

Enhancing Classic Literature Accessibility for English Learners: A Readability and Vocabulary Analysis

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Encouraging extensive reading as a habit with graded resources has strengthened multilingual abilities and language development (Tran & Long, 2021; Ovilia & Asfina, 2022; Mori & Calder, 2017), especially for EFL and ESL learners (He, 2017). Classic literature remains educationally valuable despite the influences of modern media (Zhou & Zhang, 2019), including promoting vocabulary, comprehension, critical thinking, and intercultural competence (Proctor et al., 2005; Slavin & Cheung, 2005; Lee et al., 2013). Furthermore, studying classic literature not only provides cultural insights (Felser et al., 2003) but aids L2 learners in developing transfer skills (Lim & Christianson, 2012), which leads to improved language proficiency (Kaku-MacDonald et al., 2020). However, classic literature does not provide readability based on learners' reading proficiency levels. Although adaptations exist to cater to different reading levels, they represent alternate versions, preventing readers from directly experiencing the original author's textual styles. Therefore, to enhance the accessibility of classic literary works to learners with diverse English proficiency levels, this study aims to evaluate the readability levels of classic literature by implementing the Flesh Reading Ease Score formula (Flesch, 1948) based on factors such as sentence and word length. Furthermore, the vocabulary level is assessed by comparing it against the CEFR-graded wordlist, enabling the determination of its suitability for learners with different proficiency levels. By employing readability and vocabulary analysis, educators can ensure students engage with classic literature at the appropriate level, maintaining literary merit with literature while enhancing language acquisition and literary appreciation skills.

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