

Lecture- 11

CALL- Reading Skills

Module -29**CALL AND THE SIGNIFICANCE OF READING SKILLS****Topic No: 47****What are Reading Skills? Theories and Approaches to Reading Skills; Reading Types and Strategies; Advantages of CALL and the Significance of Reading skills****What are Reading Skills?**

Reading skill refers to the ability to understand written text. When students comprehend or understand written text, and combine their understanding with prior knowledge, they are able to perform the following three reading-comprehension skills.

1. Identify simple facts presented in written text (literal comprehension)
2. Make judgments about the written text's content (evaluative comprehension)
3. Connect the text to other written passages and situations (inferential comprehension)

The development of these reading skills is vital to learner's development, and a sheer volume of studies has demonstrated a link between competency in reading and overall attainment in school (literacy attainment and other outcomes).

Theories and Approaches to Reading Skills

The division of language skills into speaking, listening, reading and writing has been known for centuries. What has been changing throughout centuries, however, was the emphasis on particular language skill in a particular period. During the Middle Ages, for example, speaking was of paramount importance, as monks needed to have a good command of spoken language, Latin at that time, to conduct masses. After the classical period, Renaissance, the main focus of foreign language learning was on grammar. With the development of printing in the middle of the 15th century and the dissemination of books on which both teachers and students had to rely, the need to develop reading and writing skills came to light. Though throughout the centuries a lot of emphasis was put on the development of reading skills in schools, nowadays it is unfortunately neglected, which leads to hindering the development of other language skills, writing particularly. H.E. Palmer was probably the first person to distinguish, in 1964, between the two types of reading: Reading may be intensive or extensive. Until the beginning of the twentieth century not many teachers applied, or even heard of, silent reading. Learners used to read aloud to the teacher and the reading behaviour the teacher could observe might be helpful in improving strategies for teaching L2 reading (Wallace, 1987:165). A similar division is also suggested by David Harding who writes that "The natural order in which language activities should be taught is;

- (i) Aural comprehension

- (ii) Oral expression
- (iii) Reading comprehension
- (iv) Expression in writing

Traditional theories approach reading as a process of comprehending words, then comprehending the relations between the words in a sentence, and finally uttering them or realizing them in silent speech. Methods like ‘look-say’, ‘whole word’ or phonic method are based on the presented view. Such techniques are very often equated with meaning-emphasis approaches. Words which are supposed to be new for the reader are displayed on flash cards before embarking on reading. Such a process is considered to facilitate text comprehension. But at the same time it is also heavily criticised, as the words on flash cards are devoid of context, which is the key to proper understanding and then using the words.

For information theorists, on the other hand, the reader’s task is not merely to utter a text, but rather to think or predict what a text may unfold to him. Only then does the reader use his language skills to reduce their uncertainty about the text. As the reader’s knowledge conditions his success with a text, it seems reasonable to predict that the greater the reader’s knowledge of the world, the more proficient a reader he will be. Thus, the learner should be taught to make use of his background knowledge and of all the cues contained in a text, such as audiovisual support.

Readers should take into consideration the context in which words or sentences appear, as disregard for the contextual aspect may lead to misanalysis of the meaning. Marcelle Kellermann gives a nice example of such a sentence: *The police were ordered to stop drinking after midnight.* The appropriate meaning of such sentences can be recovered only from the context. The significant influence of background knowledge can be easily observed in situations when the reader can define all the words in a sentence, nevertheless he is not able to interpret the sentence itself. This phenomenon can be explained by what might be called *cultural competence*, which is a mixture of our beliefs, knowledge, feelings, attitudes and behaviour. As far as reading goes, cultural competence helps readers predict, recognise and interpret content of a text (Kellermann, 1981:33). Two currently distinguished approaches to the development of reading comprehension skills are Reading Component Approach and Metaphoric Approach.

The first perspective subdivides reading into six “component skills and knowledge areas” and pinpoints the cognitive processes involved in reading as having an influence on comprehension.

The six suggested skills and areas are:

- (a) Automatic recognition skills;
- (b) Vocabulary and structural knowledge;
- (c) Formal discourse structure knowledge;
- (d) content/world background knowledge;
- (e) Synthesis and evaluation skills/strategies;
- (f) Metacognitive knowledge and skills monitoring (Chun & Plass, 1997).

There are also models which incorporate both two models mentioned above. Their advocates suggest that linguistic knowledge of orthography, lexicology, syntax and semantics, interacts in the reading process. As the interaction involves all the mentioned sources of linguistic knowledge

at the same time, poor knowledge of one of them may be compensated by greater reliance on one of the remaining three. The third metaphor, the interactive processing, can be interpreted as either the general interaction between the reader and a text or the interaction of many component skills that work together simultaneously in the process of reading. In the former interpretation, the reader makes use of his background knowledge to reconstruct the information conveyed by the text. The latter interpretation of the interactive model takes into account the influence of both lower-level (decoding) and higher-level processing (comprehension and interpretation of the text). “Simply stated, reading involves an array of lower-level rapid, automatic identification skills and an array of higher-level comprehension/interpretation skills” as Grabe puts it (Chun & Plass, 1997:62)

Reading Strategies.

As far as the reader is concerned, his reading skills are vital, as well as his interest in the topic. Such factors as sleepiness or hunger play a significant role as well. All these factors influence the success in reading. Also the type of the text has an impact on the reading process, as there is a certain degree of difference in difficulty between various types, e.g. between a novel and a scientific text. The most important factor, however, are reading strategies, as they affect reading in the most significant fashion. Unsuccessful language learners can either use too few reading strategies, or they can apply them in a chaotic way, which obviously impairs reading effectiveness. Also the reader’s purpose for reading is vital, as various purposes condition the use of particular strategies. If the reader only needs to gather general information, he will employ strategies appropriate for this goal, e.g. skimming. If, for example, he looks for more specific information, the best strategy to apply would be scanning.

There are many different reading strategies, but they are all based on the same basic assumptions. First, before reading, the reader should think about the purpose for which he is going to digest the text. Second, the reader should look at the title, headings, pictures, or any other visual cues accompanying the text. Third, the reader is advised to read the introduction and conclusion, or to read the first line in every paragraph, and only then the whole text. Fourth, the entire reading should be scanned to look for the most important parts to focus on during detailed reading. Fifth, the reader should take notes as he reads. Sixth, when the reader has problems with understanding a passage, he should stop and reread it once more. Seventh, long texts ought to be divided, as the longer the reader works with the text, the less he can focus on it entirely. Finally, the reader ought to retell difficult material in his own words, and possibly answer the questions concerning the contents of the text.

Skimming and Scanning

If the task of the reader is merely to get an overall idea of the passage, he is most likely to use the strategy called skimming. This strategy enables the reader to say what kind of text it is and what kind of information it contains. Thus, the learner expect what the passage is about and, consequently, he can activate appropriate schemata. Skimming is also helpful in deciding whether

a text is relevant for particular reader's purposes, as the reader can quickly estimate the relevance of the text by skimming it. Since this technique provides the reader with the main ideas of the text, it affords a logical framework for details to be fitted into it during more intensive reading. What is significant to add, during skimming the reader does not pay attention to details and can skip new words providing the text can still be understood.

If the reader's task, however, is to quickly look for specific facts or key words and phrases, scanning should be applied. During scanning the reader runs his eyes down the page in search for particular information. If unfamiliar words are encountered, the reader should look them up in a dictionary, as they can be key words in the text. Scanning is also very helpful if the reader needs to search out statements, definitions etc. To sum up, the use of both skimming and scanning improves retention of important details contained in a reading passage, as well as the speed of completing a reading task.

The Advantages of CALL and the Significance of Reading Skills

The significance of the incorporation of CALL into language learning and teaching was noticed in 1983, during one of the annual TESOL conferences held in Toronto where more than ten percent of presentations concerned CALL and also some software was demonstrated. Unquestionably, the idea of the application of a computer in foreign language learning and teaching was brought about by the rapid advent of overwhelming computerization. Though the use of computers was, until recently, restricted only to specialists, nowadays it is more and more common and accessible for ordinary people, and more and more often incorporated into language instruction curricula.

The computer focuses on its user's progress, his mistakes and problems and guides the student through the learning process adapting its pace to the student's abilities and learning results he has achieved. The advantage of the computer is, moreover, visible in the way in which the text is presented. The computer offers combination of a large range of multimedia aids like sound, graphics, photographs, animation and moving video, direct links and references to dictionaries, and glossary.

Advantages of CALL and its Benefits for the Learners Developing Reading Skills

One of the most significant advantages of using CALL in the development of reading comprehension skills, often mentioned by many CALL specialists and teachers like Dangerfield, Kenning, Kitao, and Warschauer, is individualized instruction offered by the computer. It is widely known that learners learning styles, pace of learning can vary significantly even if the students are assigned to the same language learning group. Learners can also vary as far as the level to which they can develop particular language skills is concerned. Thus, in one class, there can be students good at speaking, but having problems with reading comprehension and students having their reading skill well developed, but being unable to speak fluently.

Computers can present the text in a variety of ways apart from a plain printed one. The text can be accompanied by animation and sound which make both the text and reading more interesting. It

can also be accompanied by direct references to a dictionary. By clicking a word with a mouse, the student receives the definition of the word, or its native language equivalent. In the case of so called glosses, which are also very often applied in reading comprehension tests, it is enough to point with a mouse at a word to receive its translation. With such help, student save much time they would normally spend on tedious skimming through a dictionary in the search of each word they do not understand. Glosses may, thus, encourage many students who are too lazy to browse through a dictionary to do reading comprehension exercises.

Computers always provide answers to the questions concerning the text in a task, which is often not the case as far as printed tests are concerned. Not all textbooks have a key with answers, and students very often come across copies of tests without a key. When learners cannot check if the answers they have given are correct, they see no point in completing the task, so they put it aside. Even if a textbook has a key, it is often very inconvenient to turn the pages innumerable times to the last pages to check each answer. Learners could, besides, cheat and look at the answers before completing the task. All those problems are solved by a computer which provides the answers by a click of a mouse, and makes it impossible to see them until all of the exercise is done. When the learner is in doubt about an answer, a hint can be provided by the computer by clicking on the help button. Some computer programs provide, moreover, an evaluation of the results after the task is completed, for example presenting the percentage of correct answers and giving a note or a comment like "I'm afraid you should try a little harder." When the learner wants to finish the work with a program, it often sums up the results of all the exercises done on that day, giving an overall evaluation of the results. Thus, the learner can see the progress he has done.

The Role of the Internet in the Development of Reading Comprehension Skills

Almost everyone nowadays knows the Internet and its extremely useful application in all fields of life. As the Internet is based on written language, it requires well developed reading skills to be "surfing through". Obviously, people usually turn to search machines in their native language, but as it is known, people sometimes try other search machines, not necessarily in their mother language, when they are dissatisfied with the results of the previous ones, or want to find more information. It is also known that many people from all over the world publish their articles or other writings on the Internet but they hardly ever translate them. Thus, to use the World Wide Web effectively, not only L1 reading skills should be well developed, but also L2 ones.

When the readers digest a text on the Internet, they mainly make use of reading comprehension skills. But before they decide which text to choose, they come across many papers which they have to skim to get the main idea, and then apply critical reading skills to discard some of the texts. The initial process during which the reader looks for the information he needs, involves the application of lower level reading processes. Thus, to know which link to click, the reader activates his L2 vocabulary and syntactic knowledge. Generally, reading on The Web involves extensive reading, as the reader has to deal with a significant amount and number of texts.

As far as the benefits of the Internet for the language classroom are concerned, it offers an abundance of reading materials for both teachers and learners to choose. Also individual readers can benefit from this unlimited source of texts and increase their reading proficiency. The readers can choose Web sites with on-line newspapers offering up-to-date and interesting information, or other Web sites providing various articles on particular topics. Some of these Web sites are glossed, which encourages learners and makes reading easier, more fluent, and less time consuming. Another advantage of on-line texts is their authenticity, they are not artificially designed for the purposes of teaching, but their authors focus on the topic rather than on the form.

Module -30**TECHNOLOGY TOOLS USED FOR DEVELOPING READING SKILLS****Topic No: 48**

Defining E-Reading Technology; Research on E-reading Technology as a Tool; Tools for Supporting Strategic Readers; Tools for Building Knowledge and Supporting Reading to Learn; Practical Challenges to E-reading Technology Use; 5 Technology Tools Used for Developing Reading Skills

Defining E-Reading Technology

In both popular media and research, terms such as e-book, e-reader, e-text, and tablet are not always clearly and consistently differentiated and are often used interchangeably. The lack of clarity in part reflects the rapid advance of technology, with newly released options almost immediately being modified or merged together with other options. Such change contributes to confusion as distinguishing features become vague or obsolete. This slippery terminology can be perplexing for educators, parents, and policy makers who need to make well-informed decisions about these technologies. Although we focus on the digital text, we note, as Goldman indicates in her article in this volume, that it is often augmented by other digital media and so is increasingly difficult to isolate from other media. In this article, we use e-reading technology to refer to the hardware and software used to display and interface with digital text. Hardware includes devices, such as e-readers and tablets, as well as smartphones, laptops, and even desktop computers that display digital text. Software includes a range of applications and programs that allow readers to interact with the text, either locally on the device or over a network; it may or may not include instructional features. Although many forms of e-reading technology may be used for more than reading, we focus on the technology's role in literacy instruction. And although many other technologies, including audio players, video players, interactive whiteboards, and clickers, may be used for literacy instruction, they cannot store and display digital text.¹⁸ We confine the term e-reading technology to those that can. Nascent research on these other technologies, although promising, is thus beyond the scope of this article.¹⁹ Using such a broad term makes it hard to draw generalized conclusions from research, because each device and application has specific features and limitations. Thus, claims made about one form of e-reading technology with specific features may not apply to another form. For example, when researchers conduct an efficacy study using tablets with a specific instructional application, it may not be possible to generalize their findings to smartphones or laptops, even with the same application, not least because of the vast differences in screen size.

Research on E-reading Technology as a Tool

Today educators are in the precarious position of having to respond to the many new e-reading options for curriculum and teaching practices with virtually no empirical guidance on how to do so in a way that supports learning. Most research as yet is small-scale in nature, focusing on feasibility and efficacy in tightly controlled contexts rather than on wide-scale use. We review a variety of small scale research studies on e-reading technology as a tool for improving literacy outcomes, and then look at two large-scale studies and offer a final cautionary note about the overall lack of a consistent or large-scale body of evidence on e-reading technology. Tools for Compensation and Instruction in Basic Skills E-reading technology has shown promise in developing early reading skills and in giving readers with visual impairments or language based disabilities access to texts. One of its most widely used features is text-to-speech, in which either a human or computer generated voice reads digital text aloud for users. Sometimes synchronized highlighting of the text draws readers' attention to the word or words being read aloud. The research is relatively robust on the benefits of text-to-speech for readers with impairments that might otherwise preclude equal access to text and for young readers still acquiring basic skills like phonological awareness or decoding. Also promising are recent innovations in text-to-speech involving the translation of visual information other than text, such as pictures or tables. Ofra Korat has been conducting experimental studies with e-reading tools that can build both procedural skills (such as phonological awareness and word reading) and conceptual skills and knowledge (such as vocabulary) that foster learning to read. She has found that presenting children's books as digital text with dictionaries or activities can lead to improvements in phonological awareness, word reading skills, and vocabulary knowledge for kindergarten and first-grade readers. Other studies with younger children indicate that presenting high-quality children's books on computers with multimedia supports, such as the text being read aloud expressively with simultaneous highlighting of the words being read, helps to improve children's focus on and subsequent recognition of words from the text, as well as their vocabulary. Others have investigated the use of similar e-reading technology tools to provide practice opportunities and individualized feedback for struggling and impaired readers and found promising results. Richard Olson and his colleagues provide further evidence that struggling readers in grades two to five can benefit from programs that provide individualized e-reading practice opportunities in story reading, comprehension strategies, and phonological analysis. Another strand of research, which has focused on embedding multimedia practice opportunities into e-reading technology that can be sent home with students, finds that the technology increases children's, especially at-risk children's, practice at home. One small-scale study found that children from lower socioeconomic backgrounds benefited more from such opportunities than did more-advantaged children and that they made greater gains in both word-recognition skills and vocabulary knowledge, thus suggesting that e-reading technology could be useful for closing both procedural and conceptual skill gaps in literacy. Research with somewhat older readers has also found positive results of e-reading technology for a range of reading skills, including fluency, vocabulary, and comprehension. Jack Mostow and his colleagues at Carnegie Mellon University have developed a computer-guided reading tutor that builds readers' fluency and comprehension using speech-recognition to give spoken and graphical feedback as students read instructional texts aloud. They have also found that second-language readers show improvements in fluency and spelling skills comparable to or greater than those obtained with English as a Second Language instruction alone. A similar program called Scientific Learning Reading Assistant has also generated evidence that speech-recognition applications within e-

reading programs can improve oral reading fluency skills in second- through fifth-grade readers. Finally, a synthesis of the research on e-books, defined as digital texts that mimicked print texts (for example, having pages that turn), has found small positive effects for prekindergarten to fifth-grade students' comprehension-related outcomes.

Tools for Supporting Strategic Readers

Innovative technology applications also show promise for supporting the development of advanced reading skills that students need to master discipline-specific knowledge areas and that may be particularly challenging for students from low socioeconomic backgrounds and non-English-speaking homes. Self-paced tutorials have led to gains in self-questioning, error detection, inference, summarization, and concept-mapping skills and strategies to enhance readers' use of reading strategies and comprehension of texts. Two online interventions, Computer Assisted Strategy Teaching and Learning Environment and Improving Comprehension Online, have both shown positive effects in these skill areas in quasi-experimental studies. Sixth graders using Computer Assisted Strategy Teaching and Learning Environment outperform controls in application of the targeted strategies. Benefits can depend on genre, with treatment students outperforming on expository versus narrative texts or vice versa depending on the strategy under consideration. Monolingual and bilingual fifth-graders using Improving Comprehension Online have shown improvement relative to control students on norm referenced and research-developed measures of vocabulary. Students in grades six through twelve have largely endorsed online tutors and self-paced tutorials as desirable features of e-books. Experimental evaluation of instructional agents—generally, animated avatars that respond to student input in digital text or human or computerized voices—has demonstrated particular benefit for boosting vocabulary, identifying inferences, developing metacognitive awareness regarding understanding, and learning appropriate strategies. The instructional agents respond with clear, immediate, and individual corrective feedback that mimics teachers but on a scale that individual teachers cannot hope to replicate, thus improving a teacher's ability to provide just-in-time individualized support to an entire class of diverse students. Moreover, these agents have become increasingly sophisticated over the past decade, and some can now respond to spoken natural language. Digital delivery of graphic organizers that provide readers with a structure for strategically interacting with the text has also been shown to improve comprehension.

Tools for Building Knowledge and Supporting Reading to Learn

Digital text gives educators access to tools that allow more flexibility regarding content selection and layout of the text, as well as the means to modify content based on the particular needs of students and local communities. The use of ancillary materials such as original source documents and alternative multimedia presentations of information has helped compensate for struggling readers' limitations in background knowledge and has enriched learning opportunities for all readers. For example, teachers can use online multimedia resources from respected sources, such as PBS and National Geographic, to augment their presentation of new content to all students and as a tool to build background knowledge for students who lack it. Manipulable embedded graphics have been associated with improved outcomes in science learning and have also been shown to

support iterative conceptual development, allowing students, for example, to interact with a graphic or even an animated representation of repeated random sampling to understand the Central Limit Theorem, a foundational but difficult-to-grasp concept in statistics. Online learning communities can also support individualized pursuit of learning interests beyond the classroom. Innovative work using chat functions allows students to collaborate and interact to solve online problems. Connections to digital repositories enable students to access authentic source materials such as scanned original letters exchanged between writers of the Declaration of Independence or recorded speeches by public figures such as Martin Luther King Jr. Positive outcomes for improving background knowledge, strategic use of technology, and innovative applications of technology have also been shown in evaluations of Community Technology Centers, community-based services located in independent facilities or embedded in public libraries and after-school programs such as Boys and Girls Clubs. These centers provide students access to a variety of up-to-date equipment and high speed Internet access that, coupled with workshops and mentoring from staff, allow the youth to learn to use technology for a variety of purposes.

Practical Challenges to E-reading Technology Use

Maximizing the potential benefits of e-reading technology also poses practical challenges. To realize fully the technology's promise, schools will need to buttress infrastructural supports, including professional development for teachers, systems for upgrading and maintaining technology, and efficient and secure data systems.

Professional Development

Technology has made its way so quickly into so many facets of modern life because of its utility. Being able to pay bills, order clothing, send a message to a friend, and read a newspaper article within less than an hour and without leaving home is appealing to many people. The technological advances that have made their way into education have done so for the same reason. The overhead projector enabled teachers to share information more efficiently with their classes while interacting with students more directly. The scientific calculator allowed students to learn more advanced math and science concepts by using more efficient methods of calculation. Teachers and parents now routinely communicate by e-mail. For e-reading technology to realize its promise fully, it must be genuinely useful to both the teacher and the student. All too often, integrating technology into education has meant simply adding it to the existing curriculum and pedagogy, thereby limiting its usefulness for teaching and learning. Rarely is technology an organic part of a lesson plan, especially as more and more requirements to administer in-class accountability tests absorb already-limited class time. According to Project Tomorrow 2010, the educators who see technology as being important to a district's core purpose are those who are farthest from daily engagement with students. Some 60 percent of district administrators and 55 percent of school principals endorsed the idea of technology's importance, but only 38 percent of teachers and future teachers did so. In fact, educators often view technology skills not so much as a means for advancing learning and supporting instruction, but as just one more item on the list of things that students must learn, that teachers must make time to teach, and that administrators must squeeze into an already overly restrictive budget. Not surprisingly, when researchers surveyed schools that

had high access to, but low use of, technology, they found that teachers had limited time to find and evaluate software; that computer and software training was inconveniently timed or was too generic and not specific to the needs of teachers; and that most teachers were using the technology without fundamentally changing their instructional strategies to take full advantage of it. In addition, the most recent federal survey of teachers' use of technology found that although many use it for record-keeping, relatively few use it for instruction. Generally speaking, teachers in schools serving large numbers of low-income students use technology less for instruction than do teachers in schools serving fewer such students, except to teach or provide practice in basic skills. Most important, two-thirds of teachers reported little to no technology-related professional development in the preceding year. For teachers to see e-reading technology as useful, they need help adjusting to and capitalizing on the changing technological landscape. They need not only to see the potential benefits for themselves and their students, but also to be able to build the knowledge and skills to realize these benefits and to have opportunities to collaborate and innovate with colleagues to develop and integrate best practices. The extent to which an individual teacher uses technology depends on how long it takes to learn to use it, how convenient it is to interact with it, and how well the technology interacts with other devices. If technology is to be used in the schools, it must offer user-friendly and intuitive interfaces, portability of content between devices, and timely, skilled response to technical challenges both by developers and by schools. Ongoing professional development, including training and testing of new technology as it becomes available, helps accelerate the learning curve for teachers, so that they can focus on using these tools to improve instruction. Evidence on the best approaches to and efficacy of professional development in support of e-reading technology use, however, is in short supply. Teachers most commonly report that what prepared them to make effective use of technology for instruction was not training, but independent learning. Indeed, some have argued for a coaching or mentoring approach to professional development in using educational technology effectively, with development focused on problems of practice.⁶⁶ But, again, evidence about how effective coaching models are in professional development of that sort is minimal, although some research does suggest that coaching models in literacy instruction more broadly improve literacy outcomes for students.

5 Technology Tools Used for Developing Reading Skills

Technology is helping teachers do more and more every day, including building a love of reading in their students. With more distractions for students than ever before, these tech tools not only engage students, but also offer a variety of interesting texts and exciting reading options that keep their attention.

Use these websites and tech tools to engage students and help them develop a love of reading.

Wonderopolis

Kids are curious about everything, and Wonderopolis harnesses this innate characteristic with a kid-friendly, non-fiction reading website. Each article is created to answer a question and students can choose from a variety of categories, including technology, science and arts and culture.

Students can also take quizzes to test their knowledge after reading, and refer to a vocabulary list when they come across a word they don't know.

Dogo

Dogo is a news website for kids, and provides them with a library of digital books and movies as well. Students can read stories from a number of kid-friendly categories, including social studies, amazing, sports, 'did you know' and more. Many students don't know what they like to read yet, and this website allows them to explore all topics and figure that out.

While Dogo is fun for students, allowing them to read kid-friendly versions of current event news stories, it's an ever better tool for teachers. When signed up, they can create assignments, add media (books, news stories and movies) to the assignment, and keep students engaged with a social learning dashboard.

Kahoot!

Your tech tools don't have to be reading-focused to help students learn to love reading. With Kahoot!, you can make reading fun by creating and playing book-based games that help students engage with the content in a whole new way.

Some fun examples include:

- Create an interactive quiz to test students' knowledge of characters, plotline and themes.
- Run a real-time survey of what students think of various aspects of the reading they recently completed. Use that to spin-off into a class discussion.
- Have students create their own interactive character quizzes to give to peers. For example, each question is a clue to what character the student likes most.

Whooo's Reading

Sometimes students don't want to read because they don't know what topics, authors or genres they enjoy. With Whooo's Reading, students are extrinsically motivated to read, which pushes them to read more and discover the books they love, ultimately building a life-long love of reading. Unlike other reading tools, students aren't required to read specific books, and instead are empowered to choose for themselves. After logging reading, answering standards-aligned questions, and interacting with peers in their private class-wide newsfeed, students earn Wisdom Coins that can be "spent" on virtual accessories in the Owl Store.

What's more, teachers can use their Data Dashboard to track what and how much students are reading, in addition to Lexile Levels, reading scores and more.

Booktrack

This one-of-a-kind tool makes reading more interactive and engaging by allowing students to select audio to go with their text. Students can use their "soundtrack" while reading alone, or work together to create a soundtrack as a class for group or teacher reading.

Students can also choose to read from Booktrack's library of classic stories that are already paired with soundtracks—making "older" stories more exciting.

Technology makes it easier to engage and excite all readers in your classroom, helping them develop a life-long love of reading.

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