An engaging and inclusive approach to intensive reading instruction

John C. Herbert <herbert@akashi.ac.jp>
National Institute of Technology, Akashi College, Japan

Hisayo Herbert <hkherbert@kwansei.ac.jp>
Kwansei Gakuin University, Japan

For those who teach reading classes with students who have various levels of reading abilities, struggles, or both, here are some ideas for giving every student shared and achievable goals in a process approach to intensive reading.

Rationale

This Activity includes . . .
- Key vocabulary presentations to help students guess the topic of the reading.
- Group discussions to predict main ideas and inspire interest.
- Re-reading opportunities to increase exposure to the text.
- Vocally guided scanning activities to encourage rapid and relatively linear eye-movements.

> This also . . .
> - Helps students who struggle with ADHD, fatigue, disinterest, or other distractions.
> - Supports dyslexic readers when they hear each keyword clearly pronounced (Bates, 2020).

- Timed skimming before reading to encourage faster reading.

Activity preparation

1) Choose a reading that fits on one page.
2) Consider the paper color and text layout, where copies and text reformatting are permitted.

Good   Better   Best*

3) Choose 10-12 words by location, frequency, and importance.
4) Decide on five noteworthy points of the reading that can be made into questions.
5) Create discussion questions regarding the students' opinions of the reading topic.
6) Print the reading on one side of a page and the keyword list, five comprehension questions, and discussion questions on the other side.
7) Fold the page in half such that the reading cannot been seen, the keyword list is facing up, and the questions are facing down.

Front

Back

*Best according to inclusive practice recommendations for preparing classroom handouts (IP&SEN, 2017; Hird, 2016).

In the classroom

1) Before distributing the printed activity, preview the keywords on a large screen or board with particular attention to phonemes, grammatical forms, and meaning. Make sure students know that the words they will look for are, for example:
   "Content" [ˈkɒntɛnt], not "content" [kənˈtɛnt]
   "Diner," not "dinner"
   "Through," not "threw"
   "Flexible" as in "not stubborn" not "flexible" as in "supple"
   and so on.
2) Ask students to work in groups to guess the topic of the reading based on the 10-12 keywords they have reviewed.
3) Say the keywords out loud in the same order that they appear in the text in three to five second intervals to help the students find and quickly mark each word.
4) Ask the groups to guess the topic of the reading again. Perhaps they have recognized more clues while scanning the text.
5) Give the students 20 to 30 seconds to skim the reading, the questions, or both for more clues about the topic.
6) Ask the groups to guess the topic of the reading again. This time, confirm the correctness of their answer.
7) Let the students read the passage and answer the questions freely.
8) Review the answers to comprehension questions as a class.
9) Wind down the activity with a discussion of student opinions on the topic.

Online

Countless modes of online delivery exist for every step of this reading activity except one: Vocalized scanning. To recreate the scanning procedure for on demand practice in the Moodle LMS:
1) Speak each keyword clearly and in 3 to 5 second intervals onto mp3.
2) Add content to a JCloze quiz in Hot Potatoes 6.0 (free software installable on your computer). (See the example on the right with the first line of Abraham Lincoln's Gettysburg Address as content.)
3) Link a recording of the keywords to the quiz using:
   [name.mp3 moodle 0 0 center]
4) High-light the keywords (as shown in red) and select "gap" for each word.
5) Select user-friendly text and background colors.
6) Upload the JCloze file and the mp3 recording to an activity that has been create in the HotPot module or the TaskChain module for Moodle.
7) Select the "ANCT-Scan from HP6 JCloze xml" output format as shown on the right.
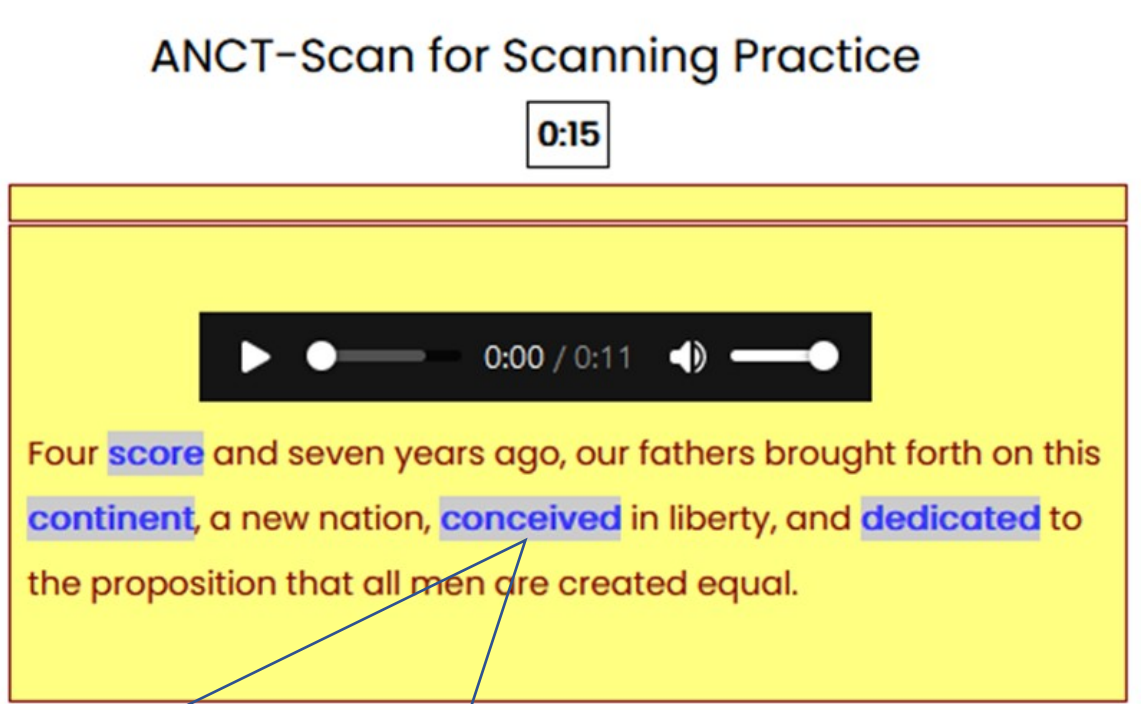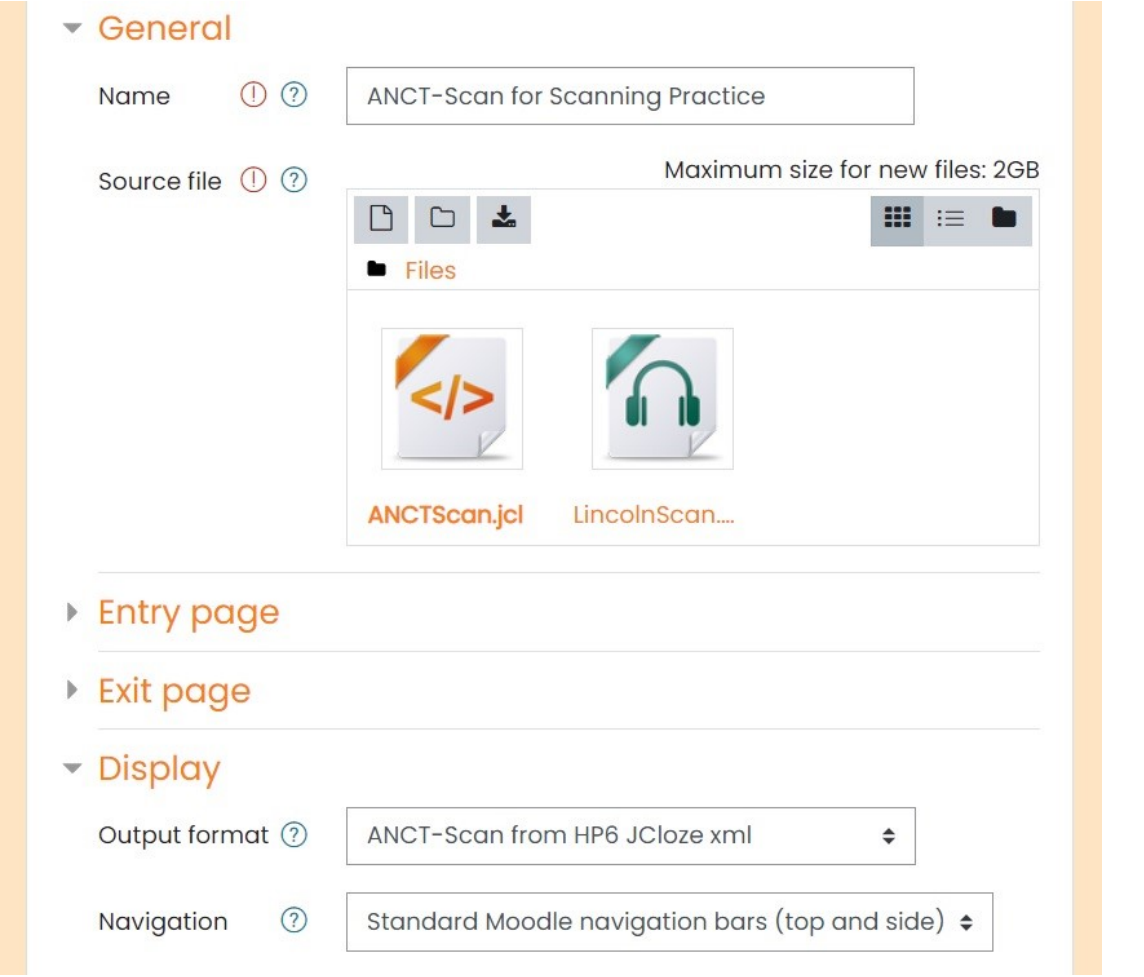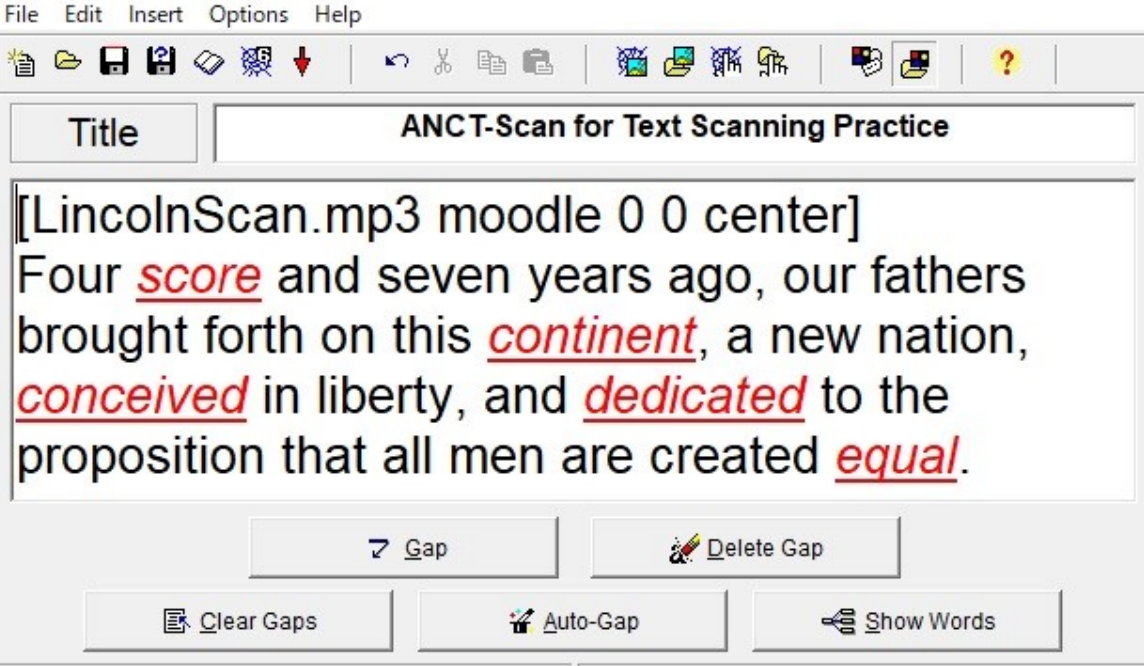
When users touch or click on the words they hear, the text changes color, and Moodle records their selection.

References

Bates, M. (2020). Auditory dyslexia. Retrieved from the Reading Well – A virtual well of dyslexia resources at https://www.dyslexia-reading-well.com/auditory-dyslexia.html.

Hird, J. (2019, March 19). Writing ELT material for learners with dyslexia. Retrieved from the IATEFL Materials Writing SIG website at https://mawsig.iatefl.org/writing-elt-material-for-learners-with-dyslexia/.

IP&SEN (2017, August 16). The Basics of Inclusive Practices. Retrieved from https://ipsen.iatefl.org/archives/3888.