

Presentation 3
Interactive Approaches to Extensive Reading:
Getting to the Top

Seong-Su Kim
(English MouMou)

I. Introduction

With the advent of globalization and technology development, the demands and the desires for broad, various, and specific knowledge are required. The best efficient and effective method to gain and expand knowledge is through reading, especially extensive reading. Yet, regarding a fact that many materials are written in English, it is inevitable to learn English. Extensive reading program designed in this paper has three primary goals; reading aloud fluently, asking and answering questions about what they read in English, and writing the essay in English. Considering EFL situation in Korea, developing ability upon bottom-up model of reading process may require following seven features; phoneme awareness, sentence stress, vocabulary, grammar, translation, intensive reading, and writing, extensive reading.

1. Phoneme Awareness and Phonics

Extensive reading programme should have the knowledge of phoneme awareness and phonics. In many hypothetical bottom-up models of reading process, phonological processing is at the bottom of reading process. It is, then, the essence of reading. A large number of studies support the strong connection between phoneme awareness and reading (Bradley & Bryant 1983; Teele, 2004; Koda, 2005; Gillon, 2007). Due to similarity of orthographic system between English and Korean, phoneme awareness is crucial factor for Korean students in connection with reading comprehension. It implies that without sufficient exposure of phoneme Stable pronunciation is a significant factor to acquire new words. It requires not native-like pronunciation but stable pronunciation for brain to recognize repeatedly (Birch, 2007; nation, 2009b). In phonological loop system, the more a learner repeat stable phonological image of the word, the better it will be kept in long-term memory. Thus, while learning alphabet, the

each phoneme of alphabet needs to be provided and be practiced. In doing so, the following information is helpful to comprehend the difference between Korean and English phoneme; the position of tongue, the distinction between voiced and unvoiced sounds, the flow of air, and the visualization of a native speaker's mouth. Delayed-repetition technique is a good methodology for both listening and speaking skills. Korean Students need to hear and distinguish phonemes of 20 sounds and learn the 70 patterns of vowel. Acquiring these patterns through practice is crucial in extensive reading. Failing in recognizing vowel patterns delays fixation time on a word, thus, word recognition fails as well.

2. Word & Sentence Stress

A word or a sentence can be spoken in many different ways to express different meanings in English since English is stress-timed language (Jones, 1960; Nation & Newton, 2009). Syllables of stress-timed language, English, in a word are not determined by the number of vowel, but the number of vowel sound in a word. Korean, syllable-timed language, is in contrast with English. For syllable-timed language, the more syllables the sentence has, the more time it will take to say. Moreover, the length of syllables is about same, sounding a very even rhythm. Due to this distinction, speakers of Asian languages make very common mistakes by speaking every syllable the same length whether stressed or unstressed. Finding stress pattern of word and sentence is not straightforward. There are not absolute rules of word stress. Listening to the words recorded by native speakers does not give enough information for students to follow. Speakers of syllable-timed languages may need help in observing and copying the rhythmic patterns of speech. A sign or a diagram representing stress in a sentence may help learners of syllable-timed language need to practice rhythm of sentence. Seeing the sign of syllable as a line on a word while repeating the sounds of word they listen to and drawing the sign of syllable on the word helps L2 learner's comprehension of word stress. Making stressed words in bold shape in a sentence, learners will easily find out the rhythm of the sentence while listening to the recorded voice of native speaker. If a L2 learner show hardship following sentence stress, reading backward may help a learner keep stress and intonation of sentence; "a car? see a car? you see a car? Did you see a car?"

3. Vocabulary

To be effective, extensive reading requires learners know 95 to 98 percent of the running words in a text (Hu and Nation, 2000). Hu and Nation (2000) investigated the correlation between the comprehension and the known word density. Learners will not achieve adequate comprehension if only 80 percent of running words are known. If between 90 to 95 percent

Extensive Reading and Listening: Why, What and How?

of words are known, a few will achieve adequate comprehension. Learning high-frequency words, thus, will be crucial resource in reading. Considering that words in English frequently carry inflections and derivatives, awareness of word families, prefixes, and suffixes will help L2 learners to acquire high-frequency words rapidly. This will increase automaticity of word recognition, improving reading proficiency.

4. Grammar - basic parts of speech

Grammar is the indispensable factor to build automaticity in reading. To read and write, not only learners required to learn and understand grammar, but also apply it. In extensive reading, grammar provides L2 learners skills to infer the meaning of unknown word from context or structural clues. In structural clues, grammatical function of word is the clue to infer the meaning (Nuttall, 1996). Comprehension of grammatical function requires understanding the parts of speech. In Korean elementary school, they learn the concept of verb, noun, adjective, and adverb under different Korean name. The concepts are not identical to English, but similar. The basic sentence structure of Korean is divided into two parts; the subject and the predicate, just as English. The difference is the placement of verb. In English, verb is the first word of the predicate, next to the subject, whereas in Korean the verb is placed at the end of sentence. Obstacles are not how to comprehend the concepts, since they already understood the concept and learned some of them explicitly in elementary school, but how to transfer grammar knowledge from L1 to L2. Presenting pictures with the descriptions in Korean sentences, let students find every noun in sentences and write in the blank. Show students English words that match Korean words in noun form afterwards. In this activity, students start to think that English has the concept of noun like Korean. If they comprehend the concept and the word, they find nouns in English sentence. Many words have several meanings and forms. Same form of words can become either a verb or a noun depending on the placement in a sentence. It may place in the subject or the predicate. Learners need to use knowledge of morphology, meaning, and syntax information to find the main verb, the subject, and the predicate. Finding a verb and dividing a sentence into two parts, the subjects and the predicate, develop the knowledge of sentence structure.

5. Translation emphasizing elements of sentence

Reading and writing skills are crucial ability to comprehend course contents, and to demonstrate that comprehension. However, due to the different historical-linguistic origins of Korean and English (Korean is part of the Uralic family, whereas English has its roots in the Indo-European), Korean L2 learners of English often find difficulty understanding English

grammar. Basic translation enhances learner's comprehension of sentence structure and grammar. Some of the features of parts of speech are similar, but many of them are very distinct. English has prepositions that express thematic roles. Korean use postpositions that express same thematic roles but placed after nouns (Ron cowan, 2008). This difference makes even a simple translation activity complicated. Furthermore, in English, the parts of speech, or the functions of words, in a sentence are not only determined by the forms of the words, but just as importantly, by their positions in the sentence. In Korean, postpositions do not only express thematic roles, but also express forms of word and the elements of sentence. Korean postposition has more language features than prepositions of English. A word's position is not as crucial to determining its function or form as in English. In other words, the subject is not always required to be before the verb, but may be positioned anywhere in a sentence. In English, Subject + Verb + Object is the one of common sentence structure. Unless it is interrogative sentence, the subject is always at the very front of the sentence. In Korea, SOV or OSV is the common sentence structure. This difference may lead to confusion when Korean L2 learners read and write in English. Jarvins and Odlin (2000) showed interesting result. Students of language using prepositions showed good result in English writing where students of language using postposition omitted preposition in a sentence. Such distinction makes it difficult for Korean L2 learners to translate from L1 to L2. In the following sentences, with postposition, *nun*, that makes 'mom' the subject of following sentence, 'mom' can be placed anywhere in a Korean sentence, while still functioning as a subject.

(1) Methodology

FIGURE 2

Example of word order between Korean and English

1. Korean: *na-nun ummam-rul saranghabnida.* (O)
 English: I mom love. (X)
2. Korean: *umma-rul saranghabnida na-nun.*(O)
 English: Mom love I. (X)
3. Korean: *na-nun saranghabnida ummam-rul.* (O)
 English: I love mom. (O)

The word '*nun*' in Korean functions as a subject postposition. All Korean sentences above have the same meaning in Korean, where in English only the third sentence is grammatically correct. Thus, unless they understand the position of a subject in English and the postpositions that make the elements of sentence in Korean, L2 learners may encounter difficulty when translating Korean subject 'Mom' in an English sentence. An following is an example of translation activity.

FIGURE 3

Example of translation exercise (L2 to L1)

Ex. 1	<i>na-nun ummam-rul saranghabnida.</i>		
	Subject(<i>nun</i>)	Verb(<i>da</i>)	Object(<i>rul</i>)
Step 1	<i>na-nun</i>	<i>saranghabnida</i>	<i>ummam-rul</i>
Step 2	I	love	mom
Step 3	I love mom.		

Within the figure, the name of each element of English sentence is written. Next to the name of each element, Korean postposition that corresponds to an element is written as well. Learners use this information as a guidance to reorganize the word order of Korean in English. First, they change the word order of Korean sentence in the order of English. They, then, simply translate the words into English. Lastly, they write the whole sentence in English. As learners get used to the activity and the speed of translation increases, step 1 and step 2 are gradually disappears. Through this activity, automaticity of word meaning, grammar, and sentence structure increases.

6. Intensive Reading under form-focus input

The purpose of intensive reading is increasing learner’s knowledge of language features, their control of reading strategies, while improving comprehension skill (Nation, 2009). However, in Korea, intensive reading in school is based on text based curriculum focusing solely on comprehension of text (Choi & Jun, 2006). In learning language features through intensive reading, learners need to know exactly what features they will learn from it. Topic-centered syllabus needs to avoid interference by uncontrolled vocabulary or grammatical features. Primary language features of intensive reading should be applicable in wide range of texts (Nation, 2009). In translation methodology, the elements of sentence are introduced to learners. Intensive reading methodology is designed to improve learner’s grammatical knowledge in deep, parts of sentence.

(1) Methodology

FIGURE 4

Example of intensive reading exercise – verb checklist

Ex. 1	Columbus arrived on an island.	
Verb	<i>arrived</i>	
Subject	<i>O</i>	<i>Columbus</i>
Tense	<i>O</i>	<i>past</i>
Object	<i>X</i>	•
Complement	<i>X</i>	•
Modifier	<i>O</i>	<i>on an island</i>

From the aspects verb ‘arrive’, five features of verb is written at the left corner. Learners fill out which features of verb this sentence has and what word it is linked to. They do not read sentence one by one but as whole at the end of sentence. This checklist can be used on any parts of sentence. Contents and concept of this checklist is expanded from translation exercise shown in figure 3. Controlling the words and the checklist prevents interference by uncontrolled mixture of vocabulary or grammar feature. It also can be practiced cumulatively depends on how syllabus is designed. In form-focus input, the repetition of input important to increase proficiency(Kim, 2005). Students will read the whole story at the end of activity developing extensive reading skills, naturally shifting from form-focused input to meaning-focused input.

7. Writing

Reading is not the only skill influenced by cultural background, but writing. These differences are well shown from the final product between Korean and English writers (Eisentain, 1989). “In situations in which English writers try to display themselves in the best possible light, Korean writers usually do not. When they do, they may do so in very subtle ways, such as using the strategy of mentioning past events... The differences between Korean and Anglo-American social practices, though subtle, appear to have a powerful influence on the writing practices of Korean ESL students.” (Eisentain, 1989). Rhetorical difference is inevitable. Yet, the different rhetorical features of academic writing skill are able to learn. It is important to comprehend the concept of cohesion and coherence in paragraphs and in discourses. To acquire coherence skill, it is essential to teach the features of introduction, a thesis statement, rhetorical support, and a conclusion. Students in Korean do not usually write in a style as in English. It is, thus, important for them to comprehend the style of writing

Extensive Reading and Listening: Why, What and How?

and the concept of the introduction, a thesis statement, rhetorical support, and a conclusion within a short story first.

(1) Methodology

Show learners the list of new or unfamiliar words to learn to prevent that may give difficulty for learner to comprehend the context. If the unknown words are more than 5% of context, learners are unable to gain adequate comprehension (Nation, 2001). Teachers may want to check if learners have sufficient word knowledge to read a story. After reading, they do circle map activity. Main topic of story is written in the center circle. Learners write the word or phrase that they believe important from the story. This method provides learner the opportunity to find the clue of cohesion and coherence in the story. Learners, then, rewrite the story again topic, supporting, and concluding sentences. Leaving keywords of some sentences may help learners to find coherence of the story (Hinkel, 2004). Leaving every line blank, then, learners writes the whole story again. Finally, using the words and the phrases from the story, learners write their own story from their experience. Experience tasks give opportunity to save time by not thinking about several other things, concentrate on the part of task, perform a normal language activity in a normal way with high chance of success.

8. Extensive Reading

Reading can be both the source of learning and enjoyment. If learners confront a few unknown vocabulary and grammatical features, the condition of extensive reading is learning to read. If learners confront the easy books, the condition of extensive reading is reading to learn (Nation, 2009). It is, therefore, significant what reading materials provided for learners. Many studies show that extensive reading program can proceed at both school and home. Yet, it is almost impossible to meet the quantity of books that satisfies extensive reading. Indeed, reading the material written by native speakers targeting native speakers. If learners do not comprehend more than 95 to 98 percent of the running words, the effect of extensive reading cannot occur (Hu and nation, 2000; Nation, 2009). Controlling the vocabulary and the grammatical features within the text are important factor for extensive reading program to be effective input. Extensive reading is based on incidental learning not explicit learning. Form-focus input is not recommended, but meaning-focus.

(1) Methodology

Reading materials should be controlled. They should correspond to current learners' capacity

in terms of vocabulary and grammar. Korean textbooks may be the best selection for extensive reading since they are written fitting Korean curriculum. Yet, in Korean public middle school, one chapter consists of about 12 to 15 pages. Of those only 3 pages are the context, rest of them are exercises. It is too short to be used for extensive reading. The books that will be used in extensive reading program needs to have longer story. The topics should be related to their current learning at school because learner's interest in reading program is crucial.

Providing brief summary of the story in Korean before reading the material may enhances learner's comprehension. Reading stories they already knew give learners the confidence in comprehending story instead of questioning themselves whether they are on the right track or not.

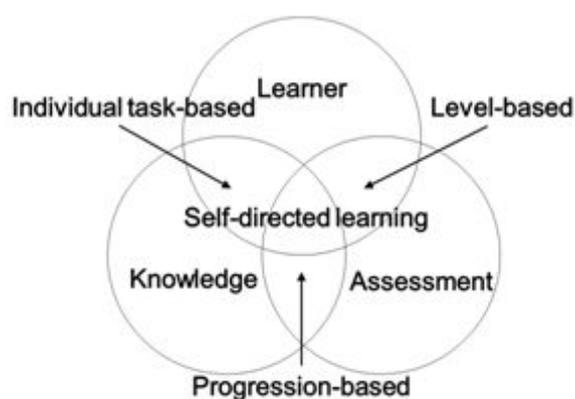
It is important to check the learner's comprehension, not grammatical features, meaning of vocabulary and specific sentences. "The goal of extensive reading, on the other hand, is to 'flood' learners with large quantities of L2 input with few or possibly no specific tasks to perform on this materials" (Hafiz & Tudor, 1984).

9. Transforming Environment

Environment is important as much as the program. In language course, it is the students who need to learn and speak most, not teachers. Also, learner's knowledge of English should be considered, too. In doing so, following environments are required.

FIGURE 5

The model of environment and program



1) Learner-centered environment

Learner's background of knowledge, ability, habits, and other various factors should be

Extensive Reading and Listening: Why, What and How?

considered. It is required for teacher to know and understand the motive and the needs of learners and give learners reason by respecting and understanding learner's prior experiences, knowledge, what each student want, what each student is capable of. (McCombs & Miller, 2009; Bransford & N.R.S., 2000). Without understanding these, the contents or the tests may not meet learner's interest, discouraging learners. In this way, we can provide what learners needs most.

2) Knowledge-centered environment

Instructors should fully understand the contents of syllabus. Teachers always must take attention on what is taught (information, subject matter) and how and why it is taught (understanding) (bransford & N.R.S., 2000). Indeed, they also needs to know why certain contents are needed for learners. Whenever new subject or methodology is introduced, it is instructor's duty to let learners understand the reasons of learning and acquire the knowledge.

3) Assessment-centered environment

Assessment learners see their own progress and the contents they learned. Teachers assess learner's knowledge and how they can be helped from there (bransford & N.R.S., 2000). Yet, assessment should not be designed in a way for learners to feel suppress. Learning for test should not be proceeded either. Assessments that focus on understanding do not necessarily require complicated procedure. Teachers simply ask questions to each student. However, it is the questions that are important. Instead of asking "what", teachers should try to ask "why and how?" and estimate their understanding from their answer. When the goal of test is accumulation, learners can learn cumulatively.

4) Individual-task, progression, and level-based program

Three environment can be effective with using individual-task, progression, and level-based program. Individual-task based program between learner and knowledge-centered environment can fulfill leaner's shortfall and needs. This will enable for teachers to create unique program for a learner, it is possible because teachers already gained enough information about student from learner and knowledge-centered environment. Progression-based program between knowledge and assessment-centered environment can suggest feedback on how much learners understood and how teachers should design syllabus for learners. It enables teacher to reinforce and check learner's progress. This environment can estimate leaner's background as well as current knowledge whether to be advanced to further learning or not. To check

learner's progress accurately, it should be done on a daily basis. Level-based program can give what learners are needed most based on assessment. Teachers will decide which level a learner should start from.

All three environment and programs must be coordinated systematically as a whole. If it does, it will lead to self-directed learning. Regarding learner's age, self-directed learning can be a difficult thing without teacher's guidance. The primary role of teacher is not teaching student, but observing and guiding them under this environment.

III. Conclusion

Extensive reading may be a way of acquiring knowledge and a goal to learn. Considering the historical linguistic difference between Korean and English, L2 learners in Korea may need a unique program, confronting EFL situation. Many studies have shown that L1 transfer happens in some way while learning foreign language. It is the curriculum that changes how transfer affects learner's course. This transfer may happen from the bottom, phoneme awareness and stress. In grammar and sentence structure, the distinct is getting deep. Further, in reading and writing, the distinct is not limited to language features, but the culture as well. There are many methodologies that have been developed. A few of those are presented. Methodologies described are not the finest and need to be developed as well. Environment and programs are as important as methodologies. However, it is the instructors' mind how free they are from developing new methodology and environment.

References

- Baddely, A., Gathercole, S., & Papagno, C (1998). The phonological loop as a language learning device. *Psychological Review*, 105, 1158 - 1173.
- Barbara M. Birch. (2007). *English L2 reading: getting to the bottom* (2nd ed.). New York: Routledge.
- Bradley, L., & Bryant, P.E. (1983). Categorizing sounds and learning to read - A causal connection. *Nature*, 303, 3.
- Dauer, R.M. 1983. Stress-timing and syllable-timing reanalyzed. *Journal of phonetics*, 11, 51-62.
- Diane Larsen-Freeman, (2003). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Eisentain, M. (1989) The dynamic interlanguage: empirical studies in second language variation. R. Scarcella & C. Lee (Eds.), *Different paths to writing proficiency in a*

- Second language?* (pp.137-152). New York: Plenum Press.
- F.M. Hafiz., & Ian, Tudor. 1989. Extensive reading and the development of language skills. *ELT Journal*, Volume 43(1), Oxford University Press.
- Gillon, G. (2004). *Phonological Awareness*. New York: The Guilford Press.
- Hinkel, E. (2004). *Teaching Academic ESL Writing: Practical Techniques in vocabulary and grammar*. NewYork:Lawrence Erlbaum associates, Inc.
- Lightbown, P. M. & Spada, N. (2006). *How languages are Learned* (3rd ed.). Oxford: Oxford University Press.
- I. S. P. Nation (2001) *Learning vocabulary in another language* (8th ed.). Cambridge, UK: Cambridge University Press.
- I. S. P. Nation. (2009a). *Teaching ESL/EFL Reading and Writing*. NewYork: Routledge.
- I. S. P. Nation & Jonathan Newton. (2009b). *Teaching ESL/EFL Listening and Speaking*. NewYork: Routledge.
- Jarvins, S., & Odlin, T. (2000). Morphological type, spatial reference and language transfer. *Studies in Second Language Acquisition*, 22, 535-556.
- Bransford, J & National Research Council (U.S.). Committee on Learning Research and Educational Practice. (2000). *How people learn: brain, mind, experience, and school*. Washignton, D.C.: National academies Press.
- Jones, D. (1960). *An outline of English Phonetics*. (9th ed.). Cambridge: Heffer.
- Kim, B. (2005). The effects of focus-on-form instruction on EFL learners' English writing ability: An inquiry for teaching business English writing. *English Language & Literature Teaching*, 11(1), 77-98.
- Koda, K. (1993). Transferred L1 strategies and L2 syntactic structure during L2 sentence comprehension. *Modern Language Journal* ,76, 490-500.
- Koda, K. (2005). *Insights into Second Language Reading: A Cross-Linguistic Approach*. New York: Cambridge University Press.
- McCombs, B., & Miller, L. (2008.) *The School Leader's Guide toL earner-Centered Education: From Complexity to Simplicity* .California: Corwin Press.
- Nuttall, C. (1996). *Teaching reading skills ina foreign language* (new ed.). Oxford: Heinemann.
- Robinett, B.W. (1965). Simple classroom technique for teaching pronunciation. *On teaching English to Speakers of Other Language*. NCTE: 135-138.
- Ron Cowan. (2008). *The teacher's grammar of English; a coursebook and reference guide*.NewYork:CambridgeUniversityPress.
- Sue Teele. (2004). *Overcoming Barricades to Reading*.California:Corwinpress.

Yeonhee., Choi, & Eunsil., Jun, (2006). *Teaching of Reading in English as a Foreign language; Principles and Classroom applications*. Seoul, South Korea: Hankookmunhwasa.

Contact Information

Seong-Su Kim

CEO of English MouMou

E-mail: top@moumou.co.kr

Breif Biodata

Seong-Su Kim is CEO of English MouMou, established in 2005, with more than 1,000 branches over Korea. He worked in a field of English education over 20 years.