

# Activating Language Communication Classes through Extensive Reading Channels in a Pandemic Hybrid Setting

Extensive Reading Around the World 2021

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## Abstract:

Even during the pandemic, English language classrooms continue to explore extensive reading's (ER) theoretical and realistic aspects. What makes ER an integral component of a language curriculum even in an adverse situation like COVID 19? In its second phase of implementation, ER thrives even when the chaotic classroom atmosphere could have curtailed teachers' and students' motivation to engage learners in language communication activities. Channeling learners to read Graded Readers online was challenging for both reluctant and good readers. Nonetheless, according to the Four Strands theory (2007, as cited in Nation and Macalister, 2010), ER activities corroborate language learning development by balancing the curriculum that intensive material lacks. ER activities such as reading and listening to stories extensively, using free online ER systems (as in this case) support the meaning-focused input-MFI and language-focused learning -LFL strands; book talk and writing book reports support the meaning-focused output -MFO and fluency development -FD strands. In the process, if applied consistently, ER activities remain adaptable and provide engagement in language communication classes that can support the primary curriculum even in a hybrid setting. The class survey revealed that learners favored book talk; having been exposed to digital and printed storybooks, they showed awareness of their English reading strategies; even with low confidence reading in English, learners averagely read between 6-15 books. The presenter will share the ongoing integration of ER in her classes. This presentation is for those who are new to ER or contemplating implementing it.

## Background:

Hybrid Set-up	Occurrences	ER Activities	
Face to face	8 meetings / semester  Real = 5 meetings due Corona cases on campus	In-class reading Sustained Silent Reading (SSR) Graded Readers Time: 20 min.	Writing Book Report Book Talk (1 x)
Online via ZOOM	8 meetings / semester  Real =11 meetings	Reading online  <u>ER Online Links</u> 1. <a href="https://www.er-central.com/ogte/">https://www.er-central.com/ogte/</a> ***** 2. <a href="https://www.storylineonline.net">https://www.storylineonline.net</a> . ***** 3. <a href="https://etc.usf.edu/lit2go/">https://etc.usf.edu/lit2go/</a> **	Writing Book Report Book Talk (4 x)

## Methods

Methodological triangulation: Survey Questionnaires, observation, analyzing student records

## Research Question:

- Do students read outside of the classroom as much as inside of the classroom in a hybrid set-up?
- What kinds of assistance are needed to promote extensive reading (ER) outside of the classroom in a hybrid set-up?

## History:

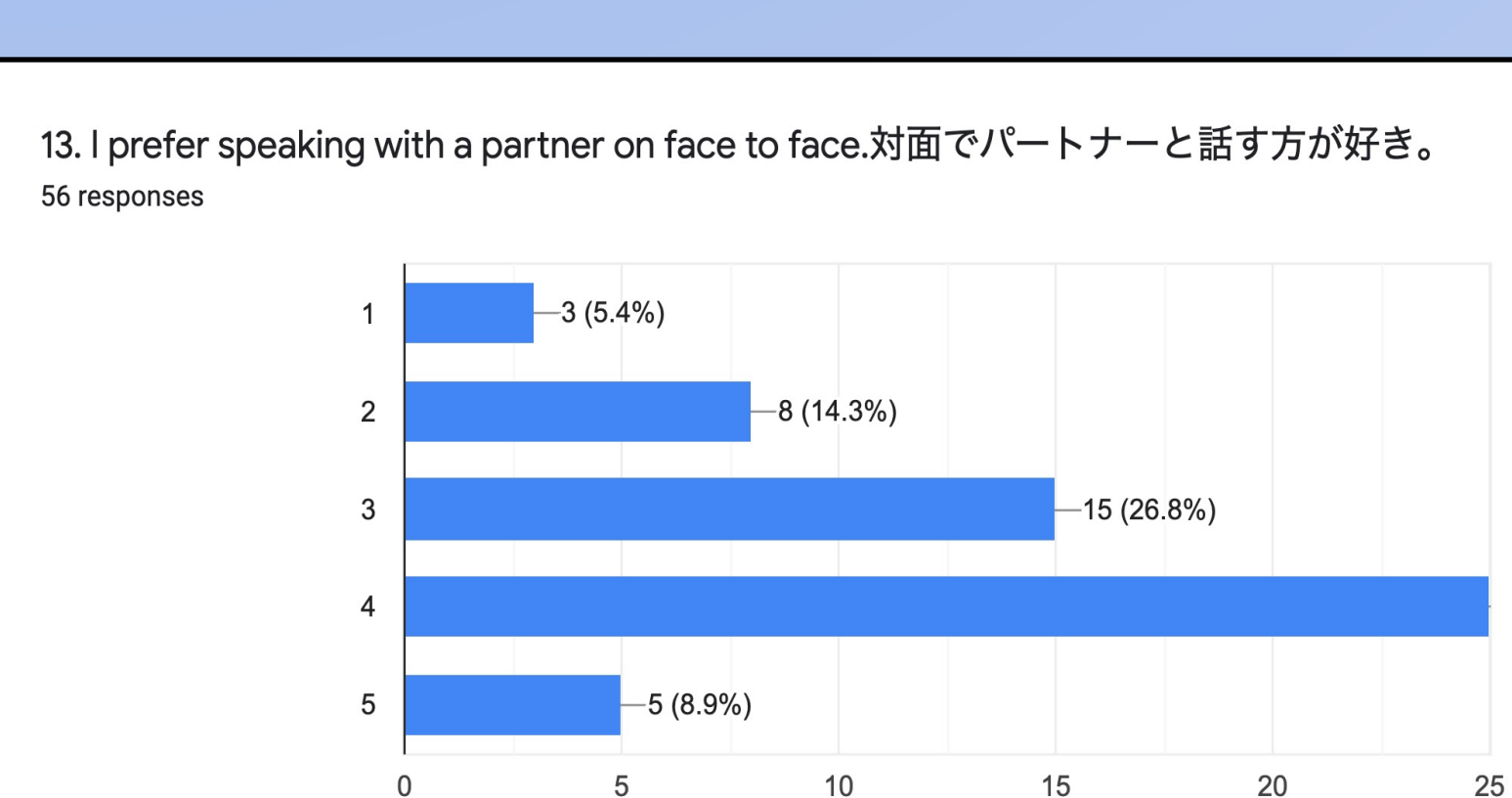
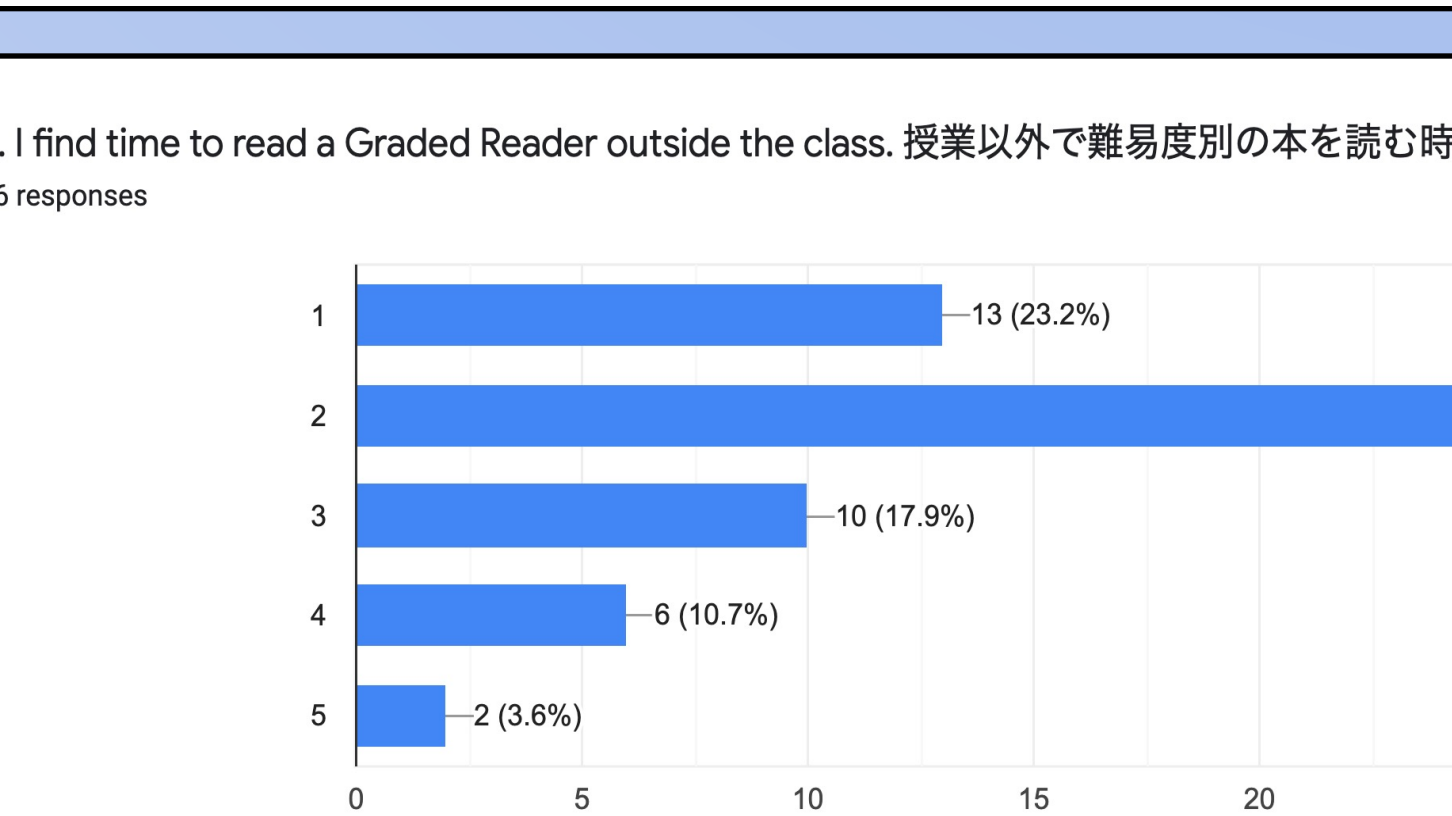
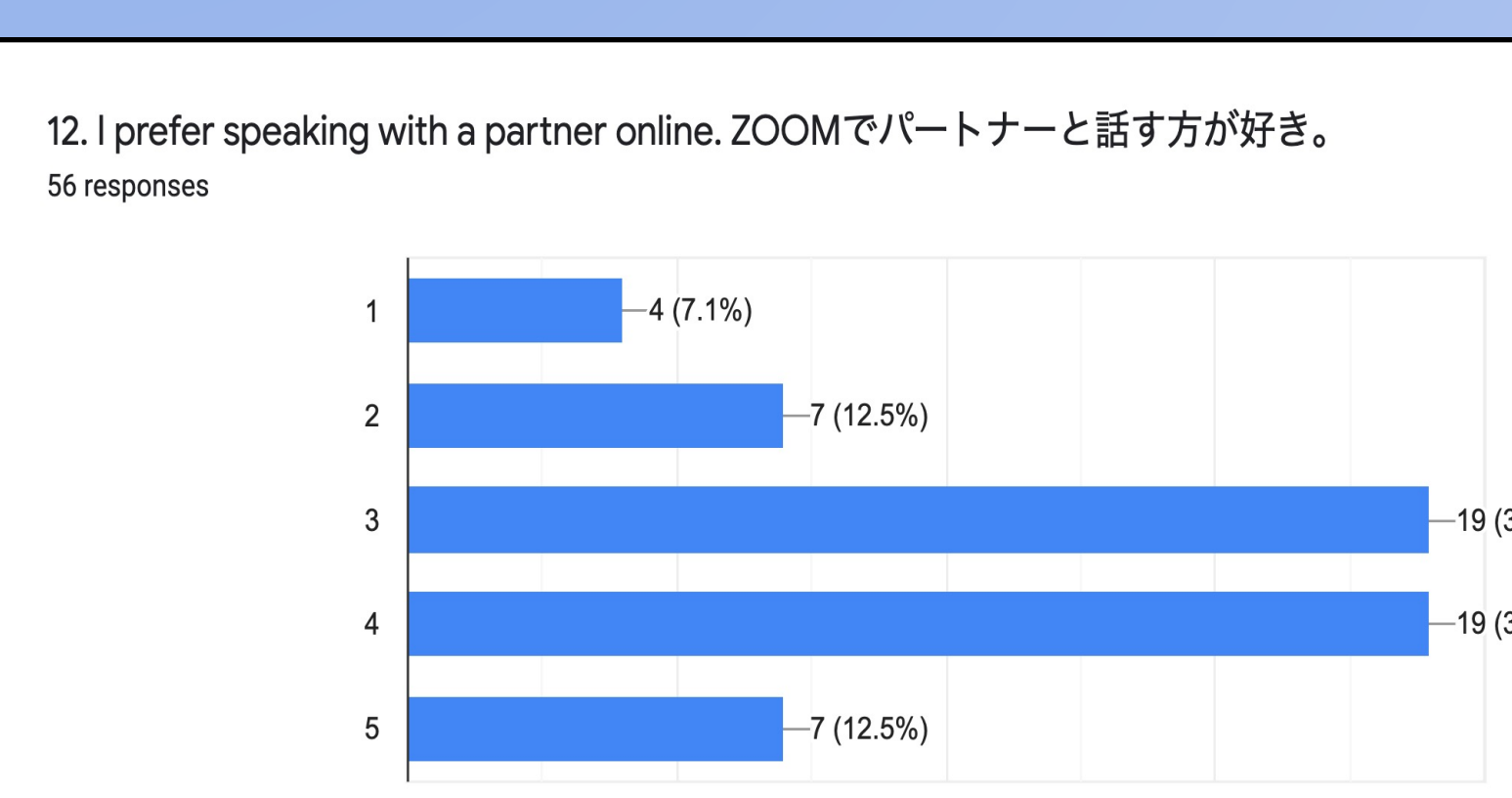
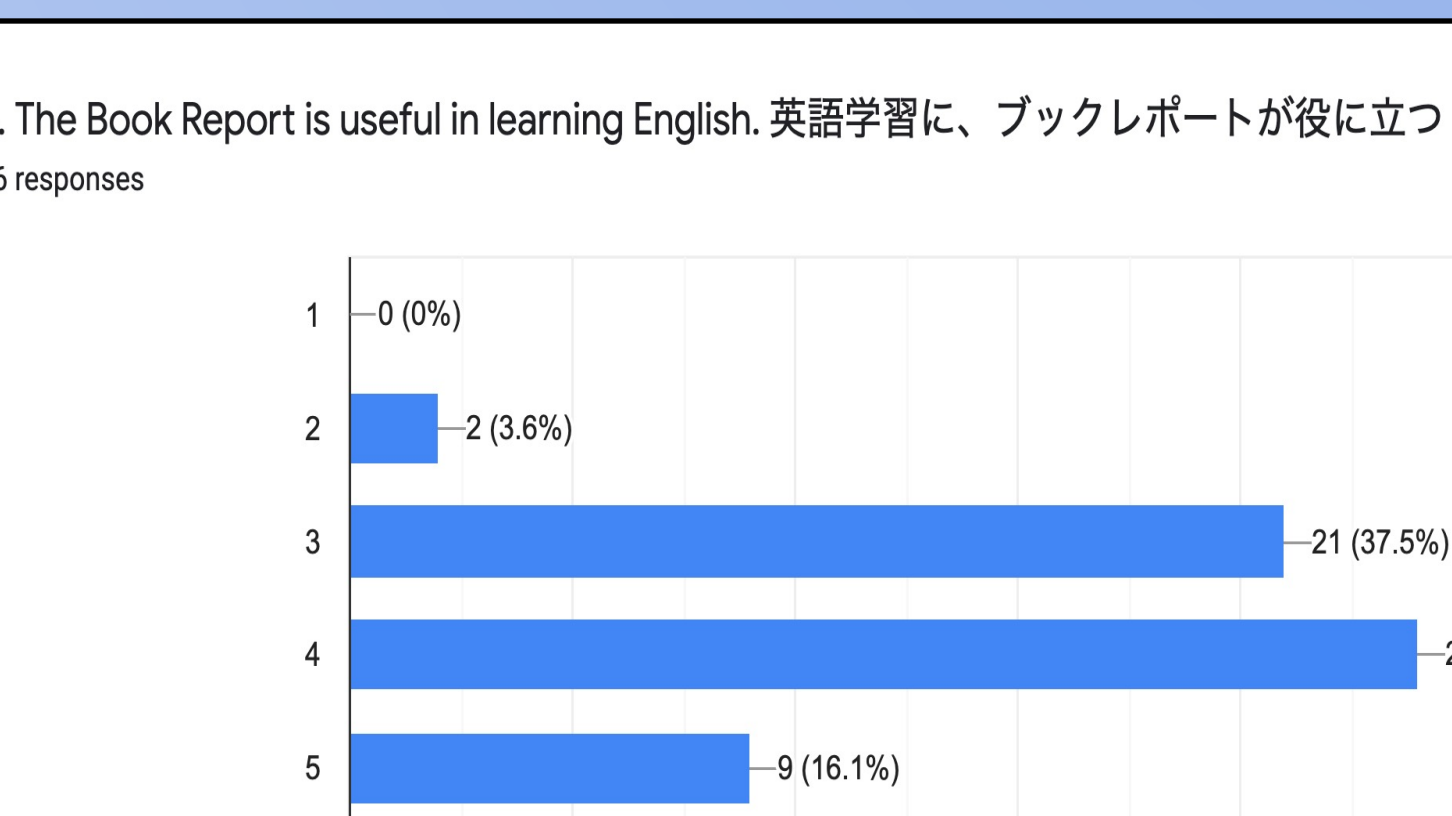
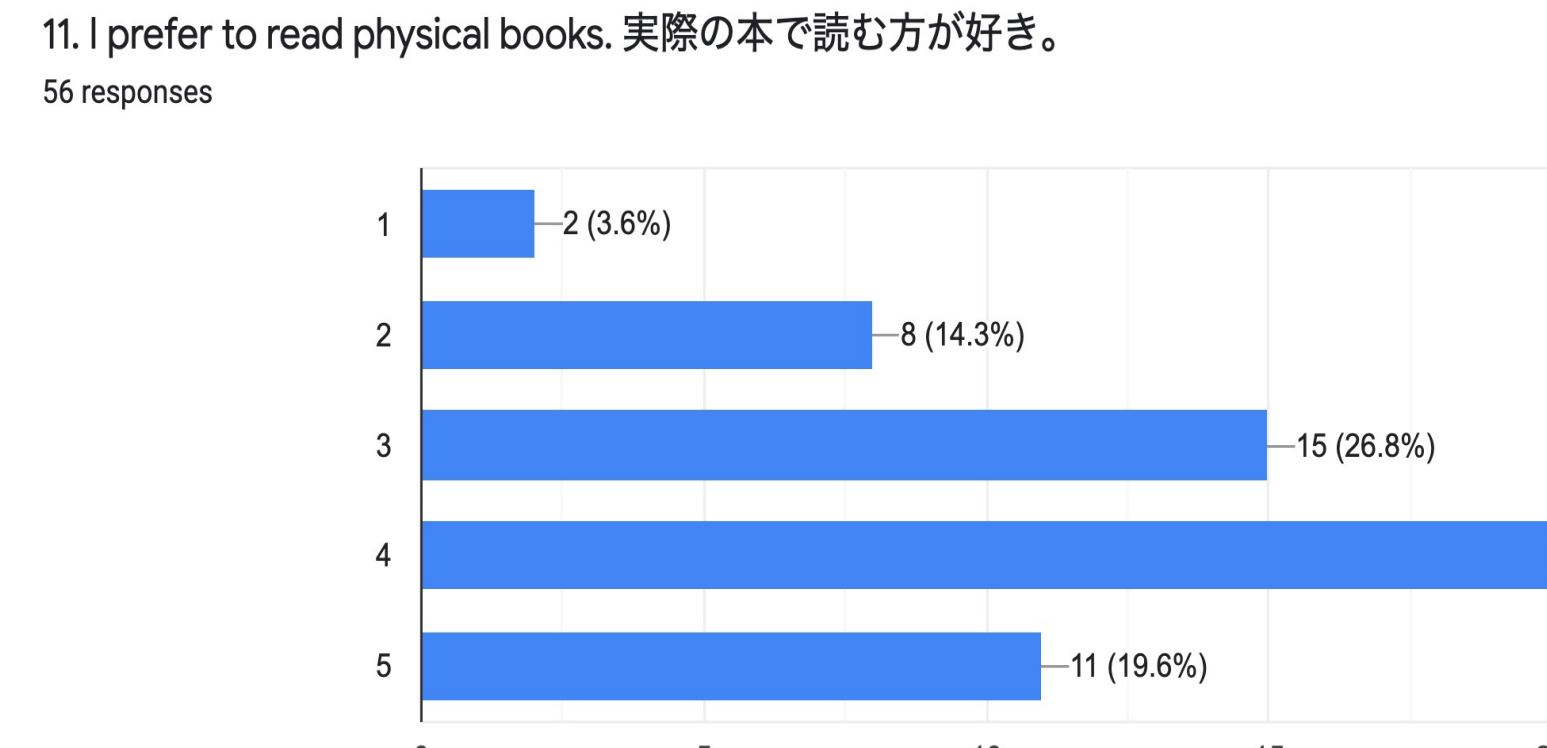
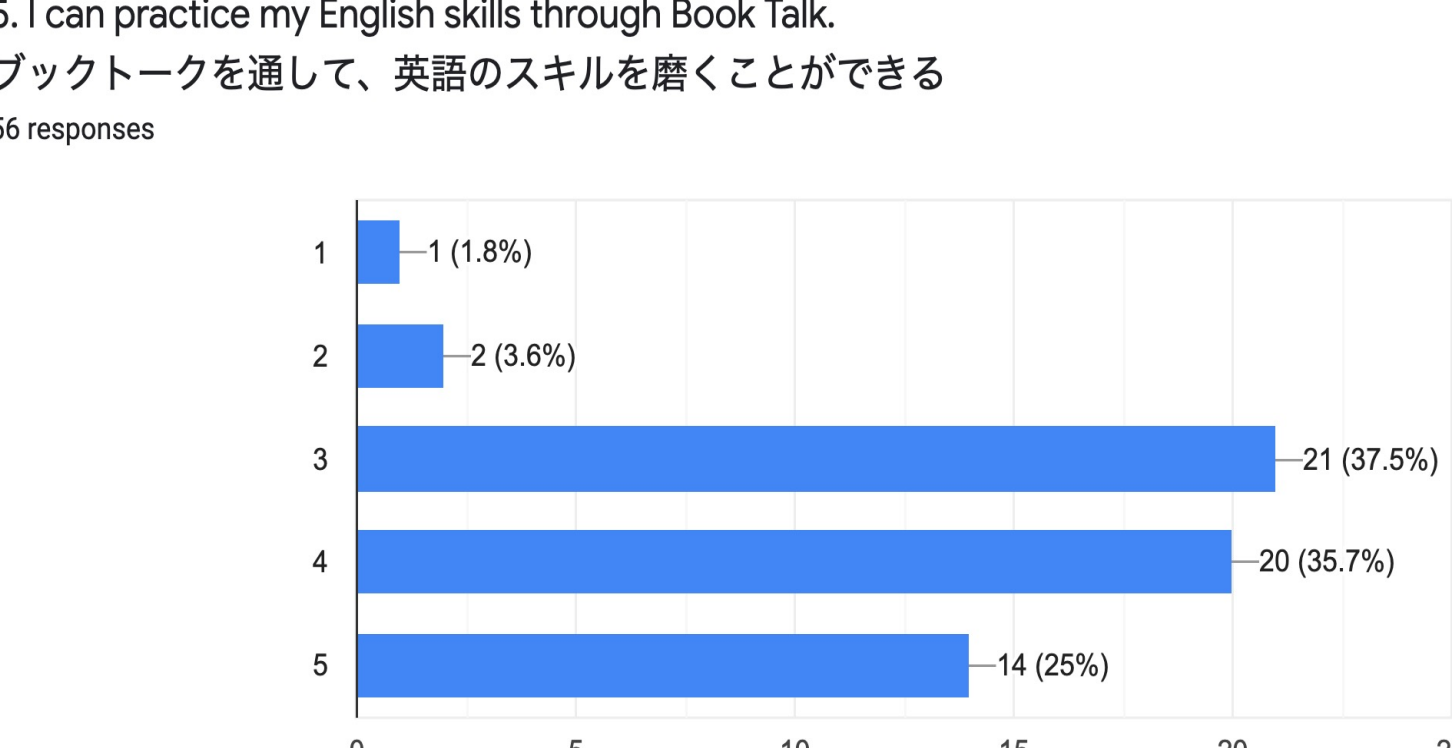
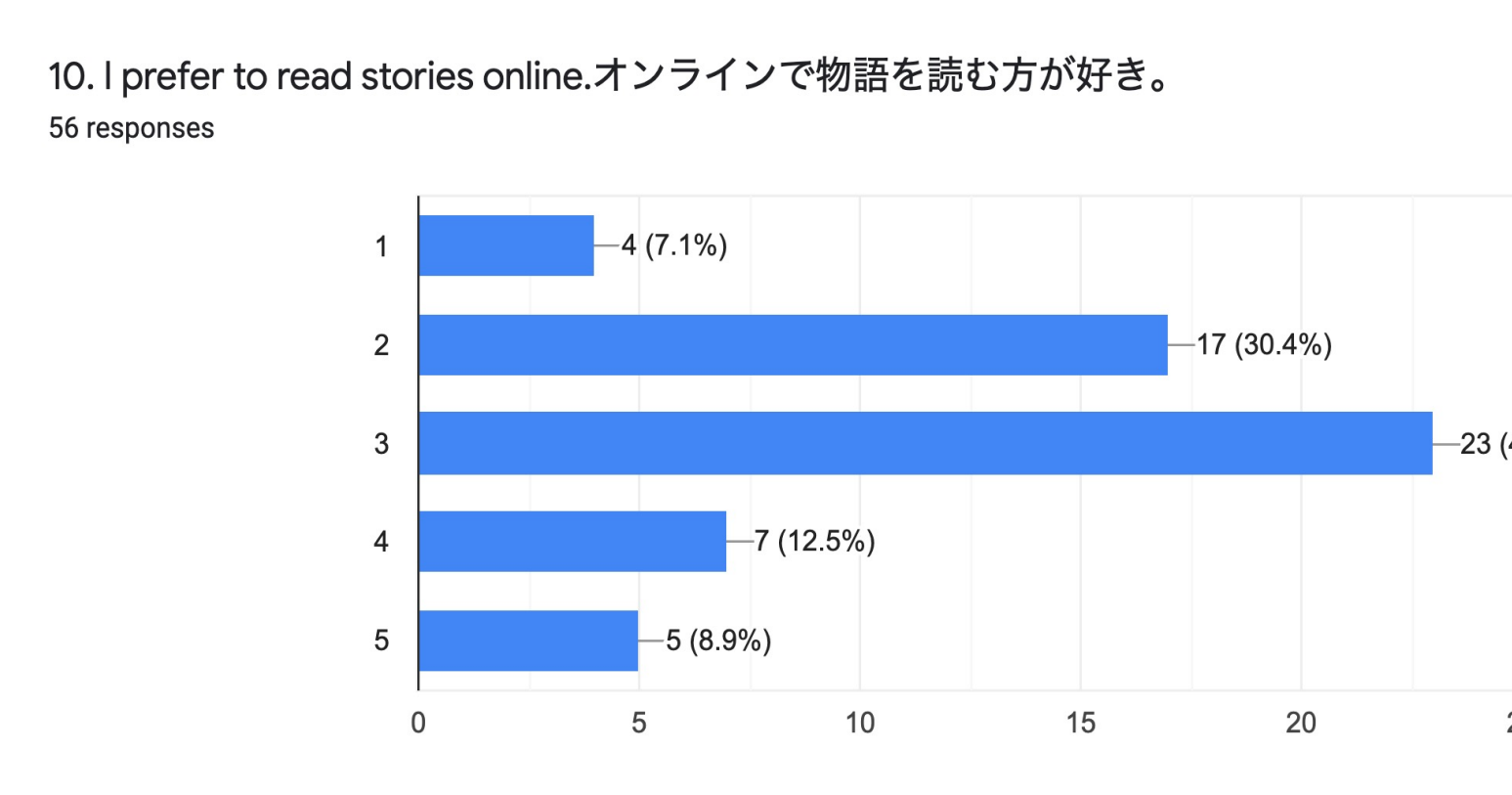
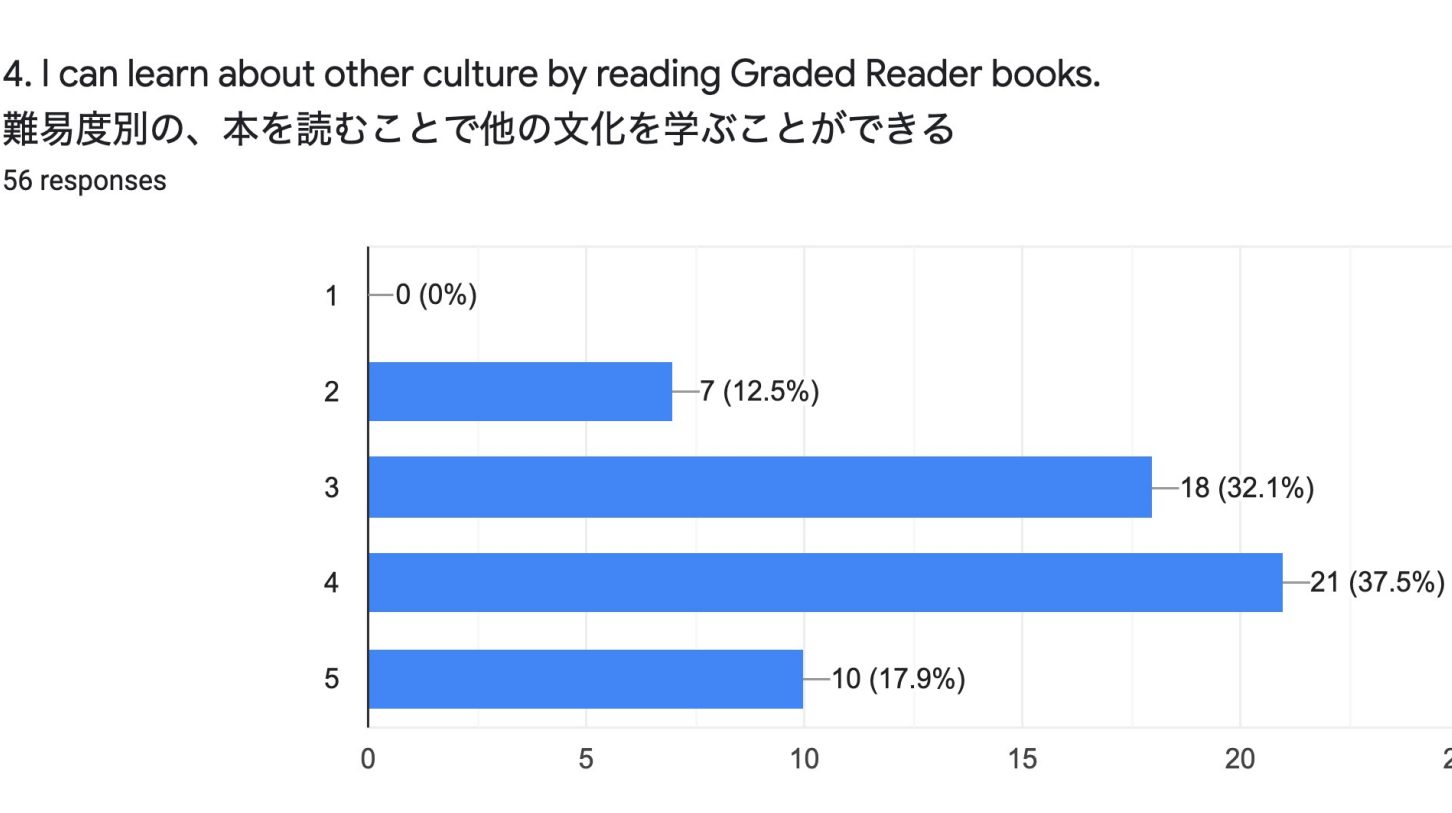
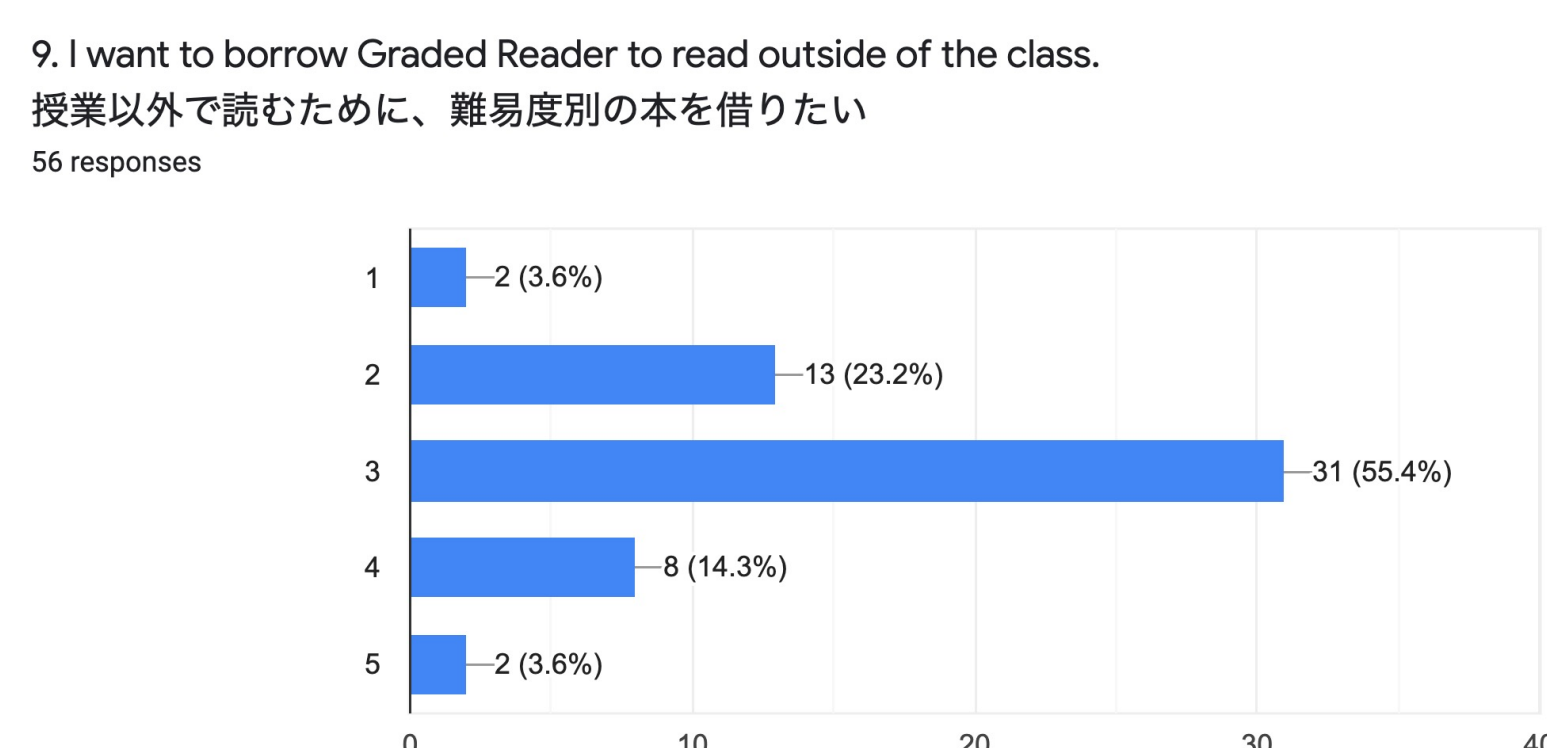
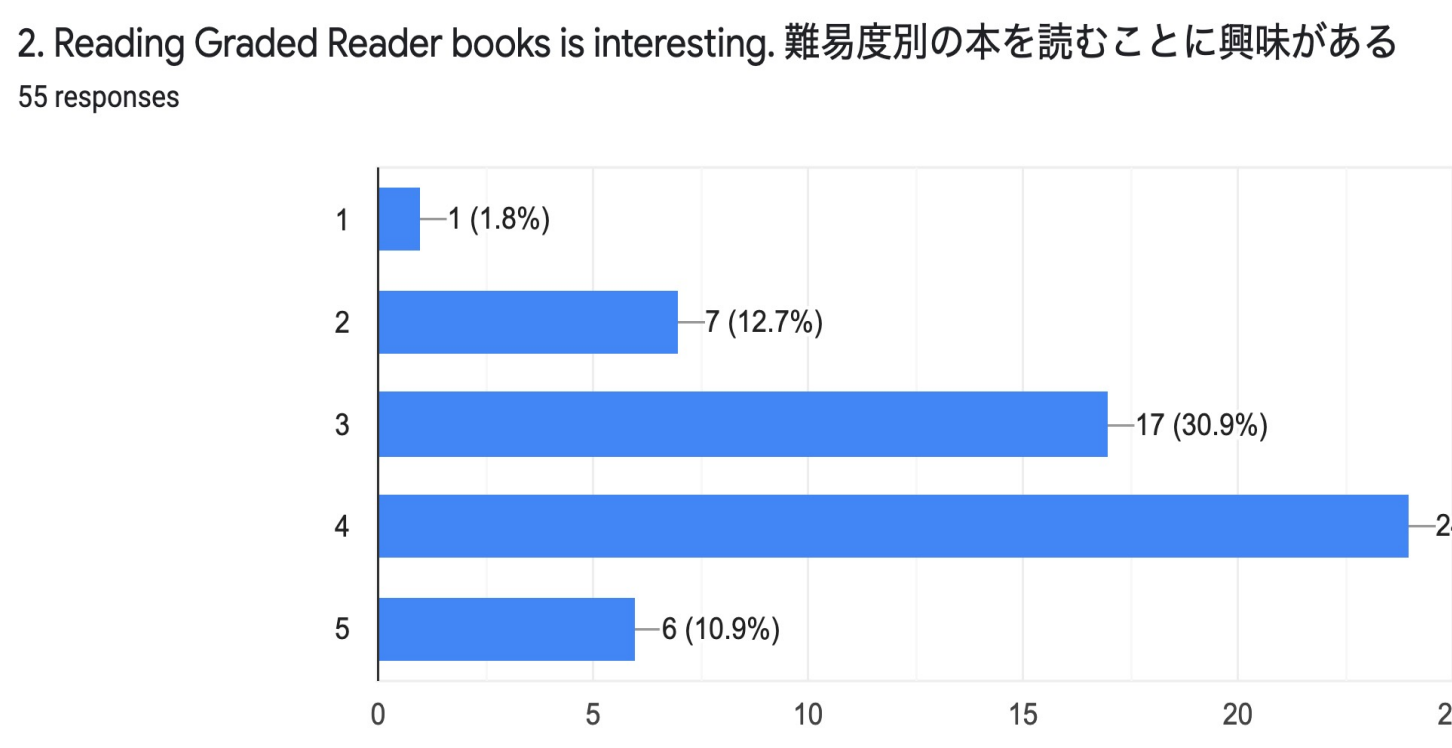
- 2017 ERWC4 Tokyo; ER Preparations; Procurement of GR; ER Piloting in 6 classes
- 2018 Procurement of additional GRs- Library assistance; ER integration in English communication courses; Procurement of additional GRs- Faculty of Education assistance
- 2019 ER integration in English Communication courses
- 2020-2021 ER in a Hybrid setting

## References

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- Nation, I. S. P. and Macalister, J. (2010) *Language Curriculum Design*. New York: Routledge
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## Results

Participants: 2021 N= 56 (University freshmen Ss)  
Rate how much you personally agree or disagree with the following statements.  
1) Strongly Disagree 2) Disagree 3) Uncertain 4) Agree 5) Strongly Agree



## Discussions

### 1. Reading in-class and outside of the class

**A. Reading physical books:** GR Library selection  
**Sustained Silent Reading (SSR)-** the main activity to carry out the meaning-focused input (MFI)— learning from listening and reading  
**47.5%** of the Ss prefer to read physical books, but only **17.9%** are interested in borrowing books outside of the class, and more than half of the participants (**67.8%**) do not find time to read outside of the class.  
To do: promote borrowing of physical books.  
Any recommendations?

**B. Reading online:** ER online Links  
Graded Reader Record Sheets (GRRS) revealed:  
Ss read more books online but mostly “below” their independent reading levels. Thus, exercise full autonomy in selecting materials to read.  
*According to experts, reading below one's independent reading level is still desirable: raises confidence; allows to do extra activities like discussion; help focus on content and reading strategies; can have an impact on the familiarity of context, the cognitive level of the content...* (Jacobs & Farrell, 2012, p.15)  
To do: T & Ss recommend book titles online  
Any recommendations?

**2. Writing book reports and Book Talk:**  
*Outputting can deepen the learning process. The knowledge needed to produce output is not covered by the knowledge received from the input. Experts recommend— short talks, monologues, communicative activities, writing stories, assignments, and letter writing. (Nation and Macalister. (2010), p. 91)*

**Writing book reports** enhances learning comprehension supporting the meaning-focused output (MFO)—learning from speaking and writing;  

- Use of writing templates assists lower-level learners
- Written book report is a resource for a speaking activity; provides listening input.

Ss favored **Book talk** either “face to face” or online modes of learning; promotes fluency-development (FD); highly engaging, enjoyable.  
Issues: monitoring is challenging for big classes on ZOOM—requires proper planning; turned off cameras; technical connections; gadget problems

## Conclusion

- ER is a significant component in activating language communication classes, even in a hybrid setup. High adaptability to balance the curriculum.
- It is crucial to be consistent in doing ER activities to experience and promote ER.
- Follow-up activities can deepen learning after reading, either in class (SSR) or reading online/physical books outside of the class, making ER more visible.