Contribution ID: **137**   Type: **Practice-oriented Oral Face-to-face presentation**

Enhancing Reading Comprehension and Public Speaking through Retelling Activities in University English Classes

Sunday 18 May 2025 13:05 (25 minutes)

TITLE

Enhancing Reading Comprehension and Public Speaking through Retelling Activ

RELEVANT SIG

Performance in Education

FORMAT

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

Retelling, Presentation, Public Speaking, English Education

First-time presenter?

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ABSTRACT

Retelling activities involve conveying what one has read or heard to a third party using supplementary notes (Sasaki, 2020). According to Ushiro (2006), the benefits of retelling include:

①Transforming traditional reading instruction focused on content comprehension into "student-led" activities.

②Increasing the frequency of content engagement, often through pair work.

③Deepening comprehension, as students must organize information in their minds to convey it clearly, a process similar to reading comprehension.

Sasaki (2020) also states that "retelling is an output activity that allows students to engage actively while deepening their comprehension."

In the English classes for second-year university students, the author integrated retelling activities into reading lessons and linked them to two speech presentations to increase public speaking opportunities. The tasks' difficulty increased with each presentation: the first involved teacher-provided pictures and keywords plus students' opinions, while the second required students to find keywords themselves based on provided pictures, including an introduction and their opinions. This presentation will report on the effectiveness and challenges of this practice.

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