Workshop:

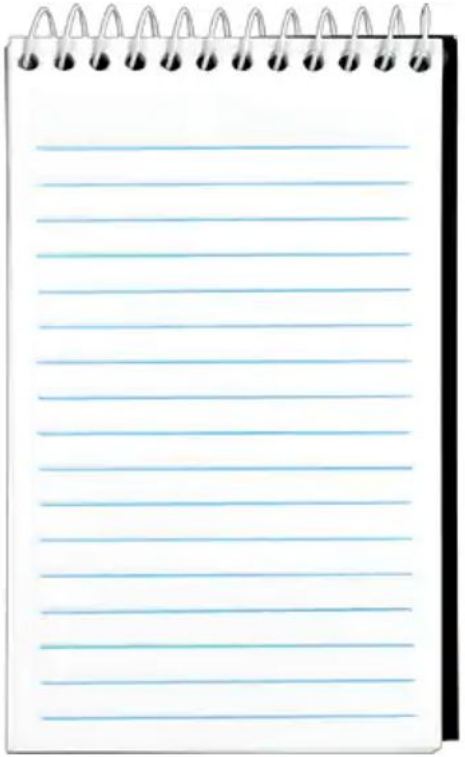
Extensive Reading for a (new) Purpose in Palestine

David Courtney, M.A.
Al-Quds Bard, West Bank

David Courtney, M.A.

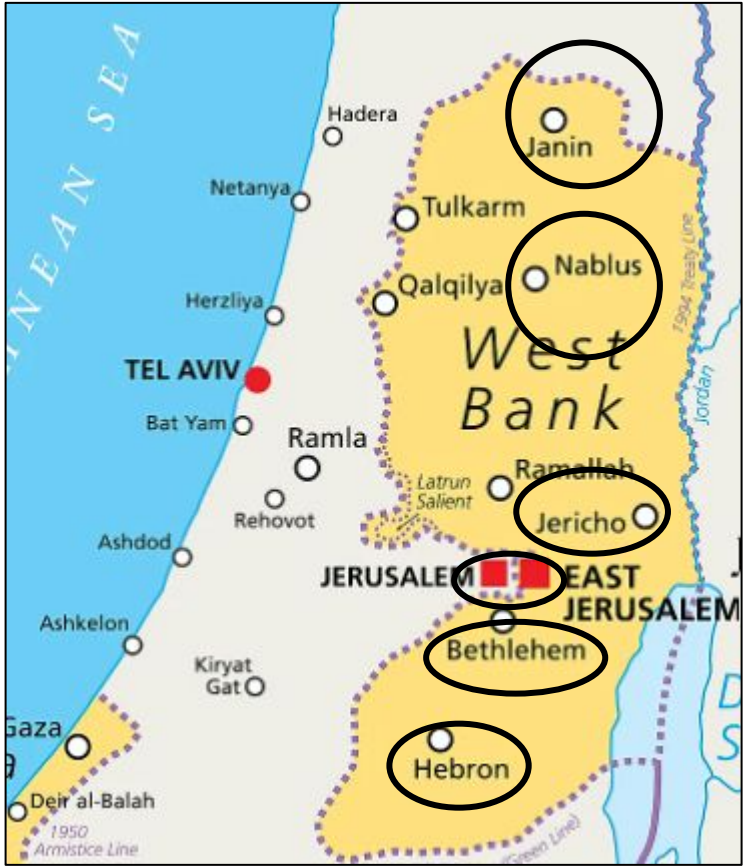
Al-Quds Bard, West Bank, Palestine

Today, you will need…



About my setting…

Manger Street, Bethlehem



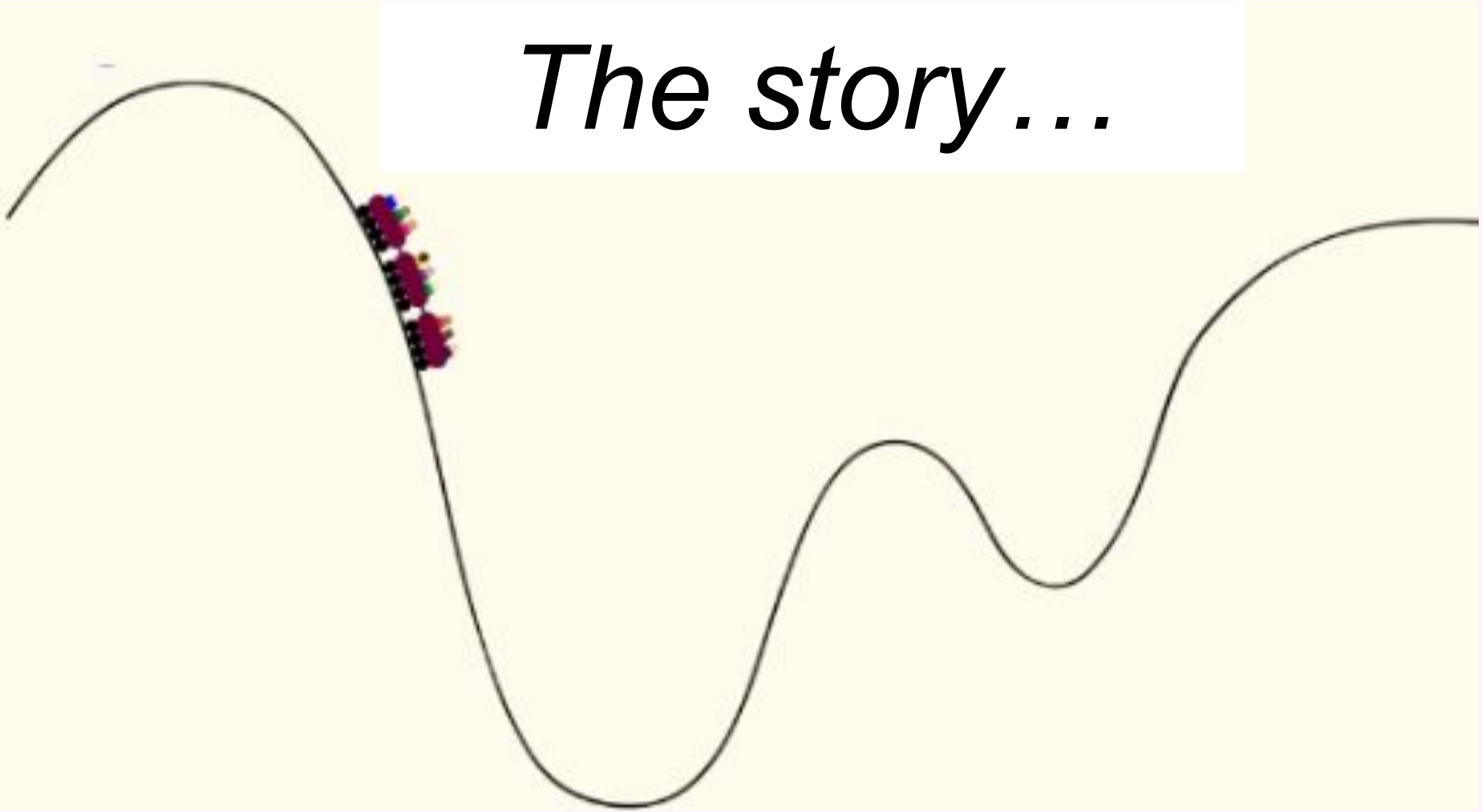
Olive trees, Makhrour Valley, ‘22

Goats in Wadi Al-Makhrour, 2022

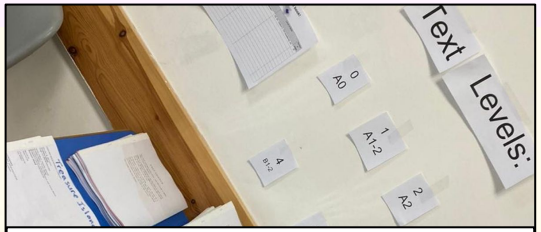
Agenda: Today, we will share…

1. Our experience with extensive reading (ER) for “non-readers”
2. ER activities for ideas
3. Results and set goals for ER in our settings

The story…



S > R/W



Opportunity

Self-confidence

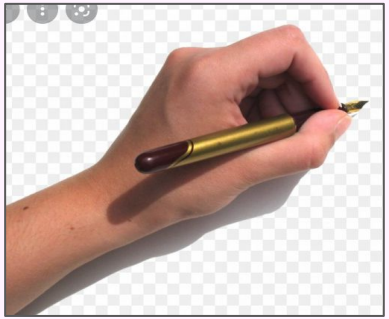
Better ER next year?

Speed read

ER at home?

Today's paper:

Copy this!



Your name

ER for a New Purpose

1

2

3

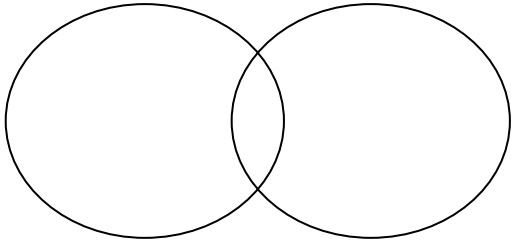
Main ideas as you take notes…

Why use ER

Your name

ER for a New Purpose

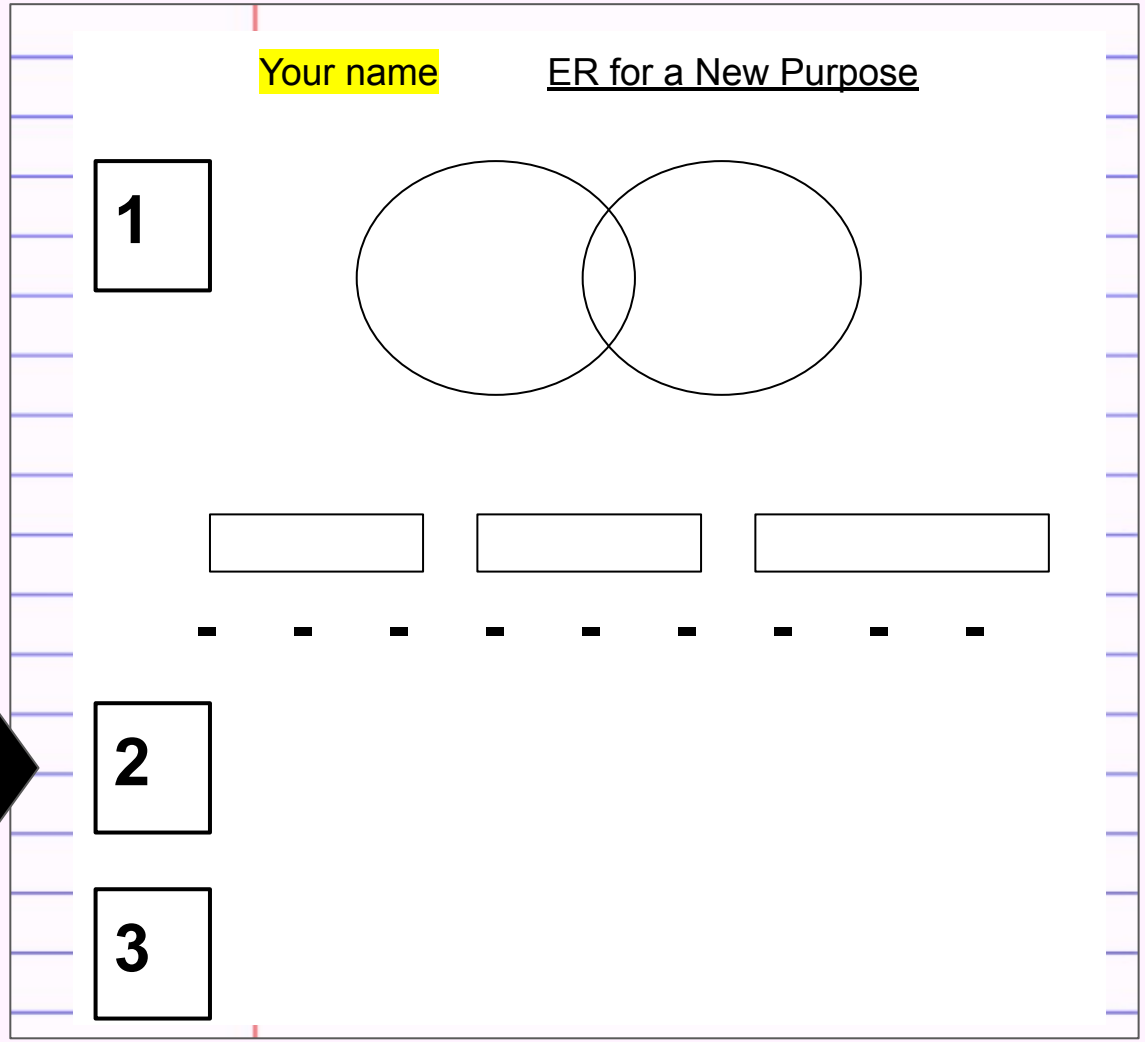
1



2

3

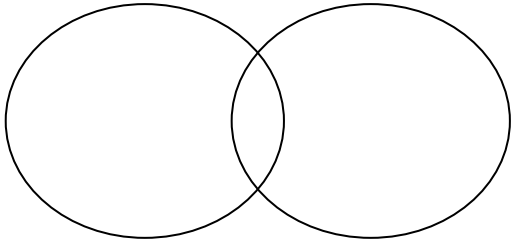
Activities for ER



Your name

ER for a New Purpose

1



2

3

Results,
Set goals

1

What is “**ER**?”

Why is ER good for “non-readers?”

In the chat…

- Introduce yourself
- Share why you have used ER (or, any challenges of ER)

2 types of reading:

intensive and extensive

(Waring, 2017; Grabe & Stoller, 2020)

Intensive reading (IR):

- Teacher provides **reading lesson** *('reading class')*
- **Texts** slightly above students current level *("i+1")*
- **Some** vocabulary must be explicitly taught *(n=6-10)*
- TT supports SS' **background knowledge**

Give pre-reading tasks

Students “cope” with hard texts

Extensive reading (ER):

Easy texts!

- Reading outside of lessons *(not 'reading class')*
- **Texts are <u>at</u>** or **<u>below</u>** students' current level *("i - 1")*
- Students **know 95%$^{+}$** of vocabulary *(no dictionary needed)*
- Teacher support is **not needed**
- 'Reading for fun': SS **choose** texts *(interests, <u>self-purpose</u>)*
- Text **fluency** is the goal *(finishing text without frustration)*

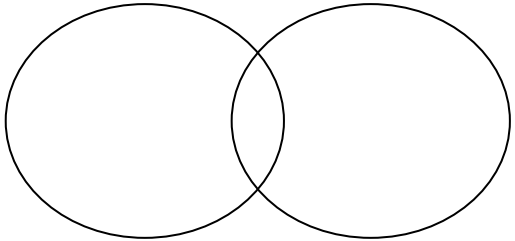
What are the biggest **differences** between IR & ER?

1

Your name

ER for a New Purpose

1



2

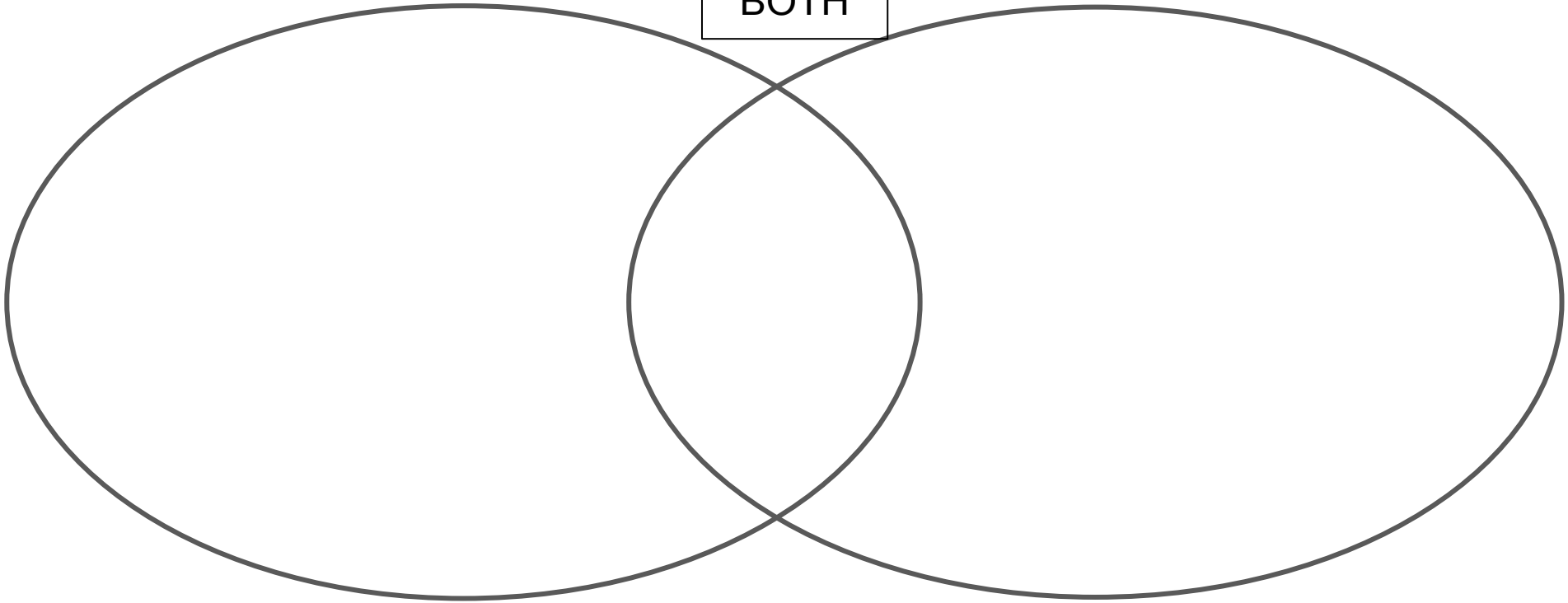
3

1 What's the difference?

Intensive Reading **(IR)**

BOTH

Extensive Reading **(ER)**



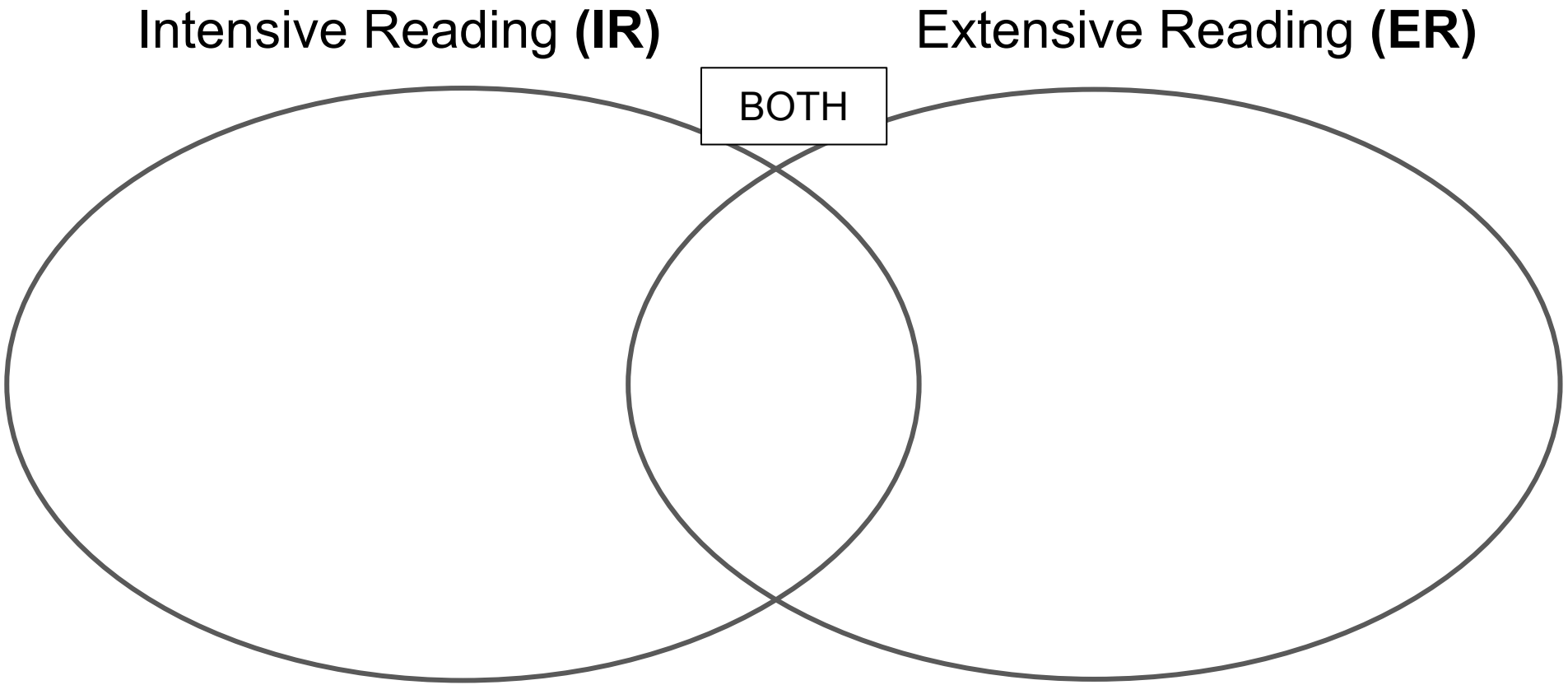
In chat ***(*Breakout, if time)*** *(5 min)*

1. Write notes in Venn diagram (1-2 min)

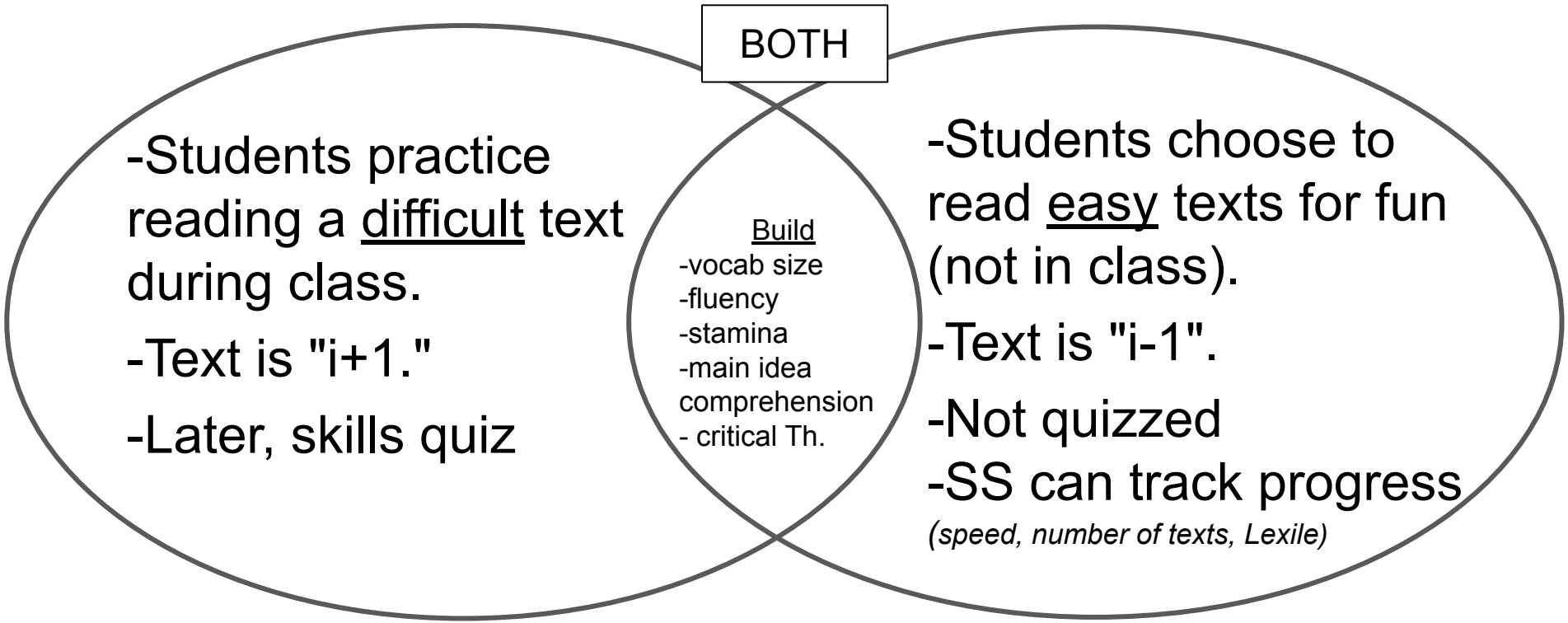
2. In the chat:
   - Introduce yourself and setting
   - Share and add to your notes (3 min)

Share

ANSWERS:



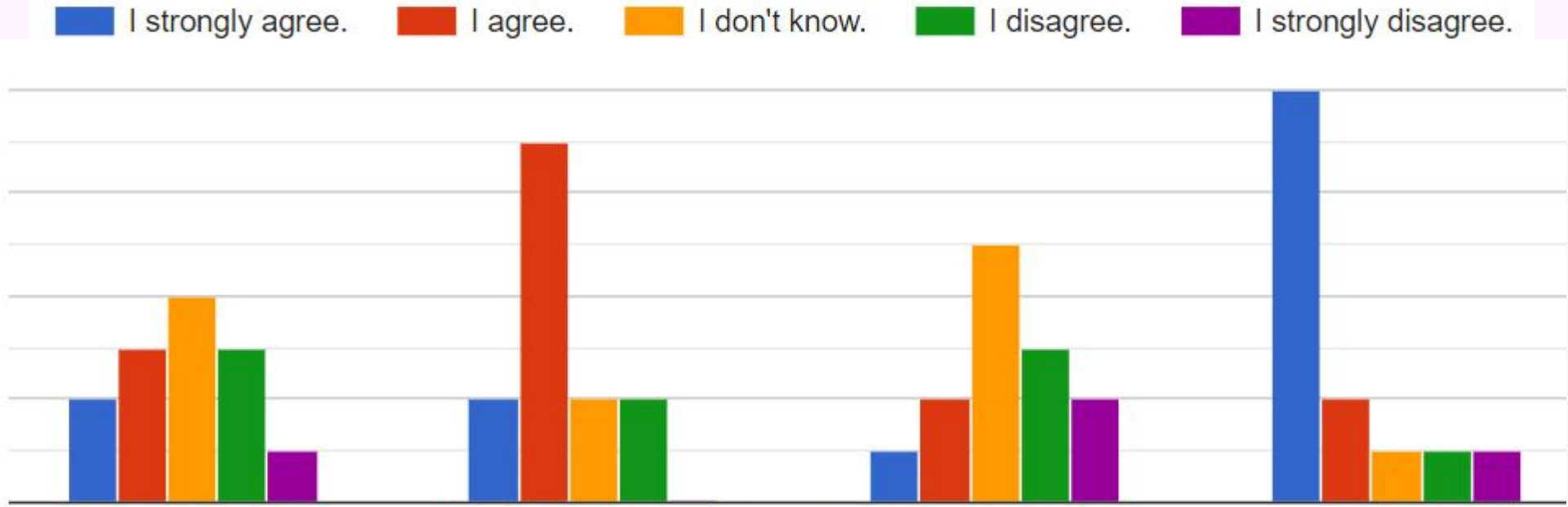
ANSWERS:


Intensive Reading (IR)
Extensive Reading (ER)
BOTH
-Students practice reading a difficult text during class.
-Text is "i+1."
-Later, skills quiz
Build
-vocab size
-fluency
-stamina
-main idea comprehension
- critical Th.
-Students choose to read easy texts for fun (not in class).
-Text is "i-1".
-Not quizzed
-SS can track progress
(speed, number of texts, Lexile)

Why is **ER** a good idea?

Why extensive reading?

Not all of my students are “readers.”



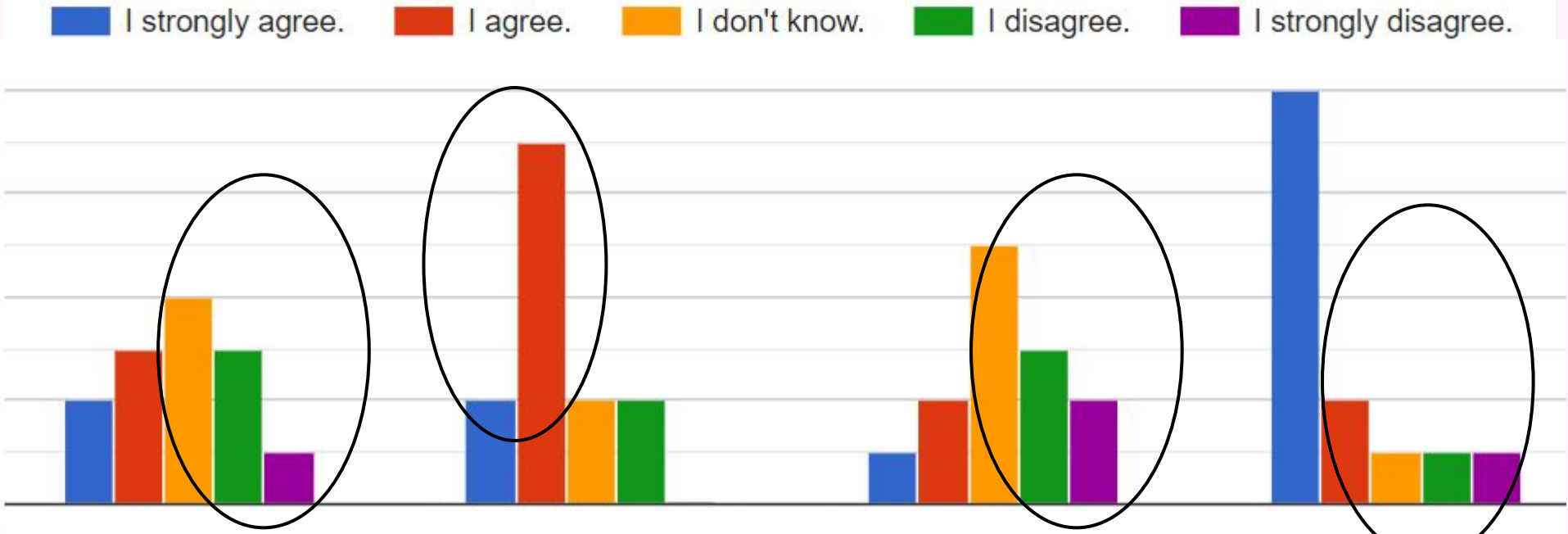
I read in my free time.

I read for English study.

I read for “fun.”

I read books in my first language.

Not all of my students are “readers”



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1

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ER for a New Purpose

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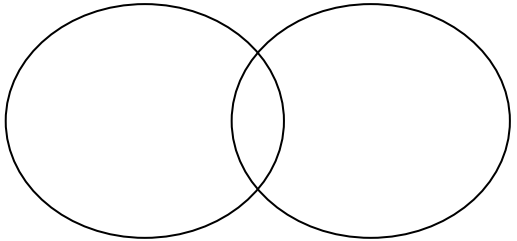


2

3

1

What are some benefits of ER for non-readers?

Write on your paper, or share in the chat!

What are the benefits of ER?

?

?

?

?

?

?

?

(Some) Answers: Benefits of ER

Personalized: language instruction can include students' interests

Attitude: students can develop more positive views about reading

Learner autonomy: students choose texts for enjoyment and own goals as a self-directed routine; reduces teacher dependency

Strategic: it can include self-study techniques

Vocabulary: more exposure to high-frequency words frees up space for new academic words

Motivation: students can finish texts, level up, and speed up

What are the benefits of ER?

Nation & Macalister, 2020

Waring, 2006

ER Foundation, 2020; Stoller, et al., 2013

Nation, 2009; Grabe & Stoller, 2020

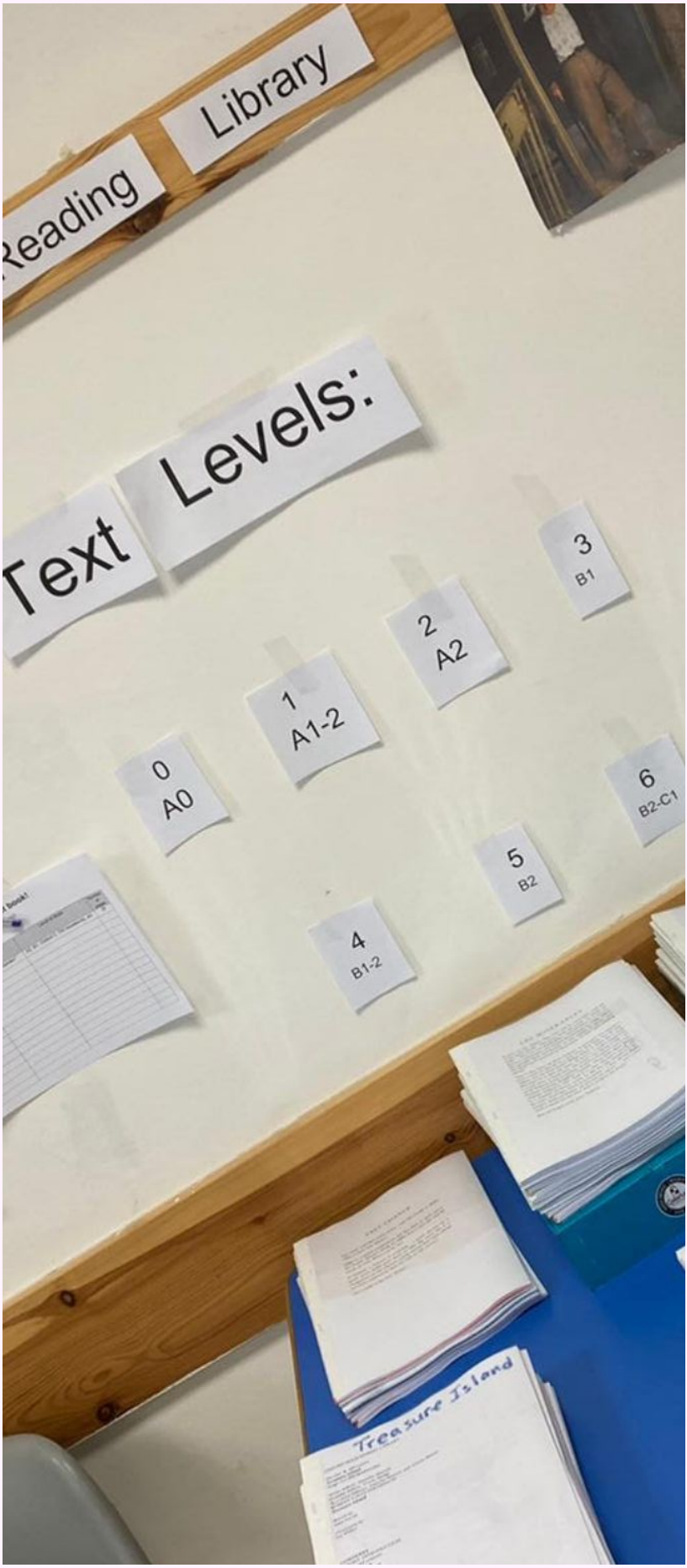
Waring, 2006; Grabe & Stoller, 2020

Grabe & Stoller, 2020; Waring, 2006

Waring, 2006

2

What activities can students do with ER?


Reading
Library
Text Levels:
0
A0
1
A1-2
2
A2
3
B1
4
B1-2
5
B2
6
B2-C1
Treasure Island

Why do my students **read** in **English**?

…to “meet” vocab

…to do it faster

…to comprehend

…to think critically

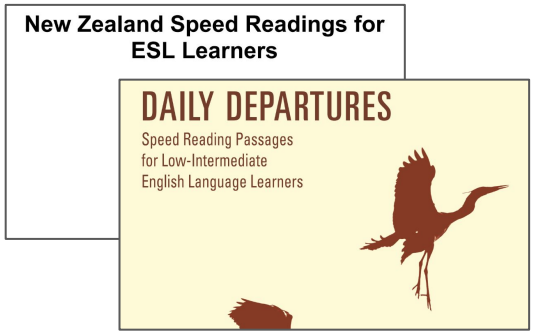
…to speak, write…

What activities do my students **do**?

Not teacher-led

Students choose a text
(digital or print)

1. **Before-**Reading:
2. **While-**Reading:
3. **After-**Reading:
4. ***Just for Speed:***



What activities do my students **do**?

	Day 1	Day 2	Day 3	Day 4	Day 5
AM	S/L V, IR	IR G	S/L G W	S/L W	S/L W
PM	Other lab	ER	Other lab	ER	Other lab

L2 focus: IS, CBI, PBL

Labs, ER

Starting week 5, I gave more time for **ER** during labs…

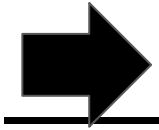
	Day 1	Day 2	Day 3	Day 4	Day 5
AM	S/L Vocab IR	IR G	S/L G W	S/L W	S/L W
PM	Other lab	ER	Other lab	ER	Other lab

ER

What activities do my students **do**?

___ Book pass
___ Thinking cubes
___ Jigsaws (shared text)
___ Bookmarks

___ Speed Reading (2x/wk, 8+ wks)

 Book pass

___ Thinking cubes

___ Jigsaws (shared text)

___ Bookmarks

___ Speed Reading (2x/wk, 8+ wks)

Choosing a new book:

“Book Pass”

(Students turn in a paper…)

Book pass!

Name New book!

1.

Activity: Book pass!

Choose 3-4 books.

Skim the cover, the back, and captions.

Read the first page.

Write in the **table**.

Repeat for 3 more books.

Share which book and why with your group.

Name _____ Reading **Table**

1.

Book				
1				
2				
3				

Write in the table:

Title	Author	How many times do I need a dictionary for the first page?	I like…	I will / won't read it because…

Suggestions

1. Choose a book topic/title for your "level."
2. Look at the front/back covers, pictures, & length.
3. Read page 1. *Keep reading if you like the book and can read without a dictionary (if not, go -1 level)*
4. If you don't like the book, trade with somebody!
5. Each week (Day 2) a writing is due.
6. Take your time. Try to finish a book in 1-2 weeks.

Keep the book until you finish it!

“Check-out” the book.

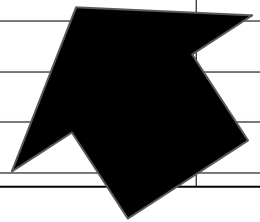
“Check-out” the book.

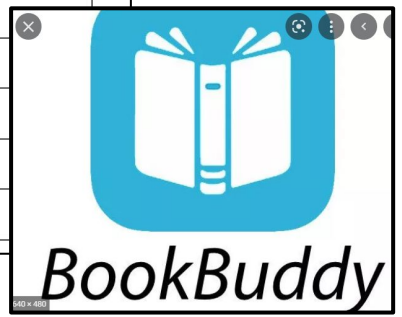
Check out your first book!

(Keep this near the ER Library)

Week 1

Your Name	Book Title	Level of Book	Number of pages
David Studeney	*“The Secret Garden”*	*A2, B1, Oxford 3, 700 headwords, etc.*	*26*
1			
2			
3			
4			
5			





✅ Book pass / Check-out

➡ Thinking cubes

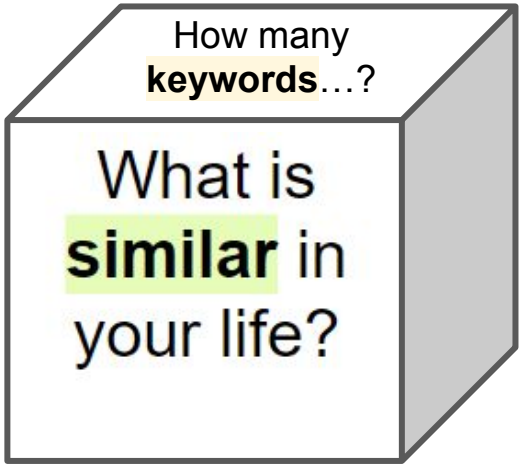
___ Jigsaws (shared text)

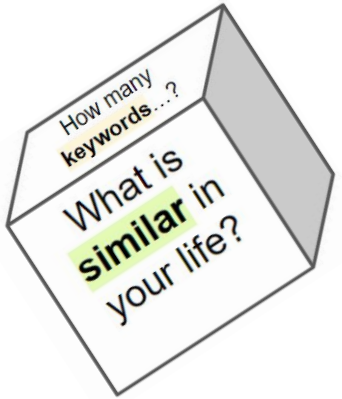
___ Bookmarks

___ Speed Reading (2x/wk, 8+ wks)

Try thinking

cubes!


How many
keywords…?
What is
similar in
your life?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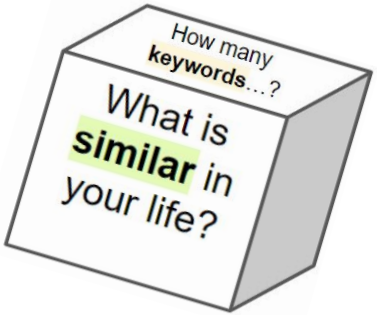
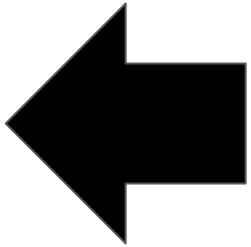
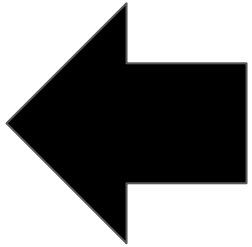

How many
keywords…?
What is
similar in
your life?

What is one **new thing** you learned in the text?

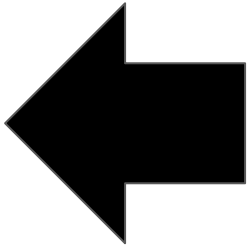


What is one **new thing** you learned in the text?

What is **similar** in your life? Write for a minute.



How many **keywords** can you write in 1 minute?



What is one **new thing** you learned in the text?

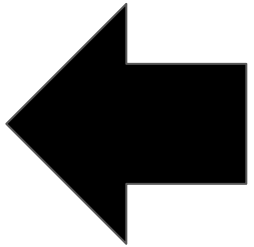
What is **similar** in your life?

How many **keywords** can you write in 1 minute?

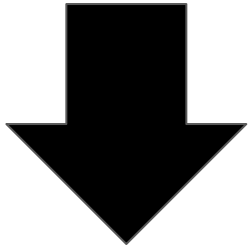
What is one **new thing** you learned in the text?

What is **similar** in your life?

What idea do you **disagree** with? Say why.



How many **keywords** can you write in 1 minute?



What is one **new thing** you learned in the text?

What is **similar** in your life?

What idea do you **disagree** with?

What **change** is the reading asking for? *(What are 3 effects if we follow it?)*

How many **keywords** can you write in 1 minute?

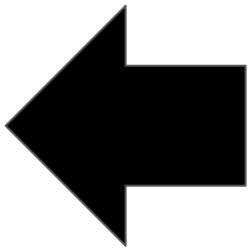
What is one **new thing** you learned in the text?

What is **similar** in your life?

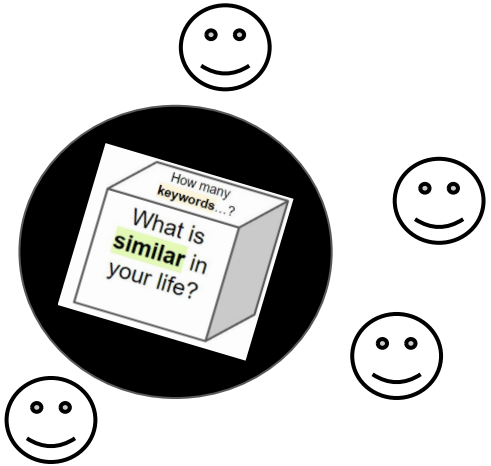
What idea do you **disagree** with?

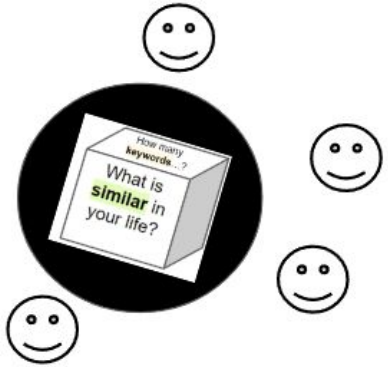
What **change** is the reading asking for?

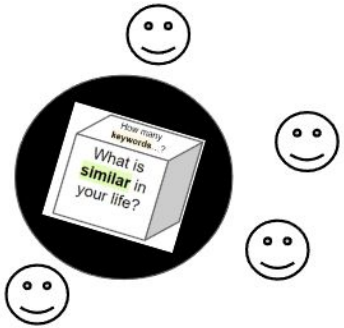
In 1 important paragraph, **draw** what you see.

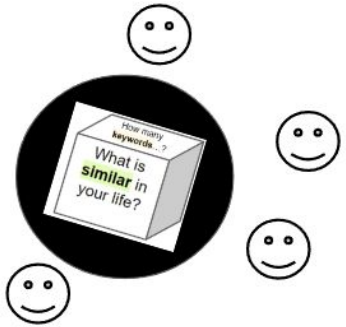


Book circles with thinking cubes!









✅ Book pass

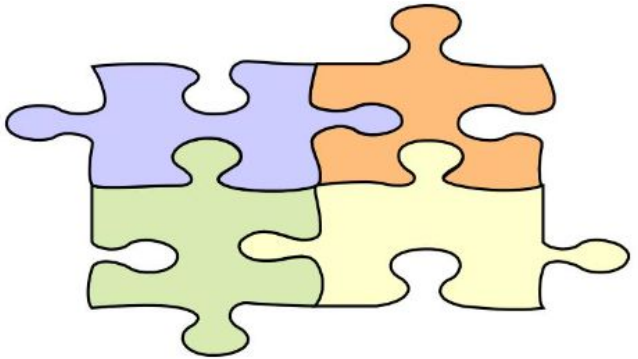
✅ Thinking cubes

Jigsaws (shared text)

___ Bookmarks

___ Speed Reading (2x/wk, 8+ wks)

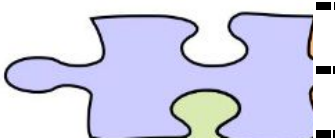
Jigsaw works when you have a shared text for the class.



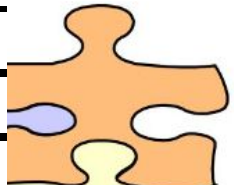
JIGSAW

Divide the text into 4 parts.

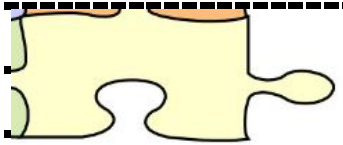
A



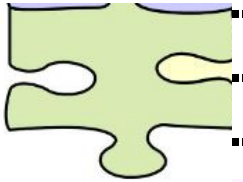
B



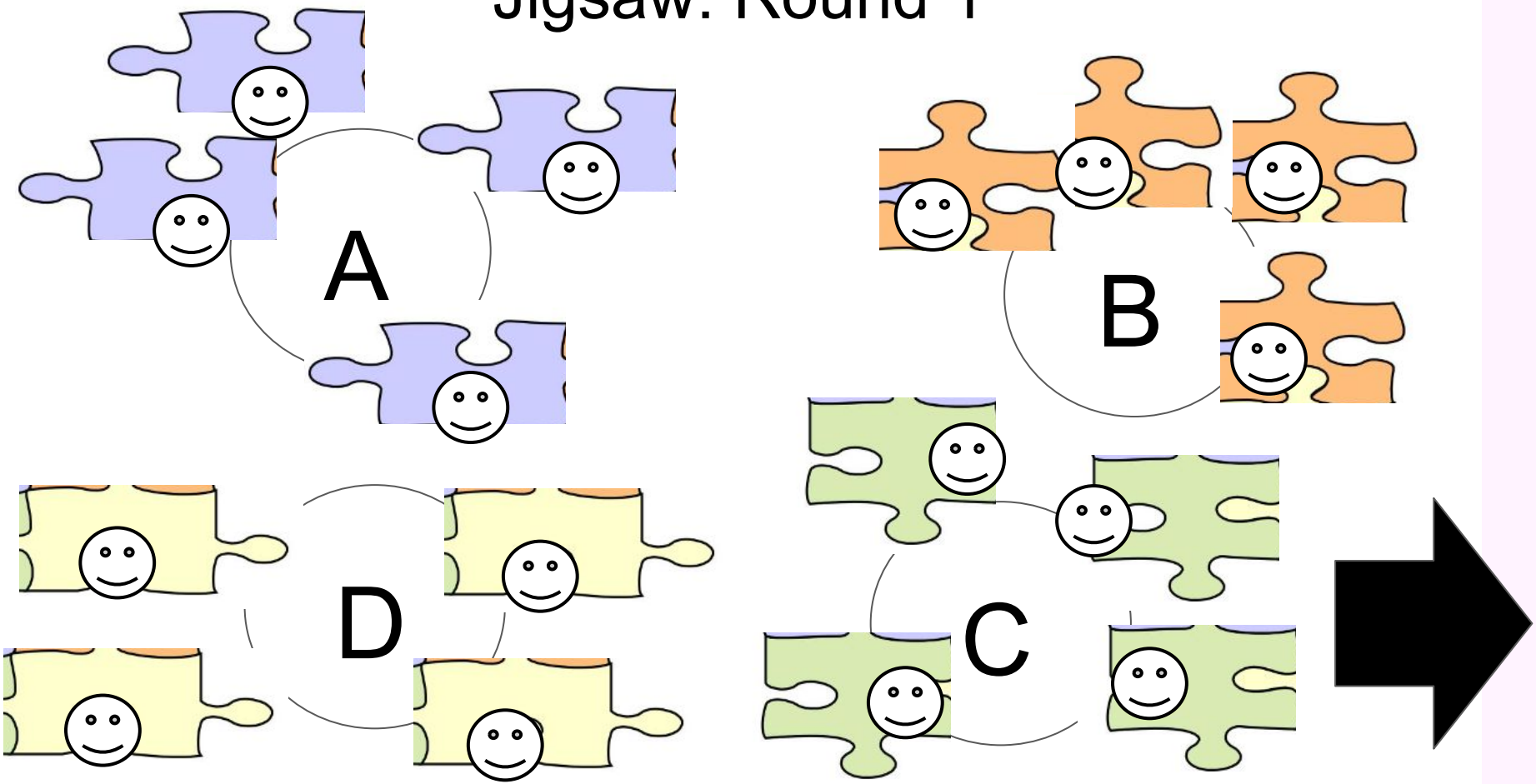
C



D

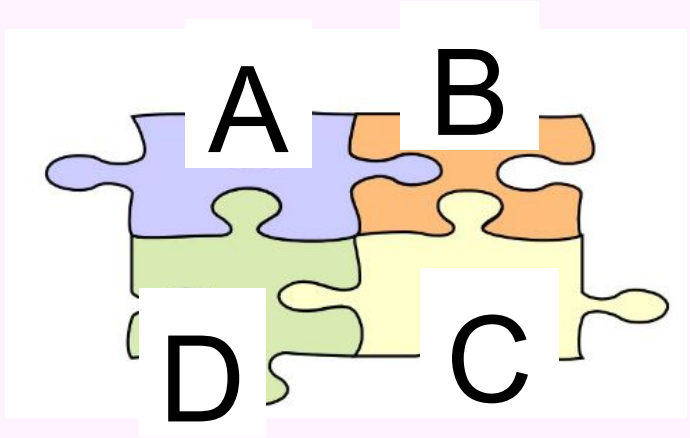


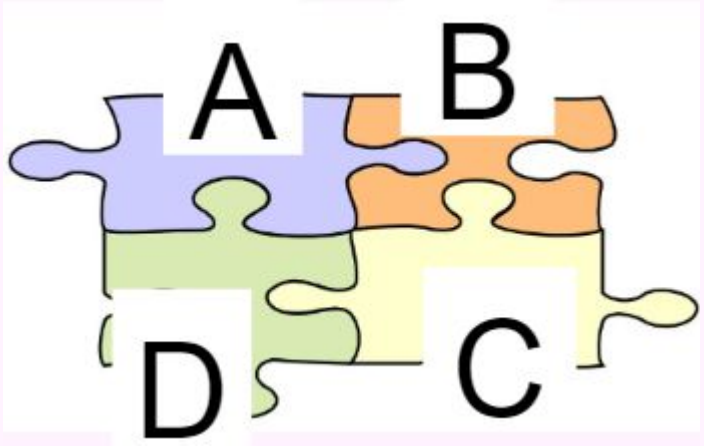
Jigsaw: Round 1

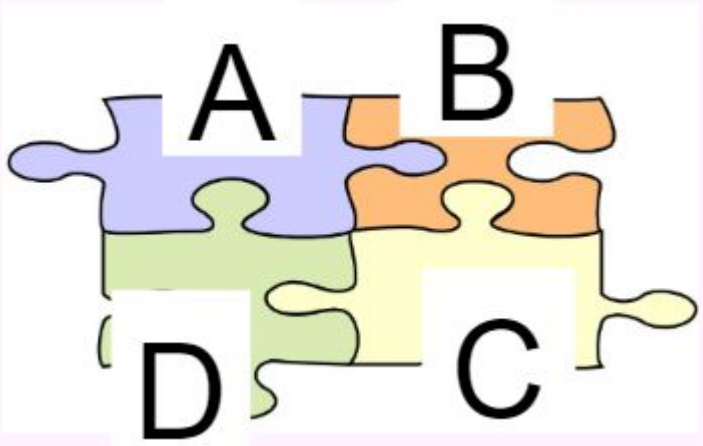


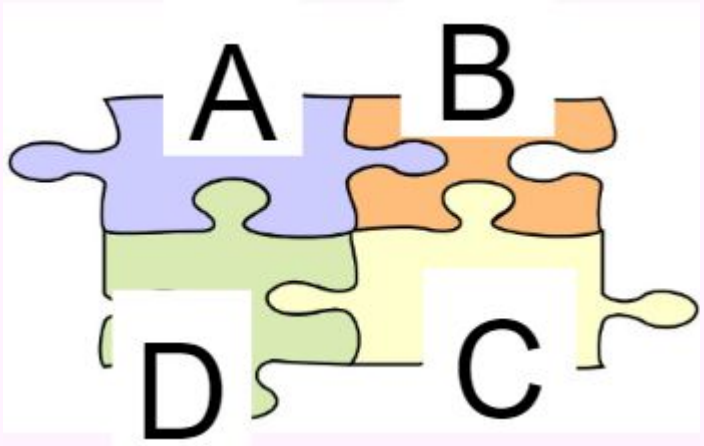
Round 2:

Mixed groups teach each other about their part.









✅ Book pass

✅ Thinking cubes

✅ Jigsaws (shared text)

➡ Bookmarks

___ Speed Reading (2x/wk, 8+ wks)

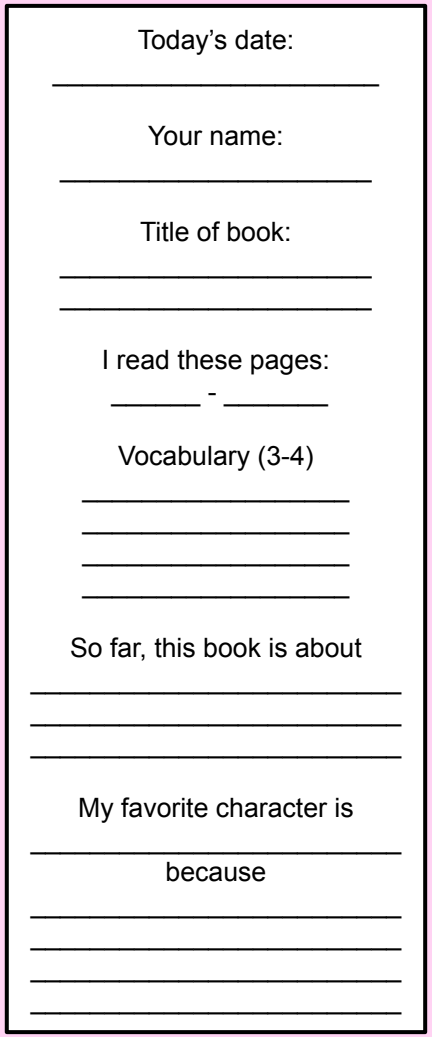
Choose 1:

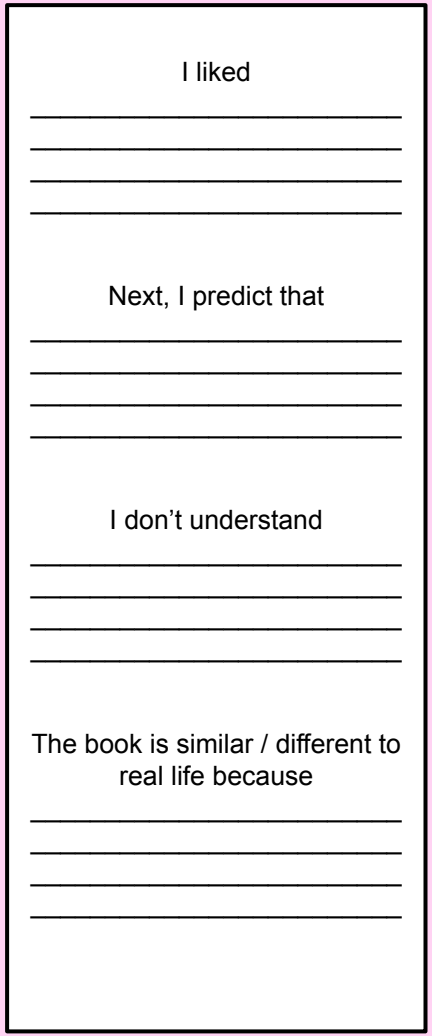
- DO A ‘BOOKMARK’

- READING LOG

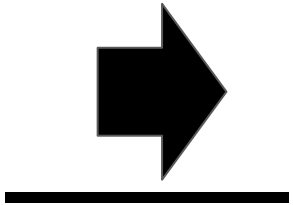
When you pause, you can do a **bookmark**!

(front, back)





- ✅ Book pass
- ✅ Thinking cubes
- ✅ Jigsaws (shared text)
- ✅ Bookmarks

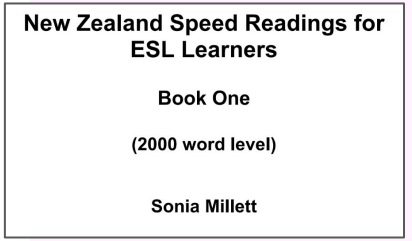


Speed Reading

(Read 2 texts, twice a week, for 8-10 weeks)

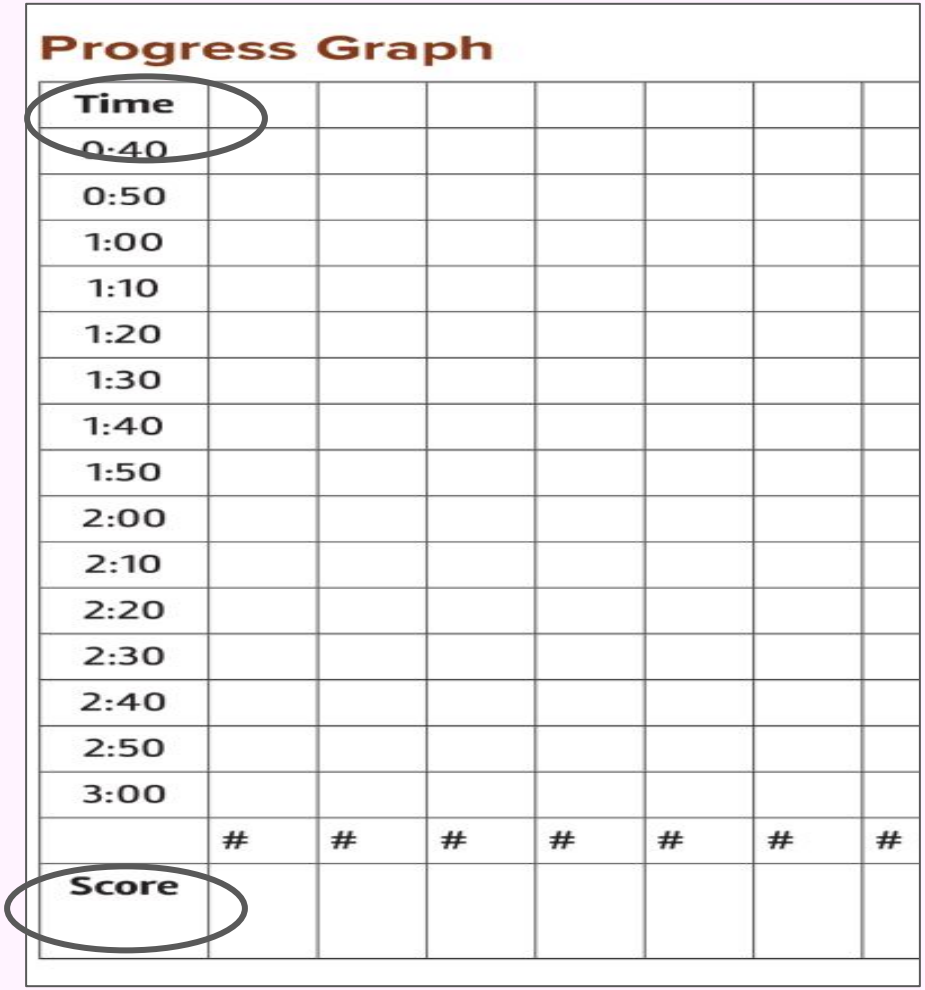
Free resources for **speed reading**

Millet, Sonia: Victoria Univ. of Wellington (New Zealand)



Weaver, Regina: Daily Departures
(intermed. speed R)

Nation, Paul: Develop fluency in R



Speed reading progress graph

Speed reading

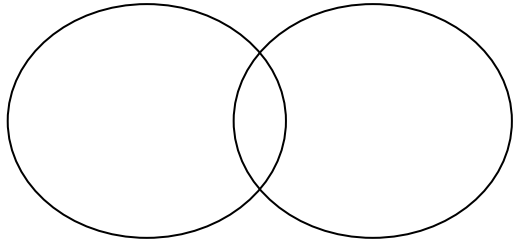
1. Students read text 1, once. When they are finished, they write the time.
2. Students answer 10 questions without looking back at text.
3. Students read text 2. Repeat.
4. 2 texts, twice a week, for 8-10 weeks (Nation, 2012).

2

Your name

ER for a New Purpose

1



2

3

2

Which 1-2 activities could you adapt in your setting?

What other ways have you done ER successfully?

Share!

3

What are results from ER, and what goals can you set?

(What data helped me get ER funding?)

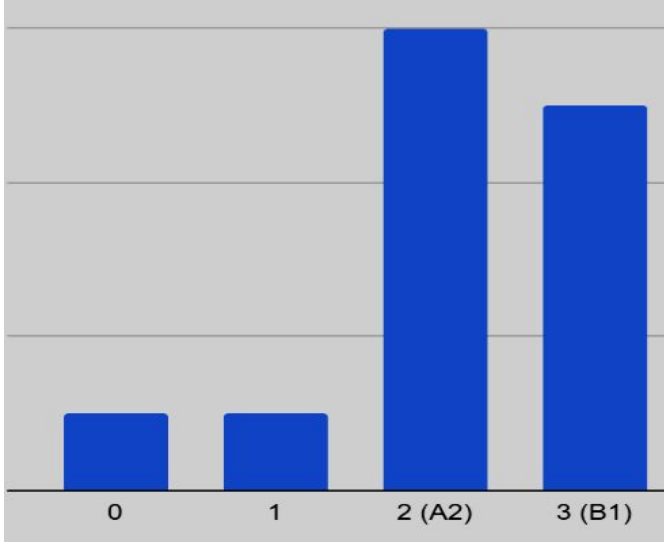
I was looking for:

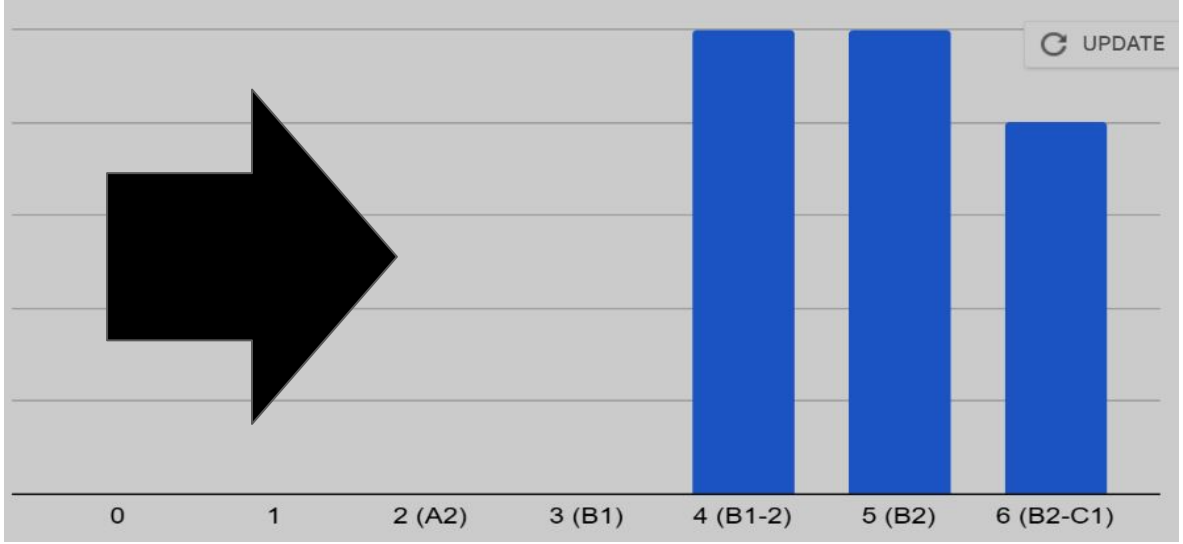
1. Independent R level ***('i-1')*** ↑→ $B2^{+}$
2. What matters when choosing a book (for students)
3. Evidence of ↑ R speed
4. ↑ R motivation (pre, post, weekly)
5. Awareness ER had a $^{+}$ impact

1. How much did reading **level** change?

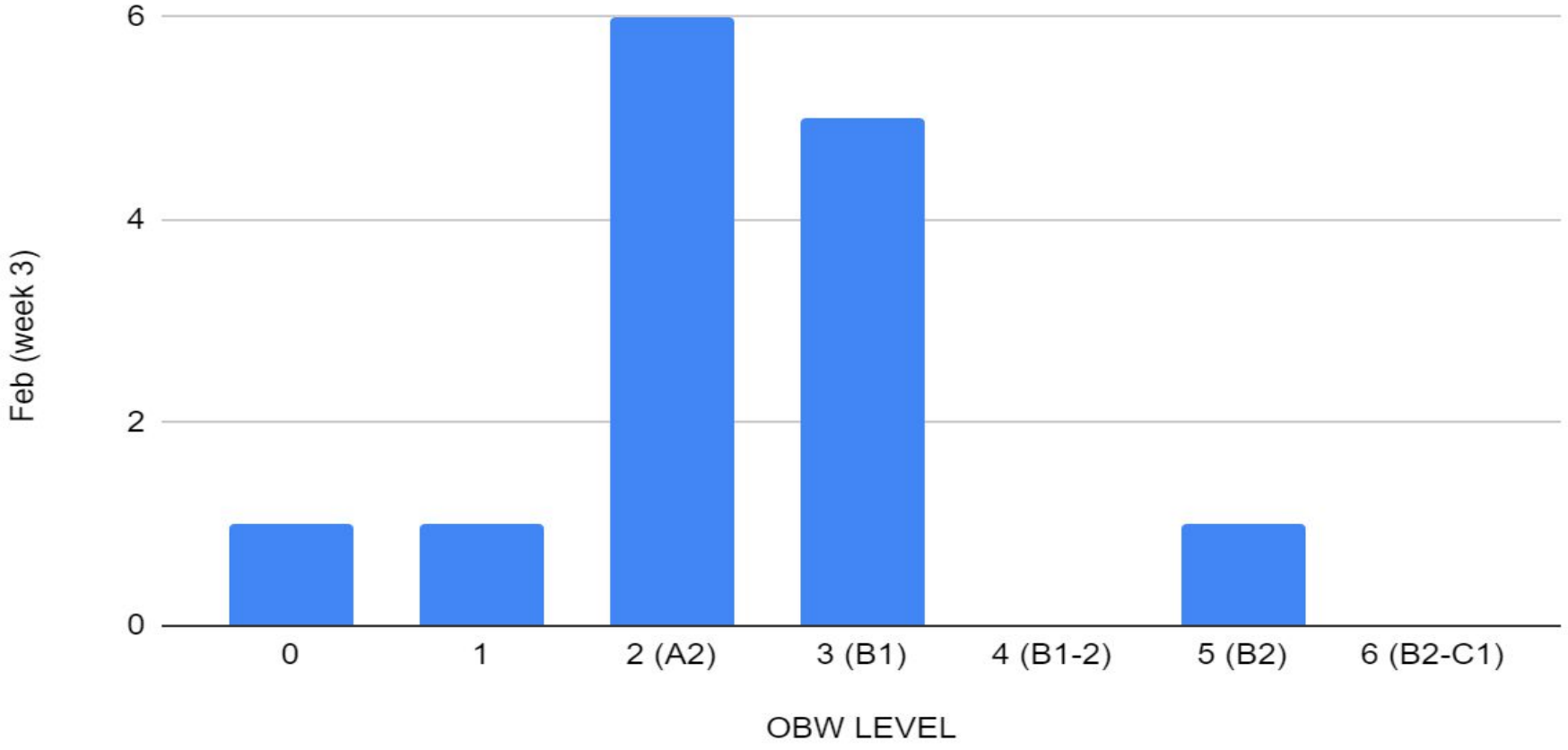
From Feb-June, students chose texts at their independent reading level.

Chocolate
DUKE'S SON

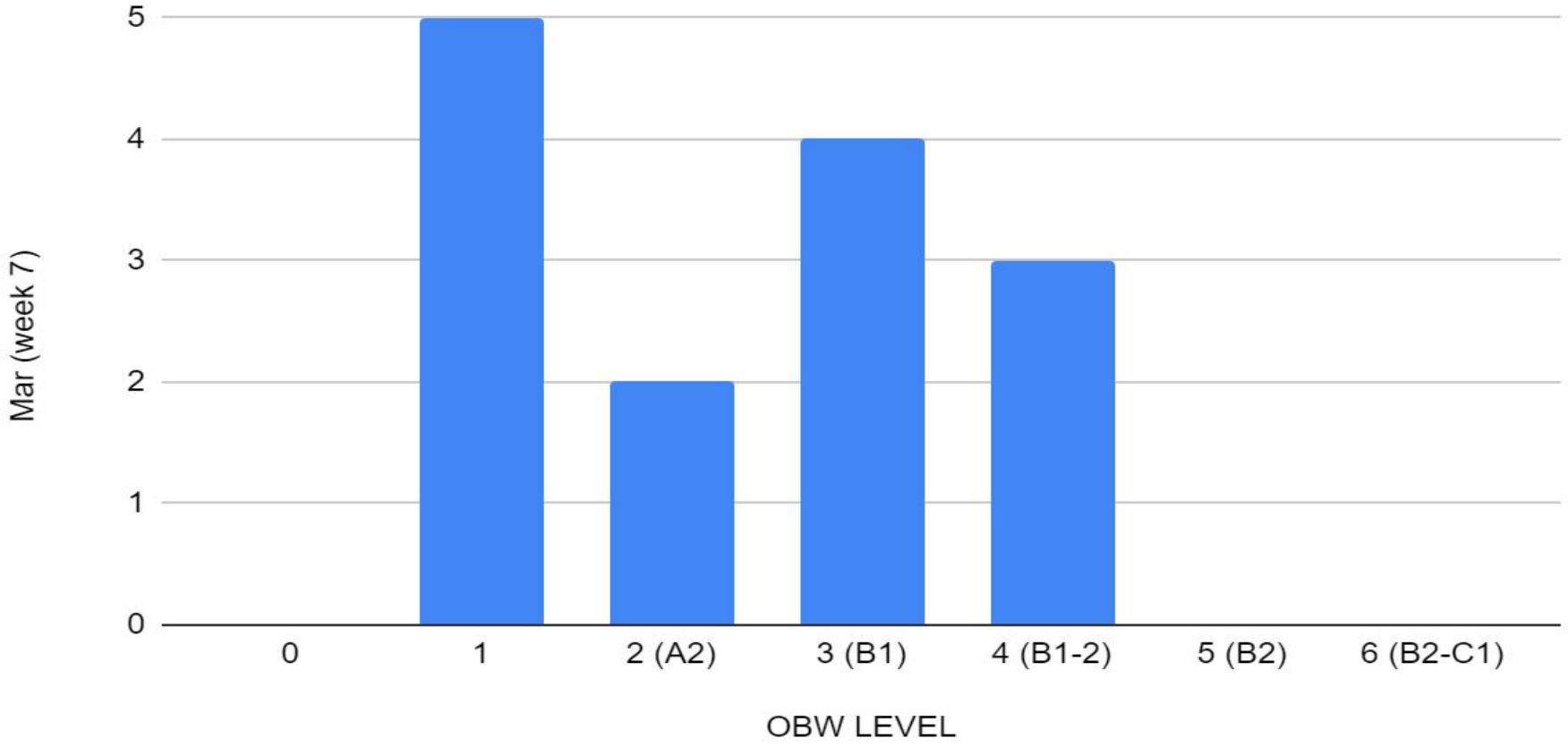

0
1
2 (A2)
3 (B1)


UPDATE
0
1
2 (A2)
3 (B1)
4 (B1-2)
5 (B2)
6 (B2-C1)

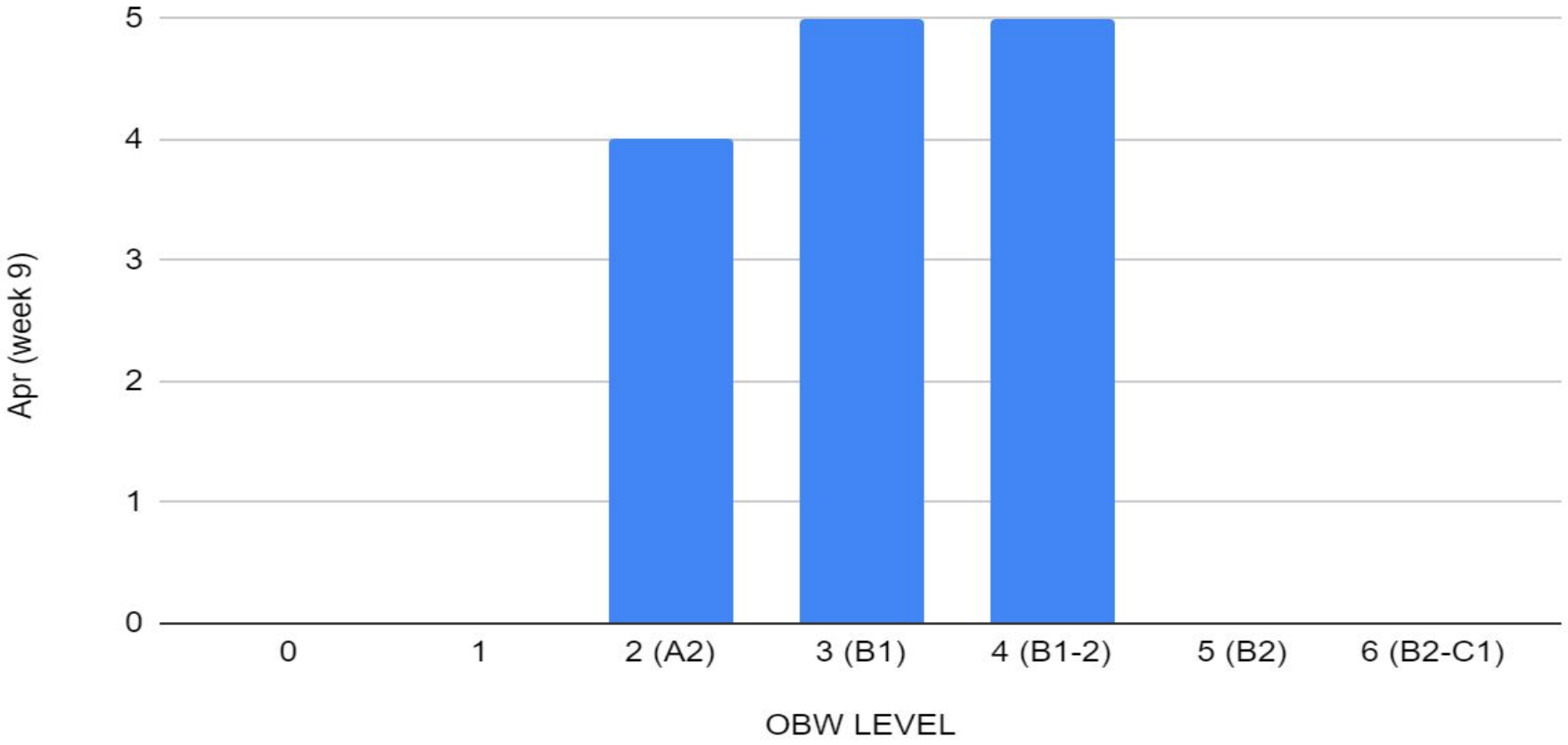
February, 2022 (Oxford Bookworms)



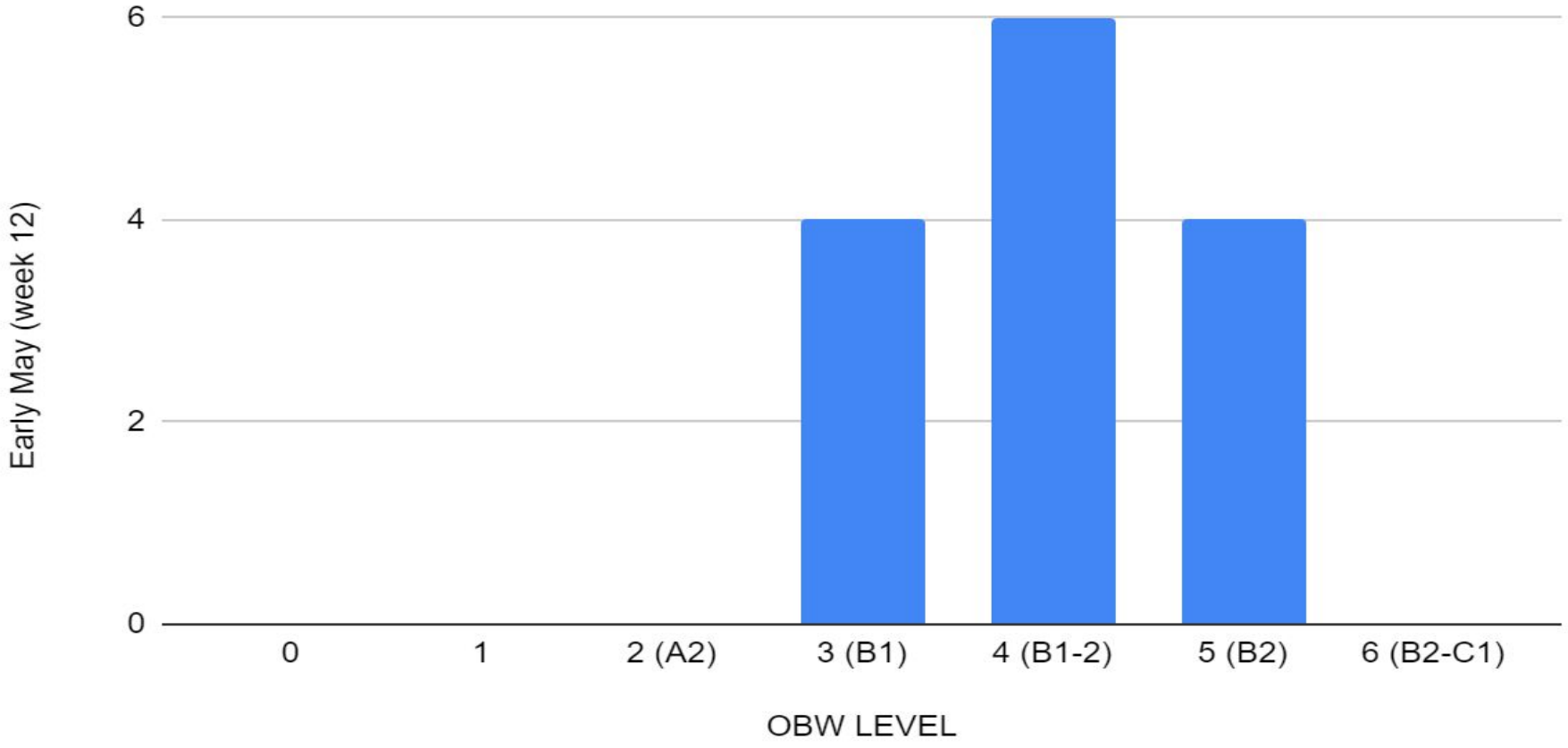
March, 2022 (Oxford Bookworms)



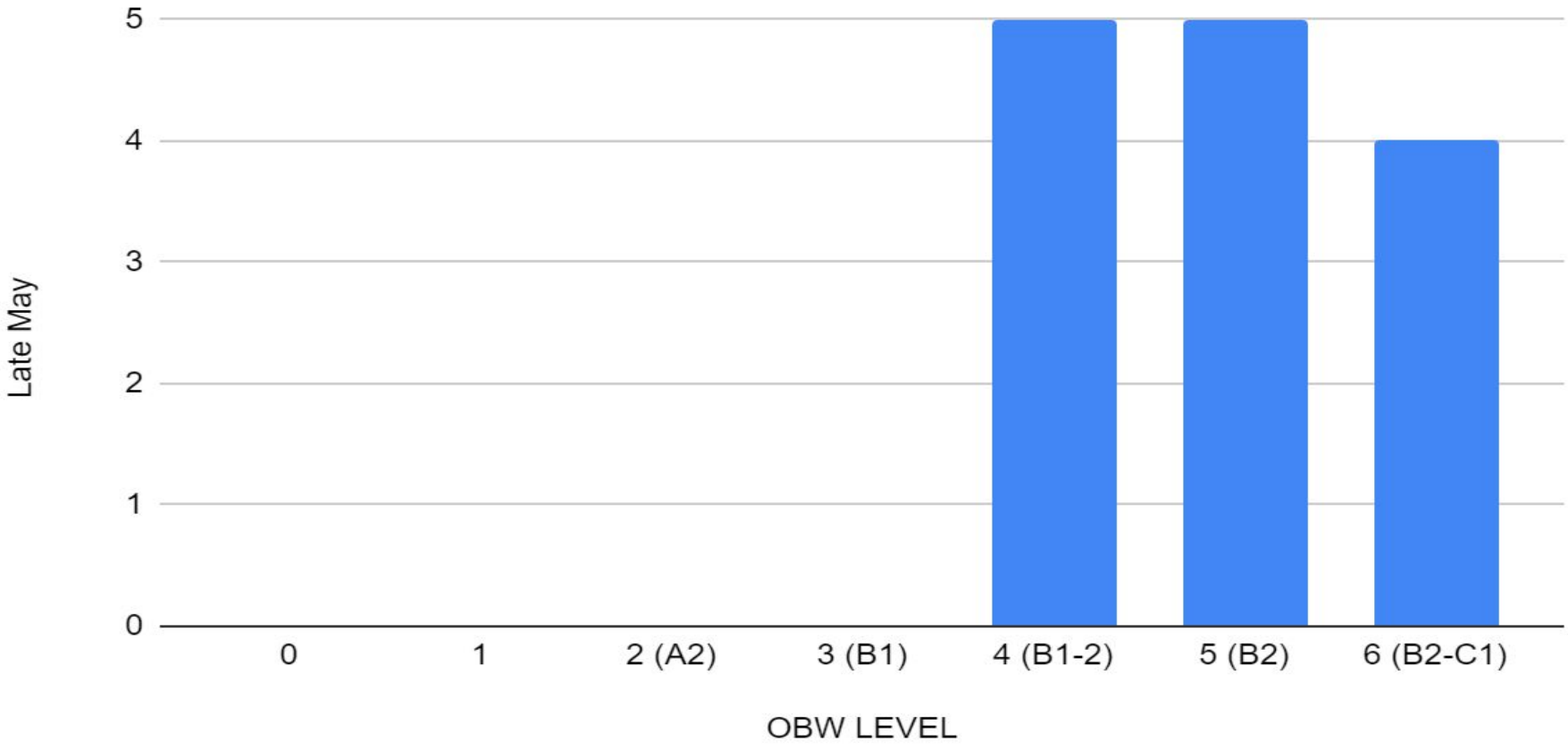
April, 2022 (Oxford Bookworms)



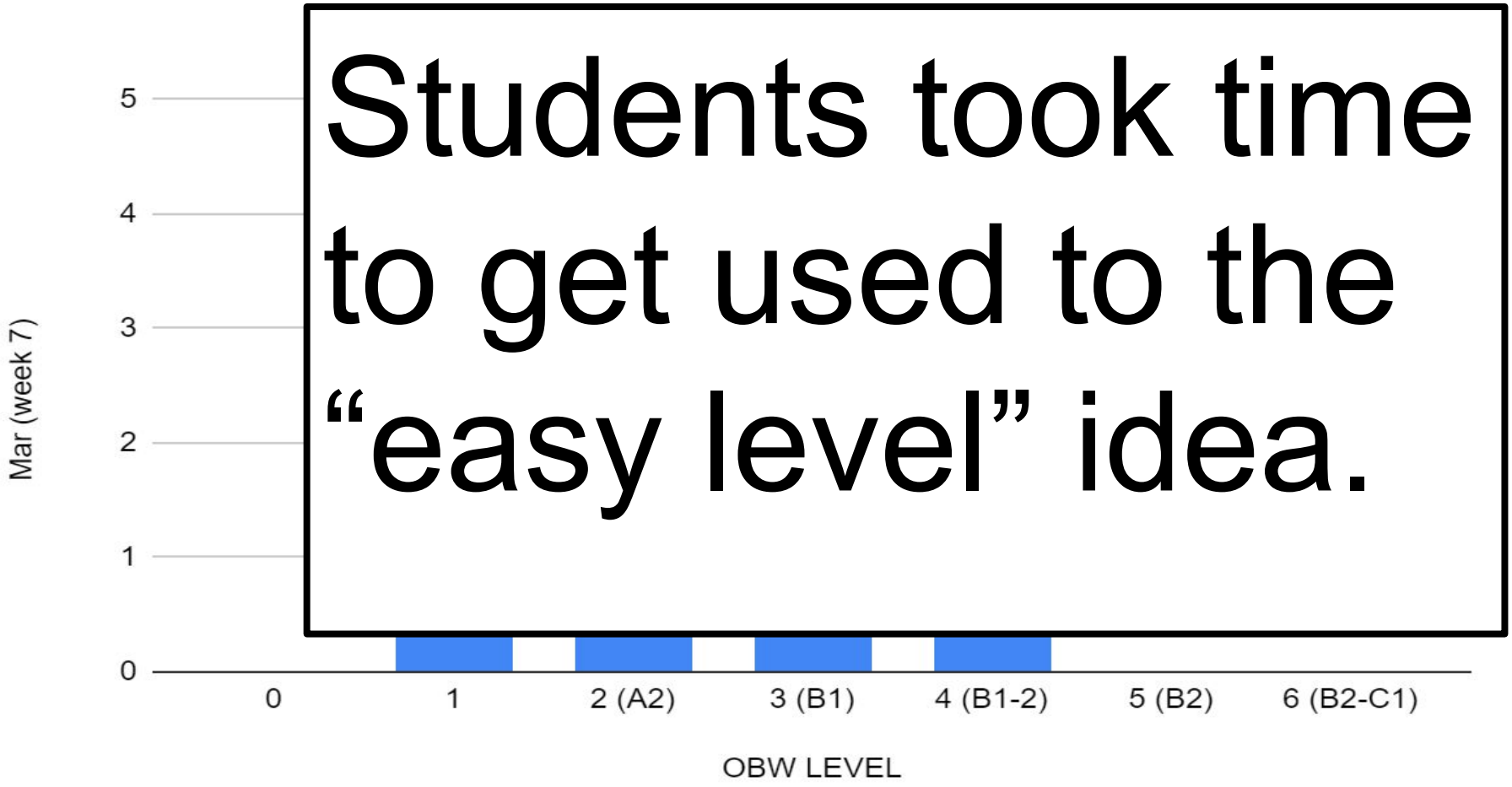
May, 2022 (Oxford Bookworms)



June, 2022 (Oxford Bookworms)



Independent reading levels went from A2 to $B2^{+}$ (CEFR)!


Students took time to get used to the “easy level” idea.
Mar (week 7)
5
4
3
2
1
0
0
1
2 (A2)
3 (B1)
4 (B1-2)
5 (B2)
6 (B2-C1)
OBW LEVEL

Framing *'easy R level'* for **low** students…

A lower student:

“I am frustrated. I tried level 3. I need to use a dictionary too much. I need to read higher level texts than this for university next year. I need to start higher or I won’t reach this goal.”

Teacher says:

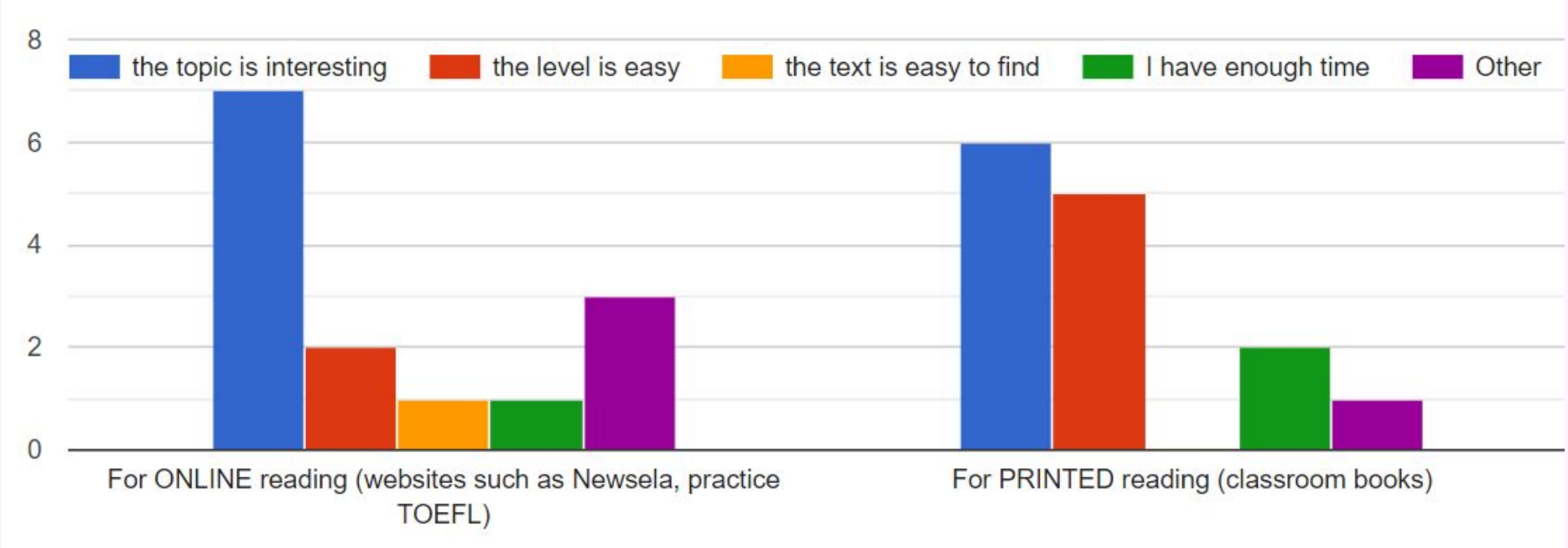
“Start at level 1, it’s okay. You need to ‘see’ vocab over and over, think about the story, keep your attention (focus), and you will feel good because you finish the book. Read 1-2 books at level 1 and then move up to the next level. You have to start ‘low’ to reach a higher level.”

Students managed to “climb” levels by trusting the process.

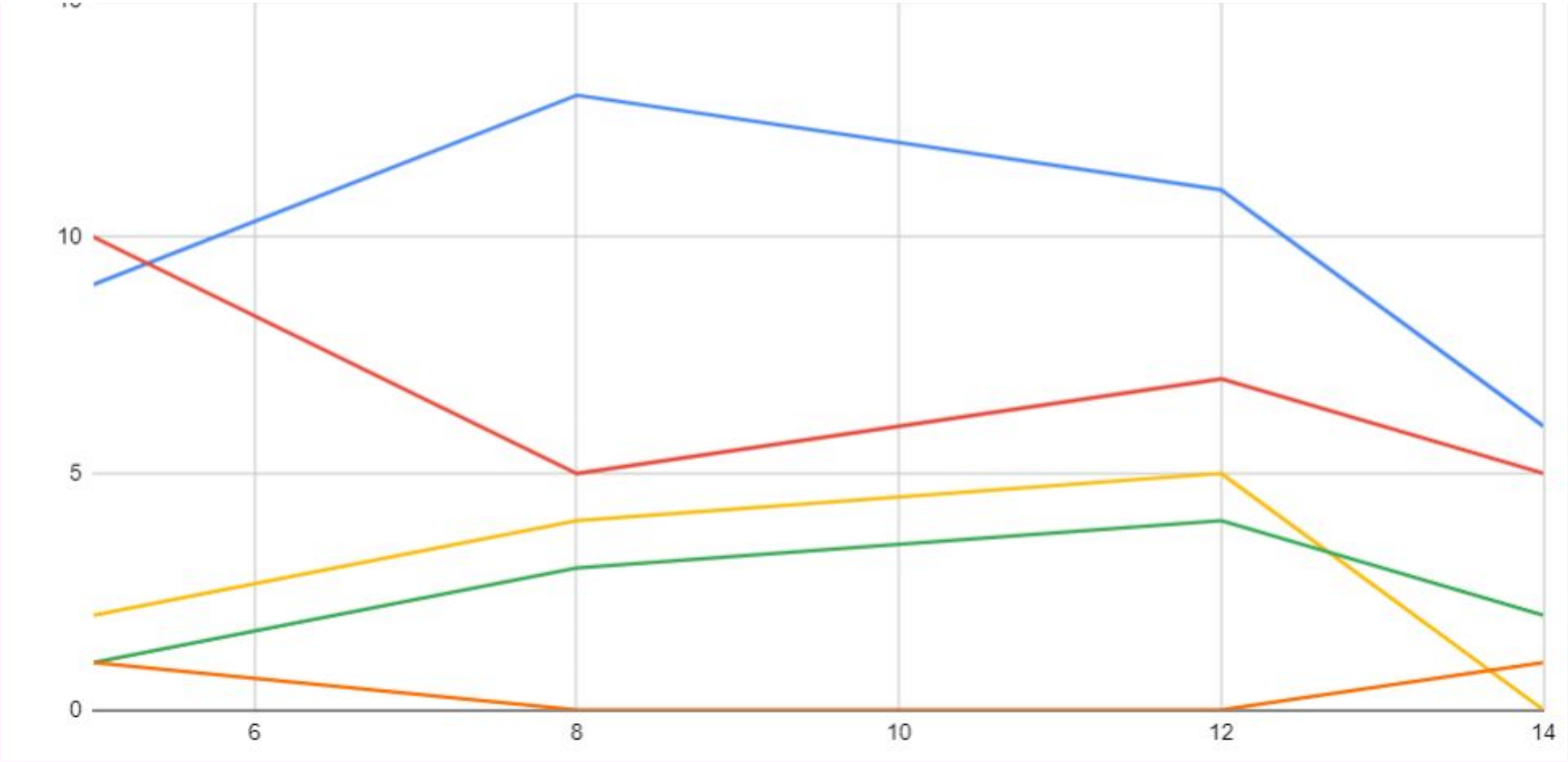
2. What matters when you choose a text?

What matters when you choose a text?

What matters when you choose a text? (week 14)



What matters when you choose a book? (w 3-14)

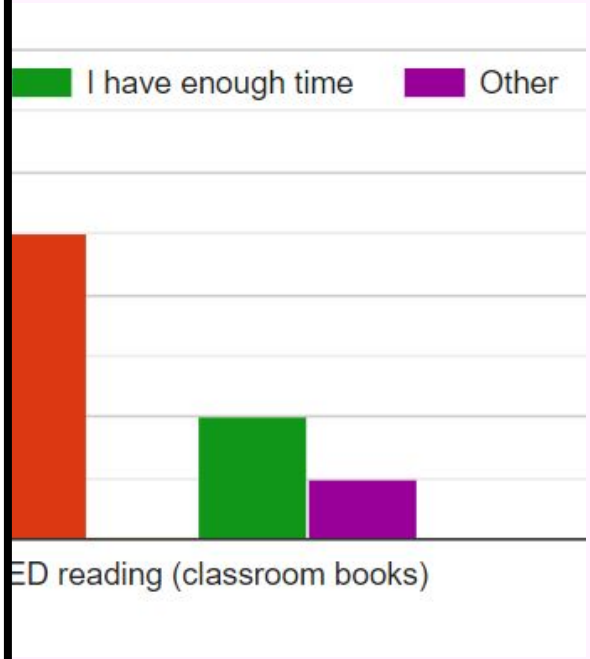


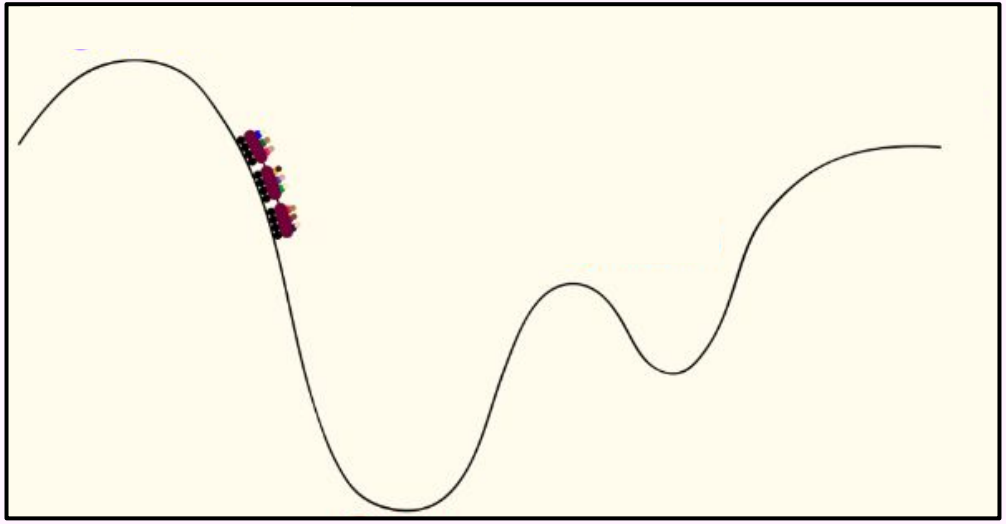
What matters when choosing a text…?

Students say their most common reasons for choosing a <u>text</u> were:

1. **Interesting topic**
2. Easy level
3. Easy to find

“Having enough time” was an issue for 3-4 students, so we changed the routine for some in-class ER time.



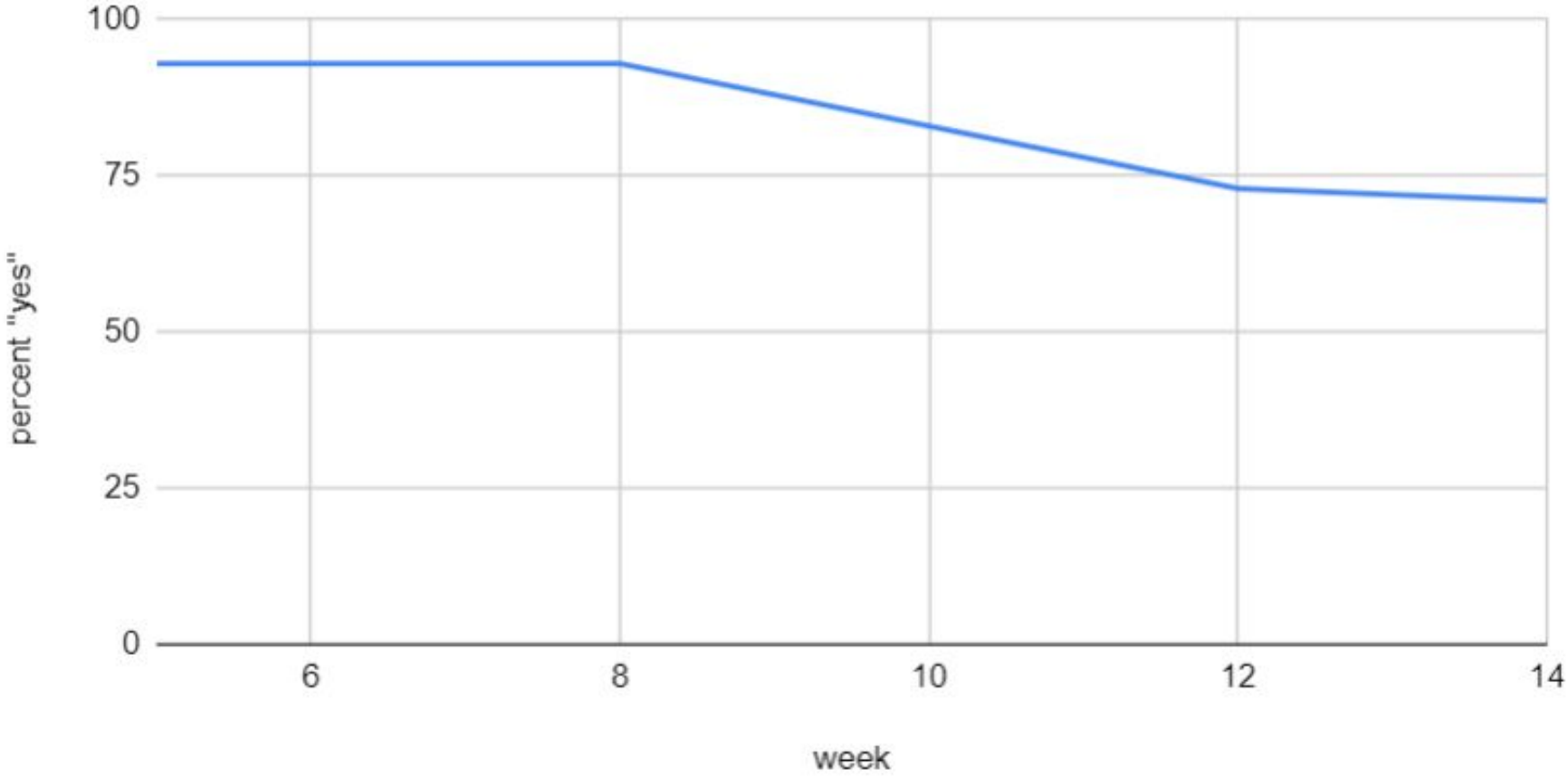


Problem: Time

- Speed reading OK

(students' home lives)

Did you read any online or printed "leveled texts" last week? (e.g., Newsela, News in Levels, printed books, etc.)



In week 9, more students said they "didn't have time" outside of class *(Ramadan, etc.)*

Students liked speed R during class *(2-3 texts, twice a week)*

For 2 labs a week, we added a 30-45 min routine:

1. Speed reading (10 min)
2. ER silent reading time (20 min)
3. Written response, "activities," and sharing (10-15 min)

Teachers can make adjustments to make sure ER meets students' needs.

3. What about **speed** reading?

Amro does speed reading. The class wanted to read a faster time each day.

Time, % correct on MCQ

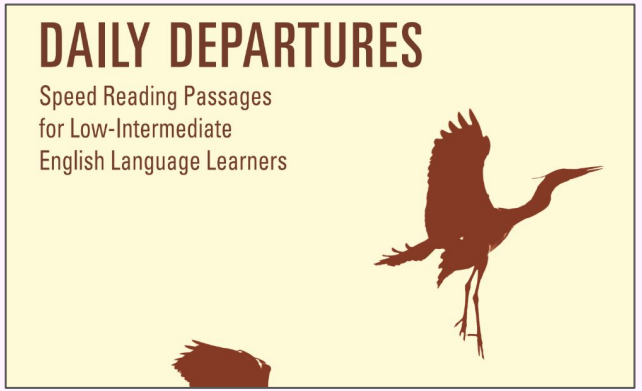
500 level

1,000 level

2,000 level

Progress Graph

Time							
0:40							
0:50							
1:00							
1:10							
1:20							
1:30							
1:40							
1:50							
2:00							
2:10							
2:20							
2:30							
2:40							
2:50							
3:00							
	#	#	#	#	#	#	#
Score							



New Zealand Speed Readings for ESL Learners

Book One

(2000 word level)

Sonia Millett

1,000 level

1

THE OLD MAN WAITS AT THE POST OFFICE

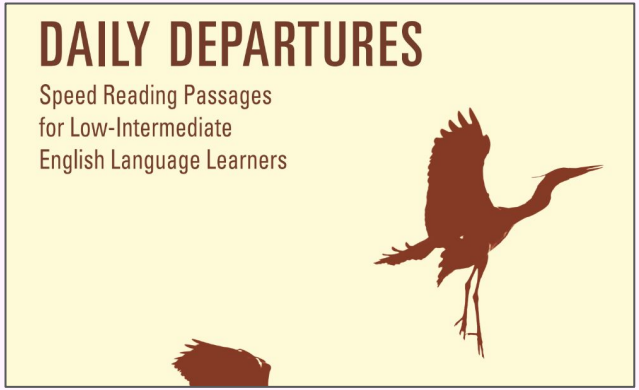
The old man waits at the post office. The line is long, and there are many people waiting. The people are in a hurry. They look at their watches. They look at their phones. The old man is not in a hurry. He is thinking about what he is going to give his son. The old man's son lives in New York City. The old man wants to see his son, so he is sending him a plane ticket in the mail. The ticket will bring the son back to the town in Oregon where the old man lives. The old man thinks about how happy he will be to see his son again. He thinks about the things that he and his son will do together. They will take long walks in the town and beside the river. They will ride the train across the new bicycle bridge. The man will make his son a delicious dinner. When the old man and his son are eating dinner, the old man will tell his son how nice it is to have him home and how much he misses him. The old man smiles thinking about all these things while he waits in line at the post office.

New Zealand Speed Readings for ESL Learners

Book One

(2000 word level)

Sonia Millett

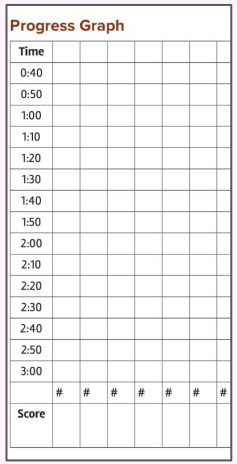


Students (n=14) began the semester with a range of “levels” for independent reading.

By week 4, all students moved up to 1,000 level^{+}

By week 14, all students started the 2,000 level

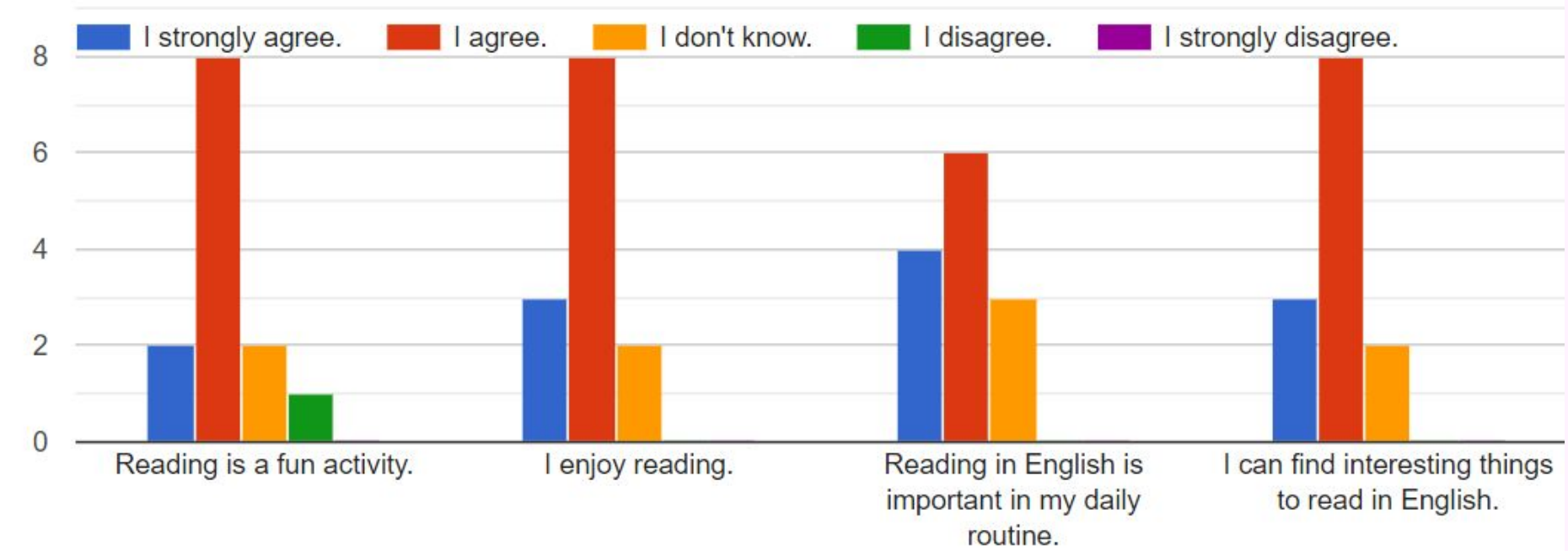
Students were motivated because they could beat their previous score, time, and keep track of their progress on their own.



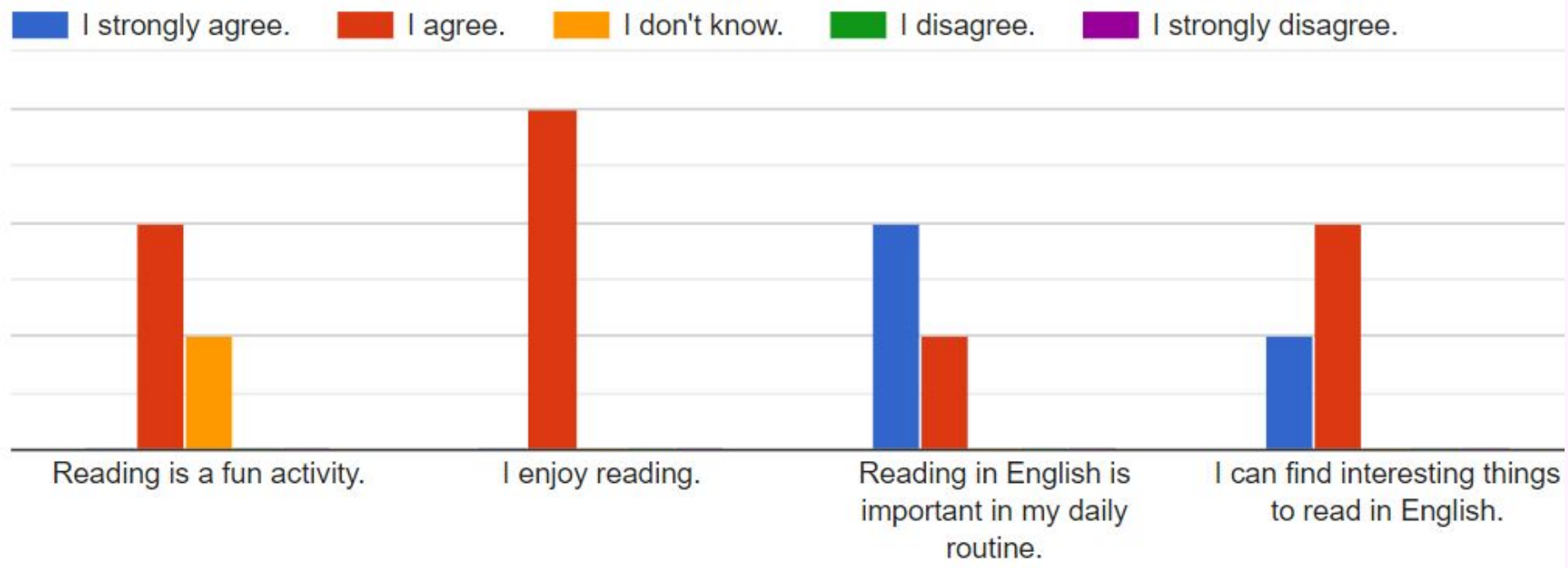
4. What did **Pre-/Post-ER surveys** say about motivation?

(habits, effort, & attitude).

Pre-survey (week 1, n=14)



Post-survey (week 14, n=3)



Summary:

1. Zero “disagree” responses for “Reading is fun”
2. All respondents can find something interesting to read in English

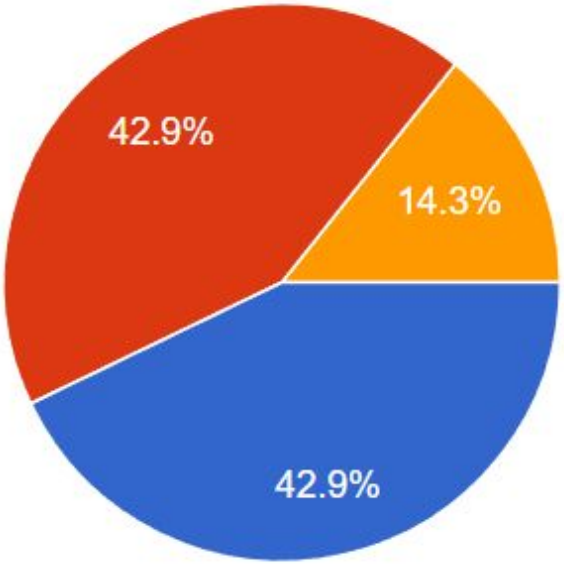
**small sample for post-survey (n=3)*

4. Students' **motivation** remained high throughout the semester.

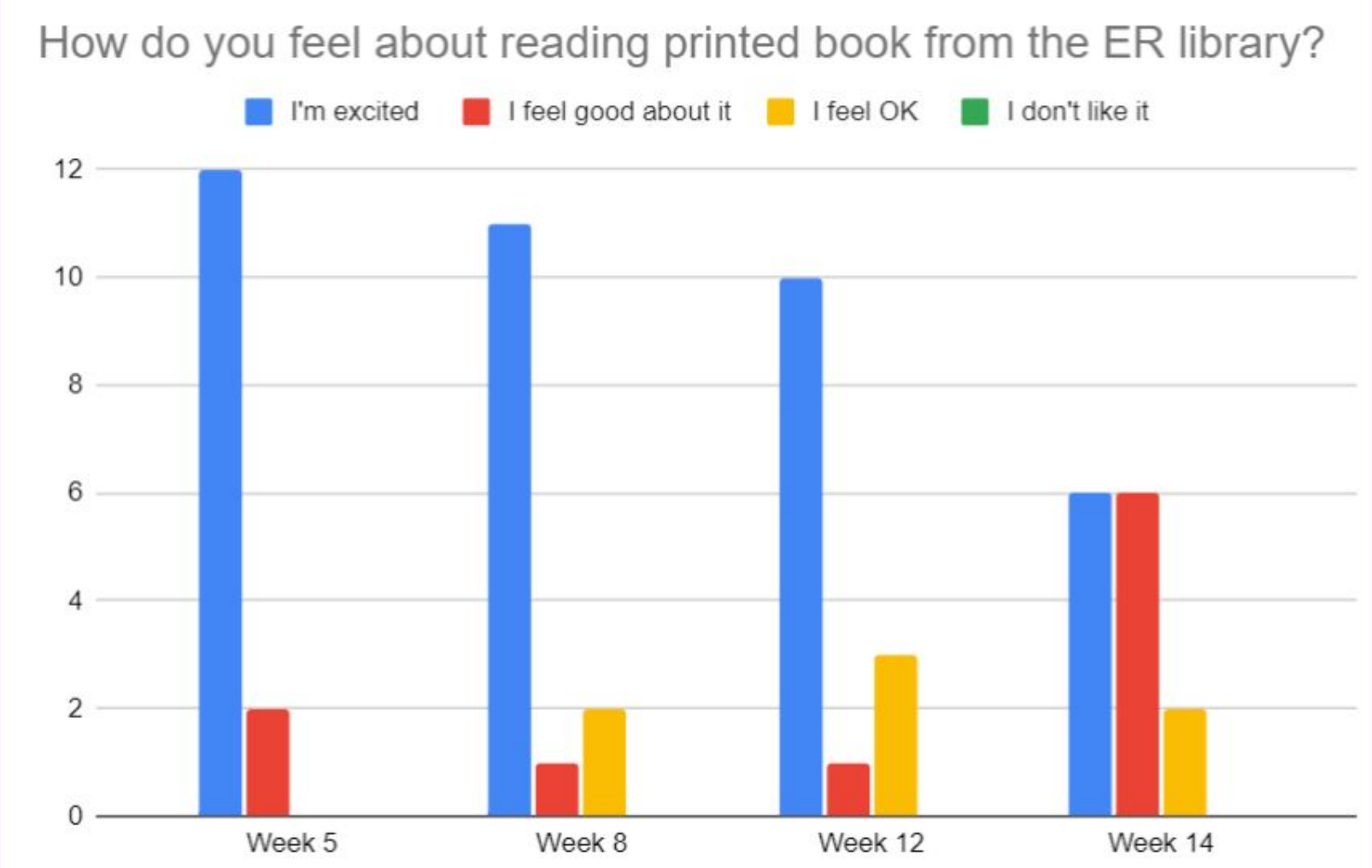
Week 14

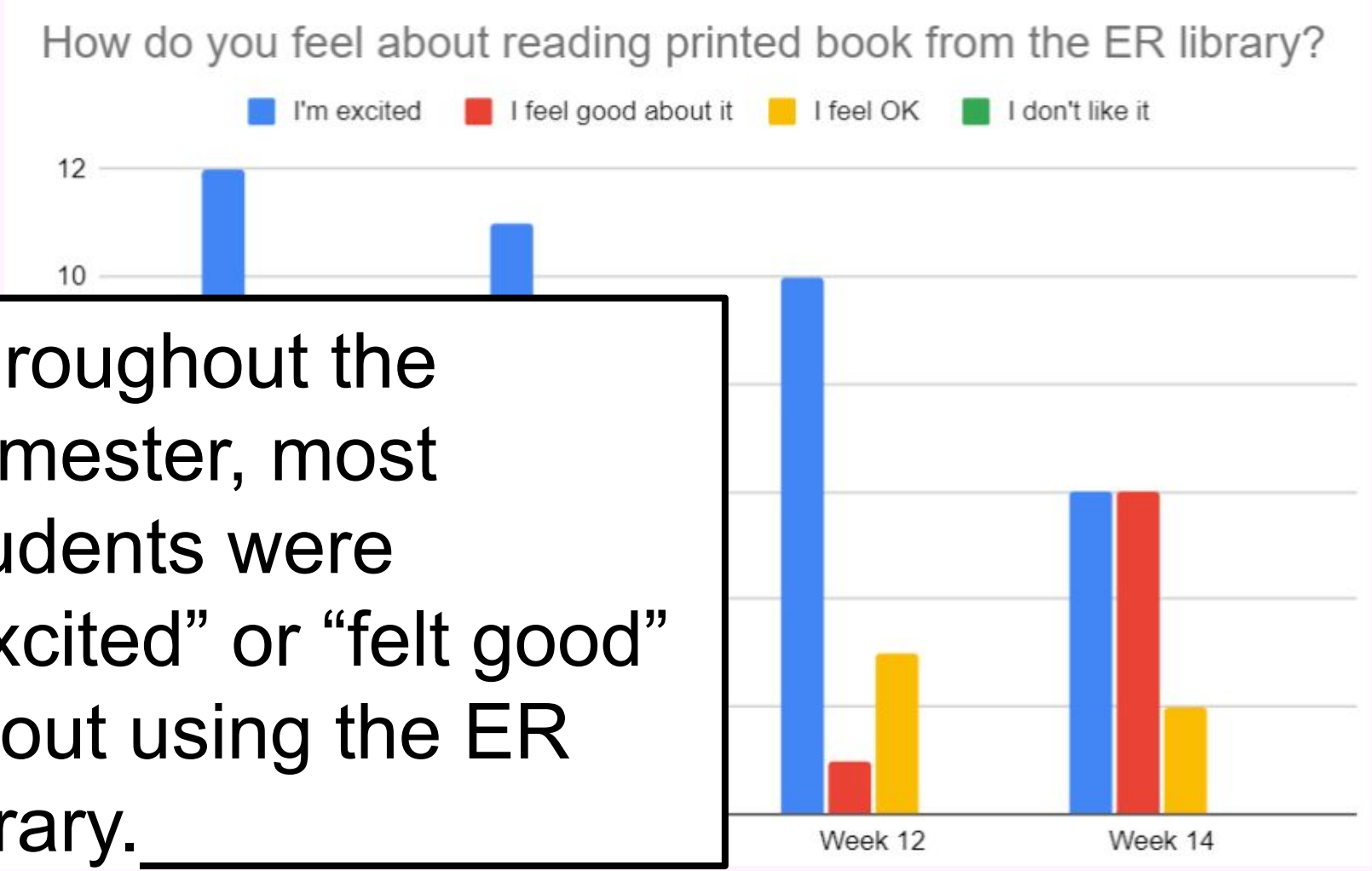
How do you like the reading books (classroom library)?

14 responses



- I'm excited.
- I feel good about it.
- I feel okay about it.
- I don't like it.
- I don't want to.


How do you feel about reading printed book from the ER library?
I'm excited
I feel good about it
I feel OK
I don't like it
12
10
8
6
4
2
0
Week 5
Week 8
Week 12
Week 14



Throughout the semester, most students were “excited” or “felt good” about using the ER library.

5.
Awareness…
(before / after)

What are your **weaknesses** with reading? (week 1)

I cant read a lot of papers
My weakness is the lack in the vocab.
Sometimes I don’t understand some of words
Sometimes I don’t know some words , if the reading was difficult
some words could make me confused with understanding the text
Reading very slowly and explaining every event deeply, so it takes time to finish reading.

What are your **weaknesses** with reading? (week 14)

High GPA	I got distracted easily
Mid GPA	Forgetting some ideas and getting stuck when I see new vocab
Low GPA	I don’t know enough vocabulary, so I always need a dictionary

What goals do you have for reading? (week 1)

My golas get better in english

to learn English and to get a new knowledge(not just for fun)

I want to read more and use tested strategies to improve it.

To understand the text even if there are a lot of new vocabs.

‹grammer

Did you meet your **goals** in reading? Which?

High GPA	yes, my goal was to read more than 5 books in English and I did it
Mid GPA	This semester, I've met my aims that are reading fluently with understanding written words to benefit.
Low GPA	Yes, now, I can read a long story in level 4 with need dictionary

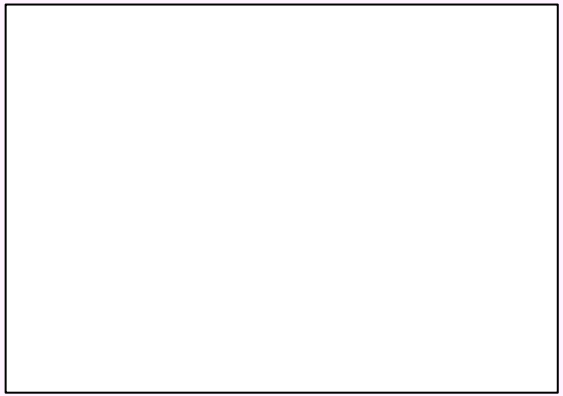
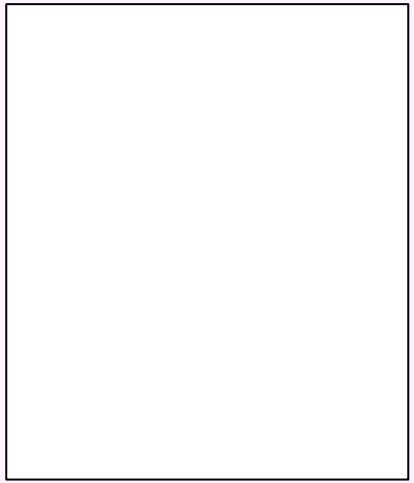
How do you think **ER** helped your reading skills?

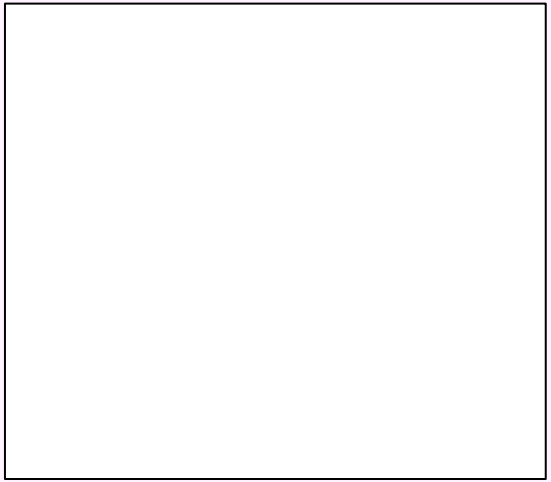
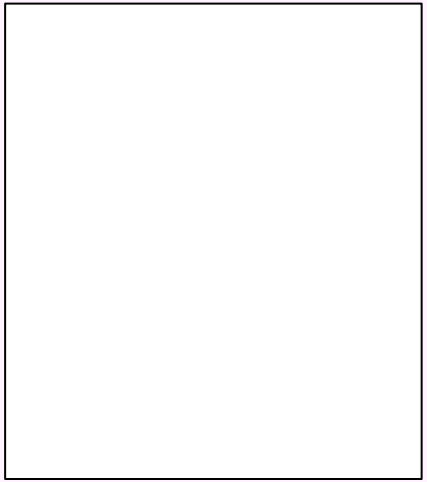
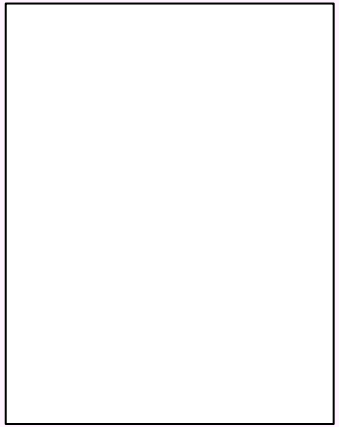
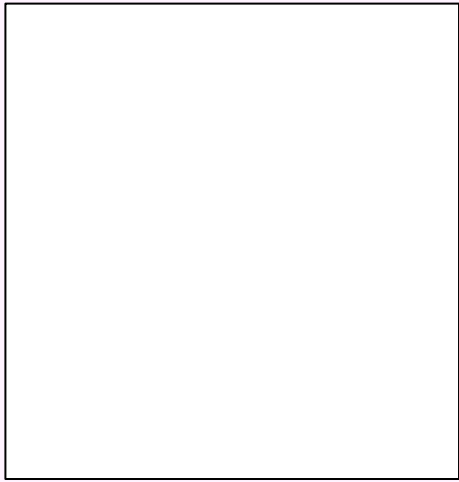
How do you think **extensive reading** helped your overall reading skills?

High GPA	I became able to read for a longer time and possessed the skill of speed reading and became able to understand deep meanings
Mid GPA	To generalize, extensive reading helped me a lot to read more and learn many words. Utilization of words was the most important.
Low GPA	For me, I think that's help me allot

Why is it important to **“read for fun”** as an English learner?

High GPA	To improve my writing skill
Mid GPA	As a learner, reading for fun will probably help me build a lot of vocabs and be well-qualified to read longer scientific or any harder texts in the 1st year in Univ.
Low GPA	Because it helps to improve general reading

Able to read longer (stamina)

Learn new words (vocab)

Understand deeper meanings

Students' **interests** are very important.

Build confidence

Build habit of reading without a dictionary

Build writing skills

Choose higher level texts

Enjoy reading more

Limitations:

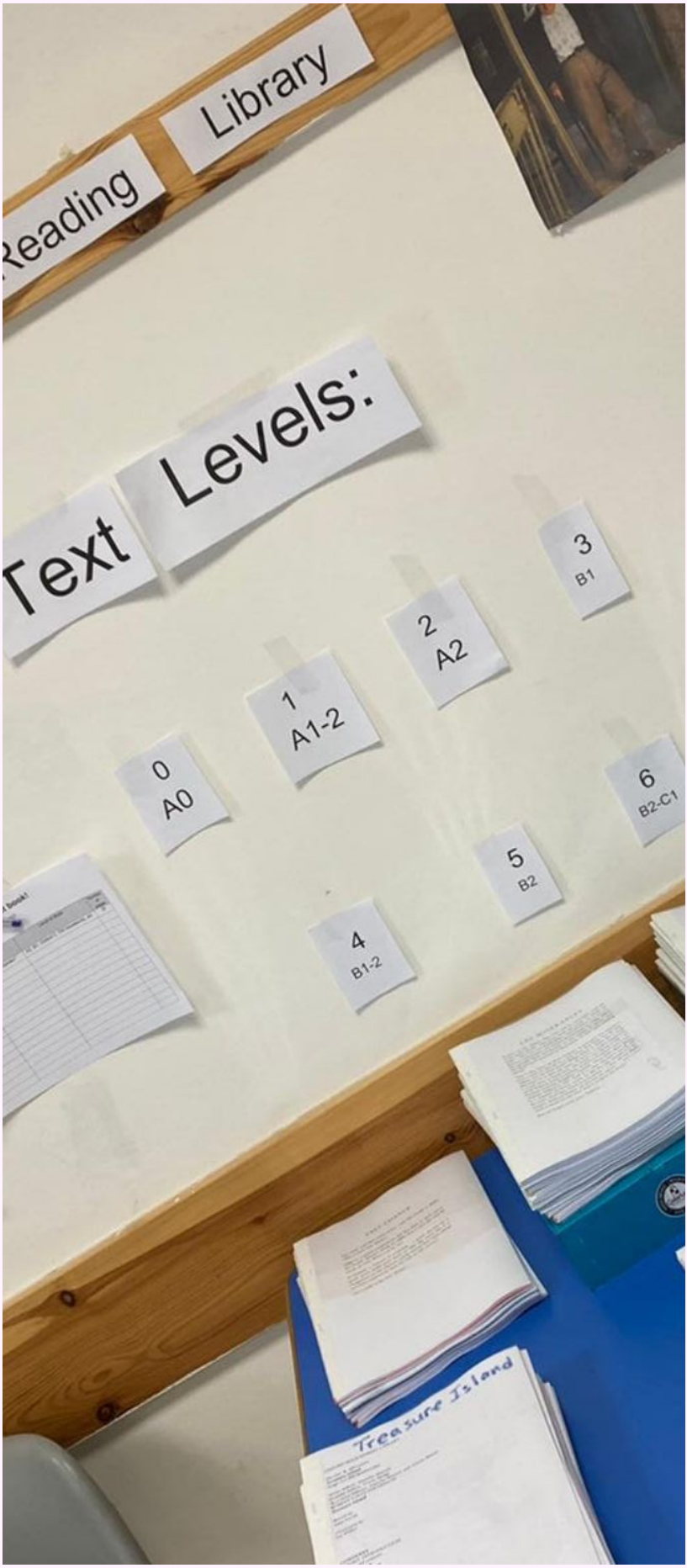
1. Sample size varied some weeks; small sample for post-survey
2. Students had lower attendance in spring (e.g., absent for a Lab)

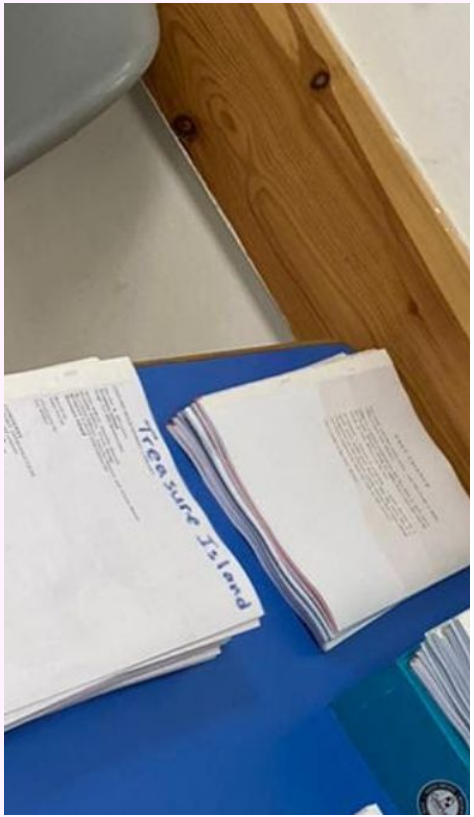
Evidence suggests:

1. ✅ ↑ independent *('i-1')* R level → B2^{+}
2. ✅ "**topic**," "**easy level**" are top reasons to choose a text
3. ✅ ↑ R speed with level increasing
4. ✅ ↑ R motivation (enjoyed R)
5. ✅ Students have awareness ER had a $^{+}$ impact

***TEACHERS SHOULD CHECK-IN OFTEN:**

ER should fit students' needs (attendance, homelife, equity, access)


Reading
Library
Text Levels:
0
A0
1
A1-2
2
A2
3
B1
4
B1-2
5
B2
6
B2-C1
Treasure Island



We needed more **funding** to expand the ER Library to give access for all EFL division students…

I shared this data with other stakeholders to propose **expanding** the ER library, and…

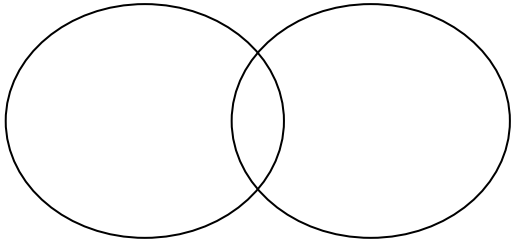
… It was approved!

3

Your name

ER for a New Purpose

1



2

3

3

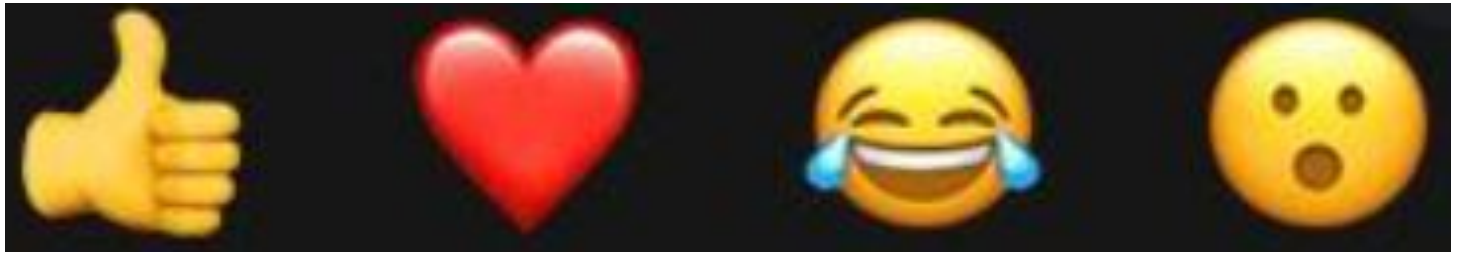
Think back (predict). What data would persuade other stakeholders in your setting to support ER?

Share!

What questions do you have about the session or ER?

Feedback!

How was the session?



I liked it. It met my expectations.	I loved it.	It was fun!	I need to think about how to use it more…

In the chat…

What **two** adjustments were needed in my setting?

A. Using some class time for ER because of students' busy homelives	B. Giving reading quizzes for all ER books
C. Reminding students to "start low" for the process to work	D. Doing ER every day during classes

Answers…

A. Using some class time for ER because of students' busy homelives	B. Giving reading quizzes for all ER books
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Answers…

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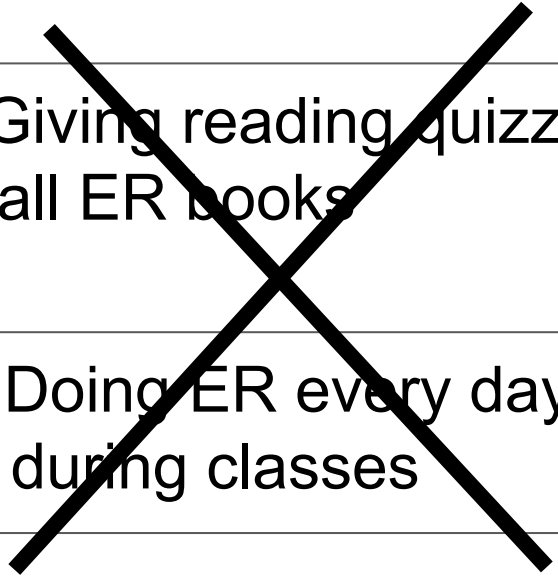


In the chat…

For successful ER, why is it important for teachers to check-in with students often?

Share

In the chat…

What are 1-2 ideas that you can use in your class?

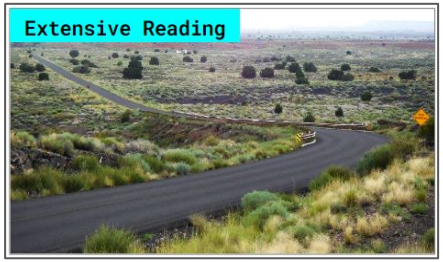
Share

Today, did we…?

✅ Share our experience with extensive reading (ER) for “non-readers?”

✅ Show 3 fluency-first activities?

✅ Share results and set goals for ER in our settings?



Do you want to learn more?

The Extensive Reading Foundation

blogs

research

grant funding for help with materials

leveled text publishers

webinars and PD

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Contact me:

David Courtney, M.A.

Al-Quds Bard, West Bank

david.c.courtney@gmail.com

Thank you!

Chocolate
DUKE'S SON

English Langu ellow, USA
munity College 21, 2019

Extensive Reading Around the World
5th to 7th August 2022