

A Community of Readers

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Objective:

Describe the establishment of an extensive reading community of practice

Aims of the program

- To encourage skill development in all aspects of the foreign language
 - by providing a varied and plentiful exposure to the language
 - by using reading as the starting point for further individual and collective activities

Aims of the program

- to develop student autonomy
 - by involving students in the administration and maintenance of the program
 - by allowing students to decide for themselves what, where and when to read

Aims of the program

- to encourage students to enjoy reading
 - in any language
 - specifically, to enjoy this experience in a foreign language

Aims of the program

- to develop the competence of 'learning to learn'
 - students become aware of the benefits of extensive reading in improving their language skills

Aims of the program

- to raise the cultural awareness of the students
 - by providing reading material on a broad range of social, cultural, political and ecological topics
 - by sampling of some of the most important literary works in the English language

Aims of the program

- To encourage students to form a **community of practice**
 - by **sharing** the common aim of improving their English ability through reading and the activities associated with this reading

A Community of Practice

- Jean Lave and Etienne Wenger (1991)
- A community of practice is “formed by people who engage in a process of collective learning. (They) share a concern or a passion for something they do and learn how to do it better as they interact regularly.” Etienne Wenger (2007)

Forming a community of practice involves students:

- **sharing knowledge** with one another about the reading material that they have read
- **solving problems together** related to the aims of the program whether they be of comprehension, expression, organization, motivation, or developing autonomy
- **developing expertise** as readers and practitioners of English

What is Extensive Reading?

*Reading is like an infectious
disease:
it is caught not taught.*

Christine Nuttall, 1989, Teaching reading skills in a foreign language. Oxford: Heinemann Educational Books, p. 192.

Real Life Context

Extensive Reading means..

- To read widely
- To read in quantity

Extensive Reading as a language procedure

The reading of...

- large quantities of material or long texts
- with the intention of obtaining pleasure from the text
- for global or general understanding
- reading is individualized
- books are not discussed in class

Extensive vs. Intensive Reading

- Intensive
 - Careful, supervised reading
 - Short, difficult texts
 - Limited quantity
 - Focus: LANGUAGE
 - *what* the text means
 - *how* the meaning is produced
- Extensive
 - Unguided reading
 - Long, easy texts
 - Large quantity
 - Focus: MEANING
 - Meaning of text is more important than that of individual words or sentences
 - Real-world reading for a pedagogical purpose

Extensive vs. Intensive Reading Aims

- Intensive Aims

1. To help students construct detailed meaning from the text
2. To develop reading skills
3. To enhance vocabulary and grammar knowledge

- Extensive Aims

1. To develop good reading habits
2. To build up knowledge of vocabulary and structure
3. To encourage a liking of reading

*Establishing a Community of
Readers*

Reading Material Catalogue and Organization

- A wide variety and number of books
 - Genres: biography, romance, mystery, adventure, documentary, etc.
 - Levels from primary school to proficiency and native
 - Classification using editorial levels, CEFR levels, word counts, grammatical structures, length and STUDENT FEEDBACK
 - Audio material available
- Student control of logistics
 - Sense of ownership, responsibility and autonomy

Individual choice, reading level and quantity of reading

- Reading level determined through:
 - Formal tests
 - Informal tests
 - Informed trial and error
 - SS should read within their comfort zone
- Individual choice
 - Exchanging uninteresting books
 - Reading above or below level a book of interest...
motivation

Linking Reading to Writing

- Writing Activities:
individual and collective
 - Examples:
 - Writing letter from one character to another
 - Asking for advice in the role of a character
 - Collective writing based on scrambled images from a story
 - Changing the ending
 - Etc.

Points in Favor of Writing Activities

- Thinking in English
- A variety of creative writing activities
- Summarizing information
- Opportunity for communication: pair or group writing
- Evaluation: written and oral reports
- Evaluation: Open portfolio exam with book reports

Student Enthusiasm for Reading

The Secret Garden. Macmillan readers:

I like books that have mystery and adventure. It also speaks of the power of the friendship and how could you live when you are alone. It's a fantastic book!

I really liked this book because the ambient is so peaceful and beautiful and calm, and the author invites you to want to enter in the garden.

Student Enthusiasm for Reading

Washington Square. Burlington Books:

I think that this book is awesome and very interesting, because I simply love the impossible loves and the way they fight for their relation until the very end.

Student Enthusiasm for Reading

Just Good Friends. Cambridge University Press:

This book I liked so much because I've read in a day because the theme of the book is very entertaining and when you started to read it, you can't stop.

Student Enthusiasm for Reading

Braveheart: Penguin Readers:

I like so much this book because I like the idea about fight for the freedom. You can't stop reading because always there were a war and you want to know the end.

Student Enthusiasm for Reading

Apollo 13: Penguin Readers.

I like the book as I also like being a pilot. Also it is very exciting to travel to the moon.

Student Enthusiasm for Reading

Great Crimes. Oxford:

I think this book is so interesting because this crimes are so famous in the history and know all the things that involves this crimes are so good. You can know all of the most intelligent and evil brains of the history.

Student Enthusiasm for Reading

Love Story: Oxford Bookworms:

My opinion of this book is that this is the most beautiful story I know. This book don't talk about the typical love story. The book said that if you really love someone, fight for him and if things go wrong, you must be strong and never give up.

The Teacher

- Counselor
- Role Model
- Participant
- Activity Coordinator

*Converting solitary readers into a community
of practice through communicative and
cooperative activities*

Experts / Problem Solvers / Sharers

- All participants are
 - Experts of the book they have just read
 - Potential problem solvers for their companions
 - Sharers of their reading and writing experiences
- Book exchange: an essential moment of communication

Communicative Activities

- Artwork
- Orientation activities
- Oral fluency activities
 - The 4/3/2 Technique*
- Storytelling Sticks*
- Three-step interviews
- Round-robins
- Radio plays
- Etc.

* Activity described in Bamford, J. & Day, R. (2005)

Collaborative Activities

- Kagan (1994) PIES
 - Positive interdependence
 - Individual accountability
 - Equal participation
 - Simultaneous interaction

Question Game Round Robin

(Simon Auerbach, 2011)



- Group activity for 4 students
 - Interviewer (A)
 - Interviewee (B)
 - Reporter (C)
 - Follow-up Interviewer (D)
- Material
 - A different book to be described by each student
 - 3 piles of question cards with questions on characters, setting, plot, context, message or opinion

Question Game Round Robin (Simon Auerbach, 2011)

- Procedure of one round:



1. A chooses a question from a pile of cards
2. A asks the question to B
3. B answers
4. C records B's answer
5. D asks a follow-up question
6. B responds
7. A chooses a second question and steps 2-6 are repeated.
8. A chooses a third question and steps 2-6 are repeated.
9. Students switch roles

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