



# Extensive Reading with a Twist

Misti Williamsen and Cevia Yellin  
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# Your Context

K-12: elementary/middle/high

Adult Education

Higher Education

ESL    EFL    EAP

Other?

# Our Context

English for Academic Purposes

Intensive English Program

Levels

0      1      2      3      4      5      6

Extensive Reading

3      4      5      6

# Agenda

- I. Overview: revisiting the **why**, a bit of **how**
- II. Project “experience” activity
- III. Debrief

# Extensive Reading

Why do we use it?

Benefit: language development

- comprehension skills
- background knowledge
- automaticity
- vocabulary/grammar
- production skills
- confidence/motivation

(Hedgcock and Ferris, 2009)

# Extensive Reading

Why do we use it?

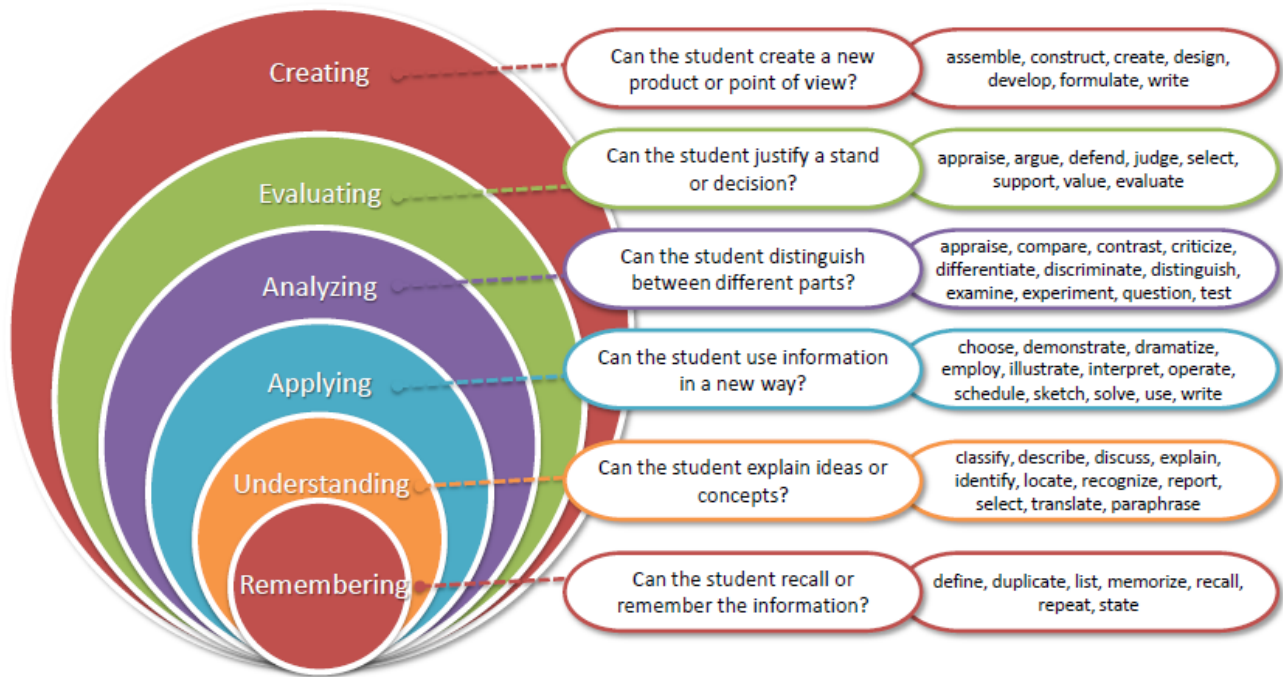
Benefit: critical thinking

“To become proficient in a language, learners need to use creative and critical thinking through the target language.”

(Kabilan, 2000, p.1)

# Our friend Bloom

## Bloom's Taxonomy (Revised)



# Structure

Before

Favorite Stories

Importance/Benefits of ER

How to choose a book (in English)

Trip to the bookstore (if time allows)

How to “pace” their reading



# Structure

## **During**

Book discussion groups - in class

Online discussions - outside of class

# Discussion Board Weekly Task

## Responding to Reading: Making Connections

*While you read, make connections to your reading material...*

### TEXT to SELF

your life, experiences, thoughts, and opinions




### TEXT to TEXT

a book you've read or a film you've seen

### TEXT to WORLD

a current world event or an event in history

# Discussion Board Weekly Task

<input type="checkbox"/> Forum	Description	Total Posts	Unread Posts	Total Participants
 <input type="checkbox"/>	<b>Extensive Reading Response #1</b> 	56	 0	18

# Discussion Board Weekly Task

## Grading

Paragraph: 10 points

Replies: 5 points each (x2)

**TOTAL**: 20 points per week

**\*Based on Content\***

deductions made only for incoherence, summaries or incompleteness

# Structure

## After

## Projects!

### Misti

Book 1: Character Maps/Timelines

Book 2: Make Your Own Quiz

Book 3: Advertisement/Movie Trailer

Book 4: Story Project

### Cevia

Book 1: Become a Character

Book 2: Script Project

# The Story Projects

## Background

“Zero Prep” Workshop by Laural Pollard at U of O

Cevia shared an activity that worked well

Misti “twisted” it

It worked!

# The Story Projects

## Purpose

Deepen comprehension of stories

Promote critical and creative thinking

Ownership of stories/pride in products

Motivation/Validation for reading

# Misti's Version

Write a short story in which a character (s) from *one* of your books is transported into the setting of one of your *other* books.

Your story will be:

**New**

**Not a summary**

**Graded on content, not grammar/spelling**



# Cevia's Version

Write a dramatic scene in which a character from one of *your* books interacts with a character from one of *your partner's* books.

Your scene will include:

**Narration:** background information, location, purpose

**Dialogue:** characters talk to one another and interact for a specific purpose (to get advice, to help with a problem, to achieve a mutual goal, etc.)

# Let's Try It!

## 15 minute activity

1. Think of your favorite stories
2. Choose a project version
3. Brainstorm with a partner
4. Note ideas on planning sheet

# Debrief

## Idea Sharing

Your story project ideas

What did you and your partner come up with?

# Debrief

## Student Project Ideas

“The Picture of Dorian Gray” & “The Age of Innocence”

“Gandhi” & “Lord Jim”

“Harry Potter” & “Black Beauty”

“Black Beauty” & “Frankenstein”

“Gulliver’s Travels” & “Sherlock Holmes”

“Chemical Secret” & “Secret Garden”

# Debrief

## Student Examples

“Gulliver’s Last Voyage” and “The Secret Pot”

# Debrief

## Questions & Comments

Any questions you'd like to ask?

Any ER ideas you'd like to share?

**Thank You!**

Misti and Cevia

[misti@uoregon.edu](mailto:misti@uoregon.edu)

[cyellin@uoregon.edu](mailto:cyellin@uoregon.edu)

# References

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Hedgcock, J., & Ferris, D. (2009). Reading for Quantity: The Benefits and Challenges of Extensive Reading. In *Teaching Readers of English: Students, Texts and Contexts* (pp. 206-241). New York: Routledge.

Kabilan, M. (2000). Creative and Critical Thinking in Language Classrooms. *The Internet TEFL Journal*, VI(6). Retrieved from <http://iteslj.org/Techniques/Kabilan-CriticalThinking.html>