Extensive Reading with a Twist

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American English Institute, University of Oregon
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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)

- **Remembering**
  - Can the student recall or remember the information?
  - define, duplicate, list, memorize, recall, repeat, state

- **Understanding**
  - Can the student explain ideas or concepts?
  - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

- **Applying**
  - Can the student use information in a new way?
  - choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write

- **Analyzing**
  - Can the student distinguish between different parts?
  - appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

- **Evaluating**
  - Can the student justify a stand or decision?
  - appraise, argue, defend, judge, select, support, value, evaluate

- **Creating**
  - Can the student create a new product or point of view?
  - assemble, construct, create, design, develop, formulate, write
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

<table>
<thead>
<tr>
<th>Forum</th>
<th>Description</th>
<th>Total Posts</th>
<th>Unread Posts</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="frame" alt="Forum" /> Extensive Reading Response #1 ![Checkmark]</td>
<td>Write a paragraph (7-10 sentences) explaining a connection you've made to the first 30 pages of your Extensive Reading book. Post your paragraph on the Discussion Board by Wednesday night, 10pm. Read and reply to two of your classmates’ responses (4-7 sentences) by Friday night, 10pm. Be sure to include the title and author of your book in the subject heading as well as the kind of connection you made (text to self, text to text, text to world). Please see my example on the Discussion Board as a model of what you are expected to do. Happy Reading!</td>
<td>56</td>
<td>0</td>
<td>18</td>
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</table>
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

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References

