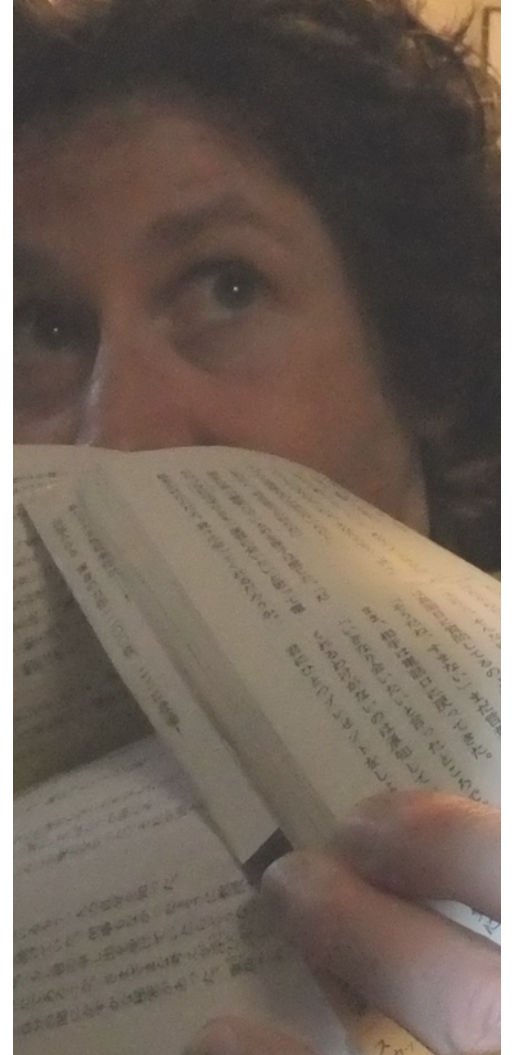


# **Using the Research, the Tech, and Getting Over the Hump**

**Anna Husson Isozaki**  
**Lakeland University, Japan**

**The goal:  
Comfortable,  
fluent reading  
(and listening)  
with  
understanding**

**...Help!**



# Karen Watson-Gegeo

Watson-Gegeo, K. "Mind, language, and epistemology: Toward a language socialization paradigm for SLA." Presentation via video to 4th Pacific Second Language Research Forum (PacSLRF) conference, 2001: video available from 2014. Retrieved from <https://www.youtube.com/watch?v=K5wSWvExedQ>

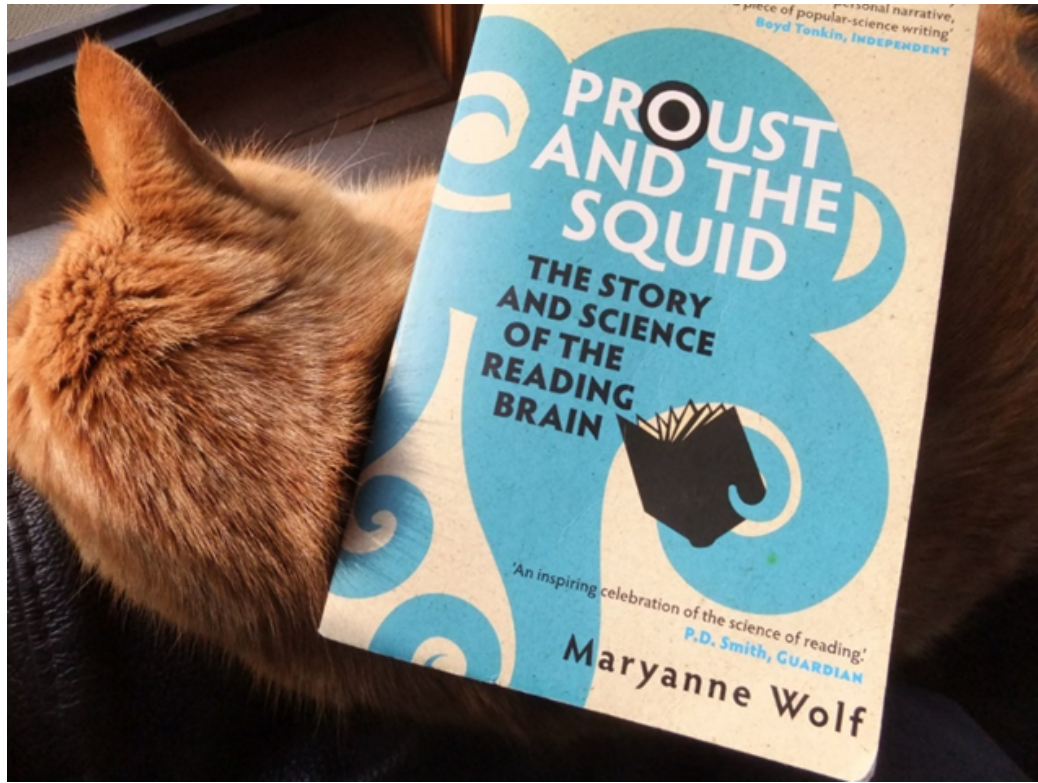


**“Grammar is  
a matter of  
highly  
structured  
neural  
connections.”**

Tree photo: Dan Fador Pixabay.com



# What happens in our brains, that lets us learn to read smoothly?







BBC News Online

<http://news.bbc.co.uk/2/hi/sci/tech/1753326.stm>

Thursday, 10 January, 2002, 20:20 GMT

### **'Oldest' prehistoric art unearthed**

Are abstract markings on a piece of ochre ancient art?

By BBC News Online science editor Dr David Whitehouse

The world's oldest example of abstract art, dating back more than 70,000 years

# ...New Tech!!!

3,050–2,800 years  
ago: Alphabetic  
writing; the  
Phoenician alphabet  
spreads around the  
Mediterranean

Wikipedia contributors. (2019, January 20). Timeline of human prehistory. In *Wikipedia, The Free Encyclopedia*. Retrieved 02:33, January 21, 2019, from

[https://en.wikipedia.org/w/index.php?title=Timeline\\_of\\_human\\_prehistory&oldid=879361679](https://en.wikipedia.org/w/index.php?title=Timeline_of_human_prehistory&oldid=879361679)

# L1 research: M. Wolf

“Reading is Not Natural”

[http://www.youtube.com/watch?v=S-](http://www.youtube.com/watch?v=S-HYayerEel)

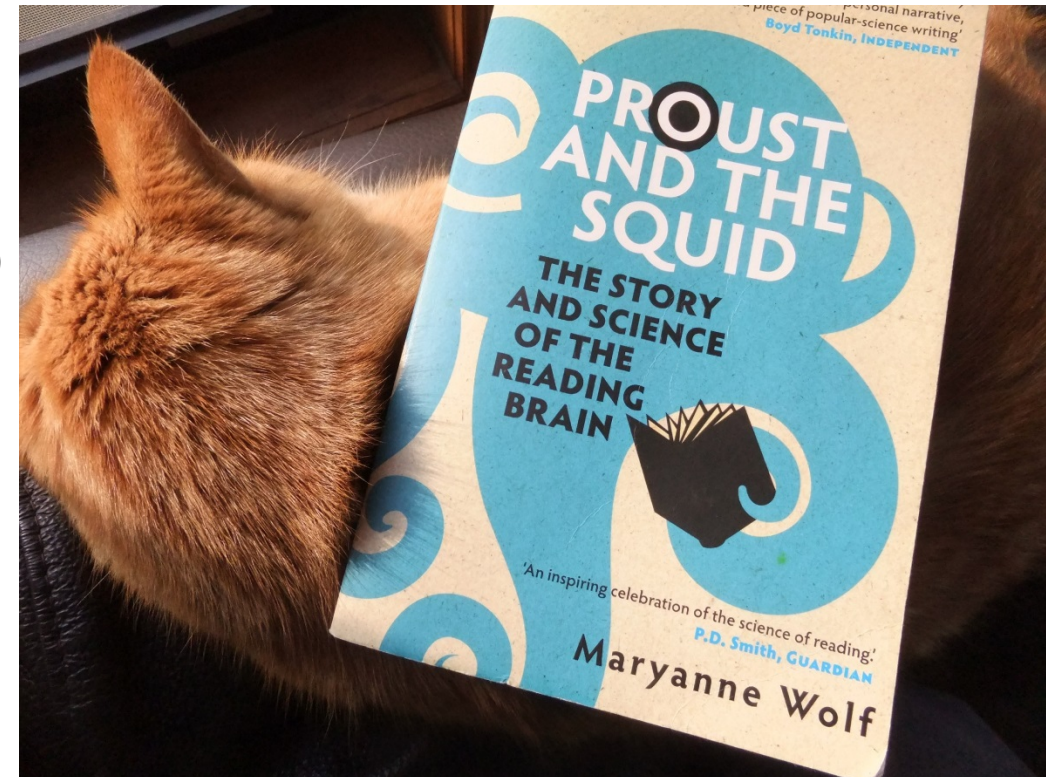
[HYayerEel](#)

*Proust and the Squid*: history of reading & neuroscience of literacy.

**Ashby** – prosody (silent, skilled reading)

**Whalley & Hansen** –  
suprasegmental prosody

“John was here”



How to build up? ...Time and  
practice...

**12** (when do English children  
learn to read smoothly like the rest of  
the EU?)



# Catherine Walter, Oxford

**L1 → L2:** Verbal Working Memory –  
“Phonological Loop”

Reading comprehension = **mentally** hearing  
and finding matches between short and long  
term memory.

*2008 TESOL Quarterly*

L2 learners need more of the language **heard**  
and stored in long term memory, **to mentally**  
**process** the printed words

# Walter, 2008

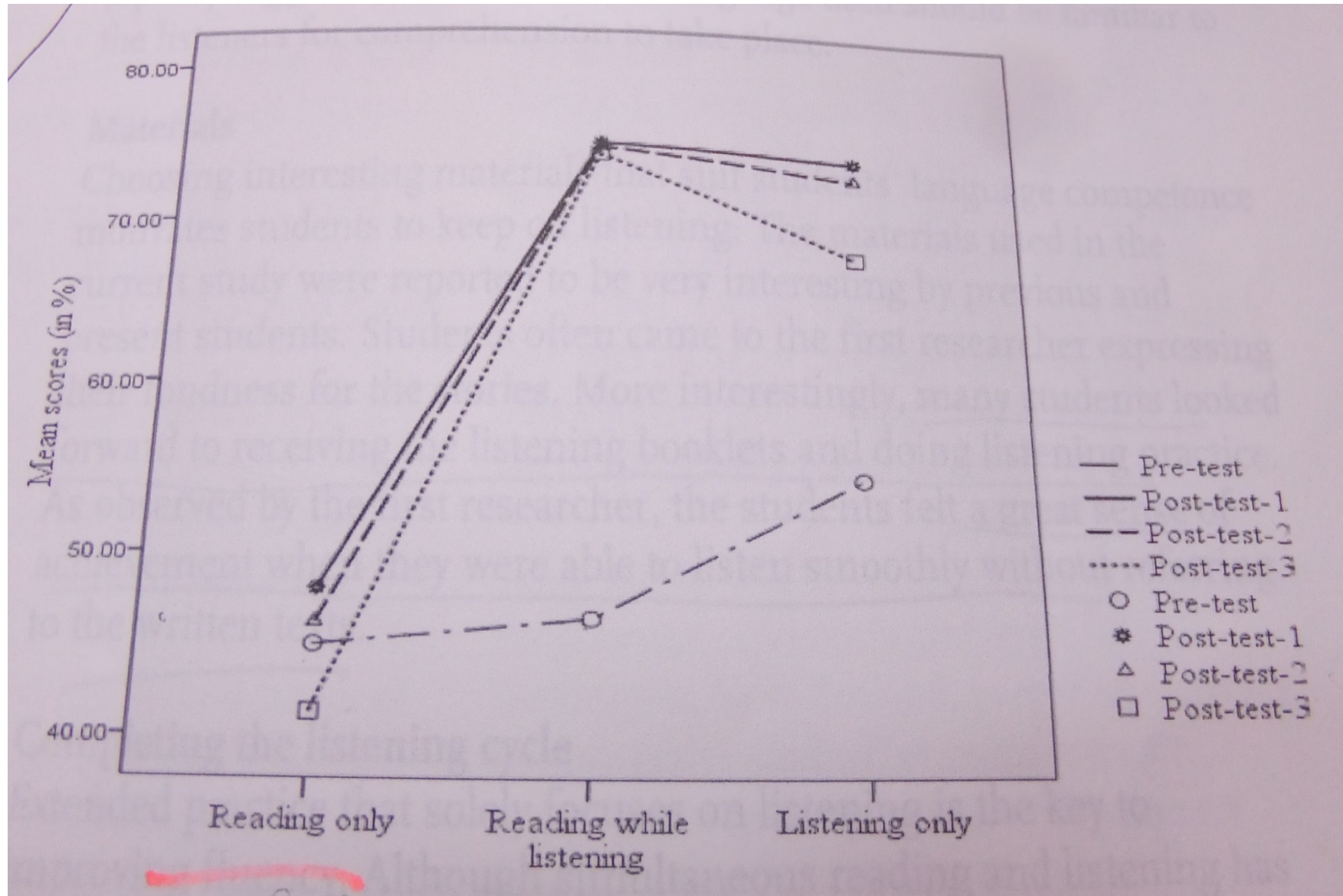
L2 “decoders” struggling to be  
“comprehenders” — build by (ex):

“...encouraging students to  
read books at their level while  
listening to spoken word  
CDs.”

Phonology in Second Language Reading: Not an  
optional extra. *TESOL Quarterly* 42

# Chang and Millett, 2013 ELT Journal

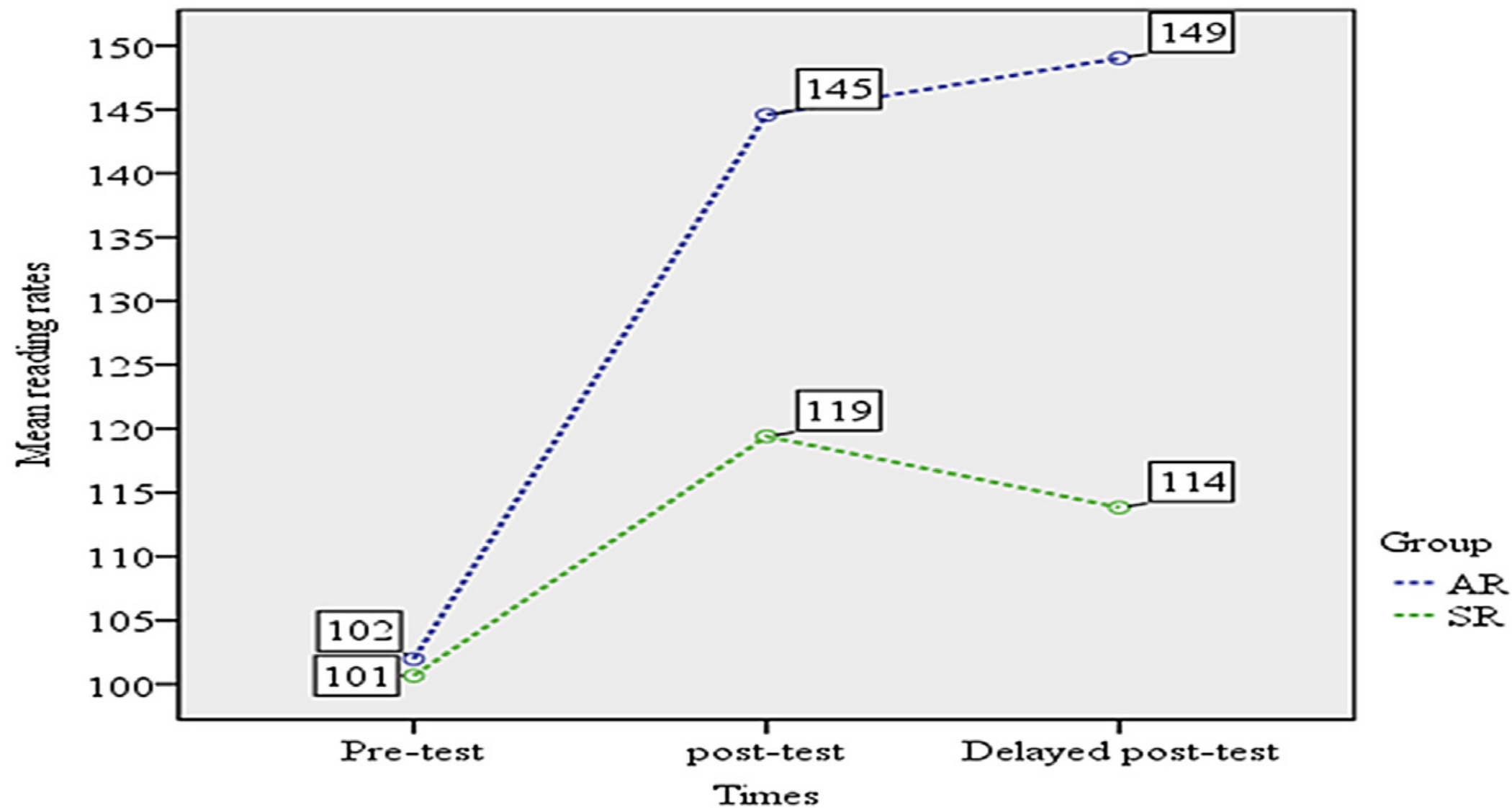
## 100+ students, one semester, 10 books





# Chang and Millett 2015, *System*

26 weeks: 20 graded readers, 64 students

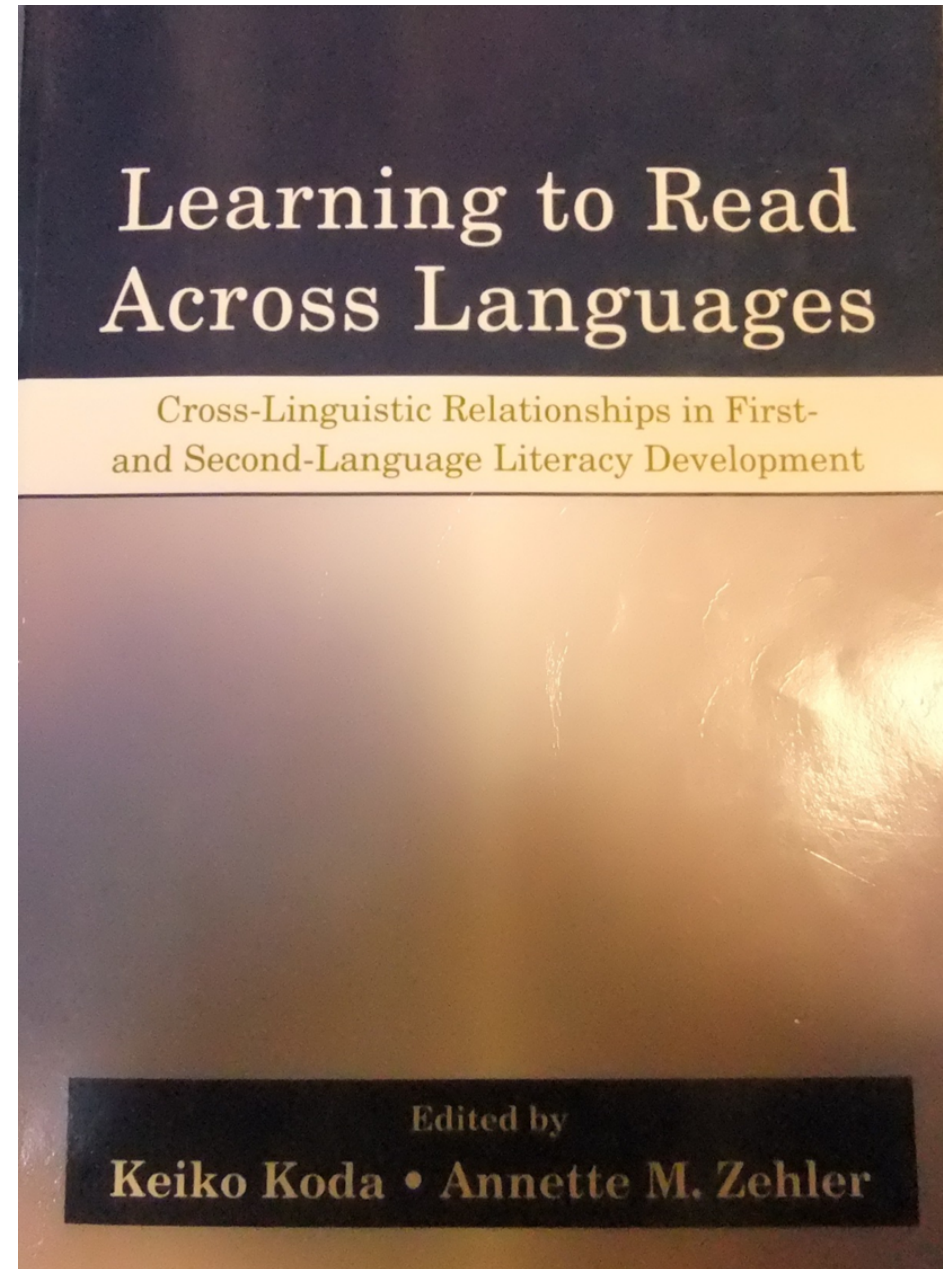


# Distance from L1 to L2...

**Keiko Koda**

**“pervasive”**

**– every step**



**MRI research shows in the brain;  
appropriate support –**

**1 + 1 = between 3 to 8**

**Calvert, G. A., Campbell, R., & Brammer, M. J. (2000).**

**Shankweiler, D., Mencl, W. E., Braze, D., Tabor, W., Pugh,  
K. R., & Fulbright, R. K. (2008).**



**Calvert, G. A., Campbell, R., & Brammer, M. J.**

**(2000). Evidence from functional magnetic resonance imaging of crossmodal binding in the human heteromodal cortex.**

***Current biology*, 10(11), 649-657**

**crossmodal binding: “congruent multisensory cues speed discrimination and improve reaction times” “supra-additive response enhancement to matched audio-visual inputs”**

**(30-80% more than simply adding)**

**Shankweiler, D., Mencl, W. E., Braze, D., Tabor, W., Pugh, K. R., & Fulbright, R. K. (2008). Reading differences and brain:**

**Cortical integration of speech and print in sentence processing varies with reader skill. *Developmental neuropsychology*, 33(6),**

**745-775. (“graded convergence and unification of print representations with those of spoken language”)**

# Woodall, 2010 Puerto Rico ESL 69 students, control 68



“...simultaneously reading and listening ... tapped into the zone of proximal development ...allowing them to accomplish more with the assisted reading than they could have accomplished without....” p.190

...**92% “better understanding”**

**Sitting together: doing it at the same time**

**But how about (Paul)  
\*under their own control,  
where they want,  
when they want?**

**Can it still be effective?**

**Why is it so important to have individual (coached) autonomy?**

**Same-level classes of university students may have reading speed **divergence** over 100 words-per-minute.**



And not just once – our eyes catch the patterns  
when we look again, and our ears, the same –

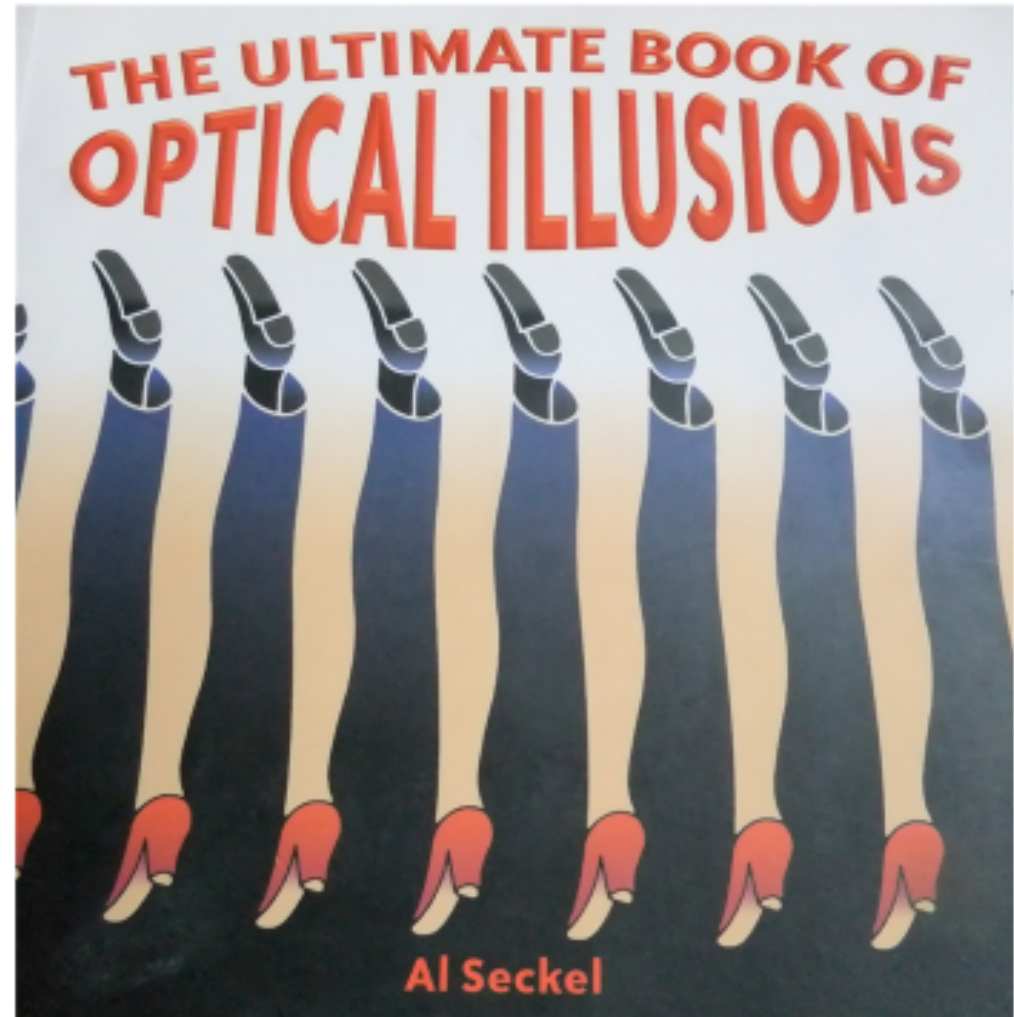
# Vocab

– Rob Waring

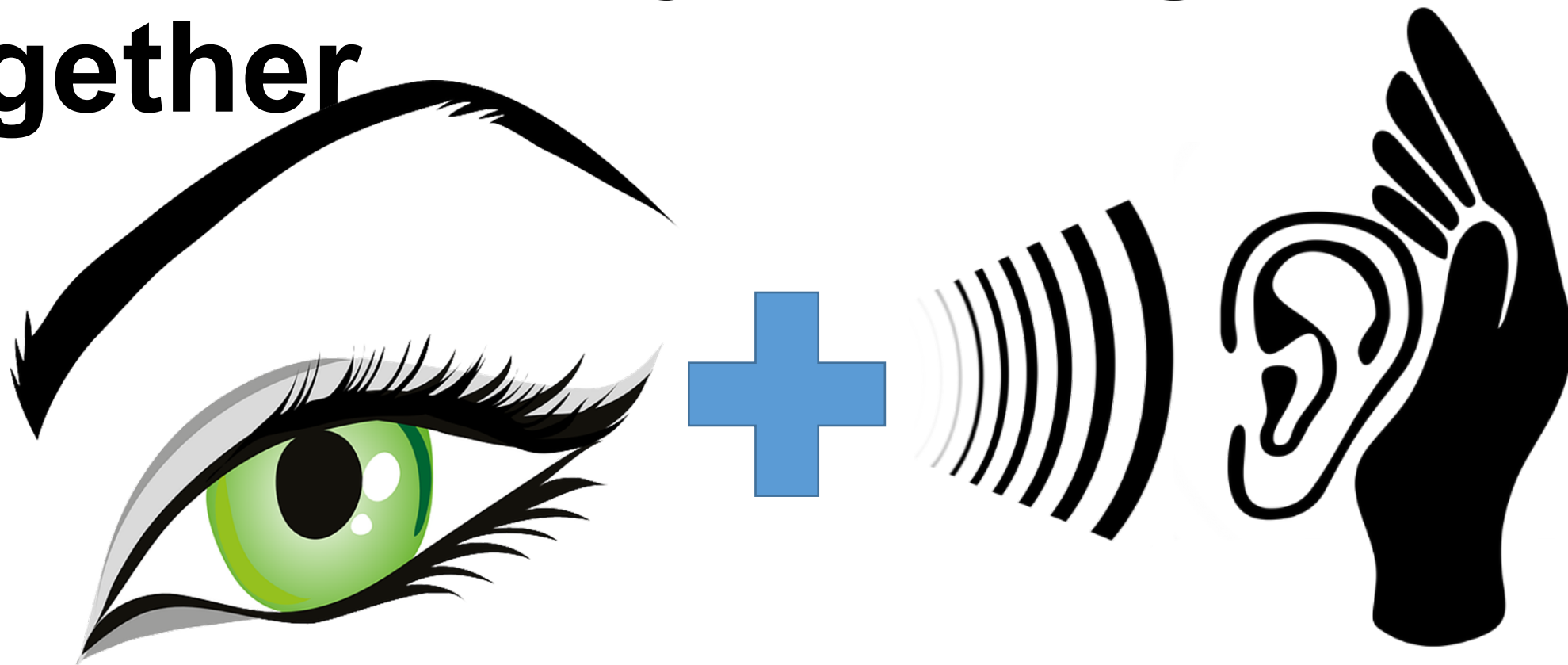
8–50+

Chang and Hu  
2019 –

R-L faster



**Thanks, Marcel: Audio a little  
faster than my reading: do it  
together**



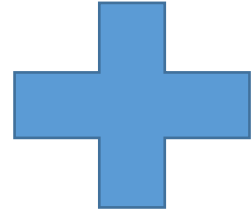
**Too fast? Too hard?**

**“It’s just right”**

**(Chang, 2009 *System*, p.659)**

# Audio slower than my reading

**Listen (twice?)**

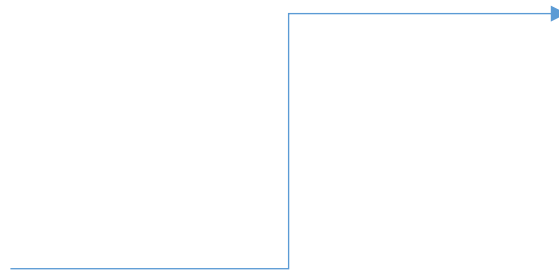


**Read later**





**Faster than 300 words per minute:** Read fast, and enjoy the performed version later (this improves pronunciation, **listening**, and reading speed even more).



# Crucial:

- \* **Hands-on coaching:**  
**recommending books**
- \* **Enough books, Enough levels –**
- \* **Creative Output**

**2011-2019 Book discussions –**  
**“I want to talk about...”**



Maria Luisa Banfi

# A Faraway World

Illustrated by LibellulArt





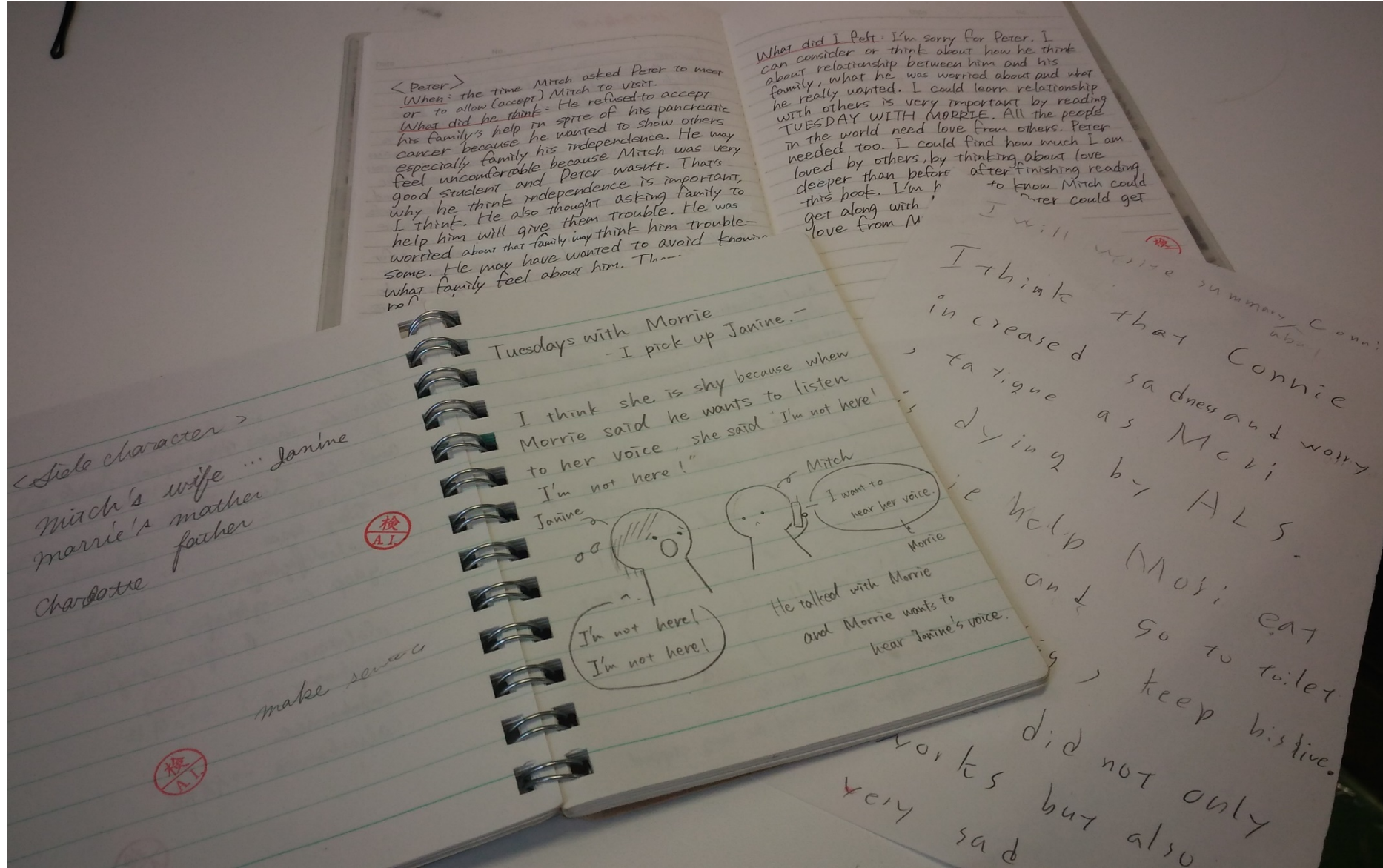
# Dr. Chutatip Yumitani: manga memos!

Clarifying  
story,  
tangible

Visual  
aids

for discussions

visualizing  
not  
translating,





# Renandya – Idea swap in Dubai

## The Power of Extensive Listening

<https://www.youtube.com/watch?v=LGcj5x6aAIQ>

**No book reports**

**3\*2\*1, New endings**

**Ah! – listened?**

**Pair dictation**



ERWC3 Willy Renandya The Power of Extensive Listening

941 views • Oct 7, 2015

6 0 SHARE

# Books & audiobooks (“voicebook”)

























**Listening: choose your speed!**



**xreading.com**

























A virtual library of graded readers that students can access  
anywhere and at anytime, with no limitations.

# The difference between listening and not

						R		L
	<b>Goodbye, Hello!</b> Cengage Foundations Reading Library 551 words, 8 min	 	1	551	100 %	00:16:44	32.9	00:00:00
	<b>Trouble at the Zoo</b> Cengage Foundations Reading Library 763 words, 10 min	 	1	763	100 %	00:26:12	29.1	00:00:00
	<b>Farley the Red Panda</b> Cengage Footprint 1209 words, 6 min	 	7	1,208	100 %	00:27:06	44.6	00:11:13
	<b>Bigfoot</b> Cengage Page Turners 5434 words, 42 min	 	5	5,434	100 %	00:36:08	150.4	00:31:33
	<b>Trust</b> Cengage Page Turners 5605 words, 33 min	 	5	5,605	100 %	00:40:22	138.9	00:22:20
	<b>Antenna</b> WAO Corporation 80 words, 1.5 min	 	1	80	100 %	00:00:37	129.7	00:00:29
	<b>The Time Capsule</b> Helbling 8363 words, 71 min	 	5	8,363	100 %	01:21:45	102.3	01:03:18
	<b>Dirty Money</b>	 						

# Panic and suffering



	<b>Soccer Crazy</b> Cengage Page Turners 3401 words, 19 min	 	2	3401	100 %	01:01:18	56 w/m	00:46:17	Pending
	<b>Road Trip</b> Cengage Page Turners 4040 words, 31 min	 	2	4040	100 %	02:07:03	32 w/m	01:37:40	Pending
	<b>Roommates</b> Cengage Page Turners 4208 words, 26 min	 	2	4208	100 %	01:19:47	53 w/m	00:40:24	Pending
	<b>All or Nothing</b> Cengage Page Turners 4422 words, 31	 	5	328	7.42 %	00:07:26	45 w/m	00:01:39	Pending
	<b>Scarecrows</b> Oxford Reading Tree 336 words	 	1	143	42.56 %	00:00:24	358 w/m	00:00:00	Pending
	<b>I Spy</b> Cengage Foundations Reading Library 1280 words, 15 min	 	2	296	23.13 %	00:00:33	539 w/m	00:00:00	0
	<b>Alaskan Ice Climbing</b> Cengage Footprint 1141 words, 5 min	 	6	1141	100 %	00:44:18	26 w/m	00:00:22	Pending
	<b>Do It!</b> Cengage Foundations Reading Library 2471 words, 20.2 min	 	4	148	5.99 %	00:03:22	44 w/m	00:00:00	



























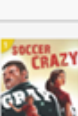


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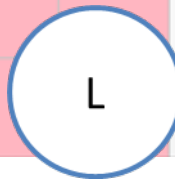
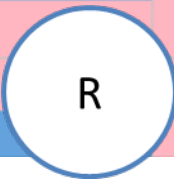
L



GOT IT – and  
taught me  
how



 <b>100 Days at Sea Special</b> 6394 words, 87 min	 	5	6394	100 %	00:54:49	117 w/m	00:39:46	Pending
 <b>Running Free</b> Cengage Page Turners 4914 words, 30 min	 	5	4914	100 %	00:47:33	104 w/m	00:34:39	Pending
 <b>Arman's Journey</b> Cambridge English Readers 2115 words, 25.6 min	 	3	2115	100 %	00:31:46	67 w/m	00:22:40	Pending
 <b>The Time Capsule</b> Helbling 8363 words, 71 min	 	5	8363	100 %	01:36:36	87 w/m	00:31:37	Pending
 <b>The Black Pearls</b> Cambridge English Readers 2583 words, 34 min	 	3	2583	100 %	00:50:38	52 w/m	00:00:00	Pending
 <b>The Lost City of Macchu Picchu</b> Cengage Footprint 1169 words, 5 min	 	6	1169	100 %	00:33:29	35 w/m	00:12:21	Pending
 <b>Hotel Casanova</b> Cambridge English Readers 3681 words, 33 min	 	4	3681	100 %	01:12:08	52 w/m	00:49:17	Pending
 <b>Dirty Money</b> Cambridge English Readers 2043 words, 24 min	 	3	2043	100 %	01:29:58	23 w/m	00:47:54	Pending
 <b>Soccer Crazy</b> Cengage Page Turners 3401 words, 40 min	 	2	3401		01:01:18	56 w/m	00:46:17	



# How many books?

**2018 Fall term: nine weeks**

**average: 17 books**

**2019 Spring term:**

**ten weeks: 23 books**

**2019 Summer term:**

**10 weeks: 24 books**

# **Improvements in Reading Speeds by students in 19 weeks (2 terms)**

**Class one:**

**109.55 word-per-minute gain**

**Class two:**

**125.43 word-per-minute gain**

# TOEFL – I do not know yet!!!

Some students who listened to their books and whose reading speeds increased greatly also had big rises in their TOEFL –  
the crucial issues seem to be how much,  
at what level, and with what content ...  
With how much teacher and peer support.....

**Sources, resources,  
suggestions and advice –  
– or book list**

**[anna.h.isoizaki@gmail.com](mailto:anna.h.isoizaki@gmail.com)**

**Thanks for your time!**



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# **Thanks, Carol Chomsky. Thanks, Paul. Finding their way autonomously**

Audiobooks and people: 100 to 180 words per minute

**Reading speed < audio speed = listen-read together**

**Reading speed > audio speed = listen first, then read**

**Reading speed >> audio speed = read first then listen**

# How, really, to reach comfortable reading fluency?

**Carol Chomsky: reading and listening together**  
**(students were autonomous!)**

**Issues ---**

**(not autonomous)**

**Backfiring:**

**Green (2005)**

**Just separate! ^.^**

**New tech now:**

**adjust the speeds**  
**– McNabb (2013)**

**X-reading: speeds we control**