

An ESL/EFL reading course taught at Hokusei University Junior College

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Introductory

This paper is a record of the teaching that has gone on in one of the reading courses of the English Department of the Hokusei Junior College where the writer has been the instructor. The course has been taught by me during my tenure at the college, and including some years before permanent employment, the about 30 years covered here has seen a considerable transformation of the content and delivery of the course.

Hokusei Junior College is at present a co-educational department of Hokusei Gakuen University. Prior to its present association with Hokusei University it was an independent Women's Junior College in the Hokusei Gakuen system. For convenience, the department in its former and present states in which the course has been taught will be termed the "Department" in the following, and refer exclusively to the English course of the Junior College. The college then and Faculty now consists of two separate courses (departments), the English Department where the reading course detailed here is taught, together with what was originally a Home Economics course, which has today morphed into the Life and Creative Sciences Course (Department).

The change from an independent women's college to a co-educational department of a faculty in a larger university has not had any large direct impact on the contents and curriculum of the course to be described here. However, for the physical environment, the former (pre-University association) ease of changing classroom arrangements, especially the utilization of classrooms and the appearance of the classrooms, has become severely restricted to accommodate the rules of the university requiring any classroom be available to any course, exclusively based on enrollment numbers in a course. Where formerly bulletin boards were provided in classrooms, and floors were "carpeted" the course now takes place in spotlessly clean classrooms with easy-to-clean plastic floors, stark unadorned walls, and a color scheme that runs the gamut from hospital white, via pale brown, to splashes of battleship gray. The single blackboard is green, and the classrooms are equipped with rows of hangers for overcoats. The geographical location of the classrooms is also now a five minute journey from the office I have been assigned and materials have to be lugged that distance. The Department has a resource room near the classrooms but it would not be

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feasible to use that to keep homework and other articles that need to be carried to class.

The program of the Department that students go through lasts two years and in the first year the English already learned (mainly in high school) is reinforced, and the various English competencies that students bring, are developed to a point where in the second year the students take lessons in content subjects taught in English. The English component comprises about three quarters of the study that students are engaged in, with the remainder taken up by liberal arts courses, physical education, and other matters to round out the education.

The description of the course in the following has no detailed exposition of the homework assigned or evaluation of student reactions, however the course is positively evaluated by students in the school wide evaluations conducted at two yearly intervals. The paper will however mention papers where aspects of the course have been detailed previously and the appendices provide additional details.

The reading course

There have been two reading sections with weekly classes each of 90 minutes (in one section or as two 45 minute sections) for first year students in the Department for as long as the writer has been involved with the school. This paper details one of these two sections that has been entrusted to the writer throughout this period. For some years the second reading section was also taught by me, but that stopped about a dozen years ago with the hiring of a new staff member. Along the way the weekly 90 minute classes were changed to twice weekly lessons of 45 minutes each, and at my request the course reverted to weekly 90 minute classes about a decade ago. The advantage of the 45 minute sections is that students are easier to cajole along for that period of time than if there are 90 minutes of continuous treatment. However, the present activities in the class are now largely individualized and provided in some variety, allowing students to work on the activities that they wish to work on, generally without direct teacher supervision. This has made a 90 minute class effective as an environment where students can work at their own pace, largely guided by their own interests, for an extended period of time.

The different approaches adopted in the teaching of the reading course during these years may be divided into four periods: the first, teaching in a traditional teacher centered grammar/translation manner without the grammar and translation, then a period using newly published reading materials centered around reading strategies, followed by a period when experiments were made to tailor the activities to large class teaching, and finally when a format for large class individualized teaching had been developed this large class teaching format was enacted and has been the format of the course for the last dozen years. Before the details of the developments however, the next section provides an outline of the theoretical underpinnings and ideas that have guided the planning and execution of the course.

Theoretical underpinnings and format of the course

Back when the writer started the teaching of reading in a foreign language there was not any real literature or “standards” for teaching a foreign language to nonnative speakers. The accepted language teaching paradigm was based on grammar analysis and translation from and into the target language. The reading component in this leaned heavily on grammar analysis to comprehend the read and the ability to translate text into the native language of the student was considered equivalent to mastery. Generally speaking, all English skills were taught in this manner, analyzing English texts and putting them, word for word, into Japanese, grammar explanations provided where possible, and when grammar explanations gave out, covering up the cracks with cultural exegesis. Teaching was generally based on canonical English texts.

Throughout the period discussed here there has been an interest in and departmental stress on focusing the learning of reading on the target language and stressing comprehension through the target language, and this was the basis for the initial course planning. In a reading course as generally practiced then, the nonnative language was conspicuous by its absence from the classroom, this situation was embellished with a variety of excuses, but the idea of the course to be described here was to use the nonnative language (English in the written and oral forms) to comprehend and react to the texts. Early in the period covered, strategies for reading as a part of the more general strategies of learning became advocated and classroom focused texts based on instruction in such strategies became available (first *Basics in Reading* by Suzuki et al., Lingual House, 1987). It was soon apparent however that a solid diet of reading strategies was not optimally productive and the present day stress on reader interest, variety, and student centeredness grew from this.

Due to the class size (then around 50 students in a section), I was interested in exploring the special conditions of teaching in large classes and this research led to the finding that the only limitation that class size places on a teaching situation is in what it is possible for an instructor to do in a class with a known number of students. Then, with carefully thought out ways, the instructor in a large class environment is offered considerable latitude and offered a variety of options in the choices available for conducting the classes. My aim was to individualize the teaching and maximize the time students spent reading in class. To achieve this I abandoned the teacher centered ways, and, as will be described below, developed a format where students are engaged in reading individually assigned texts, alongside computer assisted reading, and with access to a listening component.

With this system in place the task for the teacher becomes to attend to queries from individual students who feel a need for support, and as the materials were quite doable there was now ample time to respond to queries in the classroom. Preparation requirements for this kind of teaching were considerable, but in class all went swimmingly and the atmosphere was quiet and relaxed, students were reading. Then, at an opportune moment, when the class schedule would benefit, I proposed to teach two sections together (total about 100 students)

and this was accepted. With the very large number of students there was now more to do for the instructor and students can, in a way, better hide or make demands on the instructor if they so desire that and it has proven a workable arrangement that has been implemented till today.

The justification for this class format was based on the variety of tasks that students were required to do in the course and the lack of any need for a particular order of progress. Students were free to engage in the tasks they wished, among the set tasks, and the tasks were of a level of difficulty so that only some of the students would have trouble completing them (these proved to be the more inquisitive students and the students who had trouble comprehending parts of the texts or handouts). The instructor (me) is then free to spend time with these weaker (as well as the more inquisitive) students to ensure comprehension and performance while the remaining students are left to work on the tasks at their own pace in their own order and manner without unsolicited teacher attention.

The present arrangement, after becoming part of Hokusei University, has classes of about 80 students, in class working on the individualized assignments or computerized reading tasks, while I, the instructor am available to attend to queries as these arise. I could wish for more questions but the assignments handed in show that students have a good grasp of what they are asked to do and assignments are generally completed on time. At present, the first semester uses a booklet of readings as the focus of the class work, in the second semester students go through a science textbook aimed at high school students in the United States, with somewhat less than half the work devoted to computer assisted learning in addition to reading and doing assignments with newspapers and some more matters as will be detailed below.

Details of the course as taught, constraints and implementation

The early years

With the aim to teach and read in the target language (English) and to teach whole texts (a novel or novel like text in book form), a volume of juvenile literature was assigned at first. This started with the *Little House on the Prairie* series, followed by the *Narnia* books and finally texts for adolescents written in English for English speakers, one volume per semester. The challenge in those years was to have a sufficient number of books available at the start of the study, and to have a strategy for getting through the texts.

The number of students in an ordinary class was about 50 and it was difficult to know what went on in the classroom. The mode of instruction chosen was teacher centered. A number of pages was assigned for a lesson and the material was covered by the teacher asking questions about the content from the podium/blackboard and students picking out the responses in the text.

The method of assigning grades was to prepare tests of factual knowledge of the material covered and occasional short essays on set topics. There was not a whole lot of

satisfaction gained from this approach but apparently English learning was not hindered in any particular way. The students appeared to be comfortable with the class procedures possibly because the material was an English text of interest and this made the classes doable.

After becoming full time employed at the college it became possible to experiment with the course content and to pay further attention to making the classroom work more attractive. The problems, as seen from the vantage point of the instructor was the lack of individualization of texts and the difficulty of finding time to attend to individual students. The material appeared to be well received and students were apparently interested and took an active part in the study. Still, this way of “doing reading” for 90 minutes takes its toll on students and instructor and it is difficult to maintain interest and momentum throughout a class and throughout the year.

Reading strategies and individualizing the material

Individualizing the material to read and providing a wider variety of texts in the course became a main objective. With the 50 students the options were limited, and *The Scholastic Reading Labs* proved a great help. Here stories are provided in a variety of levels of reading difficulty and more than a dozen stories are available at each level of difficulty. Further, each story comes with comprehension questions that students can score themselves. Initially using stories from several levels in a class had all students in the class read different stories and with a scheme for advancing through the levels, students were encouraged to read and provide correct responses to the questions appended at the end of the stories. When then class length was cut to 45 minutes, the bell at the end of class proved a helpful inducement to make students focus on completing the task, reading one of the Scholastic stories in a 45 minute session. The Scholastic stories were written back in the 1950s and no updates or new sets were ever provided, putting them increasingly out of touch with the daily lives of the students, not to mention our rapidly changing world.

With the individualized Scholastic texts used in one of the two weekly 45 minute sessions, the second 45 minute section focused on reading strategy instruction, learning to use a dictionary, and attempts at providing sets of suitable, similar, texts to individualize the work in the classroom. Still, due to the dearth of such texts (due to constraints on content and difficulty level of the language used) this development went less smoothly. The poor efficiency of talking at the whole class becoming increasingly obvious.

At this point in the development of the course a substantial individualization of the activities in class had been achieved and in these classes students were working at assignments that to some extent were selected by the students. There were however some teacher centered classes remaining, instructing about the reading strategies and guiding students when the whole class was attending to the same task. This switching between working individually and as a class proved difficult. Students appear to get used to one way of conducting the classes of a course and then work better when that is repeated in every lesson.

Then, while there are advantages in either way of spending the class time, it would be preferable to employ only one scheme, minimizing student confusion and free up the maximum amount of time for student reading and attending to texts at their own pace, and this became the challenge of the next stage.

Further experimenting and settling on a course format

To free up more class time for students to work on their own, further changes to the classroom procedures and materials to read were necessary. The Scholastic stories could be selected by the students but these stories were showing their age, as well as it would be preferable to apply the reading strategies with sets of texts rather than by direct teaching of the strategies. Further, paying attention to the academic tasks that await students in their future study would make the classroom more attuned to student needs. To make this further freeing of students to work on self-selected texts during class possible, additional components providing further variety in the reading tasks were introduced.

With the advent of computers the need to have every text in a print format was lessened and an extensive period of time was spent developing a large number of stories for different levels of reading competence for Computer Assisted Instruction (CAI). This was a cooperative venture, with students asked to provide stories based on assigned words, me copying these and having the whole class read and respond to the many stories generated. These stories were incorporated into a software package that has been introduced in the Hokusei Review (Junior College) No. 5, March 2007 (*A privately developed EFL reading and word/phrase training software package, its structure and use* by Torkil Christensen). This development stretched over a number of years but the most heavily used parts were developed early and directly put to use, to complement and replace the Scholastics stories. Some of the texts used in the software package were expanded and developed to become what I termed “1000 word read-and-forget stories,” a length of text (1000 words) that can be accommodated on an A4 page in the booklets that will be detailed below (an assignment for such a read and forget story is in Appendix 4).

Concurrently, searching for texts that could be provided in sets of ten similar stories with different topics proceeded and more than half a dozen such sets of texts were prepared for use in the classes. Additionally “Do it!” exercises were developed and used in the classes. The concept of the “Do it!” stories was presented in the Hokusei Review (Junior College) No. 5, March 2007 (*What to tell high school students about learning to read in an hour* by Torkil Christensen), there in the form of an “exercise for making a drawing.”

With these various elements in place they were incorporated into a booklet that was used throughout one semester. Such a booklet, which went through a number of changes during its development, held sets of ten of each of a variety of reading materials. The one used in the most recent year has eight sets of texts of ten pages each that are assigned to students based on student numbers (last digit in the student number to match the last digit in the page number to be studied). The index for this most recent booklet is in Appendix 1. Further

details of the assignments that students worked on are discussed in *Individualizing Reading Assignments in Large Class Language Study* (by Torkil Christensen, in *Journal of Hokusei Junior College*, Vol.29, pp.85-101, 1993).

Listening was also offered as an optional part of the course. Here students listened to recordings of printed texts, with the printed text available to follow while listening (much like pod casts nowadays), and students commented on the text in an assignment. This listening component proved difficult to sustain as students now needed access to tape recorders in addition to the classroom and the computers that were already required for the course, and it had to be abandoned at the merger with the four year college. Still, incorporating a component giving students an opportunity to listen to the reading of academic or similar texts seems to be useful in a reading course, but presently it is not possible due to the constraints of the school environment and other regulations.

Newspapers and magazines in English were also introduced. With newspapers students have to buy the newspapers, and to do that for one specific class is difficult so a format was adopted where students, working individually, were asked to perform tasks based on an English language newspaper and to hand in an assignment based on this. An example of the assignment is provided in Appendix 2. Magazines are available in the school library and taking out magazines and reporting on what is in them was practiced. However, with the advent of internet access and with the very bureaucratic ways of the university library the print magazine component was abandoned.

With the variety of elements required for completing the coursework, the classroom had become quite empty during classes. Some students were working on computers, some were in the language laboratory, and a remnant was left in the classroom doing assignments, making the work of the instructor very quiet there. This now suggested that two or more sections be combined, hopefully easing the congestion in the time table of the Department while maintaining the students' feeling of independence in the study. Such a change became possible one year when there were other changes in the curriculum, and classes of a hundred students working on their own at different venues (classroom, computer lab, and listening lab) with a minimum of supervision became the norm.

Recent developments

In addition to teaching two sections together, there were other changes in the curriculum and the world, not directly related to the reading course, and two further elements of the course have been introduced. The following will detail these: reading a textbook written for high school students in the United States and using the internet in the mix of tasks that students are asked to perform in the course.

The idea to go through an American high school science text was suggested by the Department starting to teach content courses in English. Here it was thought helpful if the students in the second, fall, semester of the first year worked through such a text. Prentice Hall has a very suitable series and a sufficient number of books were bought so the students

can borrow a copy for the semester. The series in its present form is *Science Explorer* and more than half a dozen of the texts in that series are in use to provide variety and hopefully accommodate a variety of student interests. Students get to pick the text they prefer among those available and work with that during the second semester in preparation for the “real” textbooks they will be required to digest as second year students. The students are not required to read and learn the textbooks as such, rather they are shown ways to look around in the text and become able to find information and know how to look for what they do not know yet. The assignment for Chapter 1 of the *Science Explorer* textbook is in Appendix 5.

The development of the internet has made simple access to internet sites possible in recent years and students have been required to visit one United States based site aimed at assisting high school students with their homework assignments. This site, factmonster.com, provides a very large volume of information that is useful and of interest to students. Students are asked to do an assignment with factmonster.com in each semester (there are details of the assignment in Appendix 3) and while it is a challenge for some students to understand what to do when looking at such a site, the second assignment of this kind in the fall semester is very successful.

The *Science Explorer* textbooks, mentioned above, also has a site dedicated to the texts of that series, however there is no acknowledgment or support for learners of English as a second language at the site, and registration and use is cumbersome. As a result this potentially helpful resource is not available to the students of the course here.

Reflections and a summary of the present state of the course

With the help of resources provided by the school it has been possible to organize a reading course in English as a foreign language that is squarely focused on student effort, where the involvement of the instructor is mainly limited to the planning stages, and where, as a result, the instructor has time to deal with students on a one to one basis during class. The focus of the materials has been to provide a number of sets of similar texts for the different components of the course, and to design the homework assignments that students work on so that the assignments are entirely individualized. It is not a straightforward process to develop such a course however. There is no interest among textbook publishers to provide materials that could be used, and texts that are not fully digested and polished for students of English as a second language have to be used. However, the often voiced worries about students not being able to interact with “real” English, when working on improving reading competence, without extensive input in Japanese, have been shown to be unfounded. Students will rise to the occasion and know how to deal with tasks when these are broken down and clearly focused on language learning, and adapted to the material at hand.

It has been no small pleasure throughout the years to see students realizing that they can cope with complex texts and hand in meaningful assignments.

At present the course is divided into two semester-long sections, each earning students

one credit. The spring semester focuses on the booklet and computer work described above and students also work on a newspaper assignment and visit the factmonster site. In the second, fall, semester there is the high school science text, the computer work, a newspaper and factmonster, providing some review of the newly learned ways to deal with this kind of material that were learned in the first semester.

Students appear to find the workload heavy, but there is no intense feverish work focus in the class. The atmosphere is relaxed despite students repeatedly being told that taking it easy in class will result in having to work on the assignments outside class. In the most recent full year (2007/8) all students completed sufficient work to enable the assignment of passing or better grades. During class, I am never quite without questions and requests for explanations of what to do and for what the texts say, ensuring a continuing dialogue between students and instructor.

The missing

As mentioned at the start, the change to becoming a part of a larger university has resulted in less attractive classrooms and fewer options for how to conduct the teaching. Where responses pasted on bulletin boards were used for at least one assignment in each semester prior to the move to the university, this is now not an option. However, the ease of use of the internet now suggests the possibility of a revival of the listening component, but the bureaucratic hurdles involved in getting approval from the school does not make it a simply implemented option. To revive such a component a major effort to cajole very inflexible and indifferent forces that do not wish to contemplate change of this or apparently any kind will have to be made.

A natural outgrowth of the work reported above would also be to entirely abandon scheduled classes and conduct the course on an informal basis with none or a very limited number of class meetings each semester, but with the present arrangements in the school that would sadly meet with insurmountable obstacles and instant rejection.

Appendix 1

Index for the booklet presently used in the first semester of the course

Page(s)

1	Title page
2	This page (the index page)
3	Everyday for Anne
4 & 5	How to read and find meaning of words
6	English and American measures
7-16	Read and forget stories I
17-26	Useful information

- 27-36 Why, why, why?
An extra page
37-56 Do it!
57-66 Read and forget stories II
67 A story with paragraph titles
68 About newspaper leads and S+V+Smt
69-72 About how to do "Do it!"
73-74 How to guess about word meanings
75 Back page!

Titles for the Read and forget stories I:

- 7 Visiting mother
8 Our life
9 Our vacation - the first day
10 Jennifer's hike
11 My interests - By Jenny
12 What I'll do next
13 My one day trips
14 The test tomorrow
15 I become a grandfather
16 Visiting Italy

Titles for read and forget stories II:

- 57 Me, in the movies - of course
58 Me, a cook who likes chicken, chocolate, etc.
59 Picking up the letter
60 When the barbers decided who should sell liquor
61 Working, traveling, and a dog
62 My home town
63 Too late to call home
64 The escape that started the revolt
65 Going to look at spiders again
66 Reading a cowboy story

Appendix 2

The newspaper assignment:

Here you have to buy an English newspaper, look through the newspaper and mark it (the newspaper) as I ask you here

Also, on the first page of the newspaper, make an index of where you have marked the

different things.

After you have finished, hand the newspaper to me, with all the things I ask you about written into the newspaper, colored pencils are wonderful for this.

- i Look around in the newspaper, mark it (write where you find the different things and in the index that you make on page 1 of the newspaper) and tell me:
 - a Which are the two most interesting photos (write what they are and why you think they are interesting)?
 - b Which are the two most interesting headlines (which and why)?
 - c Which is the most strange headline (which and why)?
 - d What are two other things that attracted your interest in the newspaper?

- ii What are the S+V+Smt. for **the lead** of each story (just paragraph one of each story) on two pages of your paper, and how interesting do the stories seem?
Do it for about six on each of the two pages, 1) underline the three parts (S, V, & Smt.) in the paper **and** 2) write how interesting you find each of the stories - remember -look only at the first paragraph).

- iii Please do S and Q and make paragraph titles for each paragraph in two stories that are about 10 paragraphs long.

- iv Tell a few words you learned from the newspaper, tell me what they are, what they mean, why they are 'good' words.

(read about the lead & S+V+Smt. on p.68 in the booklet)

Note: S+V+Smt. Is an abbreviation for Subject + Verb + Something, suggested by the practice of English language newspapers to present the topic of a newsitem in this manner in the first paragraph of a story. The title also does this but is more opaque to learners of English.

Appendix 3

The "visit a web site assignment":

Please visit www.factmonster.com. It is a site with school oriented information for middle schoolers in the US, and I would like you to look at some of the things there.

- 1 At the top page there is a strangely shaped green/yellow arrow(?) with names and pictures in it, there are:
 - 1 World & News

- 2 U. S.
- 3 People
- 4 Word Wise
- 5 Science
- 6 Math & Money
- 7 Sports
- 8 Cool Stuff
- 9 Games & Quizzes
- 10 Homework Center

- a Go to yours + one more of those and tell me what you find in each of them
 - b Then tell me how both could be helpful in studies in general, as well as
 - c in your study of English
- So that is three (or four?) questions, please answer each in 5 or 6 lines.

- 2 Under this there is a “Reference desk” window. Access one of the six items there and tell me about it, and also one thing you learned by looking around there. 6+ lines here.
- 3 To the left of the “Reference desk” there is a window with several different topics. Access one of those and tell me what there is and who could be interested in the information there. 6+ lines again
- 4 Check out your three words on the back of this print (a set of 30 words are provided so each student gets three “own” words) in the search window at the top and tell me about the word and what else you learned from the search for each of the words.
- 5 Tell me what you think about factmonster. com. About 10 lines.

Appendix 4

Read & forget stories II

For your ‘Read & forget stories II’ (the one on the page with the same last digit as the last digit in your student number among pp.57-66) do:

- 1) S
- 2) Q
- 3) RR - This time a title for each paragraph.
- 4) What do you think about the story, tell me in 2 or 3 sentences.
- 5) Do SQ for two more ‘Read & forget stories II’ - you pick.

Note: The cryptic S, Q, and RR above refer to the mechanistic SQ3R strategy for reading,

involving first a surveying phase (S), then formulating questions about the text (Q), followed by reading (the first R), reviewing (the second R), and reciting (the third R). For utility and use in the EFL environment I have truncated this to SQ2R.

Appendix 5

For Chapter 1 of your textbook, tell me (try and make it in October):

- a For each section with large headings (blue), tell me
 - 1) the title (copying is OK here). Then do SQ in your head, and also
 - 2) what is the section about, in two sentences (based on your SQ)
- b For one of the sections with large headings, survey the smaller headings (red) in the section (3 & 4 in ‘any textbook’ on the back) and tell me what it says in that part in detail - in 30+ words.
- c About the side panels: what are they and what is your impression, 3+ sentences.
- d Tell me about the Science and Society/Connections page in Chapter 1, 20+ words.
- e About the Key Concepts (Study Guide), tell me 1) the most obvious, 2) the least obvious, and 3) about a third. Tell me which you pick and something relevant about it.

** Now, to the Review and Assessment (the pages before Chapter 2)

- f Tell me about each of two of the Checking Concepts and Thinking Critically items in 3+ sentences.
- g Do one of the Applying skills items, and tell me how they relate/apply to our everyday situation in Sapporo, Japan.
- h For each of the ‘Standardized Test Prep,’ tell me one question that is difficult, one that is easy and about one more (for each tell me what it is and something about each), if you are not sure about the answers ask someone or check in the library.

Note: The “any textbook” above refers to general instructions for how to size up a textbook that are also provided on the handout.

[Abstract]

An ESL/EFL reading course taught at Hokusei University Junior College

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This paper describes changes and developments in a reading course taught for more than twenty-five years by the writer. The developments spanned the introduction of Computer Assisted Instruction and the independent college becoming a faculty in a larger university. The study at present is focused on the reading of individualized texts in large classes, maximizing the class time students are working on the assigned (semi-self selected) tasks, based on carefully developed assignments. In addition to freeing students to work on the materials to be read in the manner they wish, this leaves the instructor time to attend to students individually as the need arises, even with the nearly one hundred students in a class.

[要約]

北星大学短期大学部コースにおけるリーディングクラスのひとコマ ESL/EFL読書練習

トーキル クリステンセン

本論文は著者が四半世紀あまりのあいだ担当した、ESL/EFL 読書コース授業がどのように移り変わり、発展してきたかについて述べている。この間に、コンピュータの進歩により CAI が導入され、かつての独立した女子短期大学は、四年制大学学部所属の一学科に統合された。現在、学習の中心は、大規模クラスにおける、個々の関心・事情に合わせたテキストの読書にあります。そして学生がそれぞれ個別に配慮された独自の課題に取り組むなど、最大限に授業時間を活用することにあります。この授業方法を用いると、個々の学習者を思い思いの方法で教材に取り組ませることができ、また、講師は必要に応じて個人指導に専念する時間ができます。ひとクラス百名の学生があったとしても。

Key words: EFL Reading, ESL Reading, Reading Instruction, Large Classes, Individualized Language Learning