Modern Techniques of Teaching Reading Skills

Prepared &Written by Dr. Balla Mustafa Idris Elias. And

Dr. Hasan Abbas Hasan Abbas

Address; International University of Africa, Faculty of Languages.

Country& City; Sudan, Khartoum.

Telephone No. & Whatsapp. 0922515486

E mail: balla.idris65@gmail.com

The Paper's Contents: Introduction, Abstract, Summary, Topic , and References.

المخلص

تم الأقبال في هذه السنوات الأخيرة على ممارسة القراءة المكثفة للغة الأنجليزية كلغة ثانية أو كلغة أجنبية. فالقاريء أو المتعلم يكثر من قراءة التصوص المختلفة و المتنوعة من أجل جلب السرور والفهم واستيعاب كلمات جديدة . وهذا المنهج (القراءة المكثفة) يتناقض مع المنهج التقليدي المبني على التأني في القراءة والحرص الزايد لأدراك التفاصيل الدقيقة كما يرى العالم مالي .Maley (2095) البحوث الحديثة في هذا المجال أبدت أعجاباً بنهج القراءة المكثفة لأنه ينمي مهارات اللغة من حيث الكلام والأستماع والكتابة وقد ذكرذلك العالم المذكورأعلاه وأخرون . وأضاف العالم براون (2008) .Brown, et al وأخرون: اكتساب كلمات جديدة مهمة . ولهذا السبب يتسابق الطلاب وغيرهم لمعرفة اللغة الأنجليزية تخاطبا وكتابة . فمثلا شعوب شرق آسيا وبالأخص دولة كوريا فالاقبال على اللغة الأنجليزية كلغة أجنبية في ازدياد واصبح من ضمن الخطة التعليمية للدولة وأقيمت الورش التدريبية والسمنارات والمؤتمرات لذلك الغرض مستهدفةً المعلمين والمتعاونين في هذا الشأن. وجلبت المواد المعينة لذلك: من كتب روايات وقصص قصيرة وأفلام فيديوهات وتشجيع الأنشطة الفردية والثنائية والجماعية لتواكب مزاج الدارسين. فالعالم مالي المذكور آنفاً يعتقد بأن تحسين اللغة ليس بتبسيط القراءة وانسجامها محليا و فصليا بل تكثيفها وتلازمها بالأسئلة المصاحبة للقطعة النثرية ويرافق ذلك التحليل وهذا ما قامت به كوريا في فصولها الدراسية.

Abstract

In recent years the support extensive reading(ER) in English as a second or foreign language(ESL/EFL) programs has been compelling. When practicing extensive reading, the reader/learner reads a wide variety of text for pleasure and achieves a general understanding of the context while deciphering unknown words through context. This approach contrasts with extensive reading, a more traditional approach based on a slow, careful reading of a text, with goals of complete comprehension and identification of specific details and information. Research supports the use of ER, as it benefits the development of speaking, listening, and writing language skills(Maley 2005), as well as involuntary vocabulary acquisition(Brown, Waring, and Donkaewbua 2008). for this reason, ESL/EFL programs(Day and Bamford 1998). In East Asian nations such as Korea- where EFL increasingly central to education policy- more and more workshops, seminars, and conferences focus on helping teachers incorporate ER programs into their teaching context. There is a wide range of materials available for ER, including graded readers-novels and short stories that are calibrated to the different language levels of learners. However, despite the great support for what has been described as "the single most effective way to improve language proficiency"(Maley 2005,354). "Simply reading" is not a valid use of learning time, nor is it congruent with local expectations of the role of classroom teachers. Consequently, intensive reading, a companied by comprehension questions and language analysis tasks, continues to dominate in Korean classrooms.

Keywords: Reading, Skills, words, vocabulary,

.Introduction

Teaching is a versatile vocabulary-building activity that students love. It is designed to introduce key vocabulary in learner-centred, engaging way and makes an upcoming unit or text more accessible. Learners become experts in one or two words and become familiar with most target words. They subsequently come across. Teaching can take anywhere from 20 to 40 minutes, including the warm-up. In general, the higher the learners proficiency levels, the quickest the activity. Although learners should be assigned level-appropriate words. Students will need access to dictionaries: In a high-tech setting, students might use online dictionaries through smart phones, but in low-tech setting, you will need to provide at least one dictionary for every three students. If you are in a low-tech setting and cannot provide access to dictionaries, it is best to engage students in the Definition-Slip Variation of Teaching. Teaching helps learners to increase both the size of their vocabulary and the depth of their knowledge. This happens because learners think critically about the key words, using them to communicate meaningfully, process words in context, and come across them repeatedly. Eckerth and Tarakoli(2012,227).Teaching appeals to learners of all styles: all in all, the process is visual, verbal, aural, kinesthetic, solitary, and social. It gives space for learners to go at their own pace, so all students improve their vocabulary as well as engaging in valuable communicative practice.

There is no doubt that pair/ group work is integral part of language learning because it not only provides a unique opportunity for students to improve an array of skills such as critical thinking and problems solving, but also to enable them to experience adversity of personalities and perspectives. Frequent exposure to a wide range of individuals through pair/group work plays a crucial role in the overall learning process. Research Findings show that students in their study felt that group work made them "better listeners and open to criticism" and more willing to accept feedback. Working in groups, students get the chance to expand their thought processes and simultaneously maximize communication with peers.

Developing Reading Fluency

According Nation(2009,1), all four strands-meaning-focused input, meaning-focused output, language-focused learning, and fluency development play a central role in language courses, and Nation recommends that "equal time is given to each four strands." Over the past several years, a researcher has been using Nation's four strands model at the main conceptual frame work for a master's level TESOL practicum course the researcher teaches student teachers conduct micro teaching sessions with other class members. Following each session, we use the framework as a means to categorize the various activities into strands and as a basic for reflective discussions. The framework has helped to stimulate fruitful discussion about key issues, such as the difference between language- focused tasks and meaning – focused tasks, while raising awareness of the proportion of class time teachers allot to each strand.

One common observation emerges in classes is the challenge of implementing the fluency strand-especially for developing reading fluency(see Chung and Nation 2006; Gorsuch and Taguchi 2008; Grabe 2010; and Twahori 2008 for discussions of reading fluency development). Nation and Newton (2009, 9) describe fluency development activities as "time out from learning new items and ... a time for getting good at using what is already known." According to Nation (2009, 66), four conditions must present for an activity to be categorized as fluency development:

- learners' attention must be focused on the meaning of the text they are reading rather than its grammatical or structured features.
- There should be no new vocabulary and few irregular language features in the passages. Thus, the reading "material should be easy" for learners Nation (2009, 66).
- Here needs to "be some pressure to perform at a faster than normal speed" Nation (2009, 66).
- Fluency- based practice needs to occur regularly; That is, there should be a large quantity of input/output.

Nation and Newton (2009, 9) are clearly that if any one of these conditions is absent from an activity, "it is not a fluency activity." The activities are highly

interactive and can be used to focus on different reading skills such as identifying specific information, comprehending main ideas, and predicting/ inferencing. The traditional techniques recommended by Nation (2009) for reading fluency is speed reading. This procedure involves learners regularly reading from a book with a large member of passages (a large amount of input) that are carefully crafted to include high frequency vocabulary (easy), answering comprehension questions based on the passages (meaning-focused), and recording their reading rates in graphs at the end of the book (pressure to perform-faster). (See Nation and Malarcher [2007] and Quin, Nation, and Millet [2007] for speed reading resources). Aside from speed reading, however, there appear to be few activities that meet all of Nation's rather strict conditions for a reading fluency task (see Nation 2009, 65-68 for a discussion of other fluency- based activities). Repeated-reading activities, for example, meet the condition of being "easy" because passages are read multiple times and can be adapted to include a "pressure to perform" by encouraging learners to improve on their times with each reading (Iwahari 2008). However, as Myskow, Underwood, and, Waring(2019) point out, since students read the same passage multiple times, it is doubtful they are attending to its meaning. Another challenge of implementing fluency development activities is locating a sufficient number of level- appropriate reading passages. Having students purchase a separate text books for speed reading in addition to other required course texts may not be feasible in many contexts. While graded readers in extensive reading libraries are valuable resources for addressing the fluency component for a reading program, ensuring that library is stocked with a variety of engaging texts at different reading levels can be a financial burden for institutions (Day and Bamford 1998). Furthermore, fluency-focused reading activities such as speed reading do not tend to be very interactive, which may be concern for teachers who want to make the most of the opportunities for face-to-face interaction that classrooms offer. Considering these challenges, it is perhaps not surprising that reading fluency has been called "the forgotten dimension of reading success" (Samuel and Farstrup 2006).

This article presents three reading activities (Start-up!, Pop-up!, and End-up!) that are designed to meet Nation's (2009) four fluency development. Start-up!

and End-up! are introduced for first time here, and Pop-up! is introduced in Myshow Underwood and Waring (2019) and discussed further in Myshow et al, (2018). The step-by-step procedures for each, activity are illustrated by using a short sample text consisting of two paragraphs. The activities are highly-interactive and can be used to focus on different reading skills such as identifying specific information, comprehending main ideas and predicting/inferencing. These activities require no additional materials beyond the course textbook and handouts developed by the teacher. The following sections present each of these activities in turn.

Fluency Activity1: Start-up!

This activity is especially well suited to reading for main ideas of paragraphs. Its procedure is as follows:

1. The teacher prepares two versions of the same text, one for student A and one for student B. Each version has a main ideas type of question at the beginning of different paragraphs.
2. The teacher instructs Students A and B to individually answer the questions on their sheets. Students may check their answers by consulting an answer key at the bottom of their sheet.
3. Student A says, "Start-up!" and reads a loud the question at the beginning of the paragraph, while Student B looks up and listen.
4. Student B reads the paragraph a loud to find the answer to the question, while Student A follows a long quietly.
5. After reading the first paragraph, Student B looks up and answers the question. If the answer is correct, students switch roles for the next paragraph. If the answer is not correct, Student B must start reading again from the beginning.
6. In groups of four-two pairs- each pair of students competes against the other pair to finish all paragraphs and answer all questions correctly first.

Figures 1a and 1b show sample Start-up! materials for Student A and B. The reading passage, on the topic of Franklin Delano Roosevelt's New Deal, has been adapted from materials developed by the author for use in a content and language

integrated learning (CLIL)-based U.S. history course. The choice of topic is up to the teacher; The activity can be used with any subject matter or genre. What is important is that passages have already been studied in class and that learners are familiar with all vocabulary and expressions that appear in the passages. This ensures that the activity meets Nation's (2009) fluency condition for being "easy," enabling readers to focus their attention on practicing what they already know. The reason for creating separate reading passage for Student A and Student B (Step 1) is to avoid confusion about which parts students should read and which questions they should ask and answer. It also prevents students from looking ahead and answering questions about their parts before beginning the activity. As Step 2 indicates, students are to begin by individually locating answer to prewritten questions about the main ideas for the text's paragraphs. Student A finds the answers to questions about odd-numbered paragraphs, while Student B does the same for even-numbered questions.

After students complete Step 2 - finding the answers to their partners', paragraph questions – they are ready to begin the activity. Student A begins by saying, "Start-up!" this signals Student B to raise his or her head so as to look away from the passage. Student A then asks the following main-idea question about the first paragraph: "True or False? The next paragraph is mainly about Roosevelt's economic policies." It is important that students clearly understand the question before reading the paragraph, so student B should signal that he or she understands the question or ask Student A to repeat it. After confirming that he or she understands the question, Student B begins reading the paragraph a loud to find the answer while Student A follows along silently. When Student B finishes reading the paragraph, he/she looks up again and verbally answers the True/False main- idea question. If Student A determines that the answer is correct, students switch roles and repeat the procedure for the next paragraph again. Students continue in this way until all paragraphs have been read aloud and the questions have been answered correctly. Pairs compete against other pairs to finish first.

Teachers might-have a concern that the competitive aspect of this activity will cause some students to skip steps or cut corners by, for example, not returning to

the beginning of the passage when they answer a question correctly. One way teachers might address this concern is to assign a fifth student the role of "referee" to oversee two pairs of students as they perform the activity. However, this would mean that the referees would not have a chance to participate in the activity. Perhaps the simplest solution is to carefully model and three activities, End-up! is perhaps the most challenge.

Student A handout

Pop-up! Reading Fluency Race

With a partner, you will compete against another pair to be the first to finish reading a passage

And answering questions about it. Before you begin, make sure you understand the correct answer to the question below.

Your partner will read the following paragraph aloud. When he/she reads the answer to a question. Wait until your part--ner reads to the end of the sentence. Then say, "Pop-up" and ask the question.

[Read along silently]: I n March 1933, Franklin Delano Roosevelt (FDR) became the 32nd president of the United States. In his first speech as president, he famously said , "The only thing we have to fear is fear itself." At the time, stock mar--kets had hit record lows, and banks were failing. Nearly 25% of Americans were unemployed, and many were homeless. It was the height of Great Depression.

As you read the following paragraph aloud, your partner will say, "Pop-up" and ask you question about it.

[Read aloud] throughout the decade, FDR implemented important new economic reforms. Their purpose was to help the Country recover from the economic crisis and to prevent future crises from occurring. This collection of bold new progr--ams was known as New Deal, and it had a major impact, not only on the U.S. economy of the 1930s, but on the direct--ion of the country.

Pop-up! In what year FDR become president?

Pop-up! How many Americans were unemployed?

Figure 2a. ***Pop-up!*** Student A sample handout. (*source: americanenglishstate-gov/english-teaching-forum. vol.57. NO. 2. 2019)*

Student B Handout

Pop-up! Reading Fluency Race

With a partner, you will compete against another pair to be the first to finish reading a passage and answering questions about it. Before you begin, make sure you understand the correct answer to the question below.

As you read the following paragraph aloud. Your partner will say, "Pop-up" and ask you the questions about it.

[Read aloud]: I n March 1933, Franklin Delano Roosevelt (FDR) became the 32nd president of the United States. I his first speech as president, he famously said , "The only thing we have to fear is fear itself." At the time, stock markets had hit record lows, and banks were failing. Nearly 25% of Americans were unemployed, and many were homeless. It was the height of Great Depression.

Your partner will read the following paragraph aloud. When he/she reads the answer to a question. Wait until you part ner reads to the end of the sentence. Then say, "Pop-up" and ask the question.

[Read along silently]: throughout the decade, FDR implemented important new economic reforms. Their purpose to help the country recover from the economic crisis and to prevent future crises from occurring. This coll-

-ection of bold new programs was known as New Deal, and it had a major impact, not only on the U.S. econom the 1930s, but on the direction of the country.

Pop-up! What were the bold new performs called ?

Figure2b. Pop-up! Student B sample handout (source as the same as above)

The pressure of reading in front of others is greatly reduced by the requirement that students read only to a partner rather than to the class and the teacher, explains the activity so that students clearly understand what is expected of them. The activity as outlined here meets all of Nation's (2009) conditions for fluency development. First, as mentioned already, the condition that all language is familiar to learners is met by having students reread a text they have already studied in class. Second, inclusion of comprehension questions focuses learners' attention on the meaning of the passage. Third, the condition for a large amount of input can be addressed by performing the activity regularly, using other reading passages studied in class. Finally, the requirement that pairs compete against others ensures there is a pressure to perform faster.

This activity need not be confined to questions about main ideas. However, this question type is especially well suited to the Start-up! activity. Unlike other types

of questions that ask students to locate or comprehend specific information a text, main- idea questions require readers to attain a global understanding of the paragraph as a collective semantic unit. Thus, with this question type, there is less likehood that readers will stop attending to the meaning of the passage once they locate a particular piece of information.

One potential concern teachers may have with this activity (and the others outlined here) is that students might find it difficult to attend to the text's meaning when reading aloud. Zutel and Rasinski (1991) observe that reading aloud in front of others may cause learners to become overly self-conscious, leading them to devote their attention to the correct pronunciation of individual words. The authors also point out, however, that: this issue tends to occur when teachers, pay excessive attention to pronunciation, especially when they "correct each oral error when it occurs" (Zutel and Rasinski 1991,211). The particular design of reading. Fluency activities presented here helps to allay this concern. First, the pressure reading in front of others is greatly reduced by requirement that students read only to a partner rather than to the class and the teacher. Because half the class is reading aloud at the same time, there less concern that others are listening in. Second, as fluency activities presented here are intended to be used at the end of the instructional sequence-after students have had a chance to study the text in detail- there is less likelihood that students would stumble over the meanings and pronunciation

Fluency Activity 2: *Pop-Up!*

The Pop-up! reading fluency activity, first presented in Myskow, Underwood, and Waring (2019) and described in more detail in Myskow et al- (2018), is further developed and illustrated here, using the same reading materials about Roosevelt's New Deal. The procedure for *Pop-up!* is similar to the procedure *Start-up!* in that students first work individually to find answers to prewritten questions. Unlike in *Start-up!* however, the questions are not asked at the beginning of paragraphs; They are asked intermittently and without warning throughout each paragraph. For students reading aloud, therefore, questions will suddenly appear or "pop up"- an experience like seeing or hearing "the

annoying advertisements that 'pop up' when viewing pages on the internet" (Myshow, Underwood, and Waring, 2019, 56). Because questions about details emerge unexpectedly throughout the reading process, this activity- unlike the previous one that focuses on main ideas – is well suited to reading –for – specific – information questions. The procedure for *Pop-up!* is as follows:

1. The teacher prepares two versions of the same text, one for Student A and one for Student B. Each version has details – type question throughout different paragraphs.
2. The teacher instructs Student A and B to individually answer the questions on their sheets. Students may check their answers by consulting an answer key at the bottom of their sheets.
3. Student B begins reading aloud, while Student A follows along quietly.
4. When Student B reads to the end of sentence that contains a question, Student A says, "*Pop-up!*" and asks a question written on the sheet. If Student B's answer is not correct, Student B continues reading. If it is not correct Student B must start again from the beginning of the paragraph.
5. When Student B finishes reading the paragraph and has answered the questions correctly, students switch roles for the next paragraph.
6. In groups of four – two pair – each pair of students competes against the other pair to finish all paragraphs and answered all questions correctly first.

As step 4 indicates, when students read the answer to one of the questions, their partners wait until they get to the end of the sentence before saying, "Pop up!" and asking the question. This forces readers to carefully attend to the meaning of each sentence because they do not know when they will be asked a question about it. As in *Start-up!*, students who are reading aloud must stop and look up from the text when questions are being asked and answered. If they are unable to answer the question correctly, they must return to the beginning of the paragraph and start reading again. And, as in *Start-up!*, students switch roles after each paragraph and compete against other pairs to finish first.

Figures 2a and 2b display sample materials for the *Pop-up!* activity. The questions, located in the left-side columns, are short and simple, and they refer to discrete bits of information in the passage. In figure 2a, for example, the first question asks the reader to simple recall the year that Roosevelt became president. Though this question requires students to carefully attend to what they are reading, Instead, questions are asked at the end of each paragraph. Of three activities; *End-up!* is perhaps the most challenging. In contrast to *Start-up!,* where the initial question functions as a direction-setting prompt for readers, The *End-up!* activity contains no such instruction-readers are to answer the questions "cold" at the end of the passage. Thus, this activity would probably not work well with details-type questions that require readers to recall high specific information like names and dates. One question type that is well suited to the *End-up!* activity is predicting. When students reach the end of a paragraph, they use the information they just read to make general prediction about the content of the next paragraph.

The procedure for use with predicting- type questions is as follows:

1. The teacher prepares two versions of the same text, one for Student A and one for Student B. Each version has predicting-type questions at the end of different paragraphs.
2. The teacher instructs Student A and B to individually answer the questions on their sheets. Students may check their answers by consulting an answer key at the bottom of their sheets.
3. Student B begins reading aloud, while Student A follows along silently.
4. When Student B finishes reading the paragraph, Student A says, "*End-up!"* and asks the predicting question written on his/her sheet.
5. If Student B's answer is correct, students switch roles for the next paragraph. If it is not correct, Student B must start again from the beginning of the paragraph.
6. In groups of four- two pairs- each pair of students competes against the other pair to finish all paragraphs and answer all questions correctly first.

For this activity to work effectively, it is important that the questions are too complex or unclear, the activity will soon become bogged down, and its focus on fluency will be lost. Figures 3a and 3b show sample handouts for Student A and Student B in these handouts, the questions are short and simple multiple-choice items with only two options. For example, In the Student A Handout (Figure 3a), the question asks whether the next paragraph will most likely be about (a) how Roosevelt tried to solve economic problems or (b) how Roosevelt became president. Because the sentence of the previous paragraph emphasizes the severity of the economic crisis, a logical prediction would be that the next paragraph would discuss how Roosevelt tried to address the economic problems rather than how he became president.

The most important consideration in designing the materials for this activity (and other presented here) is that they provide an opportunity for students to read as quickly as possible while attending to the meaning of the passage. The reading skills that the teacher chooses to focus on (predicting, summarizing, etc.) and the specific information that students answer questions about are less importance. If students are showing they understand the text, while reading it at a faster than normal speed – and hopefully enjoying themselves with their classmates – the activity will have achieved its goal.

Student A handout

End-up! Reading- Fluency Race

With a partner, you will compete against another pair to be the first to finish reading a passage

And answering questions about it. Before you begin, make sure you understand the correct answers to the questions below

Your partner will read the following paragraph aloud. When he/she finishes reading, say, "End-up!" and ask the question at the end of the paragraph. When your partner answers correctly, switch roles with your partner for the next paragraph.

[Read along silently]: I n March 1933, Franklin Delano Roosevelt (FDR) became the 32nd president of the United States.

In his first speech as president, he famously said , "The only thing we have to fear is fear itself." At the time, stock mar-

-kets had hit record lows, and banks were failing. Nearly 25% of Americans were unemployed, and many were homeless.

It was the height of Great Depression.

The next paragraph will most likely be about...

a) ...how FDR tried to solve economic problems.

b) ... how FDR became president.

Read the following paragraph aloud. When you are finished reading it, your partner will say, "End-up" and ask you

question .

[Read aloud] throughout the decade, FDR implemented important new economic reforms. Their purpose was to help the

Country recover from the economic crisis and to prevent future crises from occurring. This collection of bold new progr-

-ams was known as New Deal, and it had a major impact, not only on the U.S. economy of the 1930s, but on the direct-

-ion of the country.

Figure 3a. ***End-up!*** Student A sample handout. (*source: americanenglishstate-gov/english-teaching-forum. vol.57. NO. 2. 2019)*

Student B handout

End-up! Reading- Fluency Race

With a partner, you will compete against another pair to be the first to finish reading a passage

And answering questions about it. Before you begin, make sure you understand the correct answers to the questions belo

Read the following paragraph aloud. When you are finished reading it, your partner will say, "End-up!" and you ask a question.

[Read aloud]: I n March 1933, Franklin Delano Roosevelt (FDR) became the 32nd president of the United States.

In his first speech as president, he famously said , "The only thing we have to fear is fear itself." At the time, stock mar-

-kets had hit record lows, and banks were failing. Nearly 25% of Americans were unemployed, and many were homeless.

It was the height of Great Depression.

Your partner will read the following paragraph aloud. When he/she finishes reading, say, "End-up!" and ask the question at the end of the paragraph When your partner answers correctly, switch roles with your partner for the next paragraph. [Read along silently] throughout the decade, FDR implemented important new economic reforms. Their purpose was to

help the country recover from the economic crisis and to prevent future crises from occurring. This collection of bold

 new programs was known as New Deal, and it had a major impact, not only on the U.S. economy of the 1930s, but on

the direction of the country.

The next paragraph will most likely be about...

a) ...why it was called the New Deal.

b) ... the effects of the New Deal.

Figure 3b. ***End-up!*** Student A sample handout. (*source: americanenglishstate-gov/english-teaching-forum. vol.57. NO. 2. 2019*)

Summary of the Article:

Developing good dynamics is crucial for students' learning journey, as it not only promotes a sense of confidence in students but also builds trust and acceptance among group members. Unified groups do not occur by chance, but evolve over

the course of time as a sense of security and respect and tolerance in the team emerges (Cress, Collier, and Retenauer 2013; Brown 2000). Therefore, team bonding activities are helpful to reinforce students' sense of belonging throughout the course. At the beginning of the course, students should feel comfortable and relaxed in sharing personal information with one another. During the course, students participate in activities. The three activities outlined in this article have been designed to meet Nation's (2009) four conditions of fluency development. In all three activities, the focus is on processing different types of meaning, from main ideas in *Start-up!* to specific information in *Pop-up!* and connections among ideas in *End-up!* the requirement that pairs compete against other pairs to finish reading the passage and answering questions correctly first addresses the *pressure to perform faster* condition for fluency development. The condition that *all language is familiar* to students is met by having students reread passages already studied in class. Finally, by providing frequent opportunities for practice using these and other fluency-based activities, teachers can ensure that the fourth fluency condition, *a large amount of input,* is also met. These activities have a number of pedagogical benefits. First, they are all designed to be interactive and lively, providing for stimulating and potentially engaging reading practice. Second, no additional materials, aside from handouts prepared by the teacher, are needed. Third, the series of activities offers options for practicing a range of key reading abilities (identifying main ideas, finding details, and predicting/inferencing). Fourth, the activities necessitate cooperation among learners. Students do not compete individually to "bear" other students; they work together with others towards a shared goal- to finish reading the passage and answering questions correctly before other pairs do.

These activities outlined in this article have been designed to meet Nation's (2009) four conditions of fluency development. In all three activities, the focus is on processing types of meaning, from main ideas in *Start-up!* to specific information in *Pop-up!* and connections among ideas in *End-up!* . The requirement that pairs compete against other pairs to finish reading the passage and answering questions correctly first addresses the *prepressure to perform faster* condition for fluency development. The condition that *all language is*

familiar to students is met by having students reread passages already studied in class. Finally, by providing frequent opportunities for practice using these and other fluency-based activities, teacher, can ensure that the fourth fluency condition, a *large amount of input*, is also met.

References:

1. Barkley, E. F., C. H. Major, and K. P. Cross. 2014. *Collaborative learning techniques*: *A handbook for college faculty*. 2nd ed. San Francisco: Jossey-Bass.
2. Brown, N.W.2000.Greating high performance classroom groups. New York: Falmer.
3. Chong. M., and I.S.P.Nation.2006. The effect of a speed reading course. *English Teaching* 61 (4): 181-204.
4. Cress, C.M., P. J. Collier, and V.L. Reitenauer.2013.*Learning through serving: A student guidebook for service-learning and civic engagement across academic disciplines and cultural communities.* 2nd ed. Sterling, VA: Stylus.
5. Day, R. R., and J. Bamford. 1998. *Extensive reading in the second language classroom.* New York: Cambridge University Press.
6. Dornyei, Z., and A. Malderez. 1997. Group Dynamics and foreign language teaching. System 25 (1): 65-81.
7. Eckerth, J., and P. Tavakoli. 2012. The effects of word exposure frequency and elaboration of word processing on incidental L2 vocabulary a acquisition through reading. *Language Teaching Research* 16 (2): 227-252. htts://doi.

   org/10.1177/136216881143377

8. Gorsuch, G., and E.Taguchi.2008. Repeated reading for developing fluency and reading comprehension: The case of EFL. Learners in Vietnam. *System* 36(2) 253-278.
9. Grabe, W.2010. Fluency in reading – Thirty five years later. *Reading in a Foreign language* 22 (1) 71-83.
10. Hadfield, J. 1992. *Classroom dynamics*. Oxford: Oxford University Press.
11. Iwahori, Y. 2008. Developing reading fluency: A study of extensive reading in EFL. *Reading in a Foreign Language* 20 (1): 70-90.
12. Kagan, S. 1994. *Cooperative Lear*ning. San Clemente, CA: Kagan Publishing.
13. Luan, N. L., and S. M. Sappathy.2011. L2 vocabulary acquisition :The impact of negotiated interaction. GEMA Online Journal of Language Studies 11(2): 5-20.
14.
15. Myshow, G.,P.A. Bennett, H. Yoshimura, K. Cruendel, T. Marutani, K. Hano, and T. Li. 2018. Fostering collaborative learning. *Relay Journal* 1 (2): 360-3381.

16. Myshow, G.,P. Underwood, and R. Waring 2019. The blind sports of reading: Switching on lights in the *Japanese university classroom. In teaching English at Japanese universities: A new handbook, ed.* P. Wadden and C. Hale, 54-63. Oxfordshire, UK: Routledge.

17. Nation, I.S.P. 2009. *Teaching ESL/EFL reading and writing*. New York: Routledge.

18. Nation, I.S.P., and C. Malarcher. 2007. *Reading for speed and fluency: Books* 1-4. Seoul: Compass Press.

19. Nation, I.S.P., and J. Newton. 2009. *Teaching ESL/EFL. listening and speaking*. New York : Routledge.

20. Nation, I.S.P., and A. Yamamoto. 2012. *Applying the four strands to language Learning International Journal of Innovation in English Language Teaching* 1 (2): 167- 181.

21. Othman, H. G., and I. H. Murad 2015. Study on Kurdish students' attitudes to group work in the EFL classroom. *European Scientific Journal* 11(11): 290-303.

22. Quinn, E.,I. S. P. Nation, and S. Millett. 2007. *Asian and Pacific speed reading for ESL Learners.* Victoria University of Wellington, New Zealand: English Language Institute, Victoria. ac. nz /lals/ about/staff/ publications/ paul-nation/Speed-reading-whole. pdf

23. Samuels, S. J., and A. Farstrup, eds. 2006. Reading Fluency: *The forgotten dimension of reading success.*

Newark, DE: International Reading Association.

24. Rott, S. 1999. The effect of exposure frequency on intermediate language learners' incidental vocabulary acquisition and retention through reading. Studies in Second Language Acquisition 21 (4): 589-619.

25. The Teacher Toolkit. n. d. Quiz, quiz, trade. http://www. the teachertoolkit.com/index.php/tool/quiz-quiz-trade

26. Taqi, H. A., and N. A. AL-Nouh. 2014. Effect of group work on EFL students' attitudes and learning in higher education *Journal of Education and Learning* 3(2): 52-65.

27. Zastrow, C. H. 2008.Social work with groups: A comprehensive workbook. 7th ed. Belmont, CA: Brooks/Cole.

28. Zutell,J., and T. V. Rasinski. 1991. Training teachers to attend to their students' oral reading fluency. *Theory into Practice* 30 (3): 211-217.