

How to Start and Build an Extensive Reading Community in your Classroom

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What is Extensive Reading?

Extensive Reading in a second language is “an approach to the teaching and learning of second language reading in which learners read large quantities of books and other materials that are well within their linguistic competence.”

(Day & Bamford, 1998).

What is Extensive Reading?

“Students reading a lot of
easy, enjoyable books”

Happy Reading 樂讀

Reading Log book

冊	Date	タイトル	出版社	語数	累計
1	4/19	Paris Adventure	ORT stage6	486	486
2	4/19	The Stolen Crown 1	ORT stage6	555	1,041
3	4/19	The Stolen Crown 2	ORT stage6	469	1,510
・	・	・	・	・	・
・	・	・	・	・	・
91	7/3	The Secret Tunnel	FRL level 7	2,285	106,080
92	7/3	Love Online	FRL level 7	2,925	109,005
93	7/4	The Golden Monkey	FRL level 7	2,848	111,853
・	・	・	・	・	・
・	・	・	・	・	・
185	1/15	Heidi	Penguin level 2	8,800	308,284
186	1/20	Great Expectation	Green Apple	3,750	312,034
187	1/24	The Mysterious Island	Penguin level 2	6,600	318,634
188	1/30	DRAGON HEART	Penguin level 2	9,770	328,404
189	2/11	The Black Pearls	Cambridge starter	2,569	330,973

6月3日ORT
読破

7月4日FRL
読破

What is Extensive Reading?

Students learn to read
by reading

Outline

- 1 Theoretical Background
- 2 ER activities and three phases
- 3 Students comments
- 4 Group Discussion

Theoretical Background

1. Sociocultural perspective
of development
2. Zone of Proximal Development
3. Collaborative Interaction
4. ER and Peer Interaction

1) Sociocultural perspective of development

Learning is a dynamic process where communicative activities can be transformed into individual knowledge and skills(Hall, 2001, p.30).

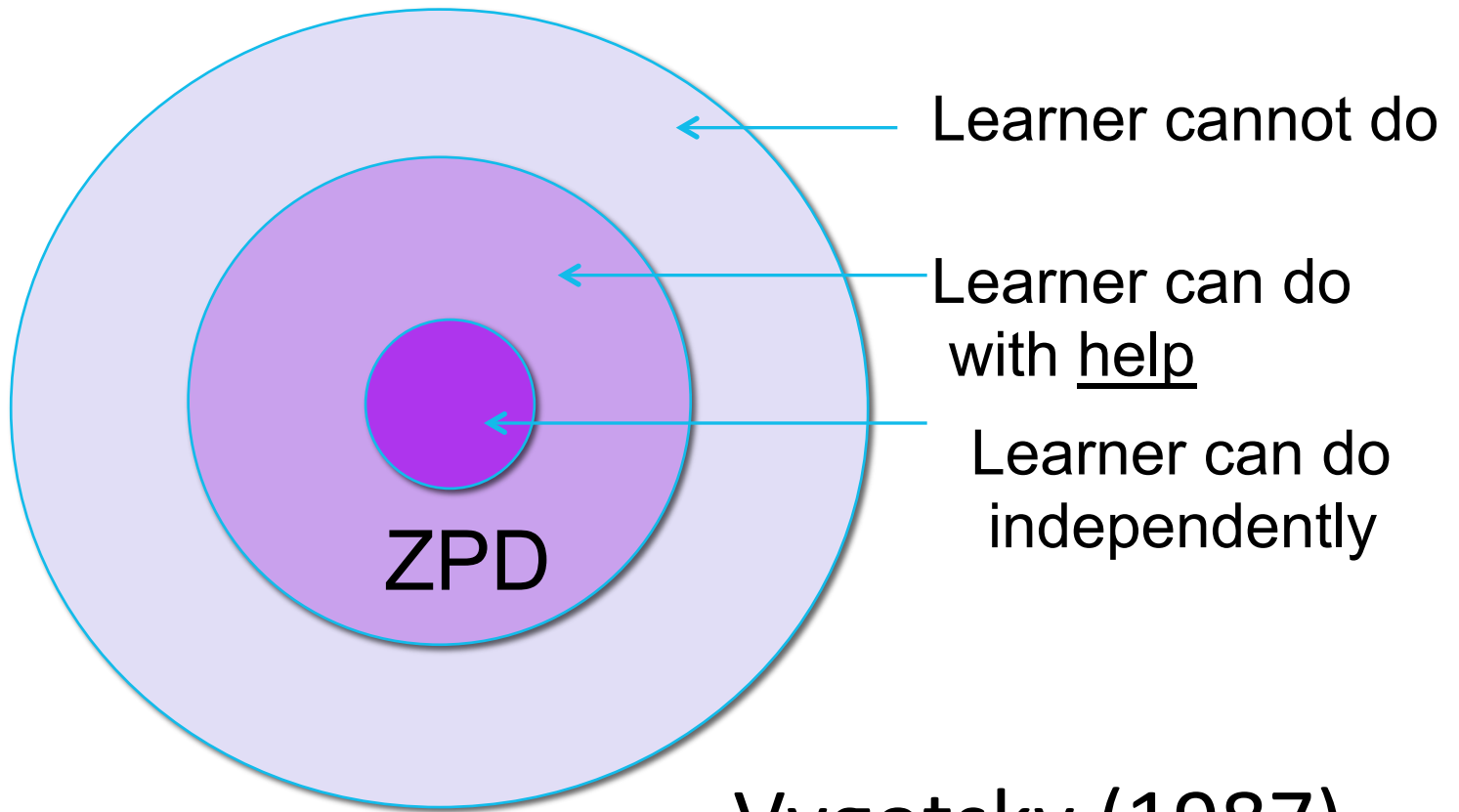
2) Zone of Proximal Development

Vygotsky (1987) claims that learning process takes place in the Zone of Proximal Development with more expert participants.

“the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”

(Vygotsky, 1987, p.86, quoted in Hall, 2001).

Zone of Proximal Development (ZPD)



Vygotsky (1987)

3) Collaborative Interaction

“Collaborative dialogue is dialogue in which speakers are engaged in problem solving and knowledge building” (Swain, 2000, p. 102)

Peers as well as more expert, can provide assistance to their classmates in collaborative interaction in a classroom. (Swain and Lapskin, 1998; Ohta, 1995, 1997).

4) ER and peer interaction

Manning and Manning (1984)

- * extensive reading + peer interaction
- * 415 fourth–grade students in the U.S
- * reading in their native English
- * students who did extensive reading accompanied by peer interactions significantly outperformed on reading achievement gain.

Questions

1) What did students learn from interactive ER activities?

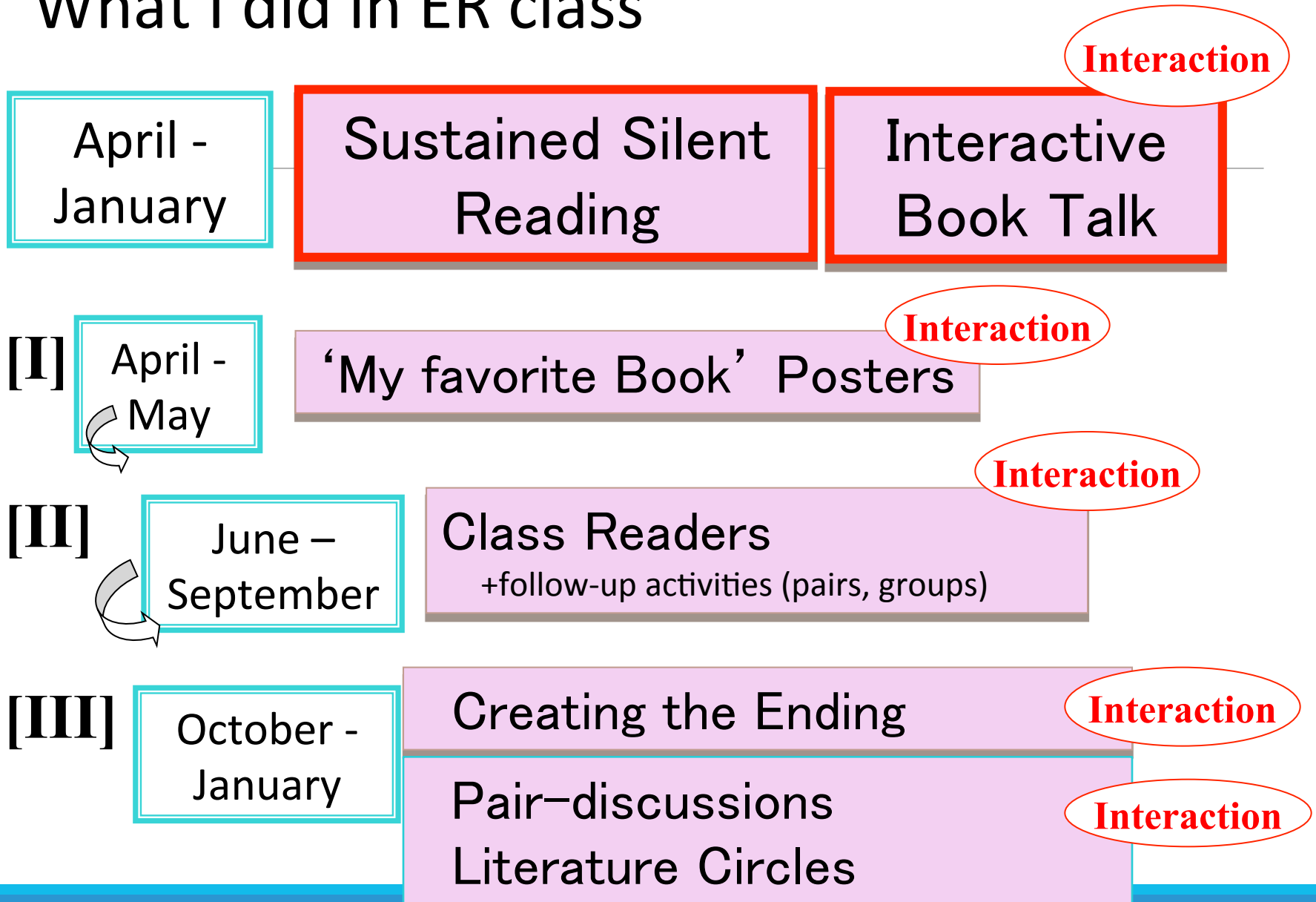
2) How did students build an ER community?

extensive reading class

Goals

1. To develop students' reading fluency.
2. To build an ER community in a classroom by introducing ER activities.
3. To help students become autonomous learners in an ER community.
4. To help students become lifelong readers in an ER community.

What I did in ER class



May -September

Book Pass

Blurb-Title Match

Story Telling

Interaction

Mini lesson for LCs

Sentence-treasure Hunt

April -January

Interaction

Alternative Assessments:

Reading logs, Monthly Reports

Semester Reflection Reports

Reflections (ER activities),

ER Products (posters, picture books etc)