

Creating Supplementary Materials for Reading Classes

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Reading is a complex process that integrates numerous sub-skills, ranging from lower-order decoding skills to higher-order skills that integrate context and background knowledge into the comprehension process (Koda, 2004). Although reading instruction must aim to develop proficiency in higher-order skills, learners must automatize lower-order skills before they can access higher-order skills. A further important distinction is between product-oriented and process-oriented tasks (Field, 2009; Koda, 2004). Traditional reading comprehension tasks are product oriented in that they focus on the recall of information, conflating comprehension with long-term memory. Process-oriented tasks target processes involved in comprehension, rewarding automatization and working memory.

I will argue that commercial reading textbooks often neglect process-oriented tasks, so I will demonstrate how classroom teachers can create process-oriented supplementary tasks using standard word-processing software and other free or inexpensive tools available from the internet. The emphasis will be on "low-floor, high-ceiling" tasks that benefit low-proficiency learners through intensive mechanical practice, but provide higher-proficiency learners with extensive practice necessary to develop reading fluency. We will begin with some free vocabulary analysis tools that can identify key lexical features within texts. We will then look at a range of process-oriented tasks such as cloze-listening, shadowed reading, and partial dictation that are simple to make but effective in promoting fluent decoding skills. Finally, we will practice using free AI tools to create reading texts and produce audio recordings in a variety of different accents. Participants are encouraged to bring a Windows or Mac laptop and follow along with the demonstrated tasks.

Field, J. (2009). *Listening in the Language Classroom*. Cambridge University Press. [https://doi.org/DOI: 10.1017/CBO9780511575945](https://doi.org/DOI:10.1017/CBO9780511575945)

Koda, K. (2004). *Insights into second language reading: A cross-linguistic approach*. Cambridge University Press.