Images related to the reading passage
(sources: http://www.missouristate.edu/mcl/CareersandOutcomes.asp
https://plus.google.com/+NumberreferenceCom/about)

- Have Ss guess what the passage will be about in pairs. Give Ss two tasks: to guess the title and to construct a text in relation to the word cloud. (7min)

  Expected answers:

  Title: The number of English speakers, English speakers in the world, ESL and EFL learners in the world, How English speakers communicate, Billions of English learners

  Text: There are billions of people learning English all over the world.

  Millions of people are currently learning English as a second or foreign language.

  English is commonly spoken to communicate with foreign people.

Foreign language speakers. In addition, there were 375 million English as a Second Language speakers. The difference between the two groups amounts to English as a Foreign Language speakers using English occasionally for business or pleasure, while English as a Second Language speakers use English on a daily basis. These impressive numbers are driven by adult speakers around the world who use English to communicate in the workplace. It is a commonly held misconception that these speakers need English to communicate with native speakers. While ESL is required for those living and working in English speaking cultures such as the UK and USA, it is equally true that English is used as the lingua franca between nations where English is not the pri mmpwelt

This activity is designed to be a routine. Steps 4 through 7 should be recycled and used for students' self-training at home. The class site contains some sample texts. This training program asks students to practice three times per week.

Speed Tests
At the end of every week, students take one test and fill out the survey to report a result to their instructor. The survey was made with Google Drive. Collected data will be organized in a Google Spreadsheet and analyzed.

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speed increased toward the end of the training and she was able to read as fast as at 248 wpm compared to 174 wpm in the beginning.

The Positive Affordances of the Reading Speed Training Technologies
As a whole, the usefulness of Spreeder can be seen to a certain degree based on the results. The learner recognized the overall positive outcome and said that she felt her reading became faster when she took a test right after practice (post-training interview).

Although the poor result of the learner's understanding of the text in Week 5 seems to complicate interpretations, it actually can be perceived in a positive way. This finding is similar to Chang's (2010) study, in which EFL college students improved their reading rates, which involved both reading speed and comprehension of a text (p. 284). Although Chang's training aimed to develop reading fluency in terms of reading rate, it also had a good influence on learners' comprehension level. Thus, Chang concluded that forming a habit of reading fast will eventually end up with an improvement in the comprehension process in the long run.

The learner's result of Week 5 shows noticeable progress in reading speed, in spite of poor comprehension of the text. This does not necessarily mean the data is invalid, but rather suggests her process of developing reading fluency. Chang (2010) pointed out that comprehension is not only affected by automaticity in word processing but also other factors such as purposes of reading, difficulty of a text, leaners' familiarity or interests, and so on. Thus, the poor comprehension in Week 5 may stem from other factors or imply the learner's process of developing reading fluency.

Most importantly, the learner mentioned that she learned how to practice to improve her reading rate in her future studies. This means she learned the strategy of training for reading fluency. Before the training, she had always wished she could read faster, but she was not sure how to accomplish it. This training gave her the tools and method for self-training she can use outside of school. Spreeder thus can be said to provide the learner with autonomy .1(w) 0.c5 (h)]TJ

Another positive feature of Spreeder is that it put no time pressure on the user, as opposed to other approaches such as short timed reading. This observation supports Chang's (2010) suggestion that paced reading, accelerated reading, and class- and self-paced reading, which are considered traditional ways to increase reading rate, force students to read under some degree of time pressure (p. 288). Of course, an appropriate degree of pressure encourages students to attain their goals in many cases, but it might also prevent them from engaging in learning. If a learner prefers training autonomously without teacher's pressure, practice with Spreeder should be recommended.

Nowadays, there are numerous articles online so learners are able to be exposed to English even in an EFL environment. Spreeder is one of the strategies to take advantage of the abundant resources on the web. However, finding a proper article can also be an issue, which is discussed below.

Some Negative Affordances of Reading Speed Technology
Spreeder also has some negative affordances. The result of Week 5 can potentially imply Spreeder's danger of fostering the habit of reading faster without equal progress on understanding content. In other words, students will be able to look at and perceive each word quickly, but they may not be able to understand the meaning of a text as a whole. However, this may not be important in a long run. While the learner's comprehension level

for content-based learning. Also, an initial questionnaire to find learners' interests is important. These two steps help learners locate their favorite articles more easily.

Another issue regarding Spreeder is usability. Although the learner said the procedure of a practice session was easy once she figured it out, Spreeder might be new to a lot of computer users and not very user-friendly for the first time. Particularly, it is hard to notice that there is a setting button on the player bar. Additionally, terms such as "wpm" and "chunk" are unfamiliar for learners. This suggests necessity of guidance before starting training. In this training, the learner was given all instructions via the Internet; however, the best way is to demonstrate it in class while learners work on it by themselves simultaneously.

Discussion

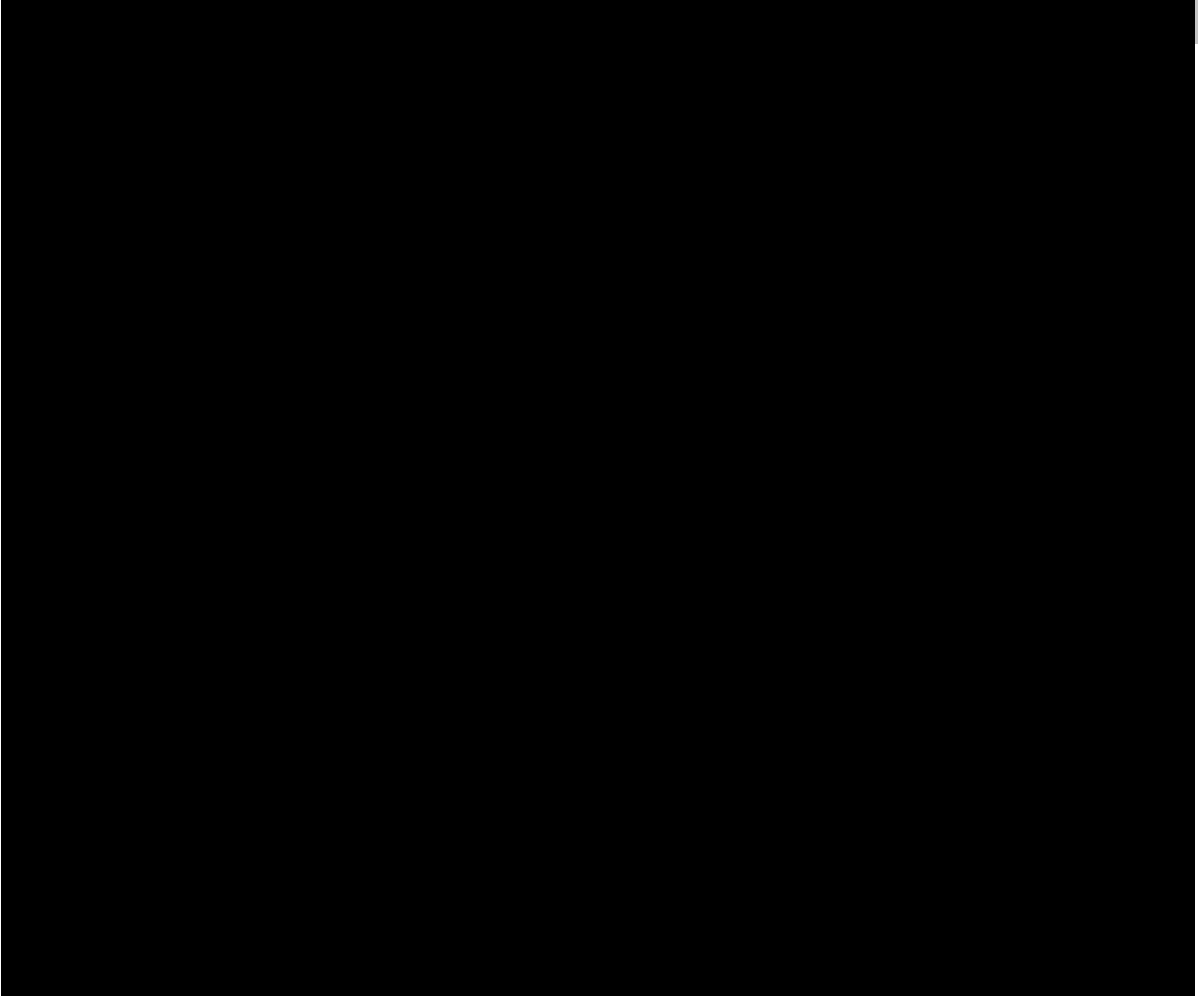There are some very important suggestions for future teaching with Spreeder. First,

Appendix 1

Appendix 2

Quick survey before training program

Appendix 3

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