Blending listening with extensive reading

Recipe for a successful program

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UECA PD Fest 2016 – Adelaide
Blending listening with extensive reading

Phase 1
Extensive Reading
Book Club Café

Phase 2
Extensive Listening
Book Club Café

Three-part model
• Sustainability
• Transferability
• Motivation
Book Club Café

Overview

What is it?

• Extensive reading/listening project
• In-class session / relaxed café-like atmosphere
• Students share information
• Complete package
• >2 years at Macquarie University English Language Centre, Sydney, AUS
• 2 awards from English Australia
• Data shows that it works
• Easily transferred
Book Club Café

Phase 1: Extensive Reading

Ingredients for Reading

- Voluntary Reading (outside class)
- Learner autonomy
- Follow-up activities (in class)
- Online reading resources
- Relaxed/fun atmosphere (biscuits, music)
# Book Club Café

## Phase 1: Extensive Reading

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 1-5</th>
<th>Week 2-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set-up</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Book Club Café</strong> (1hr/wk class time)</td>
</tr>
<tr>
<td><strong>Introduce:</strong></td>
<td><strong>Students</strong></td>
<td><strong>Students</strong></td>
</tr>
<tr>
<td>• Book Club Café</td>
<td>• Read outside class time</td>
<td>• Share information (groups of 3-4)</td>
</tr>
<tr>
<td>• Websites for reading</td>
<td>• Choose their own texts</td>
<td>• Enjoy a relaxed and fun atmosphere</td>
</tr>
<tr>
<td>• Reading logs</td>
<td>• Record information to share</td>
<td>• See immediate benefits of reading</td>
</tr>
<tr>
<td>• Importance of reading</td>
<td></td>
<td></td>
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</tbody>
</table>
What are the challenges our students face when listening in English?

- Speed (too fast)
- Processing in real time
- Connected speech
- Accents
- Lack of specific vocabulary
- No visual clues
## Book Club Café

### Phase 2: Why blend listening with reading?

<table>
<thead>
<tr>
<th>Overall aim</th>
<th>Intensive Listening (IL)</th>
<th>Extensive Listening (EL)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific purpose</strong></td>
<td>Accuracy</td>
<td>Fluency</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Answer question</td>
<td>Information/Enjoyment</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Words/Pronunciation</td>
<td>Meaning</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>Teacher chooses</td>
<td>Student chooses</td>
</tr>
<tr>
<td><strong>Speed</strong></td>
<td>Not much</td>
<td>A lot</td>
</tr>
<tr>
<td><strong>May be uncomfortable</strong></td>
<td>Should be comfortable</td>
<td></td>
</tr>
</tbody>
</table>

*(Frost, 2015)*
Book Club Café
Phase 2: Extensive Listening

Activity 1:

- Step 1: Only Listening
  - 51.2%

- Step 2: Listening + Reading
  - 92.6%

- Step 3: Listening only again
  - 78.5%

- Level of improvement (self-perceived): **27.3%**
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Phase 2: Extensive Listening

Activity 2:

Sugar in hot drinks - level 2

23-02-2016 15:00  Level 1  Level 2  Level 3

Analysis showed how much sugar is in hot drinks. An example is that a can of coke has an average of 9 teaspoons of sugar, but that's nothing compared to Caffe Nero's Latte with 13 teaspoons of sugar. A Costa Chai Latte has 20 teaspoons of sugar, and the worst offender is a Starbucks's hot mulled fruit drink with 25 teaspoons of sugar. That is three times more sugar than you should have in one day!

Most sugar is in mochas and lattes. Costa and Starbucks say that they want to reduce the sugar in these drinks, but for now, it may be better for you to choose drinks with less sugar.

Source: www.newsinlevels.com
Book Club Café

Outcomes

Comments from students

Allows us to reading regularly

I can choose the texts myself

It helped me develop my vocabulary and grammar.

Listening is very difficult for me. With these activities I can practice my listening alone more.

I liked the chatting we have on Friday afternoons because it’s very relaxing and it’s genuine conversation.

I love sharing what I listened with my classmates in a relaxing atmosphere with music and food and coffee.

I really enjoy sharing what books I read, especially when the books are something that I really love or have passion for.

It can help me find the habit of reading.
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Three-part model

Sustainability

- Non-assessed
- Flexible to use with different teachers over time (i.e. casuals, relief, practicum)
- Variety of follow-up ‘student-centred’ activities
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Three-part model

Sustainability

- Wide range of online resources:
  - ER Central
  - ESL Fast
  - News in Levels
  - ESL Bits
  - The Conversation
  - Project Gutenberg
  - British Council Learn English Magazine
  - BBC Learning English (6-minute English)
  - CNN Student News
  - ELLLO (English Listening Lesson Library Online)
  - Behind the News (ABC)
  - Listen a minute
Book Club Café
Three-part model

Transferability
- Simple to implement
- Easy to explain
- Low cost
- Adaptable

Motivation
- Learner autonomy
- Learning as a social experience
- Genuine interaction
- Peer pressure
“ESL Book Club Café”

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Thank you