

**Seminar on “Teacher, Reading is Boring!” How to Help Your Students Enter the Interesting Extensive Reading World**

**Date:** Wednesday 13 November 2019

**Time:** 13:00-14:00

**Venue:** E33-2036, Faculty of Education

**Language:** English

**Registration:** <https://go.um.edu.mo/4a80voj6zqt>

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**Speaker:**

Prof Anna Ching-Shyang CHANG has a PhD in Applied Linguistics from Victoria University of Wellington, New Zealand, and is a professor of the Department of Applied English at Hsing Wu University, New Taipei, Taiwan. Her main research interests focus on developing listening and reading fluency through extensive reading and extensive listening, and vocabulary learning. She enjoys the challenges of teaching lower-level students and likes to try out varying teaching techniques on them. Seeing her students' smiling faces when they experience learning success has motivated her to keep on teaching. She has published extensively with internationally refereed journals. Her recent work is on narrow reading and listening, another approach to doing extensive reading/listening.

**Abstract:**

Implementing a successful extensive reading program cannot simply rely on teachers' authority or encouragement. Many novice L2 language practitioners may encounter many difficulties when they first ask their students to read. To help those who are interested in including ER in their courses or in their curricula, I will share some of my successful experiences as tips to make students' reading journeys more enjoyable. In this talk, I will first briefly introduce the very general concept of “extensive reading,” such as to what ER actually refers, what advantages ER may offer, and what the research up to now has shown about ER. Secondly, I will talk about the variations of doing ER, such as audio-assisted reading (reading while listening), narrow reading. Thirdly, I will focus on how to assess students' gains from reading extensively so we can provide students with hard evidence of ER. Finally, I will share some of my successful case studies on ER and show how much our students have to read to see the effect of ER.