

Extensive Reading as a Transferable Skill

By Jake Whiddon



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webinar



Who likes reading?

A young boy with dark hair and blue eyes is sitting at a desk in a library or classroom. He is wearing a white long-sleeved shirt and a light purple tie. He has his hands pressed against his forehead, looking directly at the camera with a frustrated or overwhelmed expression. An open book is on the desk in front of him. The background is filled with bookshelves, slightly out of focus.

“Must learn to speak before can read”

David A. Sousa

“Reading is probably the most difficult task we ask the young brain to undertake.”

Sousa 2005

What are we doing today?

Story

History &
Benefits

A Model &
Activities

Final
Thoughts

Why do we read?

Pleasure

Knowledge

Inspiration

Relaxation

For Life

Tests

Why do our students read?

Pleasure

Knowledge

Inspiration

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Name _____

Lemonade Stand

It was a hot, hot day. Sara and Blake wanted to set up a stand to sell lemonade. They made lemonade by mixing water, lemons, and sugar. Next, they set up a table and put out cups. After that, they made a big sign. Sara and Blake sold it for fifty cents a cup. Lots of people came to buy their drinks. At the end of the day, Sara and Blake had made twenty dollars!

Answer questions 1 & 2

How did you do it?

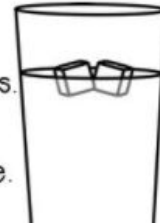
What ages is this for?

1. How do Sara and Blake make the lemonade?

2. How much money do Sara and Blake make?

3. Sequence the events. Write 1, 2, 3, 4, 5.

- ___ They made a sign.
- ___ They made the lemonade.
- ___ They set up a table and put out cups.
- ___ They made twenty dollars.
- ___ Lots of people bought the lemonade.





This is Mary. She's eleven. She's got long brown hair and brown eyes. Her ears are small and her cheeks are chubby.

She gets up at 7 o'clock in the morning, has a shower, gets dressed and has breakfast. She usually has a toast and coffee. She doesn't like cheese. Then the girl goes to school. She travels by bus. She has lunch at school with her friends. They sometimes have pizza and milkshake. After the lessons they play in the park and they like flying a kite. Mary goes home at 5pm. She has dinner with her mother and father. Her mother likes cooking! Mary goes to bed at 10pm.

The girl lives in the city. There is a swimming pool next to her house but her school is far. There are lots of shops and supermarkets in her street. There is a café behind her house and Mary goes there at the weekend with her family.

There is a market in front of her house. There are a lot of fruit. She likes eating watermelons and mangoes but she doesn't like grapes. She likes vegetables.

Now the girl is in her bedroom. It's big. There are two windows, there is a wardrobe in the room and there is her desk next to the window. There is a chair next to her desk. Now her room is a mess! There are her jeans on the floor and there is one sock on the sofa and one sock on the lamp. Her mother is angry. She says: You can't go to the park, please tidy up your room! Put those jeans in the wardrobe and find the socks!

Mary likes doing athletics and playing table tennis. Going swimming is fun! But she doesn't like playing basketball. She is very short!

In the summer Mary would like to go camping with her grandfather! She wouldn't like to help her grandmother in the garden. It's boring!

Write YES or NO:

- Mary has got short brown hair. _____
- She has a toast and coffee for breakfast. _____
- The children don't have pizza for lunch. _____
- Her school is next to her house. _____
- There is a café in front of her house. _____
- Mary likes mangoes but doesn't eat watermelons. _____
- There is a desk behind the wardrobe in her room. _____
- Her room is a mess. _____
- There is one sock under the sofa. _____
- Her mum is scared because there is a mess. _____
- She doesn't like playing basketball. _____
- She would like to go camping with her grandfather. _____

Choose the right answer:

- The girl gets up at**
a) eight o'clock b) seven o'clock c) nine o'clock
- She goes to school by:**
a) car b) helicopter c) bus
- There is a ... next to her house.**
a) supermarket b) café c) swimming pool
- Mary doesn't like eating**
a) watermelons b) potatoes c) grapes
- There is a chair**
a) next to her desk b) behind the wardrobe
c) under her desk
- The girl's mother asks the girl**
a) to find the jeans
b) to go to the park
c) to clean the room.

Why would a student want to read this?

What skills are being developed here?

How do most students approach this type of task?

Students read this way because they have been taught to.

It is all about “right” or “wrong”



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A little bit of history

.....Book Floods?

WHAT IS A BOOK FLOOD?

English as their second language within a culture that does not expose them to much English outside school.

Introduction of books to classrooms, alongside providing instruction to teachers on how to use them as a replacement for the usual English curriculum.

Control group of schools which continued to teach the traditional curriculum.

Students whose teachers exposed them to literature and helped them to learn through that medium **did a lot better** than those who continued through the normal curriculum.

THE BOOK FLOOD- Reading Programs 70s 80s 90s



Large numbers in government schools = research

Classical Book Flood

- 45-minute period where the students sit and read
- The students **select books that interest them**
- They **don't have to finish** the book
- They **don't have to report** on the book
- **Voluntarily share** with the class reactions and opinions
- There is **no pressure involved** in the reading beyond showing up for the "lesson".

Ten Principles of ER Programs

Easy
material

Variety of
topics

Learners
choose

Read
often

Individual
& silent

Reading is a
reward

Read for
pleasure

Faster
pace

Teacher as
a guide

Teacher as
a model

What does the research say?

**There are many benefits for
English language learners**



Builds learner
autonomy

A.Maley, 2008

Exposure to
authentic
English

Extends
vocabulary

Day et al 1991, Nation and
Wang 1999, Pigada and
Schmitt, 2006

Free reading leads to
better comprehension,
writing, spelling and
grammar

Krashen, 1993, Hayashi, 1999,
McQuinlan 1994, Dupuy, 1997

and even
pronunciation

Krashen, 2004

Develops
general and
cultural
knowledge

HERE'S THE IMPACT OF
READING 20
MINUTES PER DAY!



A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and is more likely
to score in the
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and is more likely
to score in the
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and is more likely
to score in the
10th PERCENTILE
on standardized tests

A photograph of a red running track with yellow lane markings. In the foreground, there is a row of empty white bleachers. The text is overlaid on the right side of the image.

What are the
biggest hurdles for our
children **when reading?**

Teaching Reading - Barriers

Phonics vs
Whole language

Phonemic
Awareness

Vocabulary
& Linguistic
Knowledge

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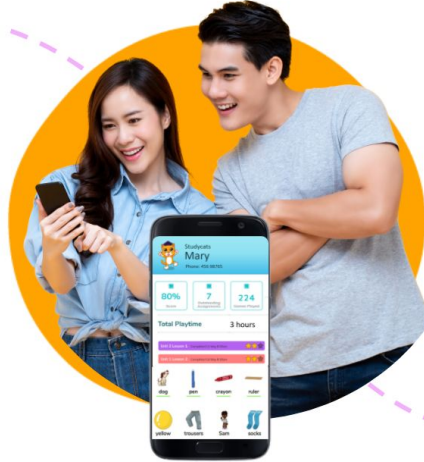
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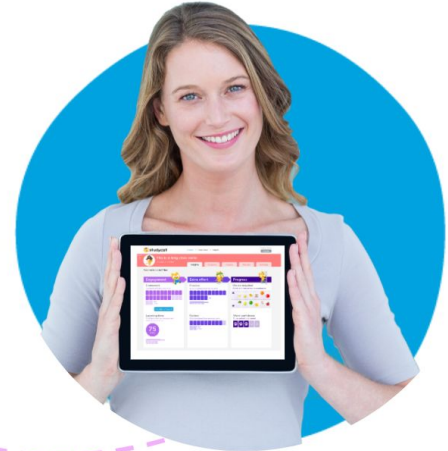
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Students



Parents



Teachers



"The wind was rough along the lough as the ploughman fought through the snow, and though he coughed, his work was thorough."

"I have come to eat the cake at home"



These problems are reduced by increased exposure to text

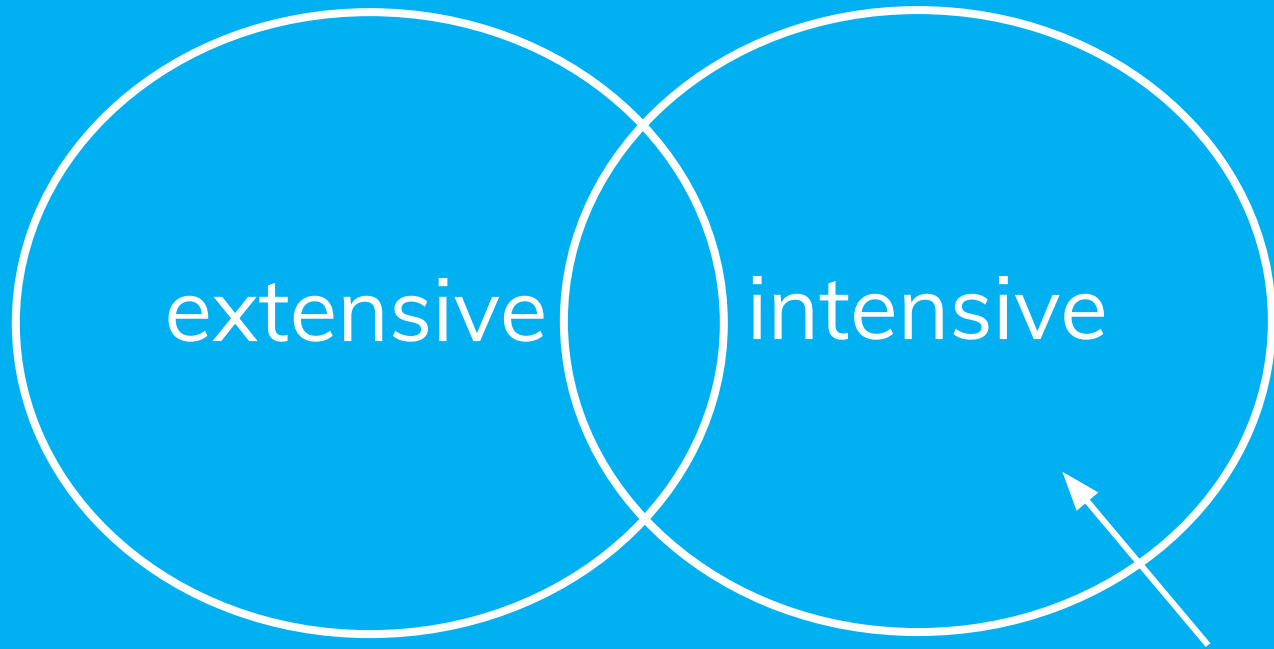
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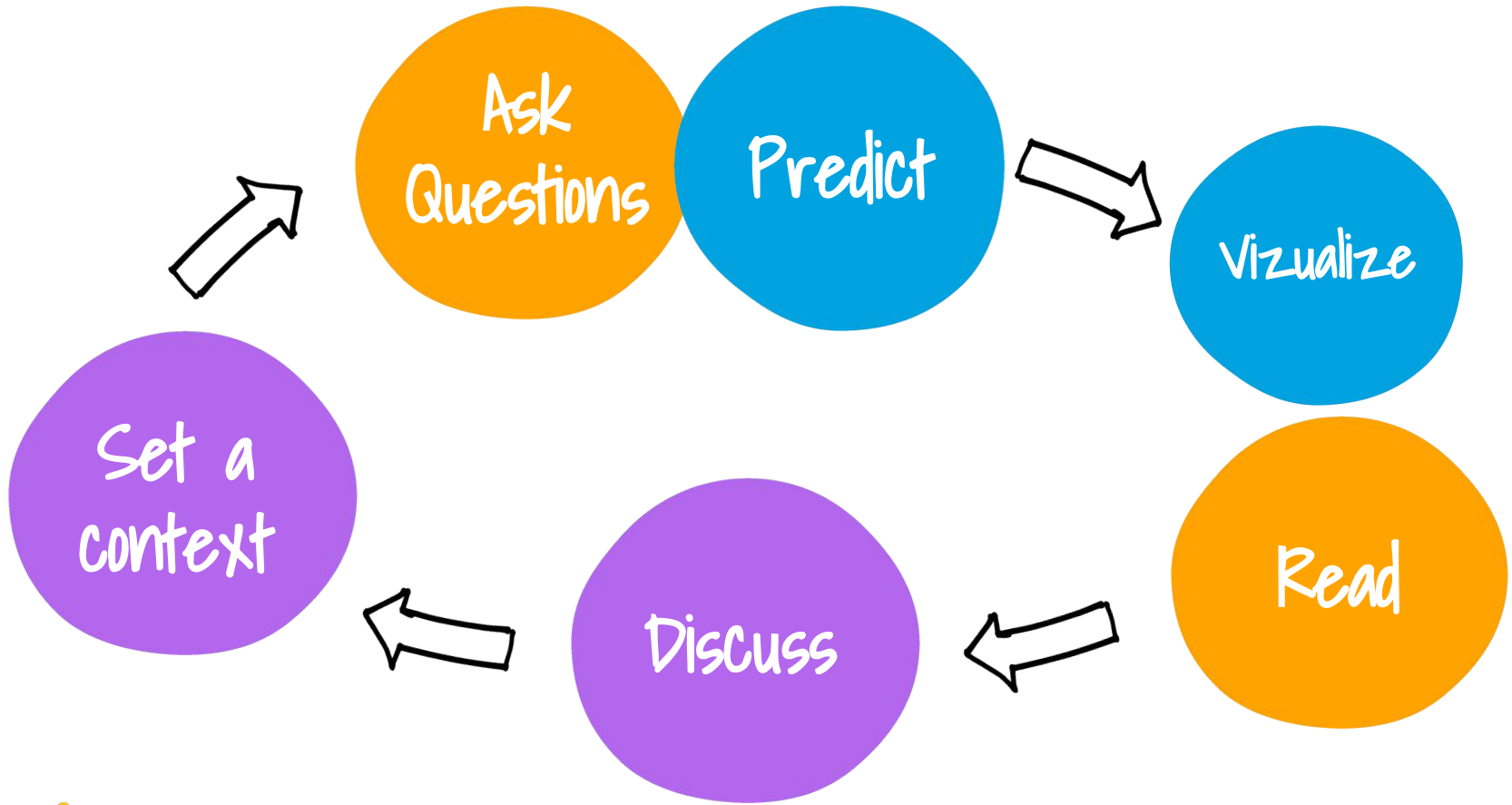


Many of these skills are being developed in the student's L1 already

A model for extensive reading



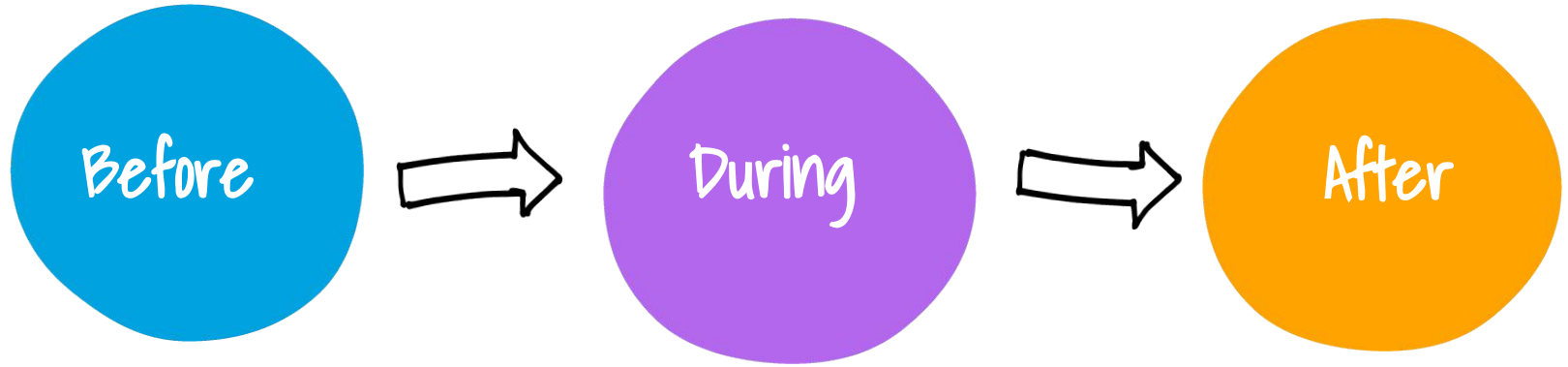
Essentially, it what you do naturally

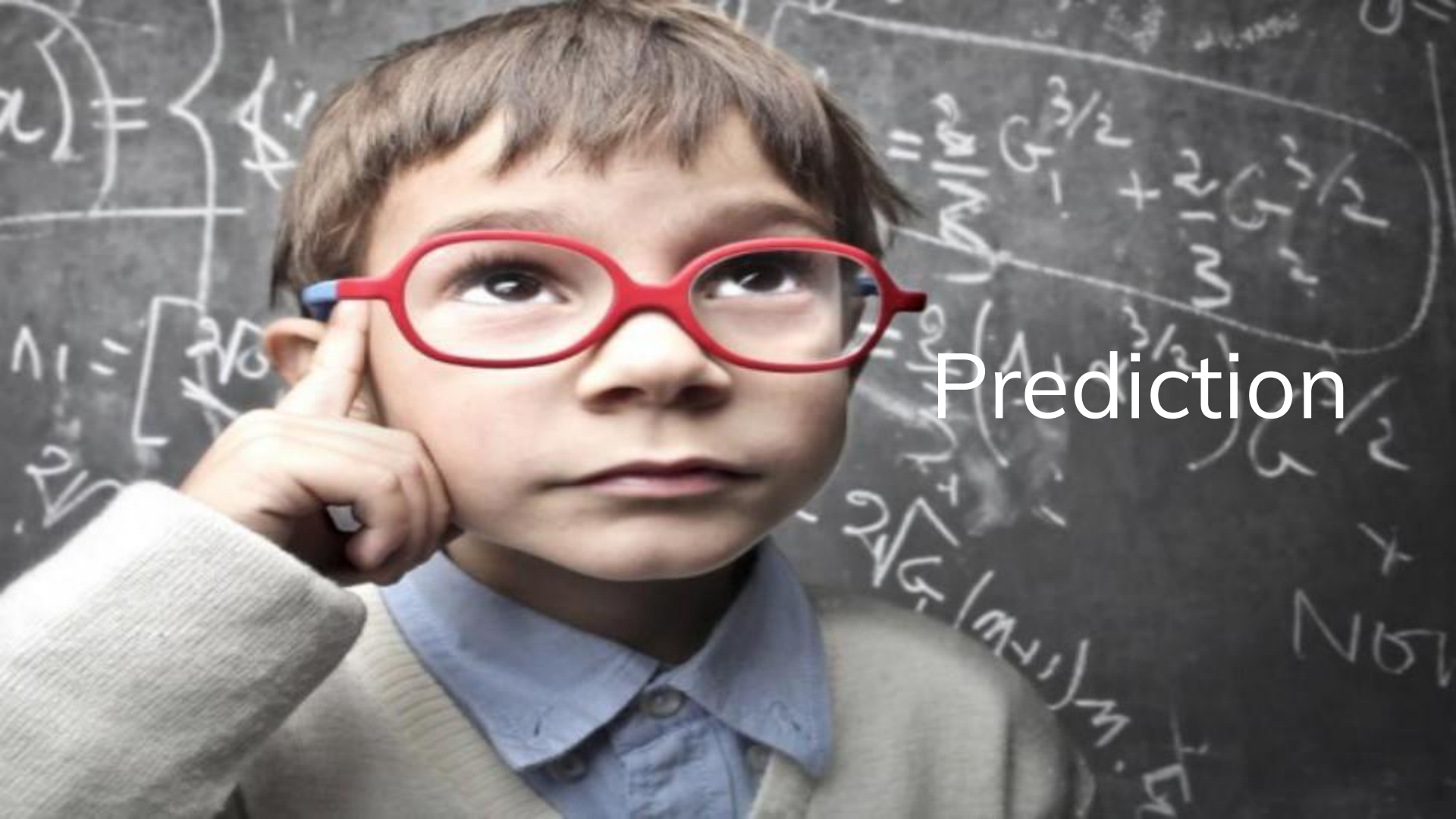




A few activities for in class...

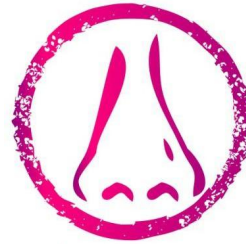
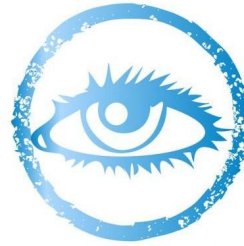






Prediction

What can you....



Race to find...

Colors

Characters

Words

Letters

How many...

words

colors

objects

characters

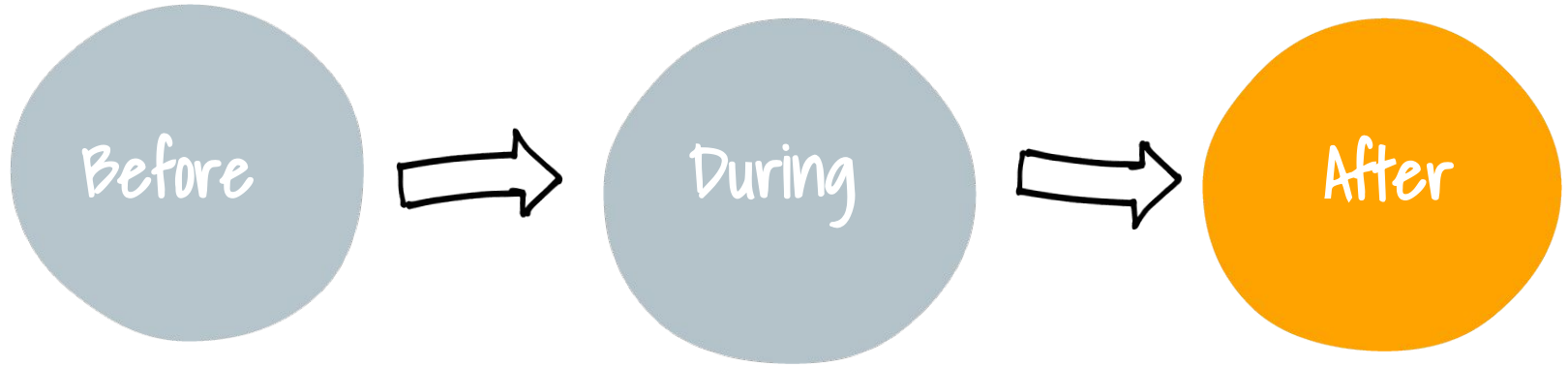


What can
you see?

Compare to
real life

What
happens
next?

How many?



Discuss

Tell a friend

Draw it

Read again

Story

History &
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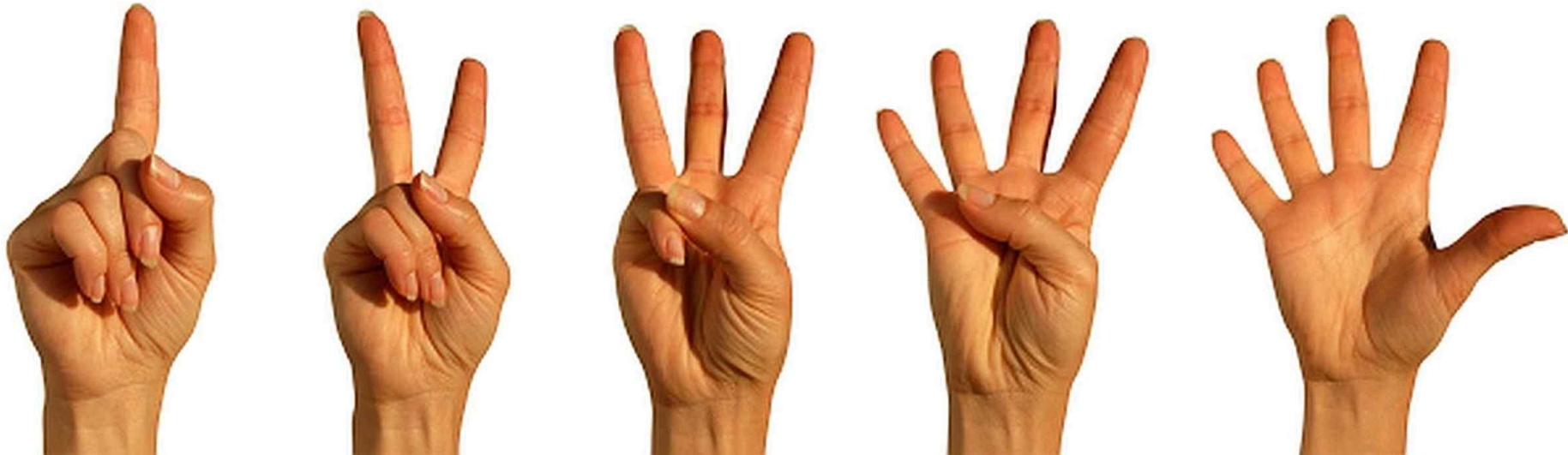
Parent involvement is
very important

**How do I know which book to choose
for my child?**

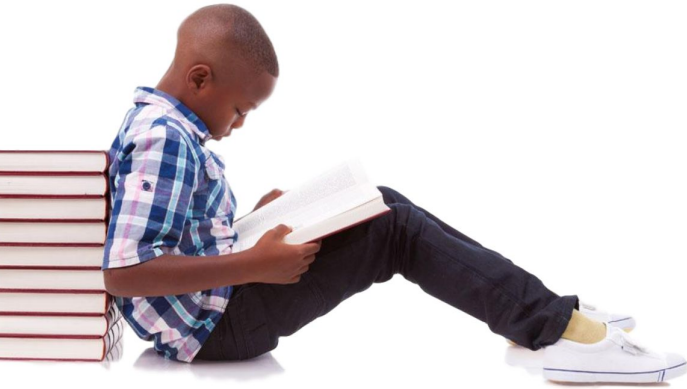
I have two answers



The Five Finger test

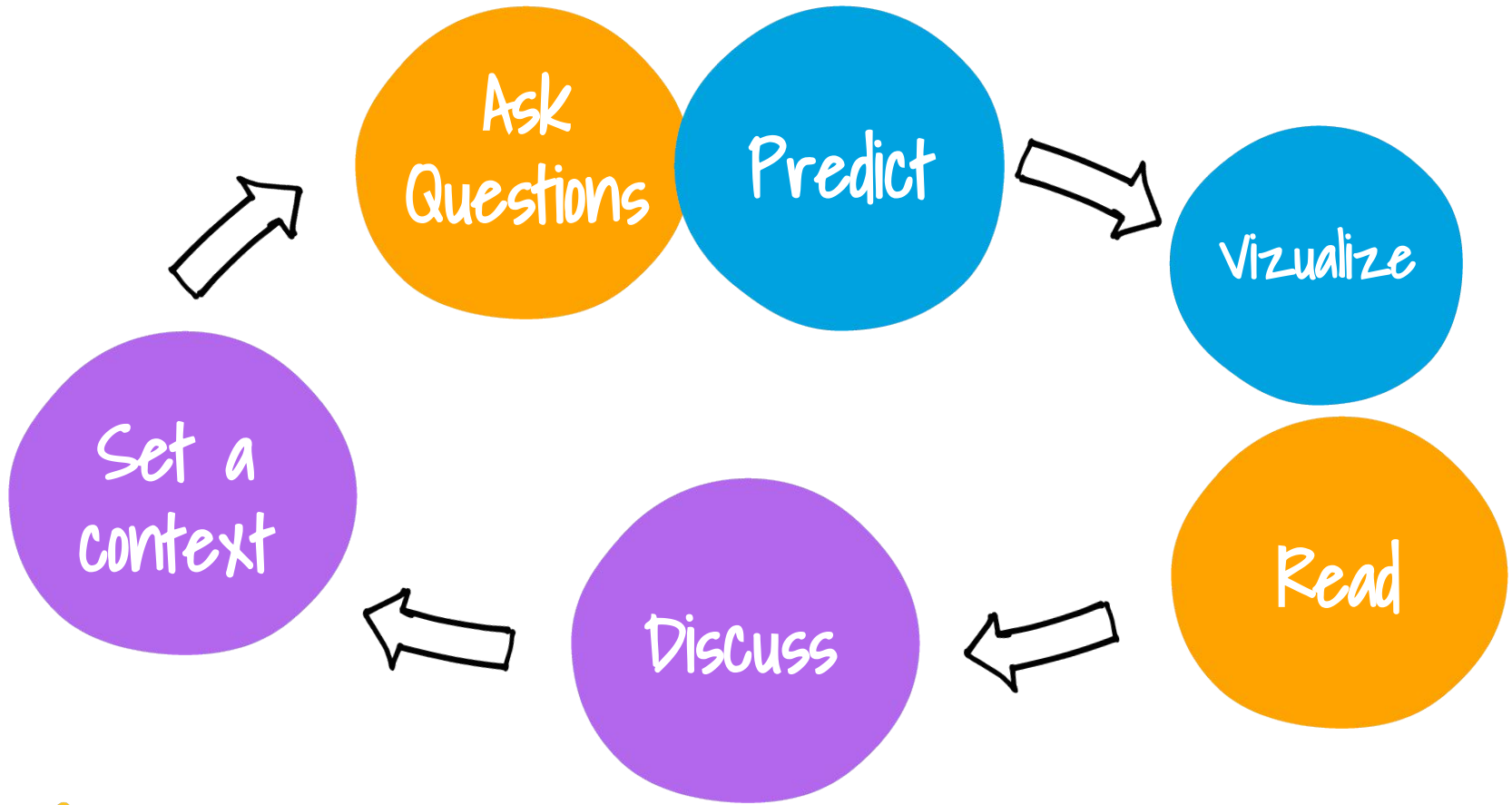


Let them choose!



Can you remember....





Let kids choose

Give your students a method

Build vocabulary

Involve parents

Be a model!

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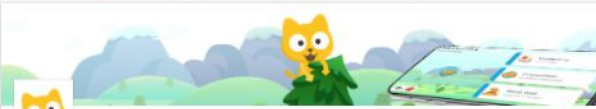
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Upcoming event

Extensive Reading as a Transferable Skill
The Oct 22 - 26, Oct 22
Online event
26 attendees including 13 connections

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1 word, 5 languages! Can you guess the English word before looking at the last picture?
[#wordoftheweek](#) ...see more

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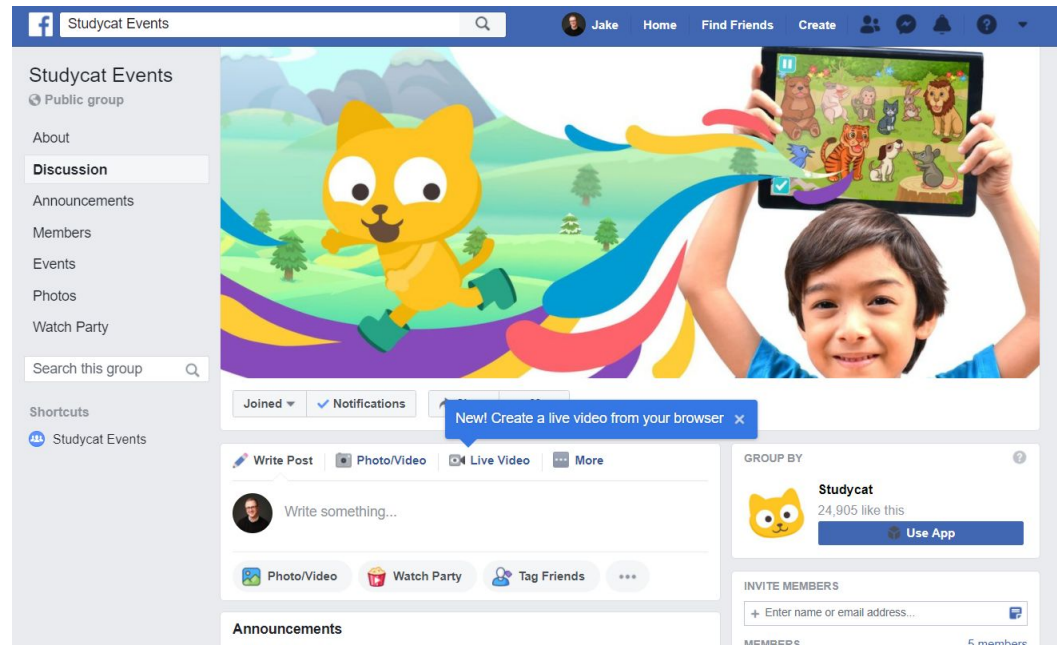


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Questions & Answers with Jake & Dave



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SSS START WITH SIMPLE STORIES

Aimed at adults

Golden rules

1. No dictionaries while reading
2. Skip over difficult words
3. Stop reading when it is boring or too difficult

reading has to feel effortless for it to result in language development; studies indicate that a text needs to be about 98% comprehensible in order for it to help the reader acquire new vocabulary

SSS

Start with simple stories

Gradually increase the level, length, and difficulty of the books using various titles from Leveled Readers (LR) written for native English speaking children, Graded Readers (GR) written for English learners as a second language, books for children and young adults, picture books

Read books not only at home, but also in the classroom.

Record the titles students read, total the number of words they read and give individual advice to students by looking up the records they keep in their logbooks.

Ten Principles

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information and general understanding.
6. Reading is its own reward.
7. Reading speed is usually faster rather than slower.
8. Reading is individual and silent.
9. Teachers orient and guide their students.
10. The teacher is a role model of a reader.