AusELT/English Australia Journal Article Discussion – October 2016. "Fluency Development through Extensive Reading".

Archive of Discussion

Languine Phil
17 October at 12:46
Hi All
To get us started on the article discussion, the following question is up for comments. Looking forward to hearing from you. (Tomorrow, we have some words from one of the authors together with a couple more questions).
How might the findings reported on pages 60-65 lead to changes in how you approach the teaching of reading in your context(s)?
Please find the article summary and pdf download at the link below.

AusELT/English Australia Journal Article Discussion – October 2016. "Fluency Development through Extensive Reading"

Image from Access the article here. Overview of the article Paul Brigg and Alice Chik are reporting on a case study research project involving two English language learners, using two forms of ext...

react-text: 8 Like /react-text
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Comment react-text: 14 Share /react-text

react-text: 17 5 /react-text react-text: 18 /react-text
Aparna Jacob, Clare McGrath and 3 others
Comments

react-text: 611 Remove /react-text
react-text: 617 Clare McGrath Elt /react-text react-text: 620 /react-text It was interesting to consider the difference between SSR / sustained silent reading and the

variations on ER / extensive reading (eg listening while reading, the think-aloud process). Now I'm thinking about having not-just-at-lowest-level students listen as the teacher reads aloud while following along, with an appropriate text. I hadn't seen many examples of simplified texts (ie graded with further elaboration embedded, vs a glossary as a side-bar or list at the end of the chapter or of the whole text) so that's something I'm exploring further. One thing I'd like to know more about is scaffolding the students' think-aloud, for those who haven't experienced that much before in their L1 or in the L2.

Like · Reply · 5 · 17 October at 13:03

react-text: 655 Remove /react-text
react-text: 661 Mick Collins /react-text react-text: 664 /react-text These are very similar to the strategies focused upon in the Focus on Reading program we were trained in for years 3-6 in the NSW public system. We worked alongside the classroom teacher. I recall some of the use of visual aids and use of prompts in modelling And sharing our own personal think aloud process. It really does open up some powerful learning opportunities.

Like · Reply · 21 October at 19:35 · Edited

react-text: 710 Remove /react-text
react-text: 716 Languine Phil /react-text react-text: 719 /react-text I first learned about think aloud at a workshop in Vientiane, Laos, many years ago. I was so taken by the power of it that I built it into my approach to teaching pretty swiftly (though like anything, you can overdo it). I find it's great to do as a teacher to make students aware of the strategies used to read, to write, to do many things with language. See here for a quick overview. react-text: 1015 http://www.readingrockets.org/strategies/think_alouds /react-text I did make attempts to get students to do it with each other in groups by modelling it quite extensively and putting question prompts on the board (similar to the ones in the link above). But I didn't feel it was really having much of an impact on their learning. Doing it for research purposes to collect data about what the students are thinking can also be tricky, I imagine, but they did it!

Think-alouds

Think-alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers...

READINGROCKETS.ORG

Like · Reply · Remove Preview · 3 · 18 October at 07:59

react-text: 756 Remove /react-text
react-text: 762 Clare McGrath /react-text react-text: 765 /react-text That's really interesting. I wonder if then it might help simply to hear someone else do some think- alouds, just so they can see (hear!) the possibilities. That makes me want to try that in the ademic English context in particular. I should have recorded a think-aloud while reading this article.

Unlike · Reply · 3 · 18 October at 08:11

react-text: 797 Write a reply... /react-text

react-text: 814 Remove /react-text
react-text: 820 Languine Phil /react-text react-text: 823 /react-text I asked Paul (the lead author) what he'd like to share with this group, and he sent me the following.

Like · Reply · 18 October at 08:01

react-text: 848 Remove /react-text
react-text: 854 Languine Phil /react-text react-text: 857 /react-text "In order to provide some validity to my observations, I purposely avoided any mention or reference to reading strategies during my lessons and the only instruction during the think-aloud interviews was to "Speak about what you are thinking as you read".

Along with most ESL teachers, I was aware that L2 readers may well have awareness and experience of reading strategies from their L1 reading, and that some may have developed strategy use from their courses in English. However, as I noted in Table 1, Think-Aloud Matrix Responses, both participants used a considerable number of strategies while reading the 464-word excerpt: 43 for the intermediate level reader and 63 for the simplified-intermediate level reader. The latter, reading for fluency development, used 50% more strategies."

Like · Reply · 2 · 18 October at 08:04 · Edited

react-text: 40 Remove /react-text

react-text: 46 Languine Phil /react-text react-text: 49 /react-text Paul is wondering if other English language teachers have had similar experiences.

Like · Reply · 18 October at 08:14 · Edited

react-text: 938 Remove /react-text
react-text: 944 Clare McGrath /react-text react-text: 947 /react-text Is ESL here used as a blanket term covering EFL or is the distinction not significant?

Like · Reply · 1 · 18 October at 08:12

react-text: 977 Remove /react-text
react-text: 983 Languine Phil /react-text react-text: 986 /react-text **react-text: 990 Clare /react-text** I notice in the article that he uses it as a blanket term. I might edit the question above for clarity.

Like · Reply · 1 · 18 October at 08:14

react-text: 91 Remove /react-text
react-text: 97 Richard At Navitas /react-text react-text: 100 /react-text Based on the findings of this report, the challenge for me is to find texts which have "a lexical coverage level of 99-100%." I tend to work with 'authentic' academic material & genre models with which a lot of input is required to build field knowledge. I guess what I should take from this article is that ER for pleasure should be something I promote alongside the writing focused curriculum that I spend most of my time on.

Unlike · Reply · 3 · 18 October at 10:24

react-text: 217 Remove /react-text
react-text: 223 Clare McGrath Elt /react-text react-text: 226 /react-text That also struck me, as we had been emphasising the use of authentic texts at all levels. It makes a strong argument for including more ER for pleasure as you say, in order to benefit their other required reading.

Unlike · Reply · 4 · 18 October at 10:42

react-text: 256 Remove /react-text
react-text: 262 Sophia Khan Elt /react-text react-text: 265 /react-text I am all for authentic texts at all levels...What I took away was a reminder of how we can use authentic texts and still make them accessible. As long as we have generally selected wisely in terms of accessibility, we can help cover the gaps by adding

'elaborations' (that can be referred to or ignored according to need) while still ensuring that "the author's text remains intact" (p.60). It's an approach I remember finding very useful when I was a lit student (French, Anglo-Saxon, Chaucer, Shakespeare...) - the texts would have notes either on the opposite page or on the lower half of the page - if I was confused I'd refer to it, and if I was fine I'd just keep going. Quite different from the approach of the level-bound coursebooks and graded readers that most of us (have to) use.

Unlike · Reply · 4 · 19 October at 01:45

react-text: 299 Remove /react-text
react-text: 305 Languine Phil /react-text react-text: 308 /react-text I've asked Paul for comments on your comments, so will wait for him to respond (he's not in our group).

Like · Reply · 2 · 19 October at 09:00

react-text: 338 Remove /react-text
react-text: 344 Clare McGrath Elt /react-text react-text: 347 /react-text A primary EALD friend and I were talking about this as think-alouds are commonly used in her sector, and I wanted to see it in action. A bit of Googling led to this react-text: 352 http://www.readingrockets.org/.../thinkaloud_checklist.pdf /react-text I found these examples here more useful than the think-aloud Qs on the readingrockets home page. But everyhting can be tweaked.

Like · Reply · 2 · 20 October at 10:51

react-text: 380 Remove /react-text
react-text: 386 Languine Phil /react-text react-text: 389 /react-text **react-text: 393 Clare /react-text** Great peer review sheet for small group work!

Like · Reply · 1 · 21 October at 08:20

react-text: 421 Remove /react-text
react-text: 427 Lynda Cameron /react-text react-text: 430 /react-text I'm trialling ER for the first time with 2 classes: 1 at EFS level and 1 class immediately below EFS. I allocate 30 mins near the end of the lesson to SSR, then help sts select a new reader for their at-home reading before the next lesson. Some sts are reading 2 books per week, some 1 per week. In a couple of cases, it was the first time that the sts had read a book in English from beginning to end. How cool is that! Several have commented how much they actually *enjoyed* the reading. Based on my reading of Day, Krashen and others, it's about helping sts acquire automaticity in their reading. Ie. the brain starts to handle more language automatically, without effort, which frees up their capacity to grasp meaning across longer stretches of text and predict ahead, etc. I'm a total newbie to ER, but the early indications with my groups have

been very positive. Some of the sts select readers several levels below that targeted at the class level, but if it equips them with an approach they can employ and ENJOY after completing the course to independently manage their continued language development, it's still valuable. Too soon though for me to get a sense of the impact (if any) it has on their reading of academic texts.

Like · Reply · 3 · 21 October at 21:19 · Edited

react-text: 466 Remove /react-text

react-text: 472 Languine Phil /react-text react-text: 475 /react-text Those sounds like great outcomes, react-text: 480 Lynda /react-text , especially since you haven't used ER before! The concept of automaticity is very similar to fluency. Look forward to hearing more.

Like · Reply · 1 · 9 hrs

react-text: 503 Remove /react-text

react-text: 509 Languine Phil /react-text react-text: 512 /react-text react-text: 517 Richard /react-text , comment from the author.....Paul comments:

Yes it seems like a mammoth task to simplify a book to 99-100% lexical coverage, however in my case I usually start with a book or short-story that has already been simplified as an ER book or as an abridged publication; then the additional simplification is much easier. I prefer elaboration because the original text is unaltered and my elaborations are really just notes. Remember, what and how to simplify or elaborate is an intuitive process, so there will also be considerable variation. My approach is to simplify by elaboration as much as I can, because I am after all interested in fluency development, so easy understanding by students is my goal. I know this is somewhat contradictory because when students come to an unknown item, they will likely read the elaboration for language learning.

I initially thought the plethora of elaborations would be a distraction, so opted for the Adobe Acrobat enabled PDF files that allow for drop-down indexing. However, this is not essential because so many students have told me the elaborations are easily skipped when they are sure of a word; but they are often read as a double-check or to seek an alternative meaning to that which the student suspects.

I've also found that students can easily diagnose their needs and so choose books from a range of lexical coverage levels. So if they are still having problems with articles, prepositions, or sentence structure, they may read a little longer at the fluency development level of 99-100% before going to something at 95-97% with more vocabulary learning opportunities.

Like · Reply · 3 · 9 hrs

react-text: 551 Remove /react-text
react-text: 557 Languine Phil /react-text react-text: 560 /react-text react-text: 565
Sophia /react-text : Paul's comment...Paul comments:

Of course, the ' level-bound coursebooks and graded readers that most of us (have
to) use', are generally graded to the language-development goal of 95-97% lexical
coverage; that is why I attempt to simplify the language further to the 99-100% level
while maintaining the interest and enjoyment of the text.

As per your experience, the elaborations can be in a separate glossary, a side panel
or a drop-down index in a PDF file. I have found that the within-text elaborations
cause fewer distractions as students easily skip over words or phrases they know.

I've become confused about authentic texts; I know the accepted definition is that
they are texts written for native speakers. However, if the text is modified for a
Behind The News kids' TV program, is it still authentic?
Like · Reply · 2 · 9 hrs

Languine Phil
20 October at 13:35
Moving our discussion of the article on extensive reading along, we have
many members here who are quite new to English language teaching. I
wonder if we might talk a little about the differences between intensive
reading lessons (those ones where you spend class time having students
"study" a short text), and extensive reading, where you're attempting to
get your students to do longer periods of reading for enjoyment, on their
own, outside of class. The article linked below was written by AusELT's
Karen Benson, and outlines these differences in more detail, and then
goes on to show how you can use intensive reading to prepare students
for extensive reading. Graded readers (books deliberately adjusted to
make them easier to read for different levels of proficiency) are used.
What do you think?

react-text: 17 13 /react-text react-text: 18 /react-text
Sophia Khan Elt, Donna Chilcott Cook and 11 others
Comments

react-text: 146 Remove /react-text
react-text: 152 James Pengelley /react-text react-text: 155 /react-text I like the
idea of using i-1 for extensive reading....is there any information to suggest that
graded readers are intended to be i+1?
Like · Reply · 3 · 20 October at 17:17

react-text: 186 Remove /react-text
react-text: 192 Languine Phil /react-text react-text: 195 /react-text I'm always wary of Krashen's i+1 principle, react-text: 200 James /react-text , because he's never adequately clarified what the 1 stands for, IMHO. I do like the criteria that a graded reader is a useful tool for a language learner if it can be read at 200 words or more per minute. Research has shown this is when reading fluency is developing.
Like · Reply · 21 October at 08:19

react-text: 223 Remove /react-text
react-text: 229 James Pengelley /react-text react-text: 232 /react-text Yes I mean in principle, I like the rationale of selecting readers at i-1.....
Like · Reply · 21 October at 10:26

react-text: 288 Remove /react-text
react-text: 294 Gerhard Erasmus /react-text react-text: 297 /react-text There is also research showing that the level of the book isn't always a key indicator. I've heard presenters say you should look at 5 words per hundred that you don't know, but it's not always supported. I allow students to read what they want. If it's so easy that you read through the book in 10 minutes and you don't read another, you won't see the benefits. If it's so difficult that your motivation to read Harry Potter in English drops after page 10. Put it down and read it when you're ready.
Unlike · Reply · 1 · 21 October at 11:07

react-text: 331 Remove /react-text
react-text: 337 James Pengelley /react-text react-text: 340 /react-text I think I´d gravitate towards asking students to find a book at the level that suits them,to be honest. Some people like the challenge others like a bit more security. Wouldnt they often be the best judges of that?
Unlike · Reply · 1 · 21 October at 13:22

react-text: 370 Remove /react-text
react-text: 376 Languine Phil /react-text react-text: 379 /react-text react-text: 384 Gerhard /react-text page 55 of the original article deals with this. I also agree with you and react-text: 387 James /react-text that students should be able to select their own books. But the point is important, I think, that if there are too many interruptions due to unknown vocabulary, fluency is stifled. It goes back to a question you asked a few weeks ago, react-text: 538 James /react-text , about aims for fluency or aims for accuracy. Authentic texts would probably help with language-based reading lessons, and graded readers for fluency-based reading lessons. Could our learners always know whether they need to work on one or the other? Just pondering...

Like · Reply · 2 · 21 October at 13:54 · Edited

react-text: 420 Remove /react-text
react-text: 426 Languine Phil /react-text react-text: 429 /react-text Interesting aside, Right at this moment I'm analysing interviews with students about out-of-class language learning and one just said that he has read all the Harry Potter books in Spanish, and he's now reading them in English while doing his EAP course. He feels this really helps his comprehension. Hmmm
Like · Reply · 2 · 21 October at 14:34

react-text: 459 Remove /react-text
react-text: 465 Sophia Khan Elt /react-text react-text: 468 /react-text Another aside: I really loathe graded readers! Probably because I am struggling through them with my kids right now and it is such boring, demotivating *insert rude word* I can't bear it - and neither can they; they have zero motivation for it unless they get to do it in a silly voice or with plot embellishments (Here is the garden. Here is the tree. Here is the spade...of destiny!) Luckily graded readers for adults these days aren't quite as soul-destroying but let's not kill reading by focusing more on the text's lexical density than on whether someone actually wants to read it.
Like · Reply · 2 · Yesterday at 03:55

react-text: 502 Remove /react-text
react-text: 508 Clare McGrath /react-text react-text: 511 /react-text Recalling dialogues in ones I read as a child, I should have developed a habit of repeating any exclamatory remarks twice.
Like · Reply · 1 · Yesterday at 06:17

react-text: 40 Remove /react-text
react-text: 46 Sarah Hardman /react-text react-text: 49 /react-text Newer teachers might like to try things like a weekly session of 4:3:2:1 where students must retell or review something they've read orally in groups- first group you have 4 minutes, second group 3 minutes etc.
Unlike · Reply · 6 · 20 October at 18:32

react-text: 79 Remove /react-text
react-text: 85 Kristin Walters /react-text react-text: 88 /react-text I have just taken my class to the library for the purpose of encouraging them to borrow a reader. I take

your point about graded readers (above, react-text: 94 Sophia Khan Elt /react-text) particularly with children's ones but I think that in order for students who may not come from a reading culture to feel the like reading then a sense of success has to be embedded first, and this can be done by using graded readers with adult students. I wanted my students to choose and so told them about the idea of a graded reader and then, being lucky enough to have a wide range of titles, asked them to choose a title and a level that they wanted to read. I then gave them 2 or 3 titles at the advanced through to intermediate levels to look at. They chose their own based on both interest and wear level of challenge / reading enjoyment they wanted to set themselves. I hope this does encourage them to read. I'll find out next week!

Unlike · Reply · 3 · Yesterday at 06:09