

## Creating Process-oriented Reading and Listening Materials

### Background (99 words)

Reading and listening rely on closely related comprehension processes (Grabe, 2009; Koda, 2004), with reading distinguished by reliance on visual word decoding. Many traditional reading and listening tasks are product oriented (Koda, 2004) and conflate memory with comprehension. Process oriented tasks provide an alternative to this, allowing targeting of specific comprehension processes to address common difficulties in L2 reading and listening. Additionally, repeated exposure is essential to developing fluency with new language (Nation, 2013). Spiraled tasks, where reading and listening texts are recycled over multiple exposures using different tasks, are an effective way to promote listening and reading fluency.

### Content (48 words)

I will demonstrate the development of reading and listening materials for spiraled process-oriented tasks with the following steps: Writing reading texts and conversational dialogues using AI tools; Creating audio recordings of the texts using free online tools; Lexical analysis of the texts; Creating spiraled reading and listening tasks.

### Aims (26 words)

To demonstrate the process of creating reading and listening materials using commonly available online tools and the creation of multiple spiraled tasks based on those texts.

### Outcomes (74 words)

Participants will learn how to create reading and listening texts using free online tools, and how to analyze the lexical and semantic properties of the texts, and how to simplify them for different levels of proficiency. They will then learn how to create audio recordings using speakers with a range of English accents. Finally, they will learn how to create spiraled tasks such as shadowed synonym listening, cloze-elide listening, partial dictation, and elicited imitation.

## References

- Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press.
- Koda, K. (2004). *Insights into second language reading: A cross-linguistic approach*. Cambridge University Press.
- Nation, I. S. P. (2013). *What should every ESL teacher know?* Compass.  
[http://www.compasspub.com/english/book/book\\_view.asp?h\\_seq=1721](http://www.compasspub.com/english/book/book_view.asp?h_seq=1721)

**Explanation of this abstract.**

This is loosely based on a workshop I did at a chapter meeting about 10 years ago, updated to reflect the development of AI tools. This is a new abstract, written from scratch to describe what I would submit to the JALT2025 conference on that topic.

The background section is intended to signal how this presentation is related to the current state of knowledge about reading instruction. I have cited books on reading that are intended for classroom teachers rather than researchers. This is intended to persuade reviewers of the abstract that I have the technical understanding to give sound advice and that I will be able to answer questions from the audience about why I believe these classroom tasks are effective. If this was a research oriented abstract, I would cite research journals. For practice-oriented workshops, books intended for pre-service or mid-service teacher training are more appropriate.

The content section is intended to show the reviewers that I have a clear plan about what I will do in the presentation.

The aim section is intended to briefly describe the reason for holding this workshop.

The outcomes section gives a list of the specific things that the audience will learn in the workshop. This is to reassure abstract reviewers that I have something concrete to offer the audience.

The same abstract written as a single paragraph. (250 words)

Reading and listening rely on closely related comprehension processes (Grabe, 2009; Koda, 2004), with reading distinguished by visual word decoding. Many traditional reading and listening tasks are product oriented (Koda, 2004) and conflate memory with comprehension. Process oriented tasks provide an alternative to this, allowing targeting of specific comprehension processes to address common difficulties in L2 reading and listening. Additionally, repeated exposure is essential to developing fluency with new language (Nation, 2013). Spiraled tasks, where reading and listening texts are recycled over multiple exposures using different tasks, are an effective way to promote listening and reading fluency. The aim of this workshop is to demonstrate the process of creating reading and listening materials using commonly available online tools and the creation of multiple spiraled tasks based on those texts. I will demonstrate the development of reading and listening materials for spiraled process-oriented tasks with the following steps: Writing reading texts and conversational dialogues using AI tools; Creating audio recordings of the texts using free online tools; Lexical analysis of the texts; Creating spiraled reading and listening tasks. Participants will learn how to create reading and listening texts using free online tools, how to analyze the lexical and semantic properties of the texts, and how to simplify them for different levels of proficiency. They will then learn how to create audio recordings using speakers with a range of English accents. Finally, they will learn how to create spiraled tasks such as shadowed synonym listening, cloze-elide listening, partial dictation, and elicited imitation.