

DEEPENING EXTENSIVE READING WITH THE MINDSETS FRAMEWORK

By Joseph Poulshock
Professor, Senshu University
Editor, ReadOasis.com

WHY READ?

- I don't need reading.
- I want to speak English.
- Why tell me I need to read?

WELL...

- 👍 People talk about what they read.
 - Reading gives us topics to talk about.

ER IS GREAT

- 👍 Sound Theory
 - "We acquire languages by understanding messages."
 - (Krashen, 1985)

ER IS GREAT

- 👍 Many theories work with ER (See ULTRA)
 - Noticing (Schmidt, 2010).
 - Interactive Negotiation (Long, 1996; Karpathy, 2024)
 - Output (Swain, 1985)
 - Big Linguistic Data (Seidenberg, 2017)
 - Story Logic (Poulshock, Ikeo, Miyata, 2023)

ER IS GREAT

- 👍 Strong Evidence that ER works.
 - Studies show ER builds vocabulary, boosts comprehension, sharpens fluency, improves writing, polishes grammar and spelling, and lifts listening, speaking, and motivation.
 - (Elley & Mangubhai, 1983; Elley, 1991; Mason & Krashen, 1997; Day & Bamford, 1998; McLean & Poulshock, 2018).

MORE THAN READING

- 👍 Reading does more than we think.
 - Deep reading builds verbal and crystallized intelligence, academic success, financial and cultural literacy, empathy, social skill, brain health, life satisfaction, and even longevity
 - (Bavishi et al., 2016; Gleed, 2013; Mar et al., 2006; Mol & Bus, 2011; Ritchie et al., 2015; Stanovich, 1993; Stanovich & Cunningham, 1993; Teravainen-Goff & Clark, 2019; Verghese et al., 2003).

ER IS GREAT

- 👍 Experts agree... (consensus)
 - "completely indispensable" (Waring, 2009, p. 93).
 - "best-supported technique" (Krashen, 2003, p. 26).
 - "long-term positive effects" (Grabe, 2009, Kindle location 7730)
 - "considerable evidence" (Grabe, 2009, Kindle location 8006)
 - "most important improvement" (Nation, 2013, p. 18.)



SO, ER ROCKS, BUT...



THE PROBLEM

- Student readers may disengage, loose interest, zone out, or read passively.

THE PROBLEM

- And we teachers may lack a full toolkit of activities to promote active learning.

THE COST

- So our students may read without effort, focus, purpose, and engagement.
 - That's boring, and they'll miss out!

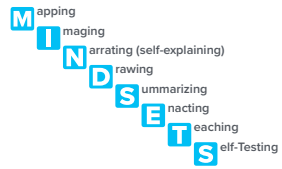
THE BOOST

- How can we boost the ways readers engage with texts and stories?

THE UPGRADE

- 👍 Do ER + MINDSETS -- (8 active learning tools)
 - Promote deep, active, generative, and memorable learning.
 - Fiorella, L., & Mayer, R. E. (2016). Eight ways to promote generative learning. Educational Psychology Review, 28(4), 717–741.

MINDSETS



The Boy with the Empty Pot from ReadOasis.com

Ping loved to grow things. Under the sun, his flowers danced in bright colors. His hands were small, but he worked with care. Then one day, the King gave seeds to all the children in the land. "Grow the best plant," he said. "Bring it to the palace in spring. This is a test. If you grow the best plant, you will rise up as the next Ruler."

Ping ran home. He filled a pot with good soil and planted the seed. He gave it light. He gave it water. But nothing came up. Days passed. Then weeks. Still, no green. Still, no flowers. The other children smiled as their plants grew tall. But Ping's pot stayed empty.

Spring came. Ping felt fear. The other children brought big, bright flowers. Ping held only dirt. "Should I stay home?" he asked. His father said, "No. You did your best. Be honest."

At the palace, the King walked through rows of flowers. One boy, Wei, stepped in front of Ping and smiled like a snake. His flower was big—bright red, with thick green leaves. "You came here with dirt?" he said loudly. "Are you lazy, or just stupid? You should be ashamed." Some children laughed. Ping looked down. His face burned. But he stood his ground.

Then the King saw Ping. "Why is your pot empty?" he asked. Ping said, "I planted the seed and gave it care. But it never grew."

The King smiled. Then he spoke to all the children. "The seeds I gave you were no good. They were dry and dead. No one could grow them. All these children changed their seeds. They lied and cheated. But Ping stood strong and told the truth. Ping will be the next King."

Ping's heart jumped. The King looked down at the other children in silence. Then he smiled at Ping. And Ping stood alone, proud and happy. His empty pot was full—with courage and honor.

M – MAPPING

■ Draw the story. Reveal structure, flow, and meaning.

- Mapping: Make a map of events or ideas. Create a concept map, chart, or diagram to show how things happen or how ideas connect. Use key words, arrows, boxes, timelines to show relationships and sequence.

DEMO: MAPPING

■ Map Ping's journey.

- seed → struggle → truth → reward.

Characters	Setting	Main Events	Themes	Symbols	Moral

Characters	Setting	Main Events	Themes	Symbols	Moral
Ping	Ping's home	King gives dead seeds to children	Honesty	Empty pot	Truth is rewarded
King	Palace	Ping plants seed but nothing grows	Integrity	Dead seeds	Cheating fails
Wei	Kingdom	Other children grow flowers with new seeds	Courage	Flowers	
Other children		Ping brings empty pot to the palace	Truthfulness		
Ping's father		Others mock Ping	Character		
		Ping tells the truth			

I – IMAGINING

■ See it like a movie in your mind.

- Imagining: Make pictures in your mind as you read — **without drawing or writing**. Picture scenes, actions, and ideas, like a movie playing in your head.
- Use mental imagery to bring the story to life and deepen understanding.

DEMO: IMAGINING

👉 Picture Ping planting the seed.

- Close your eyes, see him plant it.
- Imagine the expression on his face when nothing grows.

N – NARRATING

■ Talk it out. Explain it aloud as you read.

- (Self-explaining in Fiorella & Mayer, 2016). Narrate during reading or problem solving. Talk to yourself as you read.
- Pause and say: (a) What's happening? (b) Why is this happening? And (c) what does this mean?

N – NARRATING

- Read and retell yourself Ping's story out loud. As you read, stop and ask:
- What just happened?
- Why did it happen?
- What does the story mean?
- What does this story remind me of?

D – DRAWING

■ Sketch scenes. Connect ideas visually.

- Draw pictures on paper/screen to show what you read. Illustrate an action, scene, event, process.
- Use labels, symbols, or storyboard boxes to show meaning and sequence.

DEMO: DRAWING

👉 Draw 4 scenes.

- Planting, Waiting, Palace, Reward.

LOOK AT THE IMAGES. COPY EACH IMAGE INTO THE EMPTY BOXES.

DRAW OVER THE GRAY LINES TO MAKE THE PICTURE EASIER TO SEE. THEN, CHOOSE THE CORRECT TITLE FROM THE LIST BELOW AND WRITE IT ABOVE EACH PICTURE.

- THE KING CHOOSES PING
- PING PLANTS THE SEED
- PING BRINGS HIS POT TO THE PALACE
- NO FLOWERS IN PING'S POT

(1) Draw the scenes. (2) In pairs, act out the scenes. (3) Act out the scenes for another pair.

1 [Box] Ping: "I lost something beautiful!"	2 [Box] Ping: "Show this seed. Show me your seed plant!"	3 [Box] Ping: "Nothing grew. What's wrong?"	4 [Box] Ping: "Why is your pot empty?"
5 [Box] Ping: "I used the seed you gave me."	6 [Box] Ping: "It was a test. The seed was dead."	7 [Box] Ping: "You lied to me!"	8 [Box] Ping: "Yes, Ping. You were wrong. I just made you king."

MAPPING VERSUS DRAWING

Mapping: How does it fit together?	Drawing: What does it look like?
Arrange words spatially using nodes, links	Draw a picture that shows the content
Show logic, structure, and relationships	Show scenes, processes, events
Mind maps, flow charts, Venn diagrams, etc.	Storyboards, drawings, comics, pictures
Best for abstract topics, systems, theories,	Best for stories, character actions, processes

- ### S – SUMMARIZING
- **Tell the short version in your words.**
 - Summarize the main events or key ideas in your own words. Pick the most important points and put them in phrases and sentences that you create.
 - Tell a short version — with just the key points.

- ### DEMO: SUMMARIZING
- 👉 **Find the Big Ideas.**
 - What are the 3 most important events in this story?
 - Don't copy from the story. Use easy English.
 - Just write 3 sentences.

- ### E – ENACTING
- **Act out stories. Use gesture, role-play.**
 - Act out stories or concepts with your body. Use gestures, movement, or props to model scenes, actions, or ideas.
 - Role-play characters. Simulate events to feel what happens and remember it better.

- ### DEMO: ENACTING
- 👉 **Act out this dialog with gestures and facial expressions.**
 - King: "Why is your pot empty?"
 - Ping: "I used your seed. But nothing grew."
 - King: "You told the truth. You will be the new king."

- ### T – TEACHING
- **Teach the idea or story to someone.**
 - Teach it to real or imaginary people. Explain it step by step, in simple words, in your own voice.
 - Focus on key points. Say what happened, why it matters; give clear examples.

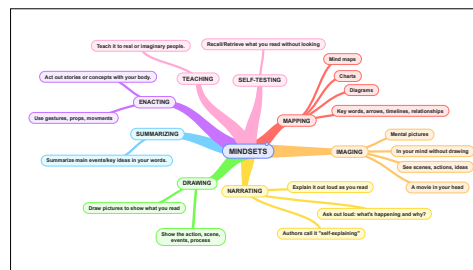
- ### DEMO: TEACH THE STORY
- 👉 **In groups of 3-4, one student teaches the story.**
 - What happened? Tell the main events in your own words.
 - Why does it matter? Tell the message or lesson of the story.
 - What's the message? Point to a scene that shows the message.

SUMMARIZING VERSUS TEACHING

Summarize: Make short notes for self	Teach: Help someone understand.
Make short, clear notes about the most important ideas from a lesson, using your own words.	Explain what you've learned to another person with the goal of helping them understand it.
Make your notes short and clear. Select the key points in the information. Interpret it and relate it to what you already know.	Study material. Understand it. Prepare and organize the key points and make it easy to understand for someone else.

- ### S – SELF-TESTING
- **Close the book. Try to recall it.**
 - Close the book and try to recall what you read. Ask yourself: What happened? What are the main points?
 - Say or write your answers without looking.

- ### DEMO: SELF-TESTING
- 👉 **Quiz yourself.**
 - Use Flashcards. Look at the question. Say the answer without looking. Then check.
 - Write and Cover. Write 3 questions and answers. Cover answers. Quiz yourself.



- ### IN SUM
- **ER—sound theory, strong evidence**
 - ER makes us culturally, verbally, practically smarter.
 - With passive reading, learners miss some benefits.
 - Use MINDSETS to get bigger benefits of reading.

- ### INVITATION
- **Get a copy of this talk at ilinguist.net.**
 - Do 1 active learning, generative task on "Monday!"

THANK YOU!

REFERENCES

Cummingham, A. E., & Starvoich, K. G. (1998). What reading does for the mind. *American Education*, 20(5), 9-15.

Day, R. E., & Bamford, J. (1998). Extensive reading in the second language classroom. Cambridge University Press.

Ellis, W. R. (1989). Acquiring literacy in a second language: The effect of book-based programs. *Language Learning*, 4(3), 375-401.

Ellis, W. R., & Macgillivray, P. (1992). The impact of reading on second language learning. *Reading Research Quarterly*, 76(3), 53-67.

Fleisch, L., & Major, R. G. (1986). Right ways to promote generative learning. *Educational Psychology Review*, 38(4), 371-391. <https://doi.org/10.1080/00131868608660366>

Gardner, W. (2009). Reading in a second language: Moving from theory to practice (3rd edn). Cambridge University Press.

Krashen, S. (1989). *The input hypothesis: Issues and implications*. New York: Longman.

Krashen, S. G. (2003). *Engenders in language acquisition and use: The input hypothesis*. Heinemann.

Mason, S., & Prohászka, J. (2008). Increasing reading self-efficacy and reading amount in EFL learners with word lengths. *Reading in a Foreign Language*, 30(5), 76-85.

Mason, S., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, 25(2), 91-102.

Nutt, V. (1988). Lost in a book: The psychology of reading for pleasure. Yale University Press.

Nutt, P. (2010). *What Should Every 21st Century Teacher Know?* Corwin Publishing.

Shanley, R. (2009). The inescapable case for Extensive Reading. In A. Chick (Ed.), *Reading, R., & Nation, P. (2019). Teaching extensive reading in another language*. Routledge.