

Creating Supplementary Materials for Reading Classes

Short summary (75 words)

Reading requires both lower-order decoding and higher-order comprehension, yet traditional product-oriented tasks emphasize recall rather than the processes that build fluency. This session explains process-oriented tasks and shows teachers how to create them using common software and free online tools. Participants learn to analyze lexical features, generate texts and audio with AI, and design tasks such as cloze-listening, shadowed reading, and partial dictation to support learners across proficiency levels.

Abstract (350 words)

Relevance: 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

Contribution: To explain the concept of process-oriented tasks and demonstrate how classroom teachers can create and use these.

Content: I will demonstrate how classroom teachers can create process-oriented supplementary tasks using standard word-processing software and other free or inexpensive online tools. 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.

Outcomes: Participants will learn the difference between process and product-oriented tasks; how to undertake lexical analysis of written texts using free vocabulary analysis tools that can identify key lexical features within texts; how to use free AI tools to create reading texts and audio recordings; and how to create process-oriented tasks such as cloze-listening, shadowed reading, and partial dictation.

Field, J. (2009). *Listening in the Language Classroom*. Cambridge University Press.

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