

Presenation I

Extensive Reading – It works so why more schools aren't using it?

Thomas N. Robb (Kyoto Sangyo University, Japan)

"Extensive Reading" espouses the reading of large quantities of a material that is generally easier than the student's current language level in order to foster automaticity and fluency with little use of a dictionary. The "ER" approach does appear to improve not only students' reading ability but also their basic understanding of grammar, vocabulary usage and other related language skills. This presentation presents the rationale for ER and presents data illustrating its effectiveness.

The presenter will review some of the studies concerning Extensive Reading and fluency, and describe how the approach enhances not simply the students' reading ability, but their overall control of the syntax and lexis of the language.

Next, he will describe some model programs and discuss the steps required to implement ER with a single class, or over an entire curriculum. He will discuss the pros and cons to using summaries or reports for reading feedback vs. a more automated method, called "Moodle Reader" which he has developed and which is now used in over 100 schools around the world.

Finally, he will demonstrate "Moodle Reader" demonstrating how it allows students to prove that they have done their reading while amassing a "stamp collection" of the books that they have read.

Bio-Data:

Thomas Robb, Ph.D, (Linguistics, U. of Hawaii) teaches at Kyoto Sangyo University, Japan and supervises the English program where over 3000 annually do extensive reading. He is a member of the Board of the Extensive Reading Foundation and is an avid advocate of using technology to facilitate language learning.