Helping Students Become Fluent, Joyful and Confident Readers

NUFS Workshop 2015

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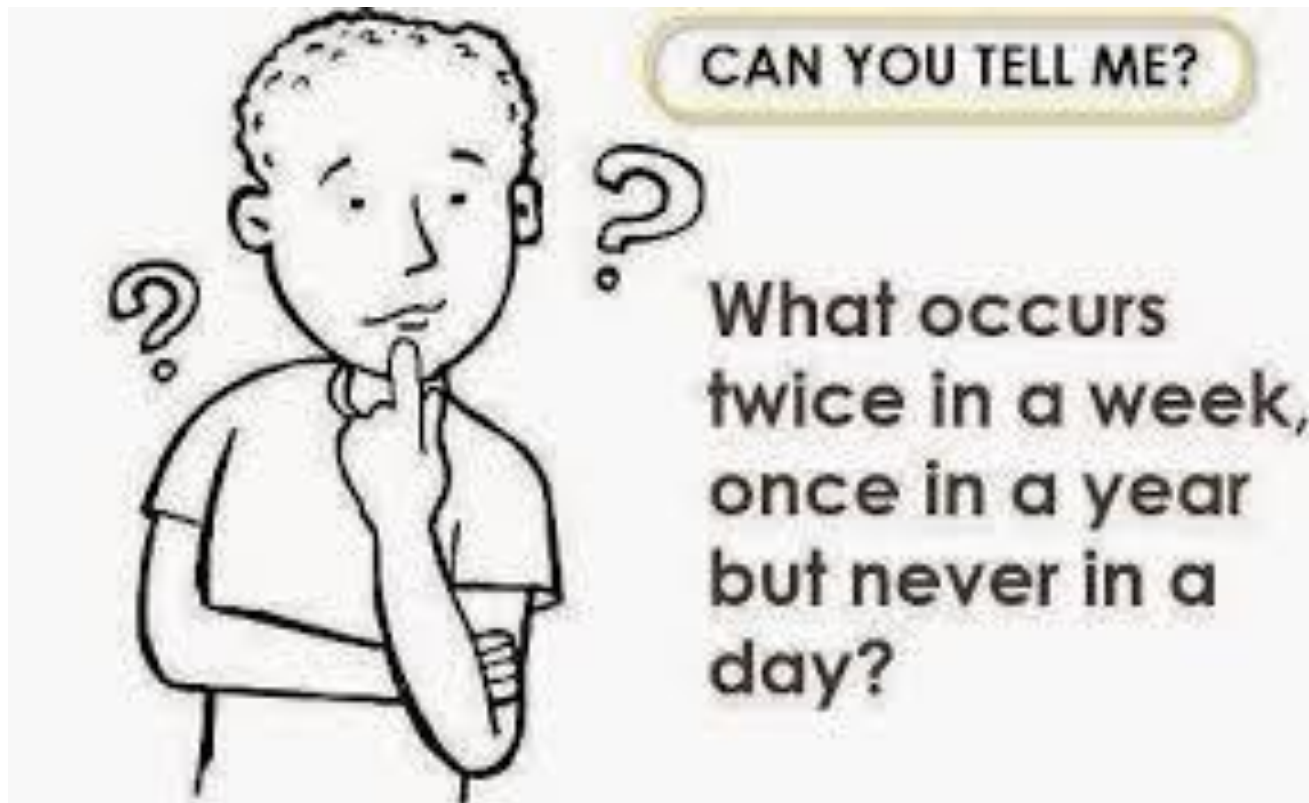
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Warm-up

Can you solve this riddle?

Riddle 1

Occur

1. to happen

2. to happen or exist in a particular place or situation

*Chromium and nickel **occur** commonly in areas which ae also rich in magnesium*

Longman Dictionary of Contemporary English

Riddle 2

What always runs,
but never walks,
often murmurs, never talks,
has a bed,
but never sleeps,
has a mouth, but neve eats?

A river runs.

river bed

river mouth

murmurs of a river

Riddle 3

There were 4 men fishing. The boat tipped, and every man fell into the water. Not a single man got wet. How is this possible?

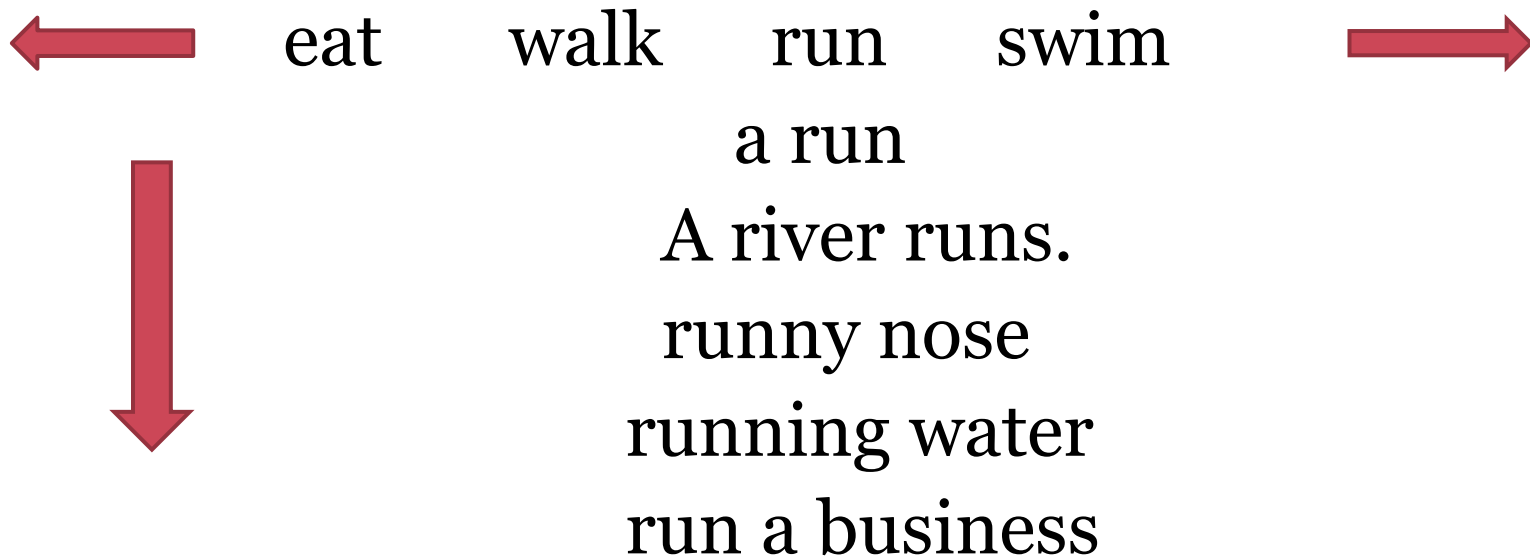# *Single*

1. ONE

   not a single -no people or things at all

2. NOT MARRIED

Vocabulary knowledge

- Size
- Depth

eat   walk   run   swim

a run

A river runs.

runny nose

running water

run a business

For vocabulary depth, you need to meet the words in context many times.

- Students need ER!

- Ex. 'like'
  I *like* cats.
  He looks *like* a monkey.

Riddle 4

red

read - read - read

(homonym)

We change the way we read by text or purpose.(In L1 we do this naturally)

newspaper   novel   travel guide
contract   user's manual   poster
blog   direct mail

Scan (look for particular words or information)
Skim (read the whole thing quickly and roughly)
Read the parts you want to read
Read everything carefully
Read from page one to the end
               Or combination of above
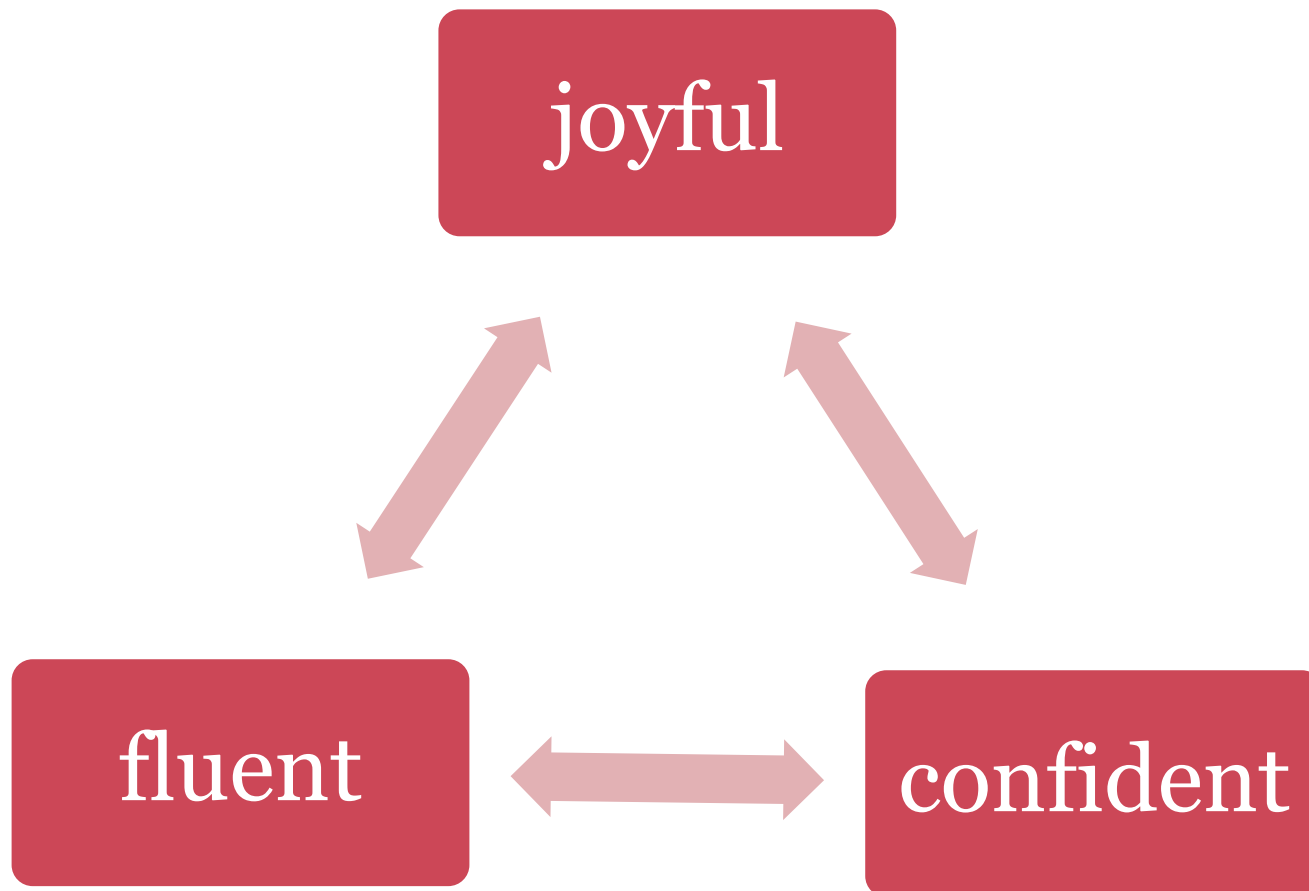
We might want to teach our EFL students to:

- Scan
- Skim
- Shift
- Skip
- Stop

- Strategies that L1 readers rather naturally apply

Strategy training can help students:

- lower their anxiety. (feel more relaxed)
- read more fluently. (not word by word)
- find reading more enjoyable.
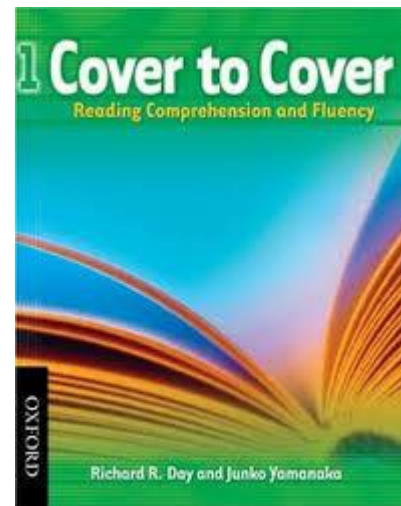- feel more confident.

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Helping students become fluent, joyful and confident readers

Many reading textbooks include strategy training

For example:

- *Reading Power*   (Pearson Education)
- *Cover to Cover*   (Oxford University Press)

Fluency/comprehension strategies introduced in *Cover to Cover 1*

- Scanning
- Skimming for the main idea
- Predicting the topic
- Ignoring unknown words
- Recognizing signal words
- Finding main ideas in paragraphs
- Identifying meaning from context
- Recognizing points of view
- Recognizing reference words

Let's enjoy a scanning activity.

Scanning is searching very fast for specific information—a fact, a number, a word, a phrase. Make a clear picture in your mind of the information you are looking for. Move your eyes quickly across the text. Don't read every word.

C 2 C activities

Cover to Cover

1

Reading Comprehension and Fluency

OXFORD

Richard R. Day and Junko Yamanaka
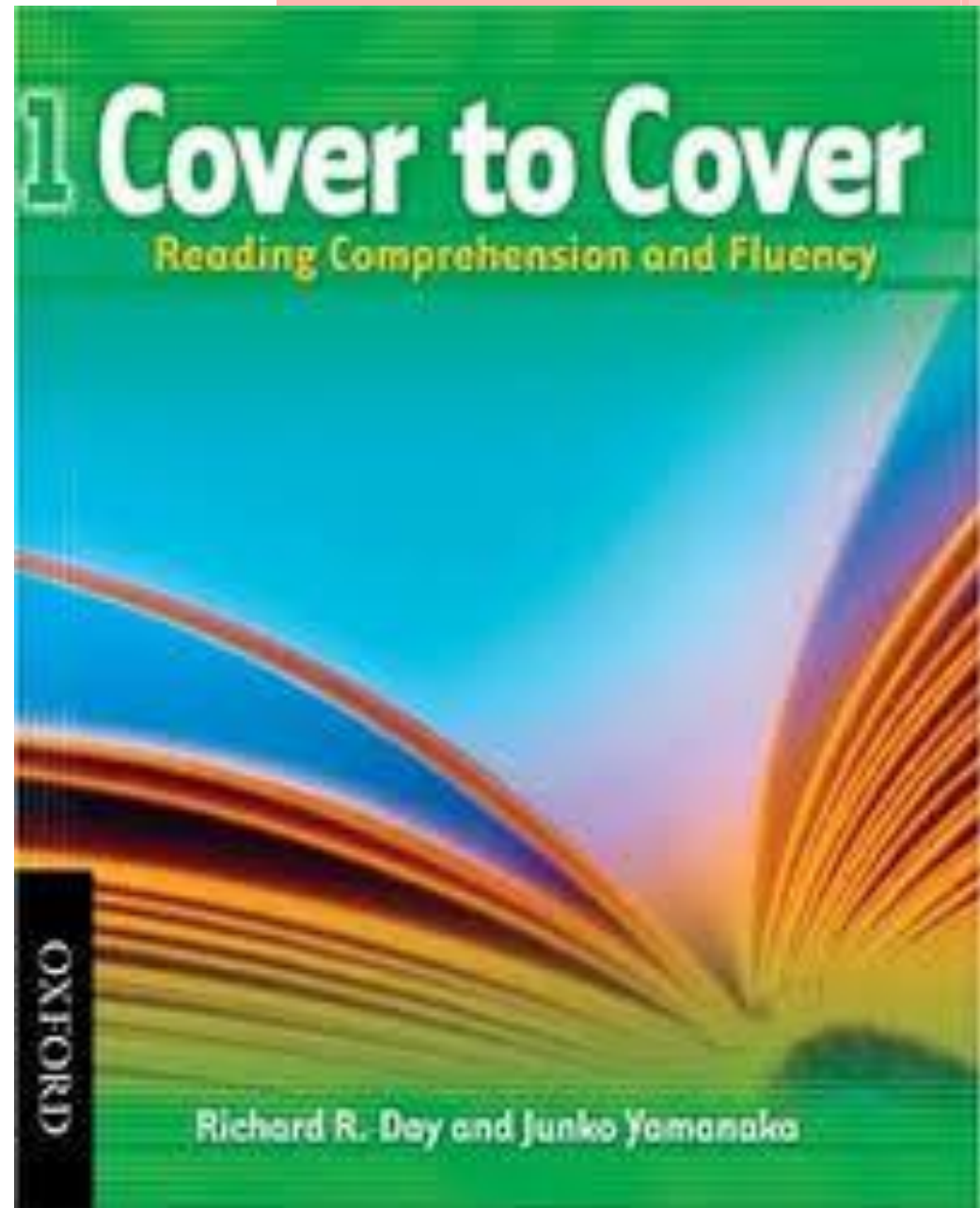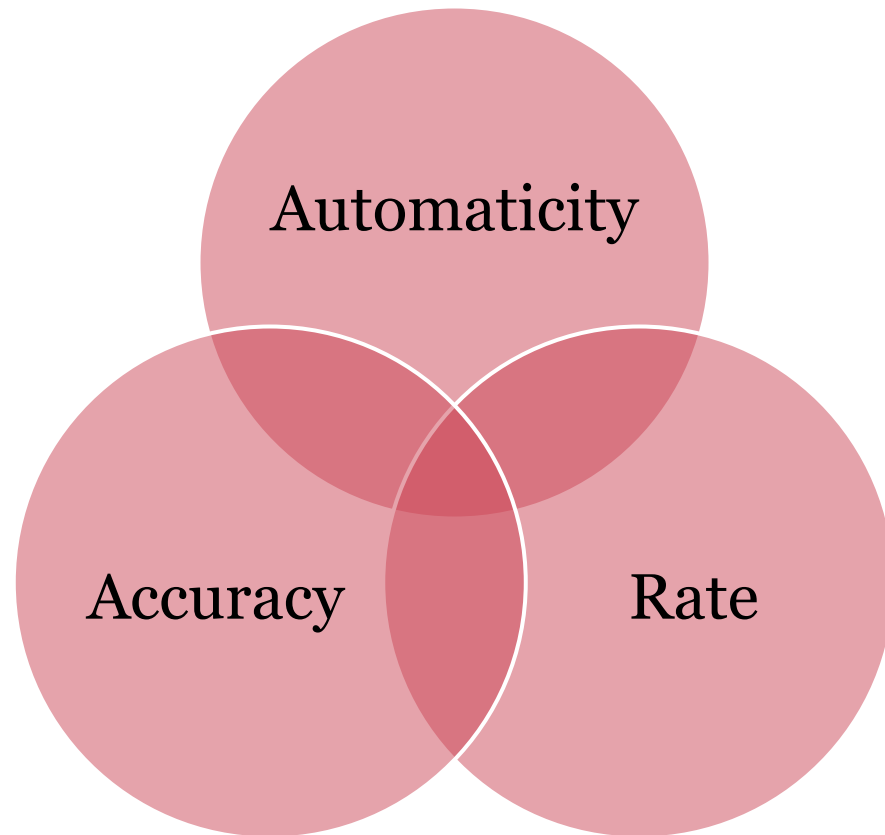
What is fluency?

Definition by Grabe, 2009

- Fluency in reading is the ability to read rapidly with ease and _____, and to read with appropriate expression and phrasing.

- Fluency in reading is the ability to read rapidly with ease and accuracy, and to read with appropriate expression and phrasing.

Three central components of fluency

- Automaticity
- Accuracy
- Rate

Fluency—rapid and accurate word recognition

- Comprehension depends on *word recognition.*
- Accuracy means *accurate word recognition.*
- Fluency means *rapid, automatic, complete and accurate word recognition* .

- "…text comprehension is an expected outcome of fluent reading."

   (Grabe 2009, *Reading in a Second language,* p. 291)

Automatic word recognition

- Automaticity is *not* speed.
  Automatic – You don't think, you don't try,
  but it happens. (no efforts)

Cat

Platypus

Only when each word is recognized automatically, a reader can spare time for its meaning and the message of the whole text.

Quick eye fixation

- Your eyes are fixed on each word as you read.
- Reading fast means your eye fixation on each word is very quick.

(Nation, 2007)

- From: *Planespotting*   Hueber Verlag   Level 1

Chapter 1   At the airport

Gary Kent is watching planes on a Thursday afternoon. He's sitting beside a road next to the airport. A big plane is taking off. It comes along the runway. The noise is loud. The plane takes off and flies over some trees near Gary. It's a 747 with a blue and yellow tail.

*That's Lufthansa Flight 9745 to Bangkok*, thinks Gary, *There it goes!*

Gary is thirteen. He and his family live near Sydney Airport. The planes come over their house. Gary's mother doesn't like them. 'They make a lot of noise' she says. But Gary likes the noise. And he loves watching planes—he's a planespotter.

(107 words)

What is important for fluency?

- Quick decoding (bottom-up training)
- Meeting words many times, in context (top-down training)

  -This will help process each word quickly
- Reading *easy* material
- Strategy training (moving away from slow, word by word reading)
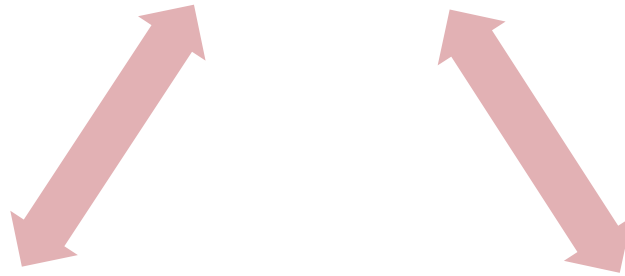
The three most important rules of ER

1. Enjoy!

2. Enjoy!

3. Enjoy!

Richard Day

Extensive reading is E,E,E!

Easy,

Enjoyable,

Extensively!

Junko Yamanaka

Easy books!

- Without accuracy, no fluency!
- Students can lower anxiety!
- Fluent reading experience is gold!
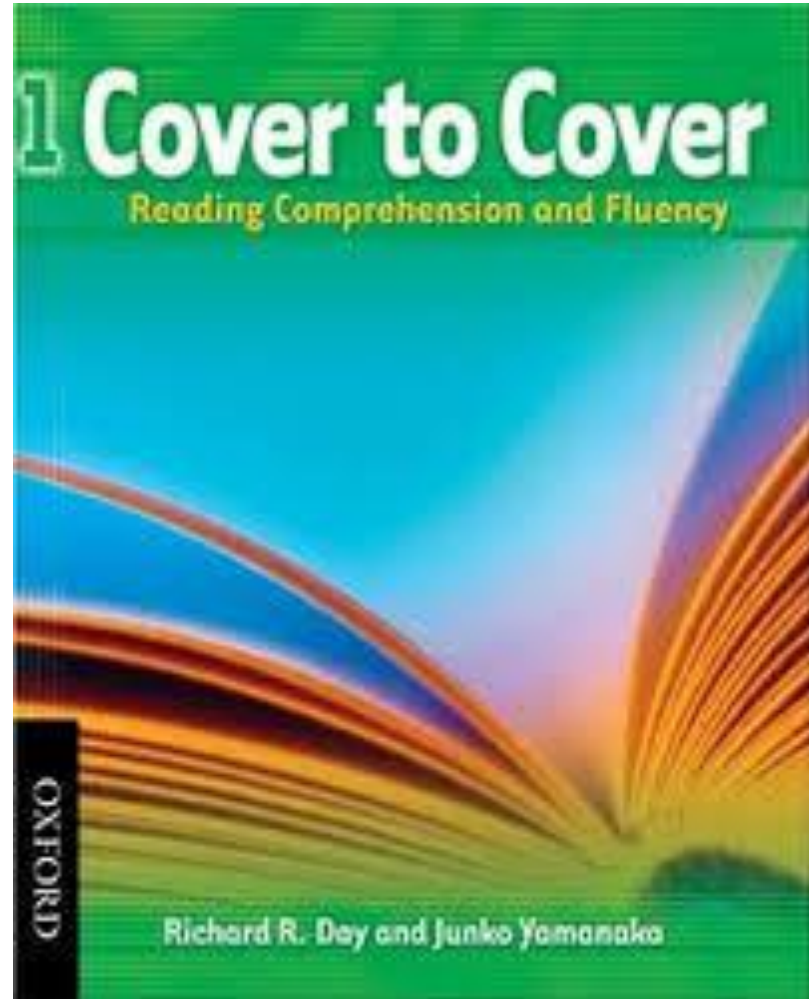- They gain confidence!

Enjoyable books!

- Students will want to read more!
- Their motivation goes up!
- They become confident!
- They might become joyful, life-long readers!

Teachers, please enjoy graded readers.

- Teachers should enjoy too!
- You are the role models!
- Don't miss the fun!
- Your English fluency will improve!

C2C ER section

Thank you for your participation!

I'm reading cover to cover!

Oh?