

# Getting Students to Speak More in Class

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(1) I. What is reading?

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Reading is an interactive process between the reader and the reading material (the text which can be a book, newspaper, a magazine). The reader brings the knowledge that he or she has about the world to interact with the text to create or construct meaning. That is why we say that reading is an interactive process between the reader and the text.

(3) II. How can teachers help students read more?

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There are four approaches to teaching EFL reading such as grammar translation, comprehension questions and language work, skills and strategies, and extensive reading. Among them extensive reading is the best approach to help the students become readers in FL.

(5) III. What is extensive reading?

(6)

Extensive reading is an approach to the teaching and learning of language that involves students in reading large quantities of material in the new language. Good things happen when EFL students read extensively. Studies show that they not only become fluent readers, they learn a lot of new words and expand their understanding of words they knew before. In addition, they write better, and their listening and speaking abilities improve. And perhaps the best result of extensive reading is that students develop positive attitudes toward reading and increased motivation to study English.

(7) IV. How can extensive reading be blended into EFL curriculum?

Extensive reading should not be optional or supplemental because it's the only way students can get massive language exposure. Teachers can provide lots of reading materials related to objectives using internet, magazines, and news

articles focusing on deepening language awareness and knowledge. It can be pleasurable language study and helpful way to improve students' reading speed and fluency to allow students to go from the word-by-word level to the idea-by-idea level of reading.

Extensive reading works well in all language courses and programs, regardless of the focus or methodology. For example, programs which utilize skills and strategies approach can add extensive reading without modifying existing goals and objectives. Extensive reading complements a curriculum because, while helping the program achieve its objectives of teaching students to read and pass examinations, it broadens those objectives and improves students' attitude toward achieving them. To borrow Colin Davis' words, "Any ESL, EFL, or L1 classroom will be poorer for the lack of an extensive reading programme of some kind, and will be unable to promote its pupils' language development in all aspects as effectively as if such a programme were present.

### Lesson Plan Using Reading Materials

**Theme:** People against odds

**Purpose:** Building up reading power and speaking ability through reading materials

**Objectives:**

1. Students can read and say one sentence about reading materials.
2. Students can ask and answer the questions about reading materials.
3. Students can listen and do the exercises as they appear in the book.

**Procedures:**

Stage 1 INTRODUCTION (and Coca Cola Quiz answers if we haven't already done it)

Stage 2 ON YOUR MARK (p 214)

- Read through the quotations together with the students in a humorous manner
- Put the students into groups of 4 and get them to identify the quotations with the people.
- Elicit the answers from the students
- Ask the students about who these people were and elicit some information from them

Stage 3 PRESENTATION ACTIVITY

- Explain to the students that we'll give presentations about the four people from On Your Mark
- Tell each of the groups that they have to talk about one of the four people. These will

be allocated so that two groups will have the same figure to prepare to talk about. However, only one of the two groups will actually be called upon to speak later (Which the students are blissfully unaware of at this stage!)

- The teams prepare to present. Each of the team members will have to say at least one sentence and give at least one fact about the figure in question. The students will be given some reading materials to use when preparing to speak. The Luigi Facciuto group can just refer to the reading passage in their textbook
- Groups give their presentations. Only four of the eight groups in the class will present. The groups who present will be the groups that did not speak during last lesson's presentations.

#### Stage 4 TRIVIA QUIZ

- This time put the teams into four groups of 8 (i.e. Two teams that both prepared to talk about the same person in the last activity will join). One person (who is good at reading) is the quizmaster and the others are contestants.
- The quizmaster reads a question from the green cards I hand them and contestants put up their hand to answer. The first person with the correct answer keeps the card.
- Make sure every group has a copy of every piece of reading material that was handout during the first exercise.
- If nobody knows the answer, everybody should look in the reading material and the first person to find the answer gets the card.
- If the students still can't find the answer, the quizmaster will keep it and nobody gets the card.
- The contestant with the most cards at the end is the winner.
- If there is time we might have a championship round as a class where the different teams compete against each other.

#### Stage 5 LISTEN AND DO (p 215-216)

- Just do the exercises as they appear in the book.

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