What helps me to read in English: Students' perspectives about the factors that have assisted their reading development.

In a well-balanced language course, equal time is given to each of the four strands of meaningfocused input, meaning-focused output, languagefocused learning, and fluency development. Nation (2009)p.1.



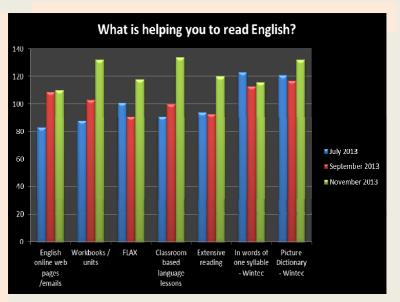
Students from the FFTO class at Wintec in 2013 on a visit to the Waikato Museum. They come from diverse educational / literacy backgrounds and entered the class at a range of levels (beginner to elementary).

Results and Discussion

- · Ratings in reading activities increased steadily over the three collections
- Students valued the paper based and electronic resources available in the class. They feel comfortable with blended learning (CALL)
- · They valued explicit language focused learning which they called grammar
- · There was an even spread when asked if they enjoyed reading easy or hard books or both
- · They were all able to name concrete examples of their own learning progress.

Delivery of a balanced reading programme and a relevant well-scaffolded language course with multiple learning opportunities seemed to achieve good learning results on FFTO. 12 students achieved a Certificate in Training Opportunities for Speakers of Other Languages Level 1.

Four strand balanced reading programme (Nation, 2009) and FFTO Language programme outline. Reading programme in FFTO programme, Wintec, 2013. Meaning focused *reading English online (web input pages, emails), *Australia Network programme *reading workbooks for unit standards. *FLAX programme, Study Ladder (CALL) *class discussions re unit topics. *writing-recounts, descriptive Meaning focused output *FLAX programme, Study Ladder(CALL) *Picture dictionary (based on phonetics / sounds). Language-focused *teacher led language lessons. learning *Extensive reading programme daily silent reading, 10 - 15 Fluency development minutes. *"In Words of One Syllable"easy reading material for beginners.



"If you accept the essential idiosyncrasy of humanity ... you may decide to adopt a 'scattergun 'approach, whereby you offer a multitude of learning opportunities for learners, and expect them to select according to their own particular needs." Allwright, D. (2006)p.14.

Student's voices from interviews: What is helping me to read in FFTO.

Bilingual interpreters assisted me to collect this data.

Reading the books that the tutors give us is really helpful. When I read them I think "Oh, this is how they

Working in a group really is fabulous. The teachers help a lot in the groups.

Reading silently helps me because reading aloud is too difficult.but when its silent it helps me to

Silent reading is good but I prefer to read aloud so I can be corrected

> I remember the words I forgot when I write.

When the teacher tells a story I use my English-Burmese dictionary to find out the meanings of the words

I like reading long books. I like fiction and mystery and I read at home.

Every morning I read at home. I read the paper from New World. Forlongs and Countdown. I read the specials.

We can't understand too much. Too much vocabulary.