Using Internet Resources for Extensive Reading in an EFL Context

Trung Ngoc Dao
Tuyen Quang High School for the Gifted and Talented

Abstract

Creating an English-learning environment in which learners are highly motivated is sometimes challenging for EFL teachers. However, with a wide variety of Internet resources, both EFL teachers and learners are inspired to make full use of online materials to acquire English. For this reason, in this paper, I focus on extensive reading using Internet resources as an effective teaching approach to help EFL learners master the target language. I first review the literature and show the benefits of extensive reading using the Internet resources. In addition, I recommend useful websites and materials for the teaching of extensive reading in EFL settings. Finally, I include approximately six-hours of teaching activities to demonstrate how Internet resources can be best used to develop extensive reading for Vietnamese learners of English.

Introduction

Over many years of teaching English as a foreign language in Vietnam, I found that although most Vietnamese students are generally good at English grammar, they cannot use it well to communicate with each other. This is perhaps due to the fact that although English is taught at school, there are few English-speaking environments beyond schools. As a result, most Vietnamese students of English have no or very few opportunities to use the target language outside the classroom. Extensive reading can become one of the ways to help such EFL learners improve their language skills. In this paper, I would like to review the main benefits and features of extensive reading in EFL classrooms and reasons for using Internet resources for extensive reading. I will then suggest four different teaching activities to use online extensive reading resources to improve learners' language skills in English.

Definitions of Extensive Reading

Extensive reading has been defined in several ways. In the early conceptions about extensive reading, Palmer (1969) used the term *extensive reading* in foreign language pedagogy to mean to "rapidly read book after book" (as cited in Day & Bamford, 1998, p. 5). That is, extensive readers, as explained by Palmer, focus only on the content, not the language forms, of the text. Michael West, a teacher and materials writer, established a so-called "supplementary" reading, the goal of which was "the development to the point of enjoyment and the ability to read the foreign language" (as cited in Day & Bamford, 1998, p. 6).

Extensive reading is in contrast with expeditious reading and intensive reading. Grabe and Stoller (2002) stated that extensive reading is an "approach to the teaching and learning of reading in which learners read large quantities of material that is *within* their linguistic competence" (p. 259). Day and Bamford (2004) also contended that extensive reading is a teaching approach through which students read a lot of easy materials in the new language (p. 1). In an extensive reading environment, students can choose books that interest them and that they enjoy reading individually for pleasure, which also means that they can

stop reading if the book is either boring or difficult. Gradually, the students can develop the habit of reading, which will then build their confidence in language learning in general and reading in particular (Day & Bamford, 2004). Nation (2009) also mentioned that extensive reading is an approach in which language learners can focus on the meaning of the text they read and develop their fluency through reading (p. 64). In short, extensive reading involves 1) large quantities of easy reading materials; 2) reading for enjoyment and pleasure; 3) reading to build confidence in language learning; and 4) reading for fluency development.

Characteristics of Extensive Reading Programs
As mentioned earlier, extensive reading is a pleasurable reading activity in which students enjoy reading books of their own choices. In order to have a better understanding of an extensive reading approach in language classrooms, Day and Bamford (2004) clearly described ten important characteristics that are found in successful extensive reading programs. These features are:
- The reading material is easy.
- A variety of reading materials on a wide range of topics is available.
- Learners choose what they want to read.
- Learners read as much as possible.
- Reading speed is usually faster rather than slower.
- The purpose of reading is usually related to pleasure, information, and general understanding.
- Reading is individual and silent.
- Reading is its own reward.
- The teacher orients and guides the students.
- The teacher is a role model of a reader

(pp. 2-3)

Based on these characteristics, it is obvious that extensive reading can be an effective approach to motivate students—especially those who are studying English in non-English environments—to be involved actively in learning the target language. One important principle is that the reading materials should be easy so that the students can read and understand the texts well. Nation (2009) emphasized that there should be no more than one unknown word per page for language beginners, and no more than five for intermediate students. Because of this, the teachers necessarily introduce appropriate reading materials that the students feel comfortable with and motivated about when they are asked to read.

Another important element from extensive reading principles is that students can choose reading materials for themselves from various sources, such as magazines, newspapers, storybooks, or online texts. They do not have to depend on textbooks or reading materials supplied by the teacher. Thus, they are free to enjoy reading topics of their own choice. Accordingly, the students are encouraged to read what they want to learn about. Moreover, the teacher can actually encourage the students to stop reading anything that is not interesting or when they find the reading materials are too difficult. Last but not least, in extensive reading the students can work with the texts individually and silently. Therefore, extensive reading can take place outside the classroom where students can enjoy reading pleasurably on their own time in any place they want (Krashen, 2004).

Benefits of Extensive Reading
Many studies have emphasized the effectiveness and benefits of extensive reading in both ESL and EFL classrooms. Generally, authors and researchers agree that extensive reading

promotes 1) reading speed and reading comprehension; 2) vocabulary growth; 3) improvements in the other language skills of listening and speaking as well as writing; and, 4) positive changes in motivation and attitude toward language learning in general and reading in particular.

Regarding reading speed and reading comprehension, Bell (2001) compared an extensive group who used graded readers (texts which are adapted for language learners and target a specific level of reader) and an intensive group who read short texts. Bell's results showed that learners in the extensive group achieved significantly faster reading speeds and higher scores than those in the intensive group. In addition, Nation (2009) also stated that graded readers are effective sources for language students to improve their reading speed because they no longer find it difficult to read, and they can focus on reading for meaning and content (p. 64).

In terms of vocabulary growth, many studies show that extensive reading is an effective way for ESL/EFL learners to acquire vocabulary of the target language. In their case study of vocabulary acquisition from extensive reading, Pigada and Schmitt (2006) concluded that reading extensively in the target language not only improves grammatical knowledge but also enhances spelling as well as acquisition of vocabulary meanings. Maley (2009) argued that learners acquire vocabulary by having exposure to various reading materials. He affirmed that "extensive reading allows for multiple encounters with words and phrases in context thus making possible the progressive accretion of meanings to them." In this kind of reading, more new vocabulary comes into learners' minds, and more importantly, reading helps the learners retain prior learned vocabulary. Day (2011) stressed that "the more our students read, the better readers they become. An integral part of this is learning new vocabulary" (p. 1). It is apparent that extensive reading plays a vital role in vocabulary development, which is considered an indispensable part in the acquisition of a second or foreign language. Such research strongly supports the evidence that vocabulary growth can occur incidentally through extensive reading.

Besides reading speed, comprehension, and vocabulary growth, extensive reading helps to improve the other three English skills of listening, speaking, and writing. Hafiz and Tudor (1989) established a program using graded readers to investigate the effects of extensive reading upon other language skills. The program was conducted with one experimental group and two other control groups. After three months of the project, the result was that the experimental group considerably improved their reading comprehension and writing skills due to their exposure to a wide range of lexical, syntactic, and textual features in the reading materials. In addition to this, Bell (1998) argued that extensive reading enhances learners' general language competence. Bell established a reading program with a variety of published and graded readers to help an elementary level class of EFL learners improve their English. As a result, those students not only gained word recognition and reading comprehension, but they were also better at oral and written English skills.

Finally, extensive reading has a great impact on learners' motivation and attitudes toward language learning. Mason and Krashen (1997) conducted an investigation of Japanese students' motivation through a reading program. They experimented on students who had failed English. The result proved that those students had positive changes in the way they learned through extensive reading in place of traditional teaching. More importantly, Mason and Krashen found that those students, through extensive reading, were highly motivated in their language learning and were actively involved more in extensive reading activities. Day (2012) also affirmed that through extensive reading, students'

language skills are improved, which can lead to positive changes in students' attitudes and motivation toward reading (Extensive Reading, 2012).

Reasons for Using Internet Resources for Extensive Reading in EFL Classrooms
Using Internet sources for extensive reading in EFL language classrooms has numerous advantages. First of all, the Internet can provide a large number of authentic and interesting materials. Guo (2012) contended that authentic materials from the Internet are highly valuable because those materials can generate greater interest among teachers and students than traditionally structured materials do. Another reason for using Internet resources is that the Internet can provide readers easy access to a large quantity of reading materials. Pinto-Silva (2006) conducted a study on extensive reading through the Internet and found that students could gain access to hundreds of newer and interesting articles. They had more choices to read things of their interests, and they also found it easier, faster and more practical to read online than reading from printed books.

It is often argued that extensive reading costs much money since it requires a large collection of books or other printed materials. However, that has changed since the explosion of computer technology, other electronic mobile devices, and the Internet. Arnold (2009) stated that it is much easier for students to enjoy reading extensively whatever they want, due to the popularity of Internet use in almost all universities, colleges, and schools. In addition, students can also access the Internet through their personal electronic devices. Thus, online extensive reading will no longer cause any difficulties for readers. Finally, with the Internet and modern technological developments, learners can easily access their own learning anywhere and at any time they want. This is especially important for EFL learners who are studying the target language in non-English environments, as they can still improve their language skills—listening, speaking, reading, and writing—by working through computers (Egbert, 2005).

To illustrate how extensive reading activities can be implemented in an EFL context, I present below four 90-minute lessons that are designed, based on the principles of extensive reading, to help Vietnamese students develop reading skills both inside and outside the classrooms. With a wide range of reading material of different kinds, students are encouraged to explore and make full use of online reading resources to improve their English language.

Extensive Reading in Practice: Teaching Activities for Vietnamese EFL Learners
Teaching Context
This teacher of English is employed for EFL students in Tuyen Quang Gifted High School in Vietnam. There are 30 students in a class. They are 10th graders. These students are majoring in English. Before entering this school, they have learned English for at least four years at lower secondary schools. They are highly motivated students, and English is their strength compared to other school subjects. These students have 6 hours of English per week. Each lesson lasts 90 minutes.
- Students' Age: 14-15 years old
- Proficiency level: High intermediate
- Skills:
    Language skills: Extensive reading, reading for main ideas, reading for specific information, and any relevant reading skills depending on the materials.
    Other sub-skills: Computer literacy, Internet searching information, oral presentation, synthesizing, predicting, and presenting.

Teaching Objectives

Goals of the lessons:
- To improve students' language skills through extensive reading
- To use technology well in a global society
- To promote life-long learning

Outcomes: By the end of the lesson, the students will be able to:
- Improve reading skills: fluency and speed
- Focus on reading comprehension
- Develop vocabulary
- Practice computer skills for further online activities
- Improve speaking and listening skills around reading activities

Teaching Materials

1. A computer lab with Internet access
2. Handouts (see appendices)

1ˢᵗ Class Meeting: Extensive Reading and Reading Materials

Activity 1: Warm-up
1. Bring into class a number of short stories of different genres. Take out one easy, short story book and read aloud before the class.
2. Ask students some questions about the story:
   a. Have you ever read this story before?
   b. Do you find this story interesting?
   c. In a few words, can you briefly tell what the story is about?
   d. Which word(s) don't you understand when I told the story?
3. Introduce the lesson:
   Today I am going to introduce a new way of reading that can improve not only reading skills but also other English skills of speaking, listening and/or writing. That is extensive reading. Have you ever heard the term before? Do you know what extensive reading is? Does it work out for your learning? What are its benefits? Extensive reading is reading for fun or pleasure. That is, you just read what really interests you. Therefore, in this lesson, I will help you better understand this type of reading.
4. Introduce extensive reading to the class:
   Ask students to work in groups of three to discuss and answer the following questions:
   a. What do you know about extensive reading?
   b. What are the benefits of extensive reading?
   c. What materials can be used for extensive reading?
5. Help students answer the questions, and then give a handout of answers to the above questions for discussion. (**See Appendix 1**)
6. Conduct a survey to see what students often enjoy reading in the free time. (**See Appendix 2**)

Activity 2: Group discussion
1. Ask students to work in groups of four to talk about their reading experiences (See Appendix 3). Ask students to take notes over reading experiences shared from their classmates.
2. Then, ask each group to talk briefly about what interesting things he or she has found out from his/her group members' answers. Make sure question 6 in Appendix 3 is clearly stated for each member.

Activity 3: Extensive Reading Materials
1. Ask Ss to go to class website at http://dntrung.weebly.com/extensive-reading.html. (The reading links are included in the handout, See Appendix 10).
2. Ask Ss to choose a story of their interest to read.
3. Make sure that all Ss can open the site to read the story.

Activity 4: Reading the stories
1. Ask Ss to start reading individually and silently in class.
2. Remind Ss that they can change the reading topics, stories, and/or articles.
3. In the last 5 minutes, ask Ss to recommend their favorite story to the whole class by posting their link and comments at http://dntrung.weebly.com/blog.html.
4. Ask Ss to give quick answers to the questions in the handout. (See Appendix 4).

Activity 5: Sharing your readings
1. Ask Ss to work in groups of three to orally share the stories they have read
2. Then, ask Ss to share what they have read and learned from the stories by writing comments onto the blog.

Activity 6: Closing and home assignment
1. Encourage Ss to further browse suggested reading links on the website.
2. Encourage Ss to search for more interesting links for extensive reading to the class website. (Follow the guidelines on the handout, See Appendix 5).

2nd Class Meeting: Reading

Activity 1: Warm-up
1. Ask Ss to share useful websites that can be used for extensive reading.
2. Ask Ss to briefly talk to the class about the websites they have found.
3. Ask Ss to share websites they have found with the class by posting onto the blog at http://dntrung.weebly.com/blog.html.

Activity 2: Browsing the links on the website
1. Ask Ss to browse the links on the website and the ones recommended by other classmates.
2. Ask Ss to work individually and silently.
3. Make sure that Ss can access the sites.
4. Ask Ss to choose one of the topics that they are interested in to read.
5. Tell Ss that they can change the topic or the story they are reading if it is not interesting.

Activity 3: Reading
1. Ask Ss to start their reading.
2. Make sure that all Ss can open the page they are interested in.

Activity 4: Sharing your reading
1. Ask Ss to answer questions in the handout. (**See Appendix 6**)
2. Have Ss tape their handout onto the wall around the classroom. (**See Appendix 7**)
3. Ask Ss to go around and choose at least one story that their classmates have shared in the report to read.
4. Put Ss into groups of three to talk about what more they have learned from their classmates' story report.

Activity 5: Closing the lesson and assigning homework
1. Ask Ss to share what they have learned from their reading activities by writing comments onto the blog.
2. Give comments on Ss' work.
3. Ask Ss to choose a favorite story to read at home and prepare to tell the story in the next class meeting.
4. Ask Ss to continue to search for useful links for extensive reading.

3rd class meeting: Extensive Reading and Group Project Requirements

Activity 1: Warm-up
1. Ask Ss to share useful links/websites with all the class.
2. Ask Ss to browse the links/websites to see if they are interesting to read.
3. Ask Ss to use the websites provided to choose a story, article, etc., to read about.

Activity 2: Story-telling
Explain the "4-3-2" technique for story-telling activity, then carry it out:
1. Ask Ss to find a partner and tell their story in 4 minutes.
2. Ask Ss to switch roles after 4 minutes.
3. Next, ask Ss to change partners and retell the story in 3 minutes.
4. Ask Ss to switch roles after 3 minutes.
5. Finally, ask Ss to work with another partner, and again, tell the story in 2 minutes.
6. After 2 minutes, ask Ss to switch roles again and follow the same procedure as the above steps.

Activity 3: Group Project Requirements
1. Explain that Ss will make a group reading project presentation for the final class meeting at the end of the semester. Ss are supposed to create a poster presentation in which they include the most interesting things they have gained from the project.
2. Put Ss into groups of four, based on the survey result handout (See **Appendix 2**).
3. Talk about the requirements for the group project:
    Each group member chooses at least one reading material to read weekly. Then, they are supposed to share their reading summaries with the class. They are also encouraged to describe the story by drawing a picture. That is, they are going to draw

whatever they have learned from the story and present it to the class (See Appendix 7). After that, group members can give comments and post their reactions to such materials on the blog.

4. Give each group a project guideline (See Appendix 8)
5. Ask Ss to discuss in groups to choose a reading topic to prepare for their group project presentation.
6. Then ask Ss to look for reading materials that support the topic they have chosen.

Activity 4: Closing the lesson
1. Answer any questions related to the project.

4th Class Meeting: Group Project Presentation

Activity 1: Warm-up
1. Introduce 5 groups and their reading project presentations to the class.

Activity 2: Group project presentation
1. Ask each group to present their poster work.
2. Control "Questions and Answers" activity after each presentation. Each group will have 3 minutes to answer the questions from the audience.

Activity 3: Closing
1. Give comments on each group's work, the students' participation in class website, and the group presentation and give grades to each group (see Appendix 9).
2. Thank the whole class for their great work on the extensive reading project.

Conclusion

Thanks to the development of modern technology and the Internet, teachers have more opportunities to use online reading resources to support their teaching, as well as student learning. In my teaching applications, I have tried to design extensive reading activities to motivate students to learn and attempted to address certain challenges in this approach. First, one of the features of extensive reading is reading for pleasure. Students will read when they enjoy doing it, and they can stop reading if they do not want to read any more. Thus, it can be difficult to manage students' reading activities. By giving students choices, I hope to have addressed this issue. Another challenge is that it would be difficult for teachers to access or evaluate student reading ability when there are no requirements of tasks or exercises after reading. To address this issue, teachers should first provide a variety of online reading materials from different Internet sources to raise students' interests in reading. Last but not least, I have tried to make reading social and meaningful for students by including follow-up extensive reading activities in which students talk and write about their reading experiences in and beyond the language classroom.

References

Arnold, N. (2009). Online Extensive Reading for Advanced Foreign Language Learners: An Evaluation Study. Retrieved November, 22, 2012, from http://web.ebscohost.com.ezproxy.hpu.edu/ehost/pdfviewer/pdfviewer?sid=0be083a8-4e6d-42a9-bec6-360fefcaa137%40sessionmgr4&vid=1&hid=15

Bell, T. (1998). Extensive reading: Why? and How? *The Internet TESL Journal, Vol. IV*, No. 12, December 1998. Retrieved from http://iteslj.org/Articles/Bell-Reading.html

Bell, T. (2001). Extensive reading: Speed and comprehension. *The Reading Matrix Vol. 1,* No. 1, April 2001. Retrieved from http://www.readingmatrix.com/articles/bell/index.html

Day, R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. New York: Cambridge University Press.

Day, R., & Bamford, J. (2004). *Extensive reading activities for teaching language*. New York: Cambridge University Press.

Day, R. (2011). The benefits of extensive reading (ER). Retrieved November 22, 2012, from http://www.oup-bookworms.com/downloads/pdf/successful_reading/er_article.pdf

Day, R. (2012). What is extensive reading? In *The Extensive Reading Foundation*. Retrieved November 22, 2012, from http://erfoundation.org/wordpress/

Egbert, J. (2005). *CALL essentials: Principles and practice in CALL classrooms*. Alexandria. Virginia: Teachers of English to Speakers of Other Languages, Inc.

Grabe, W., & Stoller, F. (2002). *Teaching and researching reading*. London: Pearson Education Longman.

Guo, S. (2012). Using authentic materials for extensive reading to promote English proficiency. In *English Language Teaching*. Retrieved November 25, 2012, from http://www.ccsenet.org/journal/index.php/elt/article/view/18851/12442

Hafiz, F. M., & Tudor, I. (1989). Extensive reading and development of language skills. Retrieved November 25, 2012, from http://203.72.145.166/ELT/files/43-1-1.pdf

Huebner, T. A. (2009). Small-Group Intervention for ELLs. Retrieved November 25, 2012, from http://www.sccoe.k12.ca.us/depts/ell/elac/0509/SmGrpInterventionELLsEdLdrshp_Apr09.pdf

Krashen, S. D. (2004). *The power of reading. Insights from the research*. (2nd ed.). Westport, Connecticut: Libraries Unlimited Westport & Heinemann, Portsmouth.

Maley, A. (2009). Extensive reading: Why it is good for our students … and for us. In *British Council BBC*. Retrieved November 25, 2012, from http://www.teachingenglish.org.uk/articles/extensive-reading-why-it-good-our-students…-us

Mason, B., & Krashen, S. D. (1997). Can extensive reading help unmotivated students of EFL improve? Retrieved November 25, 2012, from http://www.benikomason.net/articles/extensive_reading1/extensive_reading1.pdf

Nation, I. S. P (2009). *Teaching ESL/ESL Reading and Writing* (1st ed.). New York and London: Routledge, Taylor & Francis Group.

Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. Retrieved November 25, 2012, from http://www.eric.ed.gov/PDFS/EJ759833.pdf

Pinto-Silva, J. (2006). Extensive reading through the Internet: Is it worth the while? *Reading Matrix: An International Online Journal*, *6*(1), 85-96. Retrieved from http://www.readingmatrix.com/articles/silva/article.pdf

---

Trung Ngoc Dao (MA TESOL, Hawaii Pacific University) is an English teacher at Tuyen Quang High School for the Gifted and Talented, Tuyen Quang City, Vietnam. His research interests include methodologies, computer-assisted language learning, and corpus linguistics. Email: trungdao.hpu.edu@gmail.com

Appendix 1

KEY FEATURES OF EXTENSIVE READING

Characteristics of Extensive Reading
1. You can read easy reading materials for pleasure, information and general understanding
2. You can have a wide range of reading topics
3. You can choose what you want to read
4. You can read as much as possible
5. You can stop reading if it is not interesting
6. You can read individually and silently

Benefits of Extensive Reading
1. You can improve your reading speed in the target language
2. You can improve your reading comprehension
3. You can develop your vocabulary
4. You can improve other English skills besides reading skills
5. You can positively change your attitude toward language learning

Return to teaching steps

Appendix 2

READING MATERIAL SURVEY

What are the things that you often read? Check the boxes.

Type of Reading	Which one(s) do you enjoy reading?
Picture-books	
Short stories	
Funny stories	
Comics	
Fairy tales	
Fiction books	
Non-fiction books	
Novels	
Newspaper	
Magazines	
Reading websites	
Other(s): Please write it out	

1. Who are your favorite writers?
2. Do you often read in your free time?
3. What are your goals in English language learning?
4. Do you think reading something extensively in English would greatly improve your English skills?

Return to teaching steps

Appendix 3

TELL US MORE ABOUT YOUR EXTENSIVE READING!

1. How much do you like reading in your first language?

2. How much do you like reading in English?

3. What difficulties do you have with reading in English?

4. How much time do you spend each week reading for pleasure?

5. What makes a book a good book?

6. What kind(s) of books/stories/websites do you enjoy reading most?

7. Tell about a good book you have recently read?

8. What is the best book you have read in Vietnamese, and in English?

Return to teaching steps

Appendix 4

WHAT I HAVE READ …

1. What is the title of the story you have read?
2. Was it easy for you to read the story?
3. Were there any new words for you in the story?
4. Who is the main character/what is the main theme in the story?
5. What are other interesting things you would like to talk more about?
6. Add the link of the story onto the blog site.

Return to teaching steps

GOOGLE SEARCH AND TIPS

The website http://www.google.com is one of the most popular search engines we can use to look for online materials from the Internet. Below are steps to do a basic as well as an advanced search with Google.
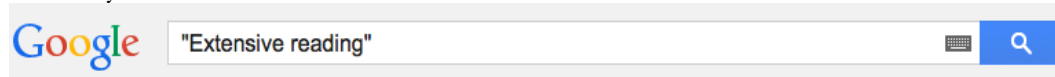
Search Tips

1. Basic search

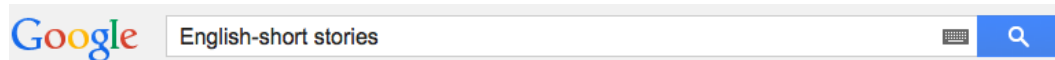Start a simple search by typing a key word into browser.

Google | tom sawyer
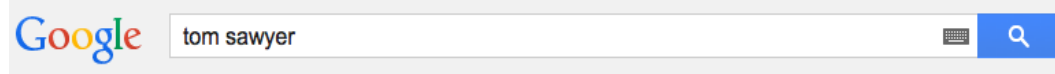
2. Search exact word/phrase

Use quotation marks to search for an entire phrase. *Word/phrase searching* allows you to narrow your search.

Google | "Extensive reading"

3. Limiting search

Limit the search results by using a "-" right before terms that you want to exclude.

Google | English-short stories

4. Search definition

The command "define:" provides definitions for words, phrases, and acronyms.

Google | define: "funny short stories"
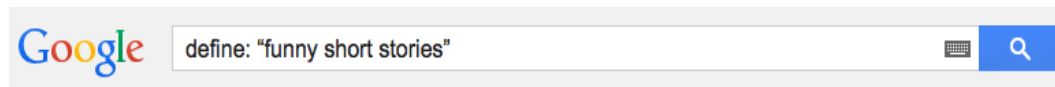
5. Search certain types of websites

Search within a certain types of sites, for example, popular domains.

Google | "Englishclub" site:org
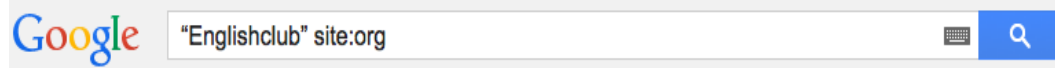
6. Search for certain file types

Search for a specific file type, for example, pdf, xls, doc, ppt…. with the search limits "filetype:"

Google | "fairy tale" filetype:doc
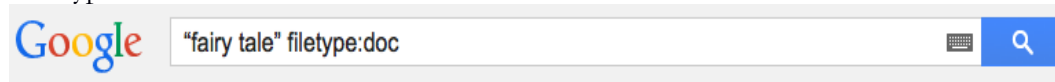
7. More ways to perform a specific search can be found at
http://www.exalead.com/search/web/search-syntax/#exclude_terms

Return to teaching steps

Appendix 6

YOUR FAVORITE STORY

       Your name: _____

1. Story title: _____

2. Summarize your story in 1-2 sentences. What is it about? What happens?

_____
_____
_____

3. Respond to the story in some way, in 3-4 sentences. (For example, how did you like it? Why? What did it make you think about? What experiences or memories did it remind you of? What comments do you have?)

_____
_____
_____
_____

4. (Optional) Any other notes, questions, comments, new words or idioms?

_____
_____
_____
_____

Return to teaching steps

Appendix 7

STORY SUMMARY EXAMPLES

Students at Tuyen Quang High School for the Gifted and Talented showing their works in an extensive reading project, in which they exhibit story summaries and story telling with pictures.

Appendix 8

GROUP PROJECT PRESENTATION GUIDELINES

Below are requirements for your group project presentation:

1. Show the best reading materials in accordance with the group-reading topic. Briefly describe the content of the reading materials so as to make it easier for the readers to follow.

2. Share the materials onto the class blog.

3. Present the most important things you gained from the group project.

4. Share interesting experiences as well as challenges and skills you gained when participating in the group project.

5. Most importantly, answer the question, "*How have your reading skills been improved since you began reading extensively?*"

6. Discuss benefits of extensive reading for other skills of speaking, listening and writing in EFL/ESL settings.

Appendix 9

GRADING STUDENTS' GROUP PROJECT WORK

Task	Criteria	Point	Total
1. Group work	- Collaborating well with group members in all group work activities. Teamwork skills are emphasized. - Posting weekly reading materials, useful links for extensive reading, comments on groups' materials regularly.	20 30	 50
2. Project presentation	- Organization: well organized, coherent - Content: informative, educational, knowledgeable - Vocabulary: accurate, adequate to the level of English upper intermediate to low advanced - Fluency: speak clearly and smoothly - Presentation skills: confidence, good eye contact with the audience, appropriate movement, facial expressions	10 10 10 10 10	 50
Total			**100**

Return to teaching steps

Appendix 10

WEBSITES FOR EXTENSIVE READING

1. 365 ESL Short Stories

http://www.eslfast.com

This website provides 365 free short stories of different kinds for intermediate ESL/EFL learners. The link also has an audio file for each story.

2. 100 free short English stories for ESL learners

http://www.rong-chang.com/qa2/

The website offers 100 free, short English stories for ESL learners with listening, grammar, comprehension, dictation exercises, and crossword puzzles.

3. Adult Learning Activities

http://www.cdlponline.org

Topics such as working, law and government, family, health, and safety are covered in this site. The stories are interesting and useful for high intermediate students to learn about how things work in the U.S.A. The link also provides audio files for the stories, so learners can listen and then practice reading to improve their pronunciation.

4. Oxford Owl: Help your child's reading

http://oxfordowl.co.uk/library

Oxford Owl is a free website built for age-specific reading tips and activities, free eBooks, and lots of fun ideas for children to learn.

5. Online Reading Comprehension

http://www.readtheory.org/pages/intermediate.html

The link provides short stories of different kinds with printable exercises. Some of these stories also include audio files so that Ss can practice listening too.

6. **Children's Storybooks Online**

 http://www.magickeys.com/books/

The link provides a wide range of books of different kinds. Furthermore, some of the books in the site also have audio files so that learners can practice listening for pleasure.

8. English Maven

http://www.englishmaven.org/Pages/Reading%20Comprehension.htm

The website offers stories for different reading levels (low beginners to low advanced learners) with audio files. The link includes many short stories with audio files attached. Children can also try to answer simple questions under each story.

9. 5-Minute English

http://www.5minuteenglish.com/oct29.htm

All stories with graphic information are short and easy to read. After each story, there are also exercises for further practice. These stories are suitable for different levels.

10. Reading A-Z

http://www.readinga-z.com/samples/leveled-reading.html

The site provides a lot of fiction and nonfiction leveled books spanning 27 levels of reading difficulty. The site also allows downloading and printing several free books that include leveled readers and books that focus on phonics, vocabulary, and fluency.

11. Learning page: *Free teaching resources*

http://www.learningpage.com

This website offers lots of free picture-books, basic sheets, theme sheets, or clip art so that Ss can download and read those free stories.

12. Science A-Z

http://www.sciencea-z.com/scienceweb/freesample.do?id=10672&showsamples=true

The website gives many science stories with colorful pictures. Students can download the stories appropriate to their reading level.

13. American Folk Tales, Myths & Legends: A to Z

http://www.americanfolklore.net/folktales/

This is a free website without registration. There are a variety of American folk tales, myths and legends in this site. These stories are appropriate for different levels. It is easy to find the stories as they are categorized by the alphabet from A-Z. However, there may be difficult words and phrases through these stories.

14. American Stories For English Learners

http://www.manythings.org/voa/stories/

This is a free reading website, which is designed to cover all English skills, vocabulary, grammar, and/or others, etc. The site also provides MP3 files for each of the stories, so students can listen and read along. These stories are suitable for intermediate students.

15. ESL Reading

http://www.eslreading.org

The site provides wonderful materials for English language learners. It also allows downloading reading and listening materials, worksheets or other teaching notes.

16. ESL Independent Study Lab

http://legacy.lclark.edu/~krauss/toppicks/toppicks.html

The website contains over 250 of the best Internet resources for ESL/EFL students. All websites are clearly annotated. Organization is by skill area and language level. The reading resources include stories for different levels. Some of the links also offer MP3 or video files.

17. Study Zone

http://web2.uvcs.uvic.ca/elc/studyzone/

This website is for ESL/EFL students. It provides reading materials for different levels of English learners with practice exercises. In addition, the site also includes exercises to improve English vocabulary and grammar.

18. Topics Online Magazine for Learners of English

http://www.topics-mag.com

This publication offers learners of English the opportunity to express and publish their ideas in English to an online audience. The site offers short articles on different topics. These articles are suitable for intermediate and higher level students to read and learn.

19. BBC Learning English

http://www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/

This website provides teachers and students current events which are classified into five categories: Latest Reports, Video Stories, News Stories, Business Stories, and Sports, Science, Arts & Entertainment stories. Reading passages are short and easy. Students can read the texts or listen to the audio and video files. It also includes exercises to examine vocabulary comprehension within the text after each reading passage.

20. Speed Reading Test Online

http://www.readingsoft.com

This site helps readers find out their own reading level in the target language, so that learners will know their actual reading speed and reading comprehension level. From this test, readers will know how to choose appropriate books for reading.

21. Friendships 1

http://brosia.com.

The link offers free online stories about friendship. All the stories are short and easy enough for intermediate or higher level students to read.

22. Friendships 2

http://www.theholidayspot.com/friendship/stories/

The link provides short stories about friendships. After each story, there is a lesson learned from the story, which would be very interesting to students.

23. Friendships 3

http://storystar.com/php/list.php?theme_id=3

The link provides thousands of short stories about families and friends, which were written by different writers worldwide. Some of the stories are a bit difficult to read, but many of them are good for higher intermediate English learners.

24. Personal Experiences 1

http://www.experienceproject.com/groups/Write-Short-Stories/653

Through this link, learners can read different personal stories shared by thousands of people worldwide.

25. Personal Experiences 2

http://www.inspired-personal-development.com/true-short-stories.html#INV

There are a lot of stories about different personal experiences. These stories are neither too short nor long. However, some of the stories contain difficult words, so that readers need to choose the suitable ones to read.

26. Personal Experiences 3

http://celestial.kuriakon00.com/nde/

The link offers many stories of near death experiences. The stories in this site are written or collected by different writers.

27. Celebrations 1

http://www.adoptvietnam.org/vietnamese/celebrations.htm

This website is about Vietnamese celebrations and festivals. All the stories are short and easy to read. These would be good for intermediate or upper-intermediate students to read and learn.

28. Celebrations 2

http://festivalinvietnam.org

This is one of the best websites that includes many articles and stories about famous festivals throughout the country of Vietnam. There is also more colorful graphic information in addition to short texts.

29. Celebrations 3

http://library.thinkquest.org/10007/

The link is easy to read with a variety of stories about celebrations for Christmas, New Year, Easter season, and so on.

30. Celebrations 4

http://www.topics-mag.com/internatl/holidays/festivals.htm

The link provides holidays, festivals, and celebrations of many countries in the world. It is good to know more about different cultures worldwide.

31. Food 1

http://www.vietnamfood.org

The link provides interesting food culture and Vietnamese cuisines with graphic information. However, there are difficult words about food that students may not know. Therefore, students need to choose appropriate articles to read.

32. Food 2

http://www.vietnam-beauty.com/food-a-drink.html

This website also provides a variety of famous traditional food in Vietnam.

33. Places, Cultures, and People 1

http://www.vietnam-beauty.com/vietnamese-culture.html

This is a free website for everyone to read and look for information about famous places all over the country of Vietnam. Each article is neither too short nor long. More importantly, readers will learn much about the spiritual life of Vietnamese people.

34. Places, Cultures, and People 2

http://www.vietnam-culture.com

This is one of the most popular websites about Vietnam Culture. There are many different topics related to Vietnamese culture such as cultural values, traditional customs, myths and legends, and so on.

35. Places, Cultures, and People 3
http://www.everyculture.com/wc/
The site provides information about worldwide countries and their cultures.

36. Sports 1
http://www.manythings.org/voa/sports/
This site offers many stories about sports, and it also includes audio files so that students can listen and read along. Almost all stories are easy to read and these stories are appropriate for intermediate and higher level students.

37 Sports 2
http://www.readingesl.ca
This is one of the interesting websites that supports reading topics of different kinds. After each reading, there are exercises for the students to do. All the stories are pretty short and easy to read.

38. Sports 3
http://premierskills.britishcouncil.org/en
This site provides useful information about English Premier League such as information about players, soccer teams, clubs, and so on. Students who are interested in English Premier League will find it interesting to read about. In addition, teachers can use this site as a teaching material for their lessons.

Return to teaching steps