

## *Newsletter No. 9*

### **Workshop in January**

#### **“50 Extensive Reading Activities to Stimulate the Class”**

**Presenter:** Robert Waring (Notre Dame Seishin University)

**Date:** January 25<sup>th</sup>, 2020, 10:30-14:30

**Venue:** Nagoya NSC College, Room 2A-31

**Abstract:**

Many practitioners know what extensive reading (ER) is and why we do it. The presentation will start with a short review.

However a major problem is with integrating ER into the curriculum and specific classes. This workshop will present dozens of ideas for teachers to implement ER from library selection, previewing, while reading and post reading activities. The workshop will also provide some guidelines on how to work with other classes to achieve department goals.



**The number of participants:** 28

#### **1. Interesting activities you might want to use in your class. Why?**

- Students summarize a book to friends. Three students go to the front and describe it. Class guesses who really read the book. I like this because it requires production, it is social, and it shares the content of the book, i.e. spreading stories so students will want to read other books.
- I've learned many tips today. I think especially activities for reluctant students are useful to motivate some of my students.
- I have started 'English Extensive Reading Lunch' since last month. So, I enjoyed attending this workshop. I would like to use re-write / to write a letter activity because I think they enjoy reading and have an aim to read.
- I've learned a lot of interesting activities and I'm very excited to try them in my class soon. Especially, I like the chain stories activity where readers swap their books and they explain the stories to each other. I will also use the last activity mentioned, where students bring articles they choose to talk about and share.
- I want my students start their English class with extensive reading for 15 minutes. I will try to collect books for ER somehow. I'll make my students happen to meet the same words as often as I can within a short time.



## 2. What you learned from today's workshop

- Rob clearly outlined step-by-step, the benefits of schools incorporating an extensive reading compared with their curriculum. I was struck by the data he showed indicating 10 minutes of reading a week would take 20 years to achieve advance reading ability.
- I've learned how to bridge the gap in learning and textbook structure. Students always thought the textbook design was not good, but now students think that ER can help complement their learning.
- Especially on the number of meeting words has big impact on language acquisition.
- I will remember what Rob said, 'If you are not fighting the forgetting curve, you are not helping your students.'
- You have to read 'lots' to be able to understand the language better. You also have to review or you'll forget. I'll make some review worksheet.



## 3. Questions and Answers

***Q (1): I'm teaching at universities, so there are 15 weeks. If students read starter level's readers and stick to reading them, is it okay as long as they enjoy them or is it better to encourage them to read higher levels?***

A: It's most important to let them read at their comfort level. If they are comfortable at this level, then let them continue, but if they stay at this level out of laziness, move them up.

***Q (2): I am currently trying to start an ER program at the primary school. Most of the ER information online is focused on the university level down to JHS. Could you please point me towards some advice or information geared toward primary level if you have some? Or do you think it is too difficult to begin in elementary school?***

A: This is quite true and something the ER Foundation are trying to fix. Here are a couple of links.

[https://languageresearch.cambridge.org/images/Language\\_Research/CambridgePapers/CambridgePapersInELT\\_ExtReadingPrimary\\_2018\\_ONLINE.pdf](https://languageresearch.cambridge.org/images/Language_Research/CambridgePapers/CambridgePapersInELT_ExtReadingPrimary_2018_ONLINE.pdf)

<https://www.teachingenglish.org.uk/article/reading-young-learners>

***Q (3): Motivating reluctant students are not so easy. They just don't like English because they think it's something they have to study. How can I help them?***

A: I can understand this – I felt the same about physics at school. The first thing is to make English fun (and interesting). If they are having fun they are more likely to be ready to learn. So I'd play games with them, read them stories and make it much less like 'study'

***Q (4): I'm wondering how to assess my students in ER class. I had them write a book report every week and create a book poster of their homerun book at the end of the semester. How can I grade them? Who can get A+, for example?***



A: I suggest this is a combination of how much effort they put into the report, accuracy of reporting of the book's content, English ability, and possibility on their presentation ability too

**Q (4):** *My students have to read a book every week and write a short report including summary and comment. Should they keep record of how many words they read? If so, when some books don't show the number of words, what should they do?*

A: Yes, this is a good idea. I showed some ways you can do this with the forms I put up. The SSS group has a word book you can use too. The ER Foundation has a list of word counts here for many books.

<https://erfoundation.org/wordpress/graded-readers/graded-reader-list/>



## **Workshop in January (AR Discussion)**

**Date:** January 25<sup>th</sup>, 2020, 15:00-17:00

**Venue:** Nagoya NSC College, Room A-32, A-51

**Title:** Group discussion on action research

**Advisers:** Duane Kindt, Juanita Heigham (NUFS)

**The number of participants:** 11

