

Evaluating Your Students' Extensive Reading

NUFS Workshop 2016

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Today's workshop

- Part 1 General ideas
- Part 2 How I do it & suggestions

Warm up (Group work)

Tell your group about your ER situation.

- What age students do you have?
- Do you use ER in your class?
- Do you give evaluation? If so, how?
- Any dilemmas?

Should outside tests like TOEIC be used for ER evaluation?

- Standard tests like TOEIC, ACE, Cambridge tests, Pearson tests, etc.

豊田高専(電気・電子システム工学科)のER実践例 (西澤2008,2011)

1年生 (高1)

2年生 (高2)

3年生 (高3)

4年生 (大1)

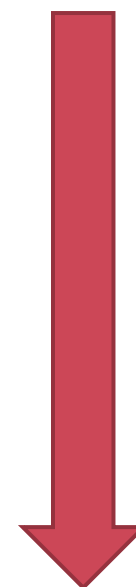
5年生 (大2)

6年生 (大3)

7年生 (大4)

2004

2008



Does it measure the impact of ER?

- 豊田高専(電気・電子システム工学科)
- English Senmongakko
- University English majors

Since 1987(昭和62年)

- Senmongakko 英語専門学校
- 300 graded readers as a start
- Based on information acquired from Beniko Mason and Julian Bamford at JALT 1986

- EPER test (Edinburgh Project on Extensive Reading)
 - Cloze test (for placement)
 - Comprehension test

University 3rd year class (TOEIC 545-770)

E.P.E.R cloze test result & student performance
(April, 2016 - January, 2017)

	E.P.E.R (E)	Words read (one year)	Grades given
• Student #5	+15	420343	AA AA
• Student #3	+14	230312	C C
• Student #16	-9	214874	B B
• Student #29	-10	356362	A A

Outside tests may not be suited for your semester evaluation

- Linguistic Level
- Student's physical condition
- Influence of other language classes
- High score in a standard test may not necessarily mean the student is a good reader

(see Takase, 2010)

- There are late bloomers

Classroom-based assessment for ER

- Substantially different from norm-referenced assessment (standardized tests)

(Begler, 2012)

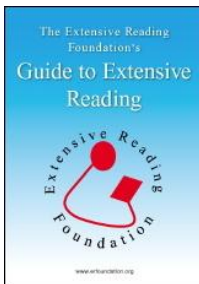
Classroom-based assessment:

- should **support** and **promote** student engagement and learning
- should be viewed as fair and fundamentally **nonthreatening**
(i.e., the primary purpose is to support learning)

(Begler, 2012)

Guide to Extensive Reading says:

- Extensive reading is not about testing. It is about *helping students* to build their reading speed and fluency, and become more confident readers in English. These things are not always testable directly.



*The Extensive Reading Foundation's
Guide to Extensive Reading, 2011 (p.9)*

We are dealing with something that is *difficult to measure*

- Affect
- Motivation
- A liking for reading
- Anxiety
- Positive attitude
- Autonomy

“Then how can I give grades?”

Classroom-based assessment— Students should get good grades when:

- they achieves the class goals.
(they meet the class objectives)



What are the goals and objectives of your ER class?

Definition of Extensive Reading

Extensive reading is reading **a lot of easy** and **enjoyable** material, often graded readers, that students **select by themselves**. It aims to let students develop a **liking** for reading and a **positive** attitude toward FL learning so that they will keep reading more material **independently**, which leads to increased amount of **comprehensible input**, that can result in enhancing their **overall FL proficiency**.

(Yamanaka, 2011)

Which part is the most important?

- Reading a lot of books?
- Developing a liking for reading?
- Developing a positive attitude toward FL learning?
- Keep reading more material independently?
- Increasing amount of comprehensible input?
- Enhancing overall FL proficiency?

- “...growth in **positive attitude** may be as important a goal as growth in **reading ability**.”

(Day & Bamford 1998, p. 83)

Definition of Extensive Reading

Extensive reading is reading **a lot of easy** and **enjoyable** material, often graded readers, that students **select by themselves**. It aims to let students develop a liking for reading and a positive attitude toward FL learning so that they will keep reading more material **independently**, which leads to increased amount of **comprehensible input**, that can result in enhancing their **overall FL proficiency**.

(Yamanaka, 2011)

But how do we measure the **growth** in **positive attitude**?

“Measure what is measurable,
make measurable
what is not measurable”

-Galileo Galilei

(Brierley, 2009)

A liking for reading can be measured

1. by **the amount read**

- When you like to read, you read a lot
- Without liking to read, one cannot read a lot
- Reading a lot can be the result of liking to read

A liking for reading can be measured

2. by the student's **ratings** of books

- Have students **rate** each book they read

- | | | | |
|----------|---|-----------|---|
| • Great! | 4 | Home run! | 5 |
| • Good | 3 | Great! | 4 |
| • OK | 2 | Good | 3 |
| • Boring | 1 | OK | 2 |
| • | | Boring | 1 |

Importance of “home-run” book(s)

“Trelease (2001) has suggested that a single very positive reading experience, one ‘home run book’ can create a reader.”

(Krashen, 2004)

A liking for reading can be measured

3. by the **content** of book reports
(brief summary and reaction)

You can give points or grades to the reports.

- Students often tell you how they were motivated to read more by having read a good book.
- The reaction part can show you how much they liked the book or how they got excited by reading it.

A positive attitude can be measured

1. by **the amount read** because it shows
 - how often they went to the library
 - how they searched for good books
 - how they got information of books from friends
 - how they actively participated during in-class reading
 - how they tried to make time for reading at home

A positive attitude can be measured

2. through Negotiated Evaluation (Day & Bamford, 1998)

Negotiated evaluation

Students choose how they wish to be evaluated for their reading

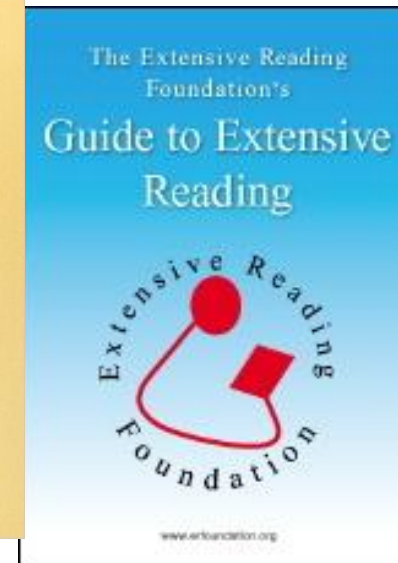
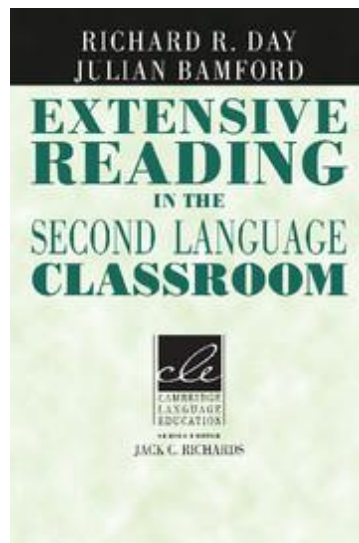
- Example: “forming **book promotion teams** to introduce books to other classes, [and] **writing sequels to stories or books**”

(Dupuy, Tse & Cook, 1996 TESOL Journal p. 14, in Day & Bamford 1998, p. 90)

- “A negotiation approach to evaluation is closer to the spirit of extensive reading and its overall goals than teacher-imposed requirements. If the goal of extensive reading is not merely reading improvement, but for students to **become independent readers**, students must experience **taking responsibility for their own reading.**”

(Dupuy, Tse & Cook, 1996 TESOL Journal p. 14, in Day & Bamford 1998, p. 90)

What do these books suggest for evaluating students?



Day & Bamford, 1998



- “...credit can be given for **books read** and **reports turned in**. A standard way of doing this is to assign the reading of a certain **number of books or pages** (for example, a book a week) in order for students to pass the class or to receive a certain grade.”

(Extensive Reading in the Second Language Classroom, p.86)

Methods of record keeping and evaluation

- Reading Notebook
(**Record-keeping** activities done by the students themselves)
- Weekly Reading Diary (variation of above)
- **Book Reports**
- Reading tests
(**Cloze tests** to measure growth in reading ability)
- Negotiated evaluation

Bamford & Day, 2004



Activities for evaluation introduced in the book

- 5.1 One-Minute Reading (**reading rate**)
- 5.2 **Cloze Test** (language proficiency)
- 5.3 One-sentence Summary Test(reading comprehension)
- 5.4 Speed Answering

(Extensive Reading Activities for Teaching Language, pp.86-90)

Takase, 2010

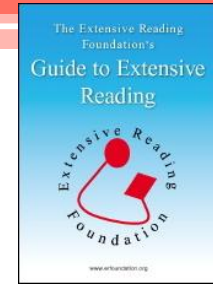


1-1 ER evaluation

- A) Attendance points
- B) **Summaries** and **reactions** (favorite books)
- C) **Presentation** on favorite book(s)
- D) **Amount read**
- E) Using M-reader
- F) Term-end comprehension test
- G) Outside tests (TOEIC, SLEP, ACE, EPER)

1-2 Assessment on **affect** (by **questionnaire**)

(英語多読・多聴指導マニュアル pp.200-204)



Guide to Extensive Reading

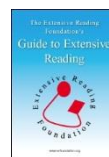
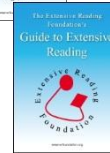
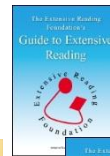
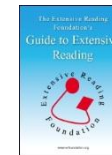
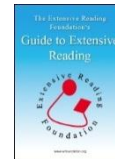
1. **Book reports, summaries, presentations and posters**
2. Giving grades by **number of pages or words** they have read, etc.
3. Measuring **reading speed**
4. Informal monitoring
5. Informal oral comprehension check while, or after, reading a book

*(The Extensive Reading Foundation's
Guide to Extensive Reading, 2011 p.9)*

Quiz

- How many of them mentioned book reports?
- Amount read or books read?
- Summaries?
- Presentations?
- Cloze test?
- Reading rate?

- Book reports
- Amount read or books read
- Summaries
- Presentations
- Cloze test
- Reading rate



Review: Classroom-based assessment

- Substantially different from norm-referenced assessment (standardized tests)
- should **support** and **promote** student engagement and learning
- should be viewed as fair and fundamentally **nonthreatening**
(i.e., the primary purpose is to support learning)

(Begler, 2012)

Like “All roads lead to Rome”...

All activities and assessment tasks should lead to

- Reading enjoyment
- Motivating students
- Promoting reading

Part 2 How I do it & suggestions

University English majors

- 3rd year class (N=32) TOEIC 545-770
- 2nd year class (N=30) TOEIC 245-450
- Subject name: Extensive Reading II (III)
- 90 minutes, once a week
- 15 weeks per semester
- Same students (mostly) through the year
- They have ER for three years
- A good collection of ER books in the library

Complete freedom!

- (University imposed) Course objective :
Enhancing FL proficiency through extensive reading
- (Teacher decides) Specific class goals, textbooks, material, procedure, evaluation standards, etc.

3rd year class (N=32) (Intermediate)

- Student-selected reading at home—book reports
- In-class activities
 1. Commercial textbook (*Cover to Cover 1*, OUP) used as ER material
 2. Activities that promote ER
 3. Sustained silent reading

Class goals

到達目標

- 毎週英文読書をしてブックレポートを出すことが習慣づく。
- 学期を通して均等に読める。
- 読みやすく面白い本を見つけることが上手になる。
- 英文読書を楽しむことができ、その結果たくさん読む。
- 良い本の情報を他の人に積極的に伝えることができる。
- 新しいジャンルやレベルにも挑戦してみる。
- テキストを通して記事文に慣れ、社会問題にも興味を持ち、ネットでニュース記事を読むなど、読書体験を広げてみる。

BOOK REPORT

Your Name: _____ Class: _____ Date handed in: _____

Title of Book: _____

Publisher: Cambridge / Macmillan / Oxford / Penguin / Other () Level: _____

of words: _____ Reading time: _____ minutes

Motivation Level (before reading) 10 9 8 7 6 5 4 3 2 1

Why did you choose this book? (You can circle more than one)

Title Cover design Illustration Level Blurb Friend Teacher Author Other ()

What is this book about? (Write either in English or Japanese)

How did you like the book? (circle one)

5 Home run! 4 Great! 3 Good 2 OK (1 Boring / Stupid)

Write your feelings about the book (either in English or Japanese).

New vocabulary / useful expressions / interesting sentences

Motivation Level (after reading) 10 9 8 7 6 5 4 3 2 1

Why?

.....

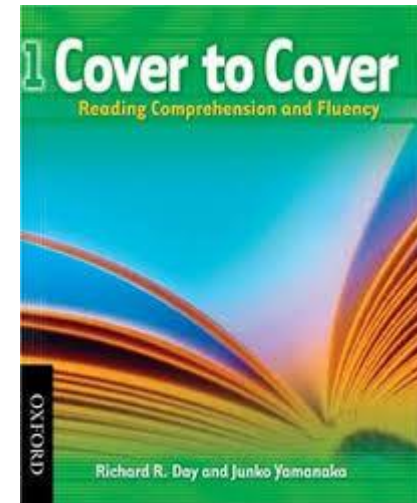
The first 30 minutes

Cover to cover 1

- Read one chapter each week
- Record reading rates
- Worksheet
- Pair work
- (Chapter 1 is homework)

Purpose:

- By reading easy and interesting **articles extensively**, students get language input, knowledge, information and a basis for **critical thinking**. They also read graded reader excerpts.



- **Cover to Cover weekly record sheet**

- No. _____ Name: _____
- Unit _____ Part _____ Date _____
- Title _____

- Brief Summary (in English or Japanese):

- Your rating (How did you like the article / story?)
- 4 Very interesting 3 Interesting 2 OK 1 Boring

- Your feelings / comments (in English):

- Your partner's rating and feelings / comments (in English):
- Rating:
- Comments:

- Words and expressions that can be useful:

- Word search:
- 1.
- 2.
- 3.

• **Cover to Cover Homework Sheet**

• Name _____

• **Unit 1 Part 1 To Marry or Not to Marry** Date of submission _____

• Brief Summary (in English or Japanese):

-
-
-

• How did you like the article?

• 4 Very interesting 3 Interesting 2 OK 1 Boring

-

• Your comments / opinions (in English or Japanese):

-
-
-

• Words and expressions that can be useful for you:

-
-
-
-

• Word search:

• 1. to look after your children and help them grow _____ (Para)

• 2. not married _____ (Para)

• 3. a number representing an amount, especially an official number

• _____ (Para)

• 4. a set of questions that you ask a large number of people in order to find out about their opinions or behavior

• _____ (Para)

• 5. someone you work with, used especially by professional people

• _____ (Para)

• Checked by _____

The next 30 minutes

Sharing information of books

1. Pair work

- Introduce the book each student has read
- 1st time : 1minute and 30seconds each
- 2nd time: change partners, then 1 minute each

2. Teacher introducing home run books and fun books from last week, her favorite books or other information to promote ER

The last 30 minutes

In-class reading (sustained silent reading)

- Either school library books students checked out
- Or books from teacher's box library

Requirements

- Book report submission every week
- Minimum 100,000 words per semester
- Minimum 15 books per semester
- More than 200,000 words recommended

Evaluation (on syllabus)

評価方法（基準等）

- 読書量、冊数、ブックレポート内容、提出点など 65%
- テキスト（Weekly record sheets, 小テスト） 30%
- ファイル 5%

Evaluation (in detail)

- Textbook (Cover to Cover) 30 %
 - 18 worksheets (18%)
 - Vocab. Quiz (definition) (12%)
- Book report submission 15 %
- Amount read (#of words) 45%
- Weekly record sheet 5%
(with a graph)
- Portfolio (all handouts filed) 5%

Points for amount read (example)

- 265893 45
- 239990 44
- 203262 41
- 175672 37
- 155292 35
- 125372 32
- 111942 29
- 101325 27

Everything is expressed in numbers

- Everything is made measurable
- Total 90 points or over AA
- 80-89 A
- 70-79 B
- 60-69 C
- 59- D

Class goals

到達目標

- 毎週英文読書をしてブックレポートを出すことが習慣づく。
- 学期を通して均等に読める。
- 読みやすく面白い本を見つけることが上手になる。
- 英文読書を楽しむことができ、その結果たくさん読む。
- 良い本の情報を他の人に積極的に伝えることができる。
- 新しいジャンルやレベルにも挑戦してみる。
- テキストを通して記事文に慣れ、社会問題にも興味を持ち、ネットでニュース記事を読むなど、読書体験を広げてみる。

2nd year class (N=30) (Basic)

- Student-selected reading at home—book reports
- In-class activities
 1. Reading graded readers in class as textbooks
 2. Sustained silent reading

Graded readers and activities

Spring: *Who Wants to be a Star?* (Penguin ES)

The Girl at the Window (Cambridge S)

Fall: *John Doe* (Cambridge 1)

Goodbye Mr Hollywood (Oxford 1)

- Worksheet : Find the equivalent in the text
- Radio drama: in groups using the script

Requirements

- Book report submission every week
- Minimum 50,000 words
or minimum 60 books per semester

Class goals

到達目標

- テキストとして購入したgraded readerの内容を楽しみつつ語彙や表現を身に付ける。また、そのレベルの英文や長さに慣れる。
- 毎週英文読書をしてブックレポートを出すことが習慣づく。
- 学期を通して均等に読める。
- 簡単で面白い本を見つけることが上手になる。
- 英文読書を楽しむことができ、その結果たくさん読む。
- 良い本の情報を他の人に積極的に伝えることができる。
- 新しいジャンルやレベルにも挑戦してみる。
- 授業内読書を通して集中力を養う。

Evaluation (on syllabus)

- 読書量、冊数、ブックレポート内容、提出点など 60%
- Weekly in-class report 5%
- 小テスト 30%
- ファイル 5%

Evaluation (in detail)

- Textbooks (graded readers) 30 %
 - Quiz 1 (15%)
 - Quiz 2 (15%)
- Book report submission 15 %
- Amount read
(#of books or words) 45%
- Weekly record sheet 5%
(with a graph)
- Portfolio (all handouts filed) 5%

• **Extensive Reading II D Quiz 1 John Doe** jy1015

• **A：テキストを見ながら行う。**

• 次の表現は誰が言った言葉か。テキストから見つけて、名前とページ、英語を書きなさい。

• John Doe Nurse Angela Doctor Cox
• Detective Jenny Brown (刑事) Susan Peters (テレビ局ディレクター)

• 1. 家族と友人がいなければ、そして仕事があれば、私は何者だろう。

• () p. _____

• 2. 牛乳を買いに行ったんじゃないの。() p. _____

• 3. あっちへ行け、看護婦。() p. _____

• 4. あなたは私が記憶喪失だと思いますか？ () p. _____

• 5. 来てくださってありがとうございます。休暇中でしたのに。

• () p. _____

• 6. ある死んだ女の人のことでああなたの助けがほしいのです。

• () p. _____

• 7. 包丁持って何してるの？ () p. _____

• 8. 私たちたちにできることは何でもします。() p. _____

• 9. 人の記憶に残るような顔ではないですね。() p. _____

• Extensive Reading II D Quiz 1 John Doe

jy1015

• B: テキストを見ないで行う。

• 下線に一語入れなさい。

• 1. 私は自分の名前が何かわからない。

• I don't know what _____.

• 2. 我々はあなたが誰なのかをつきとめようとしています。

• We're going to find out _____.

• 3. すぐにすべてうまくいくから。

• Everything's _____ all right
very soon

• 4. 何か食べるものはいかが?

• Would you like _____
_____?

• 5. 私たちたちにできることは何でもします。

• We'll do everything _____.

• 6. 俺のやることが間違っているのはわかってるんだ。

• I know _____ is
wrong.

• 7. 彼女は3時間前に家に帰りました。

• She went home three _____.

• 8. 電話で誰と話してるんだ?

• Who are you _____ on the phone?

improvement needed for my ERII class evaluation

- Assessment on their oral performance to promote reading aloud like a drama?
- They need “focus on form” too.

Advice from Junko

- 1. Let students know their WPM
- 2. Teachers need to read as many readers as possible.
- 3. Teachers can include the use of four skills in the assessment

Let students know their WPM

- Measure their reading rate on Day 1 or 2.
- Students will be able to guess the reading time before they read a book.
- Easy to advice which books to read
- Can cope with false claims

- From: *Planespotting* Hueber Verlag Level 1

Chapter 1 At the airport

Gary Kent is watching planes on a Thursday afternoon. He's sitting beside a road next to the airport. A big plane is taking off. It comes along the runway. The noise is loud. The plane takes off and flies over some trees near Gary. It's a 747 with a blue and yellow tail. *That's Lufthansa Flight 9745 to Bangkok, thinks Gary, There it goes!*

Gary is thirteen. He and his family live near Sydney Airport. The planes come over their house. Gary's mother doesn't like them. 'They make a lot of noise' she says. But Gary likes the noise. And he loves watching planes—he's a planespotter.

(107 words)

Teachers need to read as many ER books as possible

- They need to judge students book reports and be able to tell if they really read the book, or they did not understand it very well.
- If students did not understand it very much, the teacher need to advise them to lower the level.
- They can give advice to students about interesting books or level-appropriate books.

Include the use of the four skills

- “...extensive reading can serve as the basis for the development of all language skills. This broader conceptualization means that extensive reading programs can be evaluated in a multitude of ways and include the use of the four major language skills.”
(Beglar, 2012)

Some *fun* (?) assessment tasks using four skills

- Radio drama in groups
- Draw a cartoon or picture of one impressive scene in a story with an explanation, to advertise the book
- Add your ending!
- Dramatizing the added ending
- Two students read the same book and write reactions. Read each other's reaction, talk about it and write comments. Submit them to the teacher.
- Dictation of a conversation in a book and students add illustration to it

Use activity ideas in Bamford & Day
for assessment!



Q & A time

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