

Implementing Different Styles of Extensive Reading Classes with Conscious Attention to Autonomous Learning: Independent Study, In-Class Instruction, and Blended Learning

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Summary

Extensive Reading (ER) is a method of foreign language learning whereby learners read many books that they choose themselves. Through ER, foreign language students are able to cultivate a self-directed, autonomous learning process, which is key to the development of learner autonomy. The current paper reports on three styles of ER classes that were developed with conscious attention to autonomous learning: independent study, in-class instruction, and blended learning. By analyzing the features of each class style, the results indicated that the blended learning style was able to support a larger number of learners most efficiently and effectively. The survey results further confirmed that many learners found a benefit in being able to participate in class via video conferencing, while many of them also found value in the face-to-face environment provided at the distance-learning satellite locations. Finally, when the range of classroom activities increased, the learners were particularly aware of the learning benefits of ER in both styles of in-class instruction and blended learning.

Key words: extensive reading, blended learning, video conference, learner autonomy, autonomous learning,