

# **Transcription of Video 6 Read and Look Up Mistakes Writing**

## **John's Narration (0:00 to 4:07)**

Initially, the students said, “They tied their horses to a tree.” But then they somehow realized that that wasn’t quite right so then they tried again and said, Ah, tied reins, reins. . .”

One of the purposes of Read and Look Up is to understand and if they leave out words or substitute other words it’s OK. But one way to have the students see the difference between what the passage contains and what they say is to have the students write what they say after they say it.

As I said we want one individual to read rather than groups of individuals to prevent chanting and then the student who says the sense groups writes what he or she says and everybody else writes what he or she says. 1:00

Then at the end of the passage the students look at the original passage, they circle differences. And then, there are two kinds of differences: some that are OK and some that are not OK. And I deal with that topic in Chapter 7.2.

I'm going to show you what each of the students individually wrote after I asked them to read the sentence aloud and then write what they said. This was after they read the sentence together in the video clip that I showed.

You can see that there's a big difference between what they wrote and the original sentence.

**(One student's version 1:20)**

*They tied their houses to a  
tree. Tied their reins of tree.  
They horses*

So, what I ask students to do and I urge you to do is they read silently, look up and say what they and then the person who said it and then everybody else writes what they hear. 2:06

Then they compare that with the original text after they finish the paragraph and then they do it again. And each time they hear the sentence again they build up the sentence and fill in what they omitted.

If you don't do this, it's unlikely they're going to learn anything from the oral reading or from the read and look up. So this writing is very critical for

the students to see their personal development and to see the differences between the original text and what they produced.

Now if they write something like “They tied their houses to a tree.” it’s partly a spelling error so they probably know it’s—there’re talking about an animal.

**(3:00)** But you see “they tied their reins of tree” they really have to learn to a tree—the phrase “to a tree.”

We’ve looked at these three students now with at least three pairs of glasses. One, looking at their body language, one listening to their tone of voice, and the unnatural nature of chanting, and we just looked at the writing that they produced which is very different from hearing the words that they said.

So, I think looking at the same video clip with different pairs of glasses leads us to more insights about what our students are actually understanding, learning, and beginning to master.

And this is an example of seeing the world in a grain of sand or ah holding eternity in the palm of our hand.

## **PS John's Remarks after the fact**

Extensive reading, having learners read many pages in readers has been advocated for decades. Proponents argue that learners increase their vocabulary as they read many pages from whatever materials they are interested in.

While increasing the number of content words that learners recognize can of course be helpful, the correct use of content words is necessary to be fluent in a language.

So I think we need to consider ways we can combine extensive reading with read and look up so that learners can master both a wide range of content words and the ability to use them correctly with the appropriate function words.

The mistakes in Video 6, 11 and 13 shows students misunderstanding a few lines which they read and re-read. If they misunderstand a few lines, we have to assume that they will misunderstand many lines.

Accuracy is crucial in language learning. To the extent that extensive reading does not produce accuracy, learners will not be able to learn what they need to.