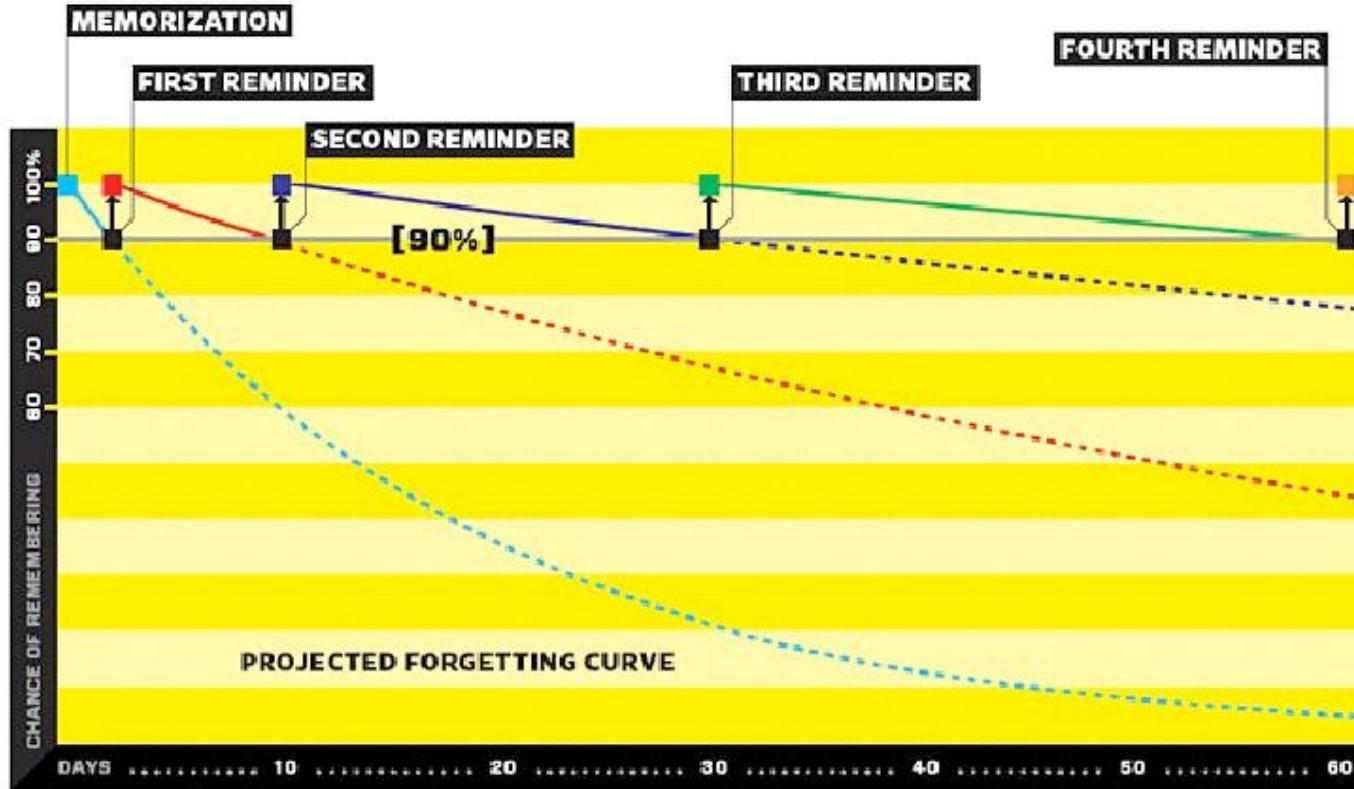


How much input do we need?

Learning takes time.

A1		A2		B1		B2		C1		C2	
TOEIC 200	TOEIC 300	TOEIC 400	TOEIC 500	TOEIC 600	TOEIC 700	TOEIC 800	TOEIC 900				
-->	100 hrs	250 hrs	450 hrs	700 hrs	1000 hrs	1350 hrs	1750 hrs				
	-->	150 hrs	350 hrs	600 hrs	900 hrs	1250 hrs	1650 hrs				
		-->	200 hrs	450 hrs	750 hrs	1100 hrs	1500 hrs				
			-->	250 hrs	550 hrs	900 hrs	1300 hrs				
				-->	300 hrs	650 hrs	1050 hrs				
					-->	350 hrs	750 hrs				
						-->	400 hrs				

The Forgetting Curve

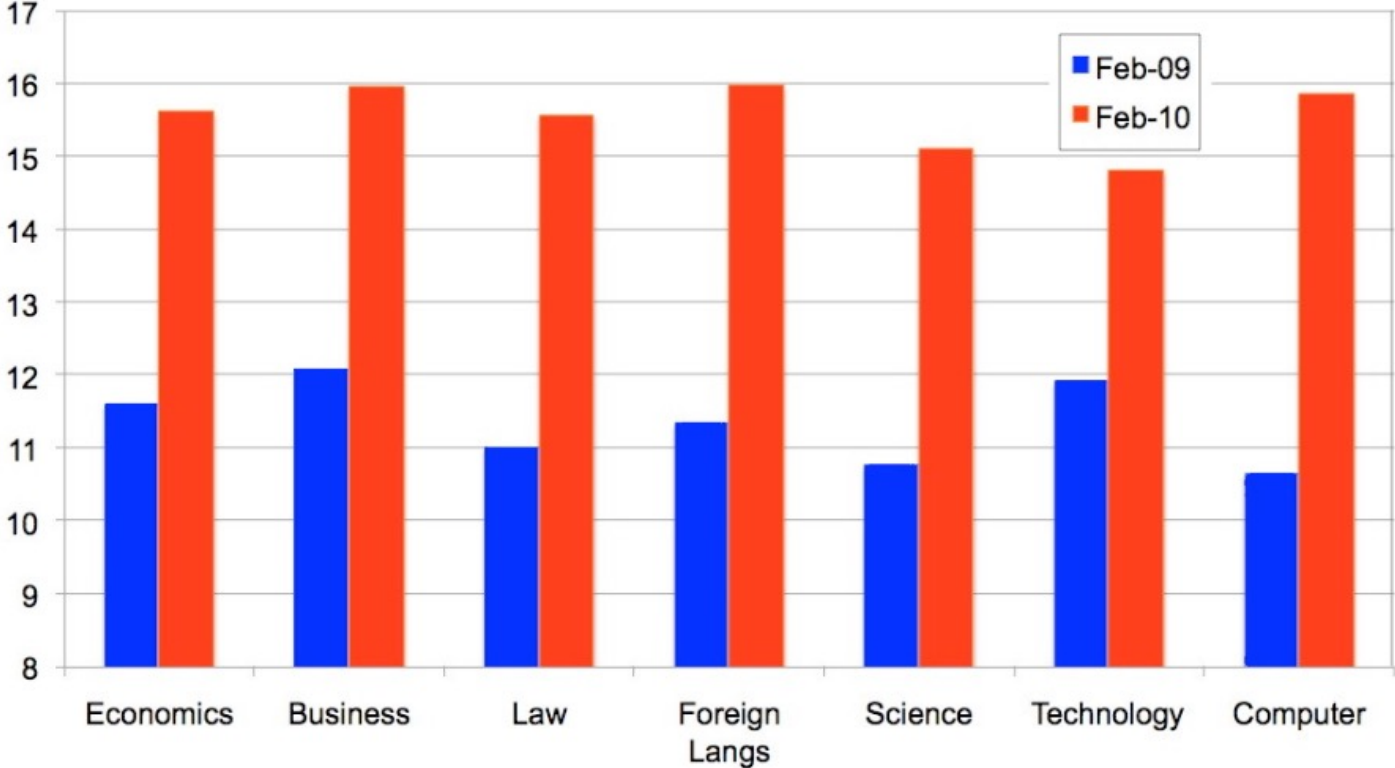


Does ER work?

Robb & Kanno (2013)

- 2,500-3,000 participants
- Students in various faculty participated in the study
- Three required tests: A placement test and final tests in the spring and fall term
- Students were required to read 5 graded readers outside of class time per term for oral communication and readingskills courses

Results



Best Practices for ER

- A good selection of materials
- Self-selected
 - Use sustained silent reading
- Interesting topics
 - Use reading diaries or logs
- The teacher reads with students

Materials

Graded Readers



Websites: ER Central



Rob

Register as a [Student](#) or [Teacher/Contributor](#) | [How to Register?](#) | [Forgot Password](#)

STUDENT

TEACHER

Welcome to Extensive Reading Central.
Learn words, Read and Listen in English for FREE!



Read

- ✓ 1000's of easy texts
- ✓ 20 Levels
- ✓ Speed reading practice



Listen

- ✓ Over 1000 texts
- ✓ Read and Listen
- ✓ Comprehension check



Learn Words

- ✓ Word Learning Games
- ✓ Make your own wordlists
- ✓ Smart word cards



Text Helper

- ✓ Help you understand any webpage
- ✓ Find and learn words you don't know
- ✓ Makes reading webpages easy

New at ER-Central

- ▶ Shweta -The Little Angel
- ▶ Things You Didn't Know About Diamonds
- ▶ Some Truths About Food Flavourings
- ▶ What's the Best Time to Eat a Banana?



693 Points 33 Texts (16,285 Words) 0 Words learned 1.83 Hrs Reading 8 Reading Level 7.25 Listening Level

Welcome teststudent, Logout



New from Extensive Reading Technologies

- ▶ Download our Free Apps

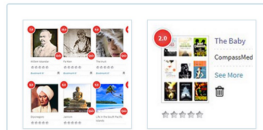


- ▶ OGTE
- ▶ New General S
- ▶ New Academic

HOME + STUDENTS

What do you want to learn today ?

READ



Reading Library

Reading Bookmarks



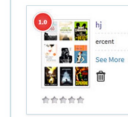
Speed Reading

Text Helper

LISTEN

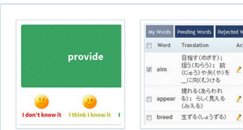


Listening Library



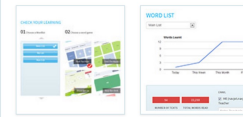
Listening Bookmarks

LEARN



Learn Words

Manage my Words



Word Learning Games

Check My Learning

Home Reading Room Listening Room Vocabulary Room My Progress Settings What's My Level ?

Benefits

- Students work online
- Variety of devices
- Large libraries to choose from
- Teachers can set goals and track progress

Making your own materials: Compleat Web VP



Home > VocabProfilers > Compleat (CLASSIC; NSGL; BNL; BNC;+COCA, +Core; French) Pdf file? Change to text [HTML](#) [Image text?](#) [HTML](#)

Then Spellcheck

Compleat Web VP v.2.6 Million-word VPs

Profile texts with *9* list frames in *2* langs. and *2* grain-sizes at *1* interface

Units: Note that BNL, Coca-Core, CEFR, & Classic AWL are not full 1000-family lists (see [?] details); & that NSGL, BNC-25k, and French are (F)lemmas not Families

Related
How to make list framework comparisons? Last Demo [From here](#)
Does lex frequency predict text complexity? Check [these](#)
Check VP-sorted concordances, easiest contexts first [here](#)

NEW! Morpholex integration @ k-level

Input mode A Type or paste text up to 100,000 words into window (VP WILL LIMIT WINDOW INPUT TO = 35,000 WORDS/=200,000 chars), choose options, and click **yellow Submit_window** button

Title: (Lists) Bar Chart

Input mode B For large files, **to 1 million words** (or if crash/slow-down top at ≈ 500k wds) >> **LARGER TEXT = MORE BASIC INFO** >>

CORPUS x LIST

UPLOAD LARGE TEXT FILE (with ~.txt file extension)

Frequency frameworks by Laufer, Nation, Davies, Gardner, Neufeld, Bilorglu, Browne, Culligan, Lonsdale, Le Bras & colleagues. Coded by Tom

FRAMEWORKS

- BNC-COCA 1-25k Paul Nation
- BNC-COCA NFL1 (v.2) Cobb & Laufer
- BNC-COCA 1-25 C ("c-series," 100 heads)
- CLASSIC (GSL/AWL) Nation & Averil Coxhead
- BNC Fams 20k (f)Lems 25k (f)Lems 50c
- BNC-COCA Core-4 (Dee Gardner)
- NSGL + NAWL OR + TOEIC OR + Biz C. Brown
- IZ - English (New curriculum 2022)
- BNL (Steve Neufeld)
- FRENCH**
- (f)LEMS 1-25k FAMS 1-3k NFL-0 -2 -5

*** Frameworks can be modified at output for most texts

RECEAT

INSTRUCTIONS: Type or paste your text here and click the yellow SUBMIT_window button. VocabProfile will tell you how many words the text contains for corpora. For a demonstration, enter this text, or one of the sample texts below.

Frequency frameworks by Laufer, Nation, Davies, Gardner, Neufeld, Bilorglu, Browne, Culligan, Lonsdale, Le Bras & colleagues. Coded by Tom

INSTRUCTIONS: Type or paste your text here and click the yellow SUBMIT_window button. corpora. For a demonstration, enter this text, or one of the sample texts below.

Frequency frameworks by Laufer, Nation, Davies, Gardner, Neufeld, Bilorglu, Browne, Culligan, Lonsdale, Le Bras & colleagues. Coded by Tom

Demos: Lit (1) (2) | Graded (1) (2) | Novel Science (1) (2) | News NYT WP Rex Speech Adults Kids | Legal | GSL+AWL 1k 2k AWL | FRENCH

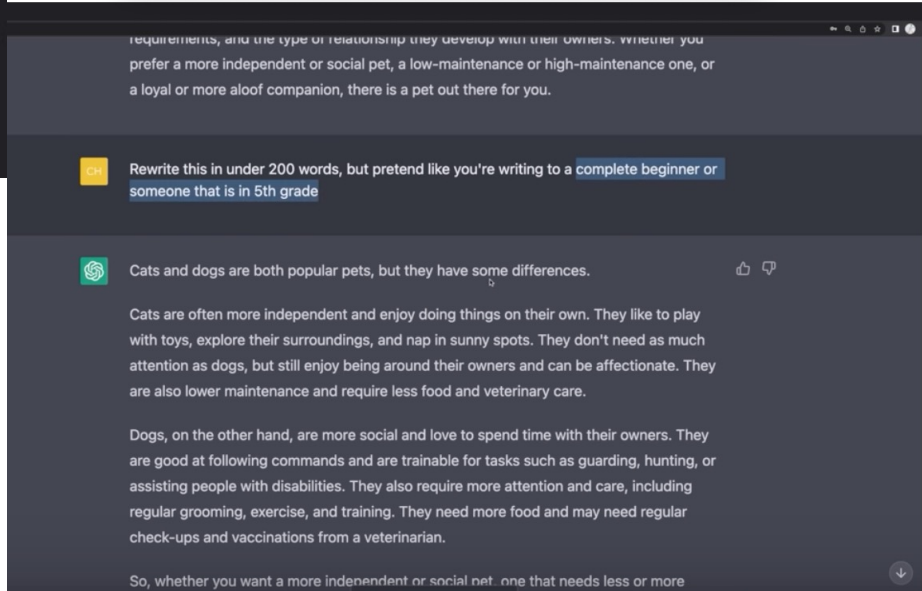
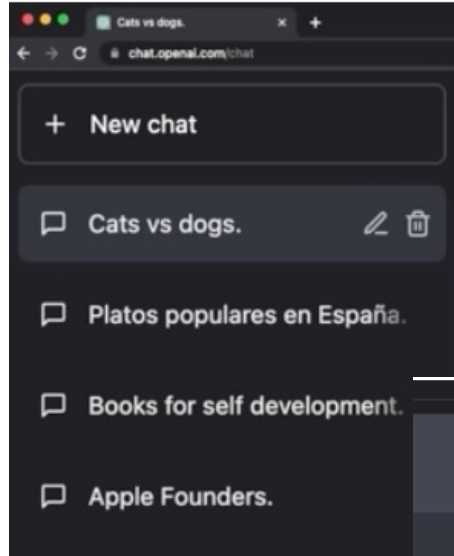
News Novel Comment Select Count

WORDS TO HOLD @ 1k (Type/Dbt-click)

PROPER NOUN HANDLING Off-list mid-sentence caps... Class as offlist Break apart Class as 1k/1c Eliminate

COMPOUNDS HANDLING When Off word is 2 wds...

ChatGPT



Benefits

- Easy to use
- Customize materials for your students
- Useful for teachers with small budgets
- Students can create texts

Other ER Links

[ERF Friends Facebook Page](#)

[Extensive Reading Foundation](#)

[ER Guide in Spanish](#)

[Reading Record Sheet](#)

[MReader.org](#)

[www.ello.org/](#)

References

Nation, P. (2007). The four strands. *Innovation in Language Teaching* 1(1), 2-13.

Renandya, W. (2007). The power of extensive reading. *RELC Journal*, 38 (3),133-149.

Robb, T. & Kano, M. (2013). Effective extensive reading outside the classroom, *Reading in a Foreign Language*, 25(2), 234-247.

Thank you for joining today.

Special thanks to Tom Robb for providing slides for this presentation.