

INTERNATIONAL PERSPECTIVES ON TEACHING THE FOUR SKILLS IN ELT

Listening, Speaking, Reading, Writing

International Perspectives on English Language Teaching



**Edited by Anne Burns
and Joseph Siegel**



International Perspectives on English Language Teaching

Series editors

Sue Garton

Aston University

School of Languages and Social Sciences

Birmingham, UK

Fiona Copland

University of Stirling

Stirling, UK

Global meets local in Palgrave's exciting new series, International Perspectives on English Language Teaching. This innovative series is truly international, with each volume providing the opportunity to compare and learn from experiences of researchers and teachers around the world; is based on cutting edge research linked to effective pedagogic practice; shows how developing local pedagogies can have global resonance. Each volume focuses on an area of current debate in ELT and is edited by key figures in the field, while contributors are drawn from across the globe and from a variety of backgrounds.

More information about this series at
<http://www.springer.com/series/14843>

Anne Burns · Joseph Siegel
Editors

International Perspectives on Teaching the Four Skills in ELT

Listening, Speaking, Reading, Writing

palgrave
macmillan

Editors

Anne Burns
University of New South Wales
Sydney, NSW, Australia

Joseph Siegel
Örebro University
Örebro, Sweden

International Perspectives on English Language Teaching
ISBN 978-3-319-63443-2 ISBN 978-3-319-63444-9 (eBook)
<https://doi.org/10.1007/978-3-319-63444-9>

Library of Congress Control Number: 2017948249

© The Editor(s) (if applicable) and The Author(s) 2018

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Cover credit: vkstudio/Alamy Stock Photo

Printed on acid-free paper

This Palgrave Macmillan imprint is published by Springer Nature
The registered company is Springer International Publishing AG
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

Contents

- 1 Teaching the Four Language Skills: Themes and Issues** 1
Anne Burns and Joseph Siegel

Part I Listening

- 2 What Teachers Say About Listening and Its Pedagogy: A Comparison Between Two Countries** 21
Denise Santos and Suzanne Graham
- 3 L2 Listening in China: An Examination of Current Practice** 37
Willy A. Renandya and Guangwei Hu
- 4 The Development of a Listening Course for Japanese University Students** 51
Michael McAuliffe and Gavin Brooks
- 5 Listening Instruction for ESP: Exploring Nursing Education Where English is a Lingua Franca** 65
M. Gregory Tweedie and Robert C. Johnson

Part II Speaking

- 6 **'I Can Talk About a Lot of Things in the Other Language but not in English': Teaching Speaking Skills in Cameroon Primary Schools** 81
Achu Charles Tante
- 7 **Inquiry Dialogue: A Genre for Promoting Teacher and Student Speaking in the Classroom** 97
Philip Chappell
- 8 **Teaching Dialogic Speaking Strategies in a Canadian EAP Program** 111
Winnie Pang and Michael Burri
- 9 **Teaching Conversational English to Adult Learners via Skype: A Russian Perspective** 125
Olga Kozar

Part III Reading

- 10 **Supporting Elementary Students' Reading Through Authentic Literature for Children** 141
Olga Vraštilová
- 11 **Teaching Reading to Encourage Critical Thinking and Collaborative Work** 153
Sri Rejeki Murtiningsih and Winda Hapsari
- 12 **Reading Communities: Developing Autonomy in an ESL Academic Reading Course** 167
Gordon Blaine West
- 13 **Reading as a Social Practice for Adult Migrants: Talk Around Text** 179
Kevin Roach

Part IV Writing

14 Promoting Descriptive Writing Through Culturally Relevant Literature <i>Rawia Hayik</i>	193
15 Using Corrective Feedback on Writing to Enhance Vietnamese Learners' Autonomy <i>Nhu Luan Pham and Noriko Iwashita</i>	205
16 Promoting Self-Reflection in Writing: A Showcase Portfolio Approach <i>Ricky Lam</i>	219
17 'Localizing' Second Language Writing Pedagogy in a Skills-Integrated Language Program in Brazil <i>Isabela Villas Boas</i>	233
18 Future Directions for the Four Skills <i>Joseph Siegel and Anne Burns</i>	249
Index	255

11

Teaching Reading to Encourage Critical Thinking and Collaborative Work

Sri Rejeki Murtiningsih and Winda Hapsari

Introduction

University-level students in Indonesia, as elsewhere, are expected to undertake independent reading from a great variety of different resources as part of their studies. In order to do so, students need to develop regular reading habits and be motivated to absorb large amounts of information. Not only must they have adequate language proficiency but they must also be able to comprehend and react critically to the texts they read. Building students' ability and interests and assisting them to read critically are indeed challenging, and for these reasons, reading courses have become a required part of many English language programmes for university students in Indonesia.

The aim of this chapter is to present reading activities that we have adopted in Indonesian university reading classes that encourage teachers and students to go beyond basic reading skills in order to incorporate critical thinking while reading (see Pang and Burri, this volume, for ways to incorporate

S.R. Murtiningsih (✉)

Universitas Muhammadiyah Yogyakarta, Jl. Lingkar Selatan,
Tamantirto, Kasihan, Bantul, Yogyakarta 55183, Indonesia
e-mail: jackie.murt@umy.ac.id

W. Hapsari

LIA Language School, Jalan Pengadegan Timur Raya No. 3,
Pancoran, Jakarta 12770, Indonesia
e-mail: windahapsari07@gmail.com

© The Author(s) 2018

A. Burns and J. Siegel (eds.), *International Perspectives on Teaching the Four Skills in ELT*,
International Perspectives on English Language Teaching,
https://doi.org/10.1007/978-3-319-63444-9_11

153

critical thinking into EAP speaking classes). The activities involved introducing a popular English novel and other reading materials to English as a foreign language (EFL) students and encouraging them to discuss their reading by working collaboratively with their peers. In order to provide a background for this approach, we first discuss common problems found in EFL reading classes, specifically in the Indonesian tertiary context. The second part of the chapter outlines the innovations we introduced into our EFL reading classes. Although the approach we describe might be well-known and established in some classrooms, we considered these activities to be innovative because they have not been adopted in most Indonesian contexts. Also, students showed positive reactions towards the activities. The last part of the chapter discusses the implications of our innovations that may be applicable in other similar contexts where reading is taught at university level.

Reading in EFL Contexts

For many students learning in EFL contexts, the ability to speak and listen in English may be more motivating than the desire to read (Mori 2002). Moreover, Mori's (2002) research, conducted in Japan, shows that students' motivation to read in English may not be significantly different from that of their motivation to read in their first language. This finding is in line with Yamashita (2004) who argues that students' attitude towards reading in their first language is likely to influence their attitude towards reading in the language they are learning. These studies support our personal experiences of teaching reading classes in Indonesia. Many of our students have stated that their main motivation to learn English is to be able to speak the language, and that they do not consider reading as important.

In the Indonesian context, many students may have been demotivated by the way reading is typically taught in the English classroom (Cahyono and Widiati 2006; Sunggingwati and Nguyen 2013). In junior and high school contexts, the teaching of English in general and English reading in particular is typically conducted in a formal way where the teacher is the main source of knowledge (Cahyono and Widiati 2006; Sunggingwati and Nguyen 2013). In addition, students are trained to understand a reading text and answer related comprehension questions based on their reading which mainly involve a low order of thinking (Sunggingwati and Nguyen 2013). This activity is also typical of the type of tasks that appear regularly in English tests in Indonesia to assess English language skills, as is also likely in many other EFL contexts. Thus, teaching reading at this educational level is usually aimed at getting students to pass the national exam and to receive

grades that are high enough for university entrance. As a result, students are commonly instructed to work individually so they are more prepared personally to pass tests rather than to work collaboratively and think critically about the issues discussed in the texts they are reading.

In addition, many high school graduates do not read Indonesian, let alone English, texts extensively. As a result, when they enter university, they become overwhelmed by the expectations placed on them of being independent readers. They may also lack any contact with the types of texts required at this level. Rukmini (2004) maintains that many new university students in Indonesia are not familiar with the explanation and discussion genres commonly used in reading texts at the tertiary level. Students' unfamiliarity with these genres may be because, as Sunggingwati and Nguyen (2013) state, most teachers in Indonesia rely heavily on textbooks as the syllabus and as a source of teaching methodology. Consequently, students may be exposed only to traditional pedagogic models, which focus on reading short texts and responding to comprehension questions that do not go beyond a low order of cognitive development. In contrast, university students need to be able to think critically about what they read.

Teaching EFL Reading

The way reading lessons are taught at university level will determine whether students' perceptions of reading will change. Widodo (2009) argues that the crucial roles of the reading teacher include the following: (1) choosing suitable and interesting texts; (2) selecting and sequencing reading tasks to develop students' reading skills; (3) giving guidance for and facilitating pre-, while-, and post-reading activities; (4) encouraging students to get involved in group activities; and (5) providing scaffolding for reading activities.

Choosing appropriate texts is one of the important decisions a reading teacher needs to make (Lindsay and Knight 2006). Anderson (2008) suggests that teachers provide texts that are just above the current ability level of the readers, where they should be able to understand 75% of what they read. Similarly, Nation (2007) argues that reading becomes meaningful when only a small proportion of the language features are unknown and also suggests that students should read extensively. Besides selecting suitable and interesting teaching materials, reading teachers need to develop careful lesson plans and to select and sequence tasks that scaffold student ability to read the text and to develop their reading skills more generally. One approach to reading pedagogy (e.g. Lindsay and Knight 2006) recommends a three-stage

approach (pre-reading, while-reading, and post-reading), which is a recent development in our context. Well-planned activities at each of these stages help reading teachers organise the lesson and provide step-by-step instructions (Widodo 2009).

The pre-reading stage is used to tap schemata or background knowledge that will be relevant to the while-reading activities in the next stage. Schema theory in reading relates to bridging the gap between students' existing knowledge and the new information in the text (Tracey and Morrow 2006). Lindsay and Knight (2006) maintain that discussing new vocabulary, answering comprehension questions, and brainstorming ideas about the topic can be used in pre-reading activities.

The while-reading stage is the point at which students read the text in order to gain meaning from it. This stage can include reading silently and individually, reading in groups, or reading aloud by the teacher as students follow the text. Harmer (2007) recommends jigsaw reading and reading puzzles as alternatives to reading individually. In jigsaw reading, teachers divide the text into several parts and each student in the group then silently reads one particular part separately. When students have finished reading their part, they form a group to work out the whole story. For reading puzzles, the teacher can mix up two or three similar reading texts and assign students to prise them apart, or have them reassemble an out-of-sequence text.

Following the reading of the text, various activities can be introduced. For example, teachers can check students' comprehension through having them answer questions, where they need to infer information. Sunggingwati and Nguyen (2013) argue that questions should be cognitively challenging and avoid low-level factual information, so that they lead students to provide opinions and interpretations instead. They should also discourage extensive use of straightforward translation of the text. Widodo (2009) suggests that students should be challenged through inference, prediction, and evaluation questions. Such questions promote communication and critical thinking. Besides answering questions, students can carry out a variety of activities such as sequencing the arguments or stages in the text, drawing a picture from the text (Lindsay and Knight 2006), conducting a group discussion about different aspects of the text (Widodo 2009), and providing a different ending to the text.

The post-reading stage is designed to extend the students' understanding of the text from the pre-reading and while-reading stages into other learning activities and can also provide feedback on the skills and knowledge students have developed. This stage can involve other skills like speaking and writing, vocabulary, or grammar development (Lindsay and Knight 2006).

Applying a New Approach in Our Classroom

Using the overall frameworks described above, in our university reading class in Indonesia, we experimented with several activities that aimed to develop students' critical thinking through collaborative work. The class consisted of 38 freshmen enrolled in the English Language Education Department, all of whom had learned English for at least six years in their secondary schooling. The class met weekly during the 16-week semester, but not all the reading activities described below were implemented in every meeting.

Pre-reading Stage

At the beginning of the session, prior to beginning the reading text, as indicated above, it was essential to help students understand the key vocabulary presented. Several activities were used at this stage to increase vocabulary development.

Word Dictation

We instructed our students to read several pages of the assigned book, *The Diary of a Wimpy Kid: The Last Straw*, a young adults' novel written by Jeff Kinney, and informed them that there would be a word dictation activity in the following meeting. The words dictated were all taken from the assigned reading pages, and for each one the students were asked to write them down. We selected this activity because we wanted to encourage our students to pay attention to the spelling and, importantly, to emphasise the orthographic/sound relationship. We read each target word twice, then read the sentence from the book in which the word was located, after which we again pronounced the word. Reading the sentence in which the word was located helped our students to deal with homophones, words that sound the same but have different meanings and spellings (e.g. their, there, and they're).

We then asked our students to choose a word and volunteer to take turns to write it on the board to make sure that every student knew the correct spelling of each word. We then discussed the words to see if they wanted to know more about the meaning. We also discussed the parts of speech of each word so that students understood when to use them within a sentence. In this activity, we built on the advice of Nation (2009) who emphasises the importance of spelling in reading, stating that while it is difficult, spelling is one of the most important aspects in developing EFL reading and writing.

This activity also provided opportunities for our students to interact with each other to decide the parts of speech of various words.

Our students reported that they found this activity very valuable. At the end of the semester, when we asked them to write a personal reflection on the reading class activities, most of them wrote that they looked forward to this particular activity. Some stated that the word dictation activity prompted them to read aloud more often on their own time. It also increased their awareness of the spelling of a word and its sound. Some of them also wrote that they had to wait to listen to the whole sentence, so they could decide which word and spelling were intended, which encouraged them to think about meaning. This activity is in line with Welcome and Alton (2015) who argue that skilled readers are able to build connections between the phonological and orthographic systems.

Finding Synonyms or Definitions

This activity provided opportunities for our students to develop their understanding of the meanings of important keywords for better comprehension when reading the texts. For the steps in this activity, we

- wrote definitions/synonyms of key vocabulary from the text on slips of paper and posted them on the classroom walls;
- instructed students to work in small groups;
- gave each group one set of word cards containing the key vocabulary in the text;
- told all groups they should compete to match the synonyms/definitions of the words on the cards; and
- identified the group with the most correct answers as the winner.

The activity also enabled the students to move around and communicate with their classmates. Most students appeared to be motivated to collaborate with other group members to win the competition. This activity boosted students' engagement with the lesson.

'Smurf' the Words

Guessing activities are usually performed individually and through teacher-to-student interaction. However, a guessing-in-context activity can be a way

to encourage interaction among students, and competing with each other in this kind of activity can create excitement and motivation.

In our class, ‘Smurf’ (guess) the words was an activity that we designed to follow the first two activities we mentioned above. We used the term ‘Smurf’ rather than ‘guess’ to add a fun element to the activity. We adopted two different approaches. For the first approach, we took some sentences that contained keywords from the text and wrote them on separate cards for each sentence. We underlined the keyword in each sentence and arranged students into groups, giving one set of cards to each group. We asked each member to read the sentence aloud to the rest of the group and to say the ‘code word’, ‘Smurf’, for the underlined word. The rest of the group would guess the word. If no one could guess the ‘Smurf’ word, the student would read it out. The other approach was to let students volunteer themselves to select a word from the board and create a sentence using that word. They were asked to say the ‘code word’ instead of the selected word. Other students would then volunteer to guess the ‘code words’. Sometimes students were asked to write the sentence on the board to clarify them.

Prediction

Apart from vocabulary activities, getting students to predict what they are going to read is essential during the pre-reading stage (Widodo 2009). Besides getting students to speculate on what the reading text will be about, prediction encourages them to think critically. A teacher’s skill in eliciting ideas from the students is crucial. To begin encouraging students to predict, teachers can use, for example, the title of the text, visual images, videos, or a small part of the text itself. Teachers can also use more than one stimulus and encourage the students to collaborate in groups to brainstorm ideas.

To undertake this activity, we

- divided the class into three groups (A, B, and C);
- provided group A with the title of the text;
- gave group B picture(s) related to the text;
- provided group C with a small part of the text (e.g. a few sentences or short paragraph, taken from the first, middle, or last part);
- instructed each group to predict the content, with guiding questions to help their predictions;
- assigned a number to each group member (e.g. A1, A2, A3, B1, B2, B3, etc.);

- asked members with the same number to form a new group (for example, A1, B1, C1 gather into group 1, etc.); and
- requested students to share the predictions from their previous group with their new group members.

While-reading Stage

During the while-reading stage, teachers commonly ask students to read individually. However, students are likely to feel under pressure when they have to read a text in another language, especially if the text is long and there are many unfamiliar words. The previously mentioned activities are meant to alleviate issues such as these.

Besides feelings of pressure, students may be easily bored by having to listen in turn to other students reading aloud individually. This approach may impede students' reading development or result in their disengagement from the lesson. In our class, we attempted some alternative activities during the while-reading stage in order to encourage students' engagement.

Jigsaw Reading

In this activity, we organised our students into four groups in the same way as in the *prediction* activity. We then named these groups the *Expert Group*. We distributed a quarter of a text to each group and informed them that after reading it they would share the information with the members of the other groups. After giving them time to read the text, we encouraged them to discuss the content within the group. We then assigned the members of each group individual numbers, as in the *prediction* activity. The next step was to separate the Expert Group based on the number they were given and asked them to form a new group, called the *Home Group*. They then shared their ideas about the content of the original texts with the new groups. Everyone took notes on the main ideas and details of each part of the text. After this step, we asked everyone to go back to their Expert Group and discuss the new information they had received from the Home Group. We then gave students comprehension questions covering the whole text. Each question was assigned to one particular member of each group. For example, the first question was allocated to members who were number one in each group. Thus, only A1, B1, C1, and D1 students were allowed to answer the first question, and so on.

Since students were only required to read a small, manageable part of the text, they appeared more motivated and seemed to be less pressured. The

opportunity to share the text content using their own words improved their awareness to the point where they did not necessarily need to know every single word to be able to comprehend a text. As they discussed the content of their part of the text, students thought critically about what was necessary to share. This collaborative method of reading was beneficial both from the angles of comprehension and class engagement.

Alternative Reading

This activity provided opportunities for students who had higher levels of English proficiency to help out their counterparts. To conduct this activity, we

- provided two similar short reading texts;
- jumbled all the text parts;
- asked students to work in small groups, each of which received one set of the jumbled text parts;
- asked the groups to separate the text parts and put them in the correct order; and
- gave the students comprehension questions to test out their understanding of the text and asked them to answer the questions in group.

Students also had the chance to discuss the meanings of new words with each other before asking their teacher. Students mostly used their first language for this part of the activity so that they could more easily work collaboratively with each other.

Deleted Text

The final while-reading activity we introduced was the deleted text activity. We provided three versions of a reading text. We deleted 40% of the words for the first version and 20% of the words for the second version. We provided the whole text for the third version. To do this activity, we divided our students into groups of three. We distributed the first version of the text to each group and gave them questions to answer. Because some of the information for the answers was not available in the text, we encouraged them to answer the questions as creatively as possible. When the students had finished this first step, we gave out the second version of the text and discussed how similar their answers were to the original text. We finally distributed the third version of the text so that they could again compare their responses.

This activity was intended to encourage our students to think creatively when they had limited information to answer the questions. We also motivated them to provide more elaborate answers by giving them follow-up questions. This activity provided students with opportunities to freely express their opinions and appreciate others' ideas on the same issue. We also used this activity to evaluate students' comprehension skills.

Post-reading Stage

The post-reading stage is designed to extend the students' understanding of the text from the pre-reading and while-reading stages into other learning activities (Widodo 2009). This stage can involve other skills like speaking and writing, vocabulary, or grammar development (Lindsay and Knight 2006). We used this stage to encourage students to think beyond the reading texts and to give personal reactions to the context of the reading texts. We challenged our students to think critically and deeply at this stage by providing provoking questions. This activity gave students opportunities to share their personal reactions with the class through discussion and debate as well as writing letters, articles, and other responses.

Below are some of the questions that we used to elicit students' personal reactions towards texts they had read:

- Do you agree with what the main character in the text did? Why/why not?
- If you were the main character in the text, would you do things the way he did? Why/Why not?
- Which option do you think gives more benefits (e.g. being the first or last child in the family)? Please state your reasons.
- In the text, the main character's mother decided to punish him. Do you agree with her actions? Why? If you were the father, would you support her decision? Why/why not?
- Do you think the ending of the story makes sense? If you could change the ending, how would you change it?

Pedagogical Implications

In our classroom, we experimented with ways of teaching reading that differed from the previous approaches that the majority of our students had experienced. Our own innovations in teaching reading suggest pedagogical

implications for other contexts where the teaching of reading may still be top-down and teacher-centred.

First, it is important for teachers to gauge the level of students' language proficiency so that they can select texts that are appropriate and accessible to their students. Texts that are at, or slightly higher than, students' current proficiency level will motivate but also challenge them. Second, teachers need to find out what topics students are interested in reading about (see also Vraštilova, this volume; Roach, this volume, about materials choices for reading instruction). In our classroom, we used a young adult book, with themes that would appeal to students who were freshmen and who were not used to reading extensively in English. Also, teachers need to think beyond the textbooks or reading text sources they are provided with and be willing to modify the materials creatively into more engaging activities. Teachers who think critically about how to develop reading lessons containing activities that encourage students to collaborate can develop students' own critical thinking and creativity. Finally, it is important for teachers to take into account and develop good relationships with their students, so that students can become more open to teachers in responding to the reading activities presented. When the relationships between teachers and students remain formal and teacher-centred, involving students in meaningful discussions is more challenging.

Conclusion

Teaching reading in Indonesian contexts, especially in university level, presents its own challenges because most high school graduates are not used to reading different text genres and thinking critically about their meaning. We presented various reading activities we have used successfully with our students, which may be helpful in addressing similar issues in other EFL contexts, especially those that rely heavily on teacher-centred methods for the teaching of reading. The pre-, while-, and post-reading activities we included in our reading classes were able to engage students at various stages of reading and motivated them more than the standard methods. Despite the fact that we implemented the activities for students at university level, we believe the activities can also be adopted for high school students or even younger students, with some modification to suit students' level of cognitive development, language proficiency, and interests.

Questions for Reflection

1. How important is it to get students to think beyond just the comprehension of the reading text? How would it improve students' motivation to read?
2. Which stage of a reading lesson do you think deserves the most emphasis in terms of class time? Is it pre-, while-, or post-reading? Why?
3. To what extent do you use these three stages in your teaching? What changes could you make to introduce them, either completely or partially, in your context?
4. If you were to use the activities described in the chapter in a language reading class, what are some creative adaptations you could implement?

References

- Anderson, N. J. (2008). *Practical English language teaching: Reading*. NY: McGraw Hill.
- Cahyono, B. Y., & Widiati, U. (2006). The teaching of EFL reading in the Indonesian context: The state of the art. *TEFLIN Journal*, 17(1), 36–58.
- Harmer, J. (2007). *How to teach English*. London: Pearson-Longman.
- Lindsay, C., & Knight, P. (2006). *Learning and teaching English: A course for teachers*. New York: Oxford University Press.
- Mori, S. (2002). Redefining motivation to read in a foreign language. *Reading in a Foreign Language*, 14(2), 91–110.
- Nation, I. (2007). The four strands. *Innovation in Language Learning and Teaching*, 1(1), 2–13.
- Nation, I. (2009). How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review*, 63(1), 59–92.
- Rukmini, D. (2004). *Genre analysis of the reading texts in the English text books for high school students published by Balai Pustaka*. Paper presented at the 52nd TEFLIN International Conference. Palembang, Indonesia.
- Sunggingwati, D., & Nguyen, H. T. M. (2013). Teachers' questioning in reading lessons: A case study in Indonesia. *Electronic Journal of Foreign Language Teaching*, 10(1), 80–95.
- Tracey, D. H., & Morrow, L. M. (2006). *Lenses on reading: An introduction to theories and models*. New York: The Guilford Press.
- Welcome, S. E., & Alton, A. C. (2015). Individual differences in the effect of orthographic/phonological conflict on rhyme and spelling decisions. *PLOS ONE*, 10(3), 1–17.

- Widodo, H. P. (2009). Key issues in teaching EFL/ESL intensive reading: A videotaped self-observation report. *The Journal of Effective Teaching*, 9(3), 39–58.
- Yamashita, J. (2004). Reading attitudes in L1 and L2, and their influence on L2 extensive reading. *Reading in a Foreign Language*, 16(1), 1–19.