
INTESOL
2017

Student Roles in Extensive Reading Groups

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**PROGRAM FOR
INTENSIVE ENGLISH**



IUPUI

Outline



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Outline

1. Brief introduction to the PIE and its students
 2. Why extensive reading?
 3. Research contributions
 4. Project parameters
 5. Implementation
 6. Results
 7. Suggestions for modifications and adaptations
 8. Contact information and references
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The Program for Intensive English (PIE)



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The Program for Intensive English (PIE)

- Intensive English Program, established August 2015





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- Has enrolled students from more than 36 countries





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 - Six sessions per year; seven levels of study
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The Program for Intensive English (PIE)

- Intensive English Program, established August 2015
 - Has enrolled students from more than 36 countries
 - Six sessions per year; seven levels of study
 - Academic focus
 - Graduates meet English proficiency requirements for IUPUI, Purdue University, and Ivy Tech
-



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The PIE Student Population



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The PIE Student Population

- Mixture of Middle Eastern, Asian, Latin American, Asian, African populations





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 - 50% of academic track students - B.A. or equivalent at IUPUI
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The PIE Student Population

- Mixture of Middle Eastern, Asian, Latin American, Asian, African populations
 - 75% of students are on an “academic track”
 - 50% of academic track students - B.A. or equivalent at IUPUI
 - 25% - M.A. at IUPUI; 25% - other
-



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Why extensive reading?





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 - Assessment often consists of only quantitative data
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Why extensive reading?

- Usually included in IEP curricula
 - Assessment often consists of only quantitative data
 - There are few follow-up activities that require students to interact with the texts or with their classmates
-



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Empirical Research





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Empirical Research

The literature points to several significant benefits to interactive follow-up activities tied to extensive reading, including:



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- Creating a need for **meaningful communication** (Crisper, 1986)
 - Engendering a **richer variety of linguistic features in language output** (Waring, 2007)
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Empirical Research

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- Creating a need for **meaningful communication** (Crisper, 1986)
 - Engendering a **richer variety of linguistic features in language output** (Waring, 2007)
 - **Engaging higher order thinking skills** (Helgesen, 2008)
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Project Parameters





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Project Parameters

- Level 4 Reading/Writing students at the PIE





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Project Parameters

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- 4 language learners of mixed proficiencies and varying L1s





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 - Class met 5x/week for 1hr 20m
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- Level 4 Reading/Writing students at the PIE
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 - Time budgeted for in-class discussion: 25-30m, 1x/week
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Project Parameters

- Level 4 Reading/Writing students at the PIE
 - 4 language learners of mixed proficiencies and varying L1s
 - Class met 5x/week for 1hr 20m
 - Time budgeted for in-class discussion: 25-30m, 1x/week
 - Core materials by Dale Mays, Elementary ESL educator
-

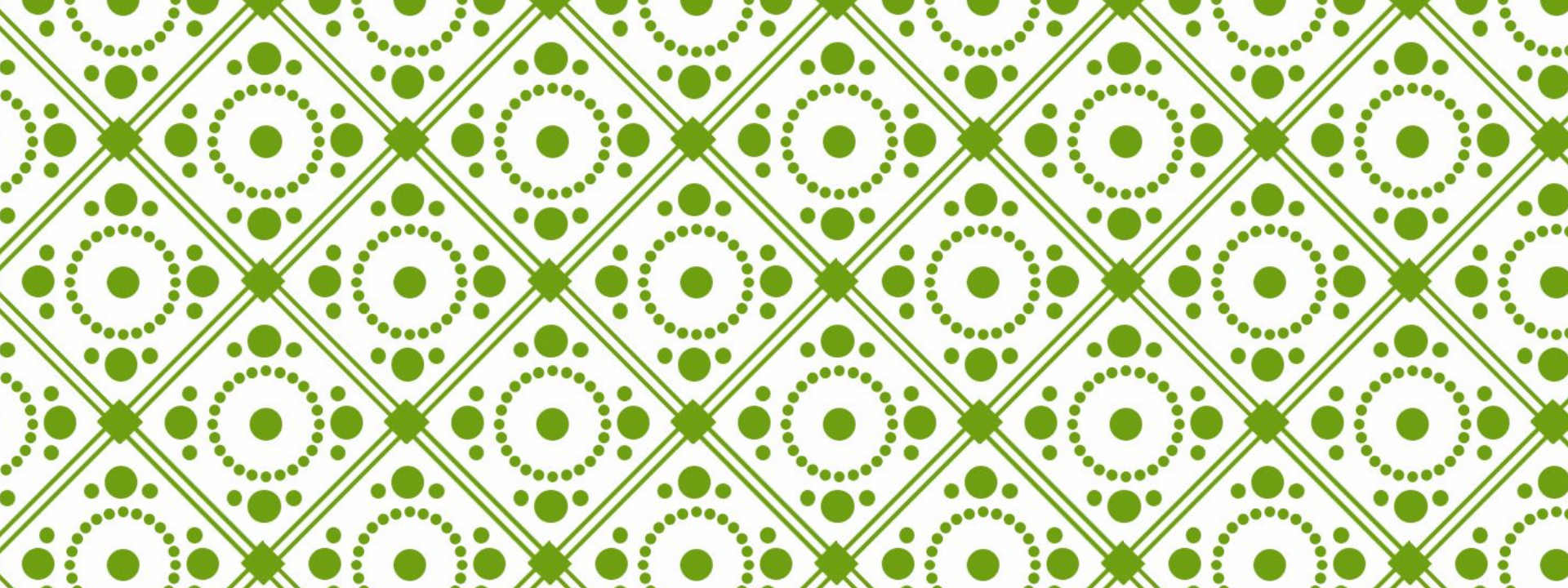


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Implementation





EXTENSIVE READING

Reading/Writing 4

Why do we read?

In this class, we will practice intensive and extensive reading.

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Intensive - Reading for details; reading with a specific goal (The kind of reading we do in class)

Extensive - Reading for enjoyment; reading to build your general skills (Reading outside of class)



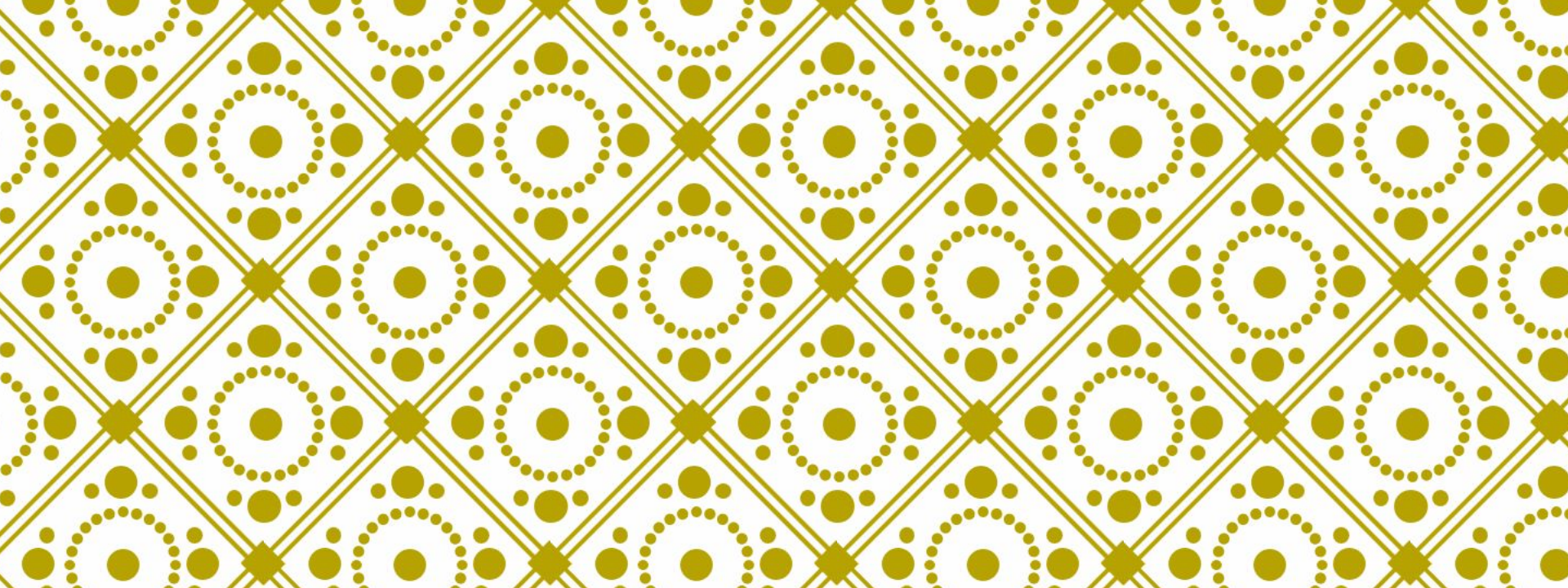
Extensive Reading

Literature Circle Project

Every Friday during reading class, you will discuss what you read.

You will have a “job” in the discussion that you will need to prepare for.

During the discussion, you will present your part of the reading.



LITERATURE CIRCLE PROJECT

Discussion Roles

DISCUSSION DIRECTOR

Your job is to make a list of 5 “Wh-” questions that your group might want to discuss about the part of the reading.

Don't worry about the small details. The best questions are usually the ones you had yourself as you read.



SUMMARIZER

Your job is to briefly tell what happened in the part that you just listened to. Just give a quick statement to retell the main events.

The other members of your group are counting on you to help them keep the important parts straight. If there are several main ideas, number them in order of importance.



ORATOR

Your job is to find a few passages from the reading that you would be interested in hearing your group read out loud. The passages you choose can be funny, exciting, interesting, or use language that you find particularly beautiful or moving.

You may choose to read the sections yourself, but you may also ask other students in the group to read the sections aloud.



ILLUSTRATOR

Your job is to draw some kind of timeline or graphic organizer about the part of the listening that you just did. It can be a T-chart, cluster, diagram, story map, storyboard, timeline, etc.

Take time to do it carefully and include details. It should be on a full sheet of paper and usually will be in color.



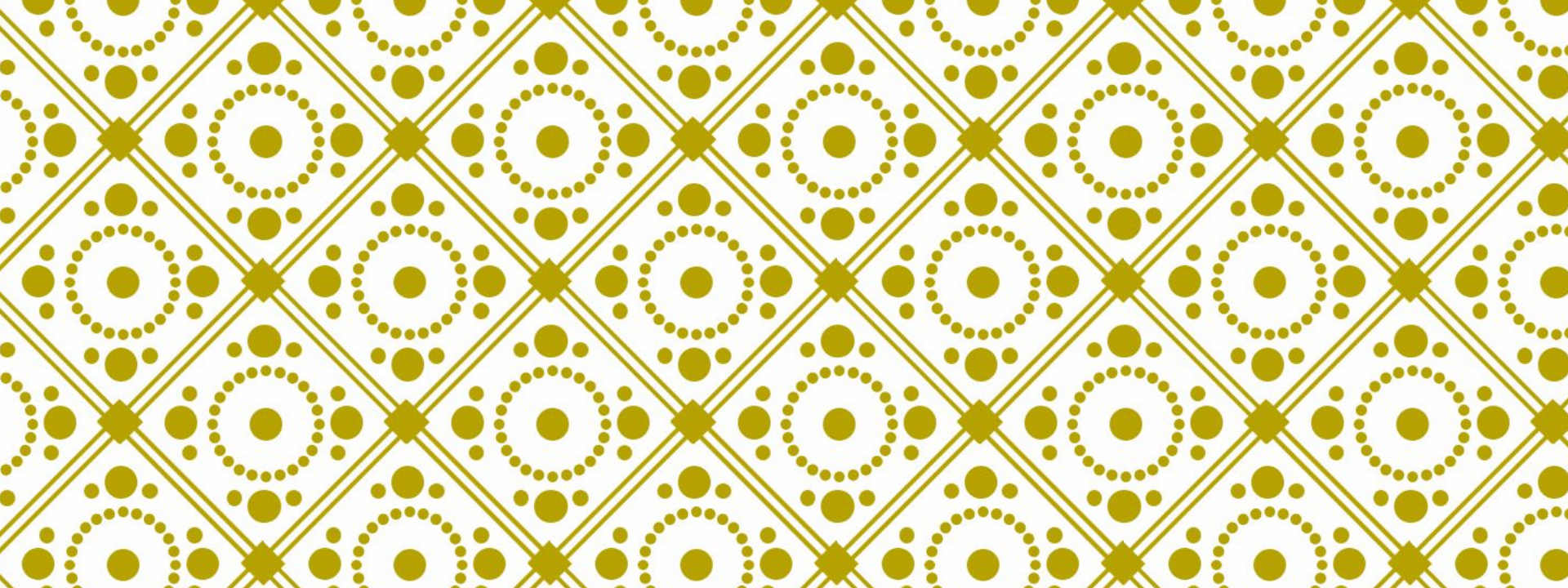
WORDSMITH

Your job is to find 3 meaningful words from the listening selection. The words could be interesting, descriptive, challenging, or unusual.

If it is a word that you did not know the meaning of, be sure to look it up in the dictionary and share the definition with the others.

Tell what part of speech it is and try to write your own sentence using the word.



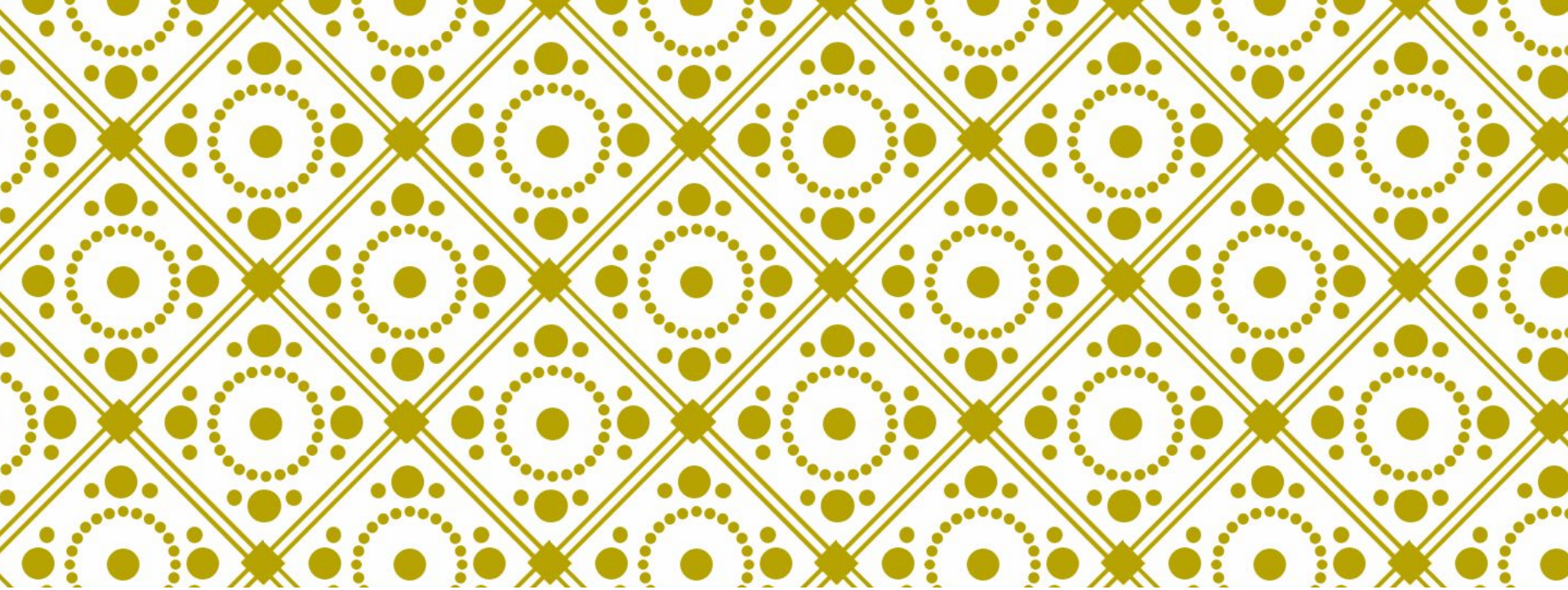


FRIDAY DISCUSSIONS



For Friday Discussions...

1. Come to class on time. We will begin the discussion right away.
2. Choose who begins the discussion. (I suggest beginning with a summary of what you read for the week, then going on to the other jobs from there.)
3. Each person participates in the discussion by:
 - Sharing what they have brought to class
 - Commenting on the ideas of the other group members



GRADING |



AFTER THE DISCUSSION



Week # _____ Instructor _____

Reading Discussion Lab – Self-Evaluation – LEVEL 4

DIRECTIONS: Complete the self-evaluation about your performance in the discussion lab today.

Name: _____

Class/Level: _____

Week/Date: _____

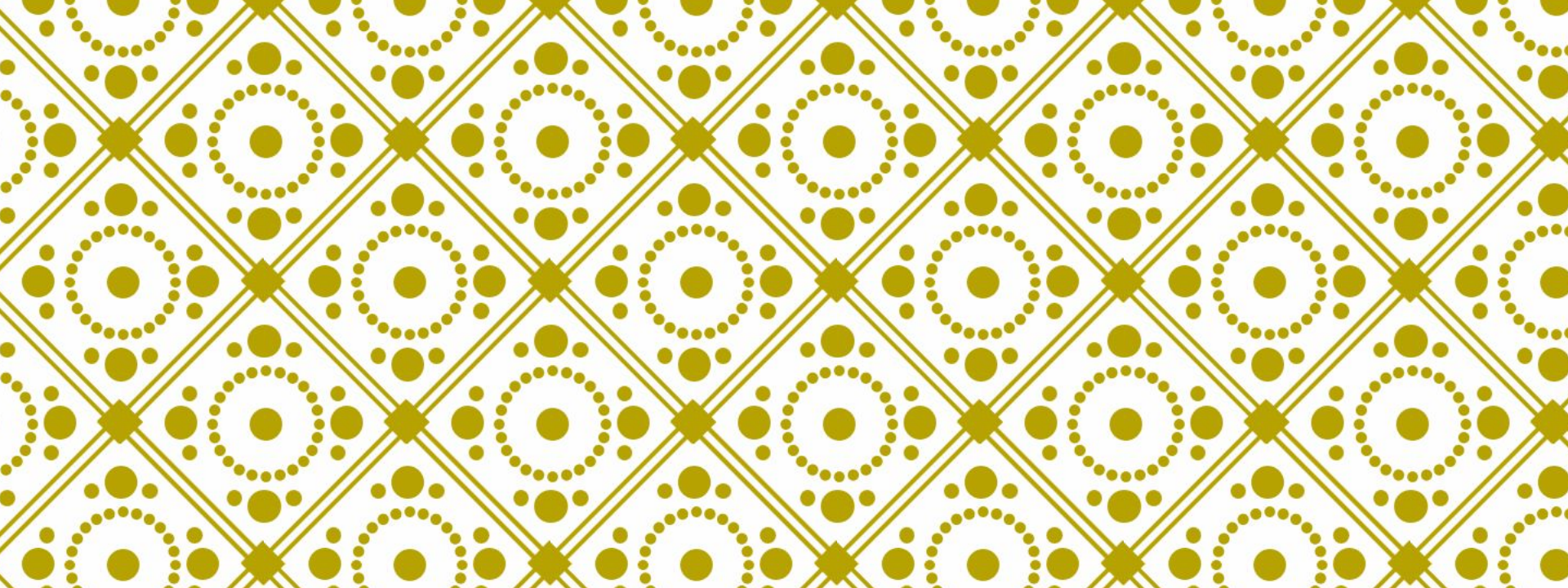
1. What was one thing you said during the discussion that helped the group to understand the reading better?

2. What was an important idea or explanation said by someone else in the group during the discussions? (Identify the person and tell what he/she said.)

3. What group strategies did your group use well? (Circle one or more of the following: participating, staying on topic, contributing appropriate information, encouraging others to contribute, listening carefully, making good eye contact, being considerate of others' opinions, asking for clarification, summarizing, using appropriate voice levels). Give an example of how your group used this strategy and how it contributed to the discussion.

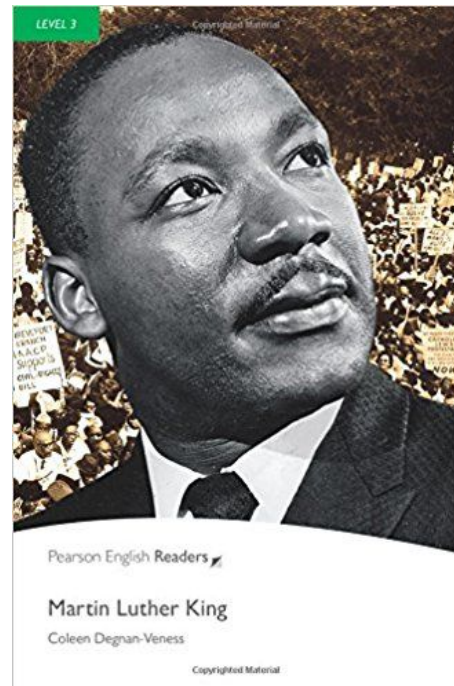
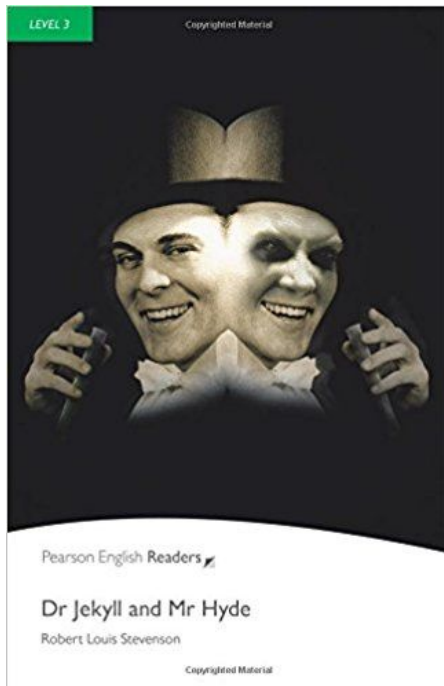
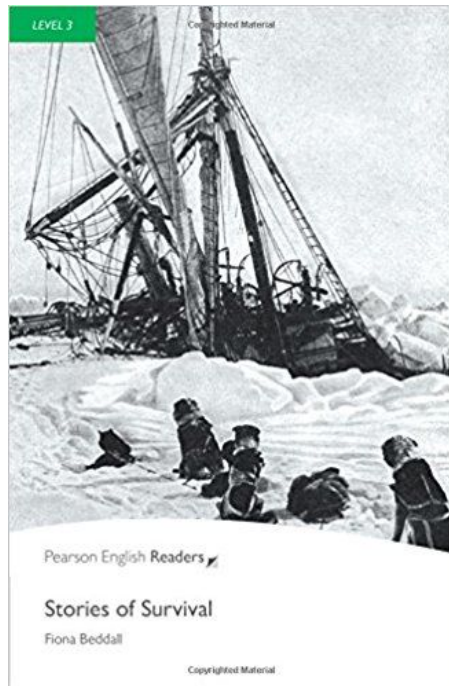
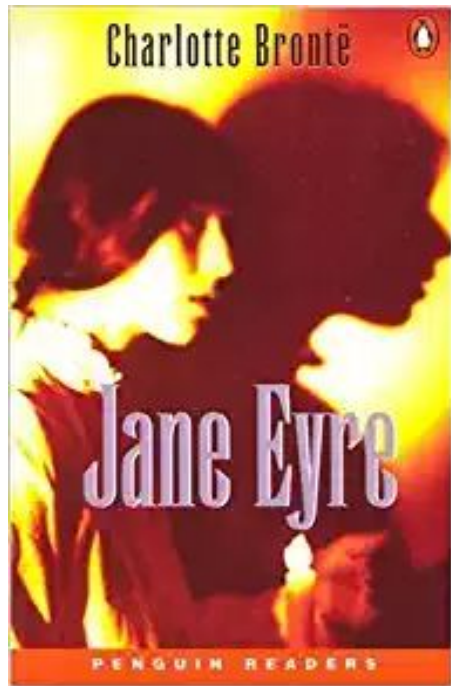
Week # _____ Instructor _____

4. What didn't go well? How would you change it for next time?



CHOOSING A BOOK





Choose the number of pages that you will read for Friday.



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Results





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Results

- Immediately saw much more reaction, interaction with texts





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Results

- Immediately saw much more reaction, interaction with texts
 - Students quickly took ownership of the discussion, allowing the instructor the ability to observe interactions
-



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Results

- Immediately saw much more reaction, interaction with texts
 - Students quickly took ownership of the discussion, allowing the instructor the ability to observe interactions
 - On average, students raised their scores on extensive reading-related quizzes by **3-5 points** following the implementation of discussion circles
-



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What worked?

- Discussion circles facilitated more than just reading and writing practice -- listening and speaking skills were also developed





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What worked?

- Discussion circles facilitated more than just reading and writing practice -- listening and speaking skills were also developed
 - Allowing students autonomy within the discussion gave them “ownership,” established responsibility and motivation
 - Matriculated students later reported that the discussion circles were helpful in preparing them for what they would encounter in their university classes
-



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What didn't work?

- Necessary to lay out clear expectations at the beginning



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What didn't work?

- Necessary to lay out clear expectations at the beginning
- Need a contingency plan if students are absent or if there are lulls in conversation





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Adaptations and Modifications



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Adaptations and Modifications

Should all groups read the same book?





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Adaptations and Modifications

Should all groups read the same book?

- Could make overall assessment easier





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Adaptations and Modifications

Should all groups read the same book?

- Could make overall assessment easier
 - May work counter to the objective of having the students take “ownership” of the extensive reading task if text is assigned
-



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Adaptations and Modifications

Could also be useful with other types of texts:





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Adaptations and Modifications

Could also be useful with other types of texts:

- Academic essays





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Could also be useful with other types of texts:

- Academic essays
- Journal articles





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Adaptations and Modifications

Could also be useful with other types of texts:

- Academic essays
 - Journal articles
 - Authentic textbook chapters (at higher levels)
-



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Adaptations and Modifications

Also works for **Listening and Speaking** classes:





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Adaptations and Modifications

Also works for **Listening and Speaking** classes:

- Give students a listening to complete over the weekend





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Also works for **Listening and Speaking** classes:

- Give students a listening to complete over the weekend
- Have them self-assign roles within the group





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Adaptations and Modifications

Also works for **Listening and Speaking** classes:

- Give students a listening to complete over the weekend
 - Have them self-assign roles within the group
 - Replicate the process for a discussion over the listening content
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Contact Information

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