

## *Newsletter No. 5*

### Workshop in October

## “Setting up and Running an Online Extensive Reading Program”

**Date:** October 15<sup>th</sup>, 2022 10:30-12:00, 13:00-14:30

**Venue:** NUFS Meieki Campus (BIZrium Nagoya)

**Presenter:** Rob Waring (Nortre Dame Seishin University)



### **Abstract:**

This presentation will call on the presenter's vast experience with setting up Extensive Reading programs worldwide both digital and traditional. Successful management of an Extensive Reading (ER) program is an essential ingredient in the success of the overall language program. We will look at how an effective digital Extensive Reading program can be implemented with special emphasis on the various factors involved in the selection of materials, ways to build and manage the library, how to introduce the ER program and manage it as well as how to evaluate the program and motivate students to read.

**The number of participants:** 20

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

- I'd like to introduce extensive reading program, so that my students can improve their fluency in English. In my class, students understand each grammar rule perfectly, but when they try to make sentences on their own, word orders are strange. I think it's because they lack 'a sense of English.'
- I would like to use online extensive reading activities in my class because I only meet my students once a week and I always wanted to find a way for my students to be exposed to English outside of class.
- I would like to have my students 'rewrite the story' and act out the story in groups.
- ER benefits based on the research should be announced to students why ER is powerful to get vocabularies and grammar skills.
- I'm using graded readers in my university classes and I'm confirmed that I want to keep using them.
- Book presentation sheets – the ones to give lower-level students aids to give presentations about the book they have read.



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

- I hesitate to push my students to work on ER because it is not easy to have a library with a variety of topic available. Rob explained it is not so difficult, though.
- I learned the value of expert data-based presentation attendance. It is an eye-opener to see how well new areas can be researched, interpreted and presented with both enthusiasm and experience.
- I learned lots about the importance of extensive reading. Meaning-focused learning vs. language-focused learning was very illuminating for me.
- I again realized the importance of recycling the knowledge. I will try to give my students more time to meaning focused activities.
- Activity of ER is ideal to make students empowered. Hard to keep on reading, but it is important for L2 learners.
- I always thought that reading in L2 is about language focused learning. But after learning in today's workshop, I learned that meaning focused learning happens with easier books rather than difficult books.



## 3. Questions and Answers

*Q (1): I would like to know some activities for 'guessing from context'. When I was in university, I was told that we should not use a dictionary while reading to break the habit of stopping reading every time we face an unknown word. I would love to know if there are any activities to enhance the ability to guess the meaning.*

A: There is a helpful guide here.

<http://digilib.ikipgriptk.ac.id/id/eprint/530/2/9.%20CHAPTER%20II.edited.pdf>

1. The first step when coming across an unknown word is to skip it because it may not be worth your time. If it is important it will come again, OR if you lose comprehension, you then go to stage 2
2. Look at the sentence and find the part of speech of the unknown item
3. Look at the sentence and try to guess what word might replace it – it's not important to be exact
4. Put your guess (in the correct part of speech) into the sentence to replace the missing word
5. If it makes sense, continue, of not then go back to 2 or 3
6. You can continue reading OR if you still can't work it out, use a dictionary

*Q (2): Online extensive reading might be good for university students. But I think for elementary kids, reading real books is better. There are more varieties to choose online extensive reading books.*

*Small kids might enjoy turning pages and watching pictures. What do you think of ER depending on the learners' age?*

A: I would agree. Some schools do use online environments but kids don't interact with them well. If the younger learners have to do online reading it is best if it is done with animation too. E.g.

[https://www.youtube.com/watch?v=\\_LemWusenX0&list=PLepUgK33sQeat3cjytFXHutR9mToll8vp](https://www.youtube.com/watch?v=_LemWusenX0&list=PLepUgK33sQeat3cjytFXHutR9mToll8vp)

*Q (3): We are Japanese; learning English as a second language. For us, extensive reading (too many books in a short period) is very tough. Some teachers/professors say 'Think in English', however, we have to translate into Japanese and think it in Japanese. Extensive reading is effective only in case of native language (mother tongue). What do you think?*

A: Extensive reading is not about reading a lot, but about reading as much as you can **at your level**.

This is critical. **Translating into Japanese is NOT ER**, it is language focused learning. The reason people need to translate is because the test is too hard, ER texts should be **EASY** so you do not need to translate. Think of how you would read a very easy book with only 100 words in it – you don't need a dictionary and can read words fluently. Please go to a good bookstore and look for easy things to read for your students. If they need to translate then this is NOT ER. If the things you read are long and hard then it is NOT ER, it is language focused learning. Yes ER takes time and there is no short cut. It took you 18 years to master Japanese to a very advance level, so we should not expect a Japanese person to mater English in a short period of time.

*Q (4): This was my first time to learn about extensive readings, and I learned how beneficial it is for students learning English in Japan. I thought my students would like extensive reading, so I'd like to start it. How can I implement extensive reading into my lessons?*

A: Try this [https://www.youtube.com/watch?v=FZKhfJ5dQ\\_w](https://www.youtube.com/watch?v=FZKhfJ5dQ_w)

*Q (5): I wish you would keep publishing ER materials especially non-fiction series such as National Geographic one. It will be very useful for specific topics for a course..*

A: I'm working on seven new series right now all will be non-fiction.



## **AR Discussion**

**Date:** October 15<sup>th</sup>, 2022, 14:45-17:30

**Venue:** Meieki Campus, MW 10, 11, 12

**Title:** Group discussion on action research

**Advisers:**

Kazuyoshi Sato, Duane Kindt, Kevin Ottoson  
(NUFS)

**The number of participants: 12**



**Next workshop will be held on November 5<sup>th</sup> at Meieki Campus.**

**Please check our website for the detail.**

**<https://www.nufs.ac.jp/workshop/news/>**