

2018 Extensive Reading: Exploring Cultural Crossroads

2018 年廣泛閱讀學術研討會

Program Schedule

Time	Event		Venue
8:30 9:00	Registration		Main Lobby
9:00 9:10	Welcome & Opening Addresses		6 th International Conference Room
9:10 9:50	Dr. Desmond Huang 黃柏源 Tung Hua Book Co. <i>Topic: Genre-Based Reading and Cross-Cultural Understanding</i>	Mark Richard Oxford University Press <i>Topic: How to Increase Students' Cultural Awareness with ER</i>	4 th & 6 th International Conference Room
9:50 10:10	Coffee & Refreshments		Main Lobby
10:10 12:10	Featured Speaker: Dr. Tom Robb , Kyoto Sangyo University, Japan <i>Topic: Extensive Reading – An effective yet challenging approach to language learning</i>		6 th International Conference Room
12:10 13:10	Lunch		6 th International Conference Room
13:10 15:10	Featured Speaker: Paul Goldberg , Founder & President, Xreading <i>Topic: The benefits of doing extensive reading online with Xreading</i>		6 th International Conference Room
15:10 15:30	Coffee & Refreshments		Main Lobby
15:30 16:10	Dr. Shane Donald FCU Foreign Language Center <i>Topic: The Path not Taken or the Road Less Traveled? Teacher Perspectives on the Efficacy of Extensive Reading as a Pedagogical Strategy</i>	Michael McCollister FCU Foreign Language Center <i>Topic: Strengthening Students Multicultural Understanding through Extensive Reading</i>	4 th & 6 th International Conference Rooms
16:10 16:20	Closing Ceremony		6 th International Conference Room

Featured Speakers



Thomas Robb is Professor Emeritus, Kyoto Sangyo University, where he was Chair of the Department of English, Faculty of Foreign Languages until he retired in March of 2017. He received his Ph.D. degree from the University of Hawaii, Manoa in Linguistics. He is a long-time user of CALL and the Internet, and has created a number of websites and applications for various student projects, interactive learning and professional exchange. His main interest these days is the development of online software for language learning, particularly for Extensive Reading and is Chief Developer for the MReader.org software which administers quizzes on "graded" and "youth" readers to students under controlled conditions. He is the editor of TESL-EJ, the first Electronic Journal for English as Second or Foreign Language and has been President of JALT, the Japan Association for Language Teaching, has been on the Board of Directors of International TESOL, a past president Pacific CALL and the founder of the annual GLoCALL conference. He is also a founding member of the Extensive Reading Foundation and currently, its Chair.

Extensive Reading – An effective yet challenging approach to language learning

While extensive reading has been demonstrated to be an effective means to improve one's language proficiency, there are a number of barriers to implementing an effective program.

Today, we will first review the main characteristics of an extensive reading program and look at some of the scholarship that demonstrates its effectiveness.

Next, we will discuss one of the main barriers to implementing ER – How to get students to read quickly and without worrying about complete comprehension. This is imperative if they are to read "extensively", which means reading a high volume of material in a short period of time. Particularly in examination-oriented educational cultures, weaning the students (and teachers) from this fixation on perfect comprehension can be challenging. We will discuss some methods to overcome this barrier. Finally, yet another challenge is how to hold students accountable for their reading. This speaker's online quiz program, MReader.org, currently in use by over 100,000 students worldwide provides a challenging, gamified system that makes even reluctant students willing to read more and more.



Paul Goldberg has taught EFL in Venezuela, Spain, Korea, the US, and most recently at Kwansei Gakuin University in Osaka, Japan. His main areas of interest include extensive reading and extensive listening. He is also the founder of Xreading, which he developed because of his desire to make extensive reading more accessible for students and easier for teachers.

The benefits of doing extensive reading online with Xreading

Most educators understand that to successfully learn a language, students need comprehensible input, the kind of input that extensive reading provides. However, implementing an extensive reading program can be challenging. Obtaining enough graded readers, and making sure students are actually reading them are among the many challenges. An online extensive reading system can provide an effective solution. However, it is important to understand that online extensive reading means much more than students being able to read graded readers on their computers or smartphones. It can put powerful tools like an interactive dictionary, character lists, audio-on-demand, and book ratings, right at their fingertips. Another benefit is students can read whenever and wherever they want, not just while at school or at the library. Additionally, online extensive reading also provides benefits to educators. It allows teachers to monitor and track their students' reading progress with greater accuracy. Teachers can know which books their students have selected, how many words they read, and even their reading speed which is useful since reading fluency is a key aspect of extensive reading. Finally, because of all of the rich reading data that can be collected, online extensive reading is ideal for academics interested in doing research on extensive reading. In this presentation, the speaker, who developed the extensive reading website, *Xreading*, will explain how teachers can get the most out of using online extensive reading with their classes, and give a demonstration of the *Xreading* system.

Presentation Abstracts

黃柏源 Lecturer Language Teaching and Research Center National Chi-Nan U. 4th International Conference Room	<i>Genre-Based Reading and Cross-Cultural Understanding</i> While Extensive Reading (ER) develops general reading skills and reading comprehension, it also helps build a higher level of motivation through reading for enjoyment. This brief talk will cover how to implement genre-based reading in class, and how genre-based reading can enhance students' interests in extensive reading as well as cross-cultural understanding.
Mark Richard Professional Development Manager (Asia), Oxford University Press 6th International Conference Room	<i>How to Increase Students' Cultural Awareness with ER</i> Oxford's <i>Reading Circles</i> is a system to leverage ER for discussion. This session will show you how to use it to increase your students' multicultural awareness; an important component of <i>Cultural Intelligence</i> (CQ), which itself is one of the most important traits of internationally competitive people or organizations. There are three reasons you might like to join this session: *You would like help choosing the most culturally rich graded reading materials. *You want clear guidelines to mine stories for all their engaging cultural wealth and raise your students' CQ. *You would like to spend a few minutes reading a lovely story and then chatting about it. If any of the above appeal to you, please join us!
Michael McCollister Lecturer Foreign Language Center, FCU 4th Int'l Conference Room	<i>Strengthening Students Multicultural Understanding through Extensive Reading</i> One recent Ministry of Education project that many universities are attempting to implement these days targets improving university students' multicultural awareness and global citizenship skills. How best to do this, though, remains unclear, and different schools are approaching the project from different angles. One possible approach is through the reading of—and reacting to—well-selected graded readers that explore contemporary, compelling, and controversial cultural themes. Students can reap not only the language learning benefits of extensive reading, but they can also learn to think critically as they react to the cultural messages contained in the stories. This workshop will introduce both a wealth of suitable materials for participants to consider as well as implementation and assessment ideas for the classroom.
Shane Donald Associate Professor Foreign Language Center, FCU 6th Int'l Conference Room	<i>The Path not Taken or the Road Less Traveled? Teacher Perspectives on the Efficacy of Extensive Reading as a Pedagogical Strategy</i> This presentation examines the views teachers hold regarding the effectiveness of extensive reading as a method of L2 acquisition, based on focus group data collected from teachers in a Freshman English program at a private university in central Taiwan. In particular, teachers' beliefs in relation to choosing not to integrate extensive reading into this program will be considered. In light of the findings, suggestions will be made as to how to enlist teacher interest and support for implementing extensive reading within an EFL curriculum.

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