

ERJ

Extensive Reading in Japan

The Journal of the
JALT Extensive Reading
Special Interest Group

IN THIS ISSUE:

Feature Articles

Words from the Giants: ER Past and Future. Page 3
Daniel Stewart, Julian Bamford, Richard Day, David Hill, Stephen Krashen and Rob Waring

Starting Extensive Listening. Page 7
Rob Waring

Motivating Students with SSR. Page 10
Eleanor Kane

How We Do It

How We Do It *at Seibo Jogakuin*. Page 13
Steven Herder

Innovations in Extensive Reading

The Foundations Reading Library. Page 18
Daniel Stewart

Regular Features

New Book Releases Page 20

Recent ER Research Page 26

Volume
1
Number 1
Summer 2008

Message from the Editor

Welcome to ERJ! In case you were wondering, ERJ is pronounced URGE as in 'I have an urge to read'. In this our first issue, we have tried to put together something useful for ER practitioners in Japan. This issue is also an example of the format we plan to use, so I have put some notes at the start of articles about the kind of material we are looking for. It is hoped many of our readers will contribute their own articles to future issues. I am looking forward to seeing you all at the ER colloquium at JALT 2008!

Daniel Stewart



Words from the Giants: ER Past and Future.

Daniel Stewart, Julian Bamford, Richard Day, David Hill, Stephen Krashen and Rob Waring

I thought it would be appropriate for the first article in the first issue of our journal to look at both the history of ER and where it is going. The past work of others is important as it helps us see what can be done. Sir Isaac Newton famously attributed his ability to see far to the fact he was standing on the shoulders of the giants in his field. In ER we have our own giants. It is only right that they have a chance to tell us what they see.

I approached five of the giants of ER to hear their views and they all kindly agreed to write a few words. It is my hope that some of the readers of this article will be inspired to climb aboard the shoulders of these giants and see what they can see.

Who is a leader in our field is a delicate issue, which I considered for some time before writing this. In the end, I decided to pick the five people who have had the most influence on my own understanding of ER. It is unlikely anyone would question the status of the five people I picked, but there is the real possibility of offending people who have not been included. Fortunately, some of those people are mentioned by the five giants I picked and you can rest assured the contributions of other luminaries will be mentioned in articles in this journal in the future. For this article, the five giants will appear alphabetically. I asked each of the respondents the same two questions.



Julian Bamford

Julian Bamford is famous as co-author of both *Extensive Reading in the Second Language Classroom* (Day and Bamford, 1998) and *Extensive Reading Activities for Teaching Language* (Bamford and Day, 2004). The first is a must-read for anyone starting an ER programme while the latter is valuable for experienced ER practitioners due to its wealth of classroom activities. In addition, Bamford is on the board of directors of the Extensive Reading Foundation (ERF).

1. In your opinion, what has been the most significant event in the history of ER? (other than the formation of the JALT ER SIG)

There have been so many, both long ago and recent. I'll have to go for Michael West publishing the New Method Supplementary Readers in India in the 1920s. They were the first examples of language learner literature as we know it.

But if I answer personally, the most significant ER event in my life was finding Christopher Brumfit's British Council pamphlet "Readers for Foreign Learners of English" in the early 80s. It was a bibliography of graded readers, and the introduction said things like, "There are two necessary requirements for the establishment of enthusiastic reading habits in students. The first is access to appropriate books.... The second is enthusiasm and commitment to reading by teachers." I thought, wow, that sounds like something worth trying where I work.

2. What change or changes do you foresee in ER in the future?

More: More reading, more reading material, more research.

Words from the Giants: ER Past and Future.



Richard R. Day

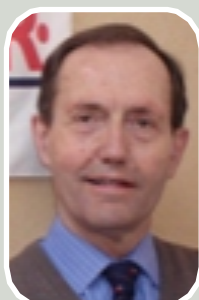
Richard Day is the other half of the partnership that created the two books mentioned in the introduction to Julian Bamford above. He is the chair of the ERF and he is also co-editor of the refereed online journal *Reading in a Foreign Language*. (www.nflrc.hawaii.edu/rfl/) Recently he has co-authored a three part series of classrooms texts called *Cover to Cover*. They are reading comprehension and vocabulary texts which are to be used in conjunction with ER.

1. *In your opinion, what has been the most significant event in the history of ER? (other than the formation of the JALT ER SIG)*

The development of language learner literature. Without LLL, it would be difficult to have successful ER programs.

2. *What change or changes do you foresee in ER in the future?*

The Internet will influence ER in ways that are not apparent now.



David R. Hill

David Hill created the Edinburgh Project on Extensive Reading (EPER) to collect and distribute knowledge on ER. He has been instrumental in establishing ER programmes in countries throughout the world. A more complete description of his work at EPER will appear in an upcoming issue of ERJ. He is also a member of the board of directors of ERF.

1. *In your opinion, what has been the most significant event in the history of ER? (other than the formation of the JALT ER SIG)*

The introduction and expansion of the Communicative Method (CM). This focussed on oral language and downplayed written text and the need to learn grammar.

2. *What change or changes do you foresee in ER in the future?*

The CM is on the point of falling out of favour as it simply has not delivered the goods. Text-based courses will come into favour, such as those published by Black Cat, and will be supported by class libraries of ER texts.

Words from the Giants: ER Past and Future.



Stephen D. Krashen

There is not space here to list all that Dr. Krashen has contributed to ER and English teaching in general. His Comprehensible Input Hypothesis has influenced the entire field. His books concerning ER, which he calls Free Voluntary Reading, include *The Power of Reading* and *Foreign Language Education the Easy Way*. He has also published several influential ER studies concerning ER. The one that influenced me the most was done with Cho on adults reading the Sweet Valley Kids series to improve their English (Cho and Krashen, 1994).

1. *In your opinion, what has been the most significant event in the history of ER? (other than the formation of the JALT ER SIG)*

For me, there were two of them:

1. The publication of Elley and Mangubhai's study in 1983, which provided powerful evidence that in-school free reading worked. There had been a number of studies before this, most done with first language in the US. Elley and Mangubhai showed that extensive reading worked for second language acquirers, and they published their results in the most prestigious (and conservative) journal in the field.
2. Beniko Mason's demonstration that extensive reading works for older, reluctant students of English as a foreign language, her Sai Rishu (retakers) study. In one semester, the reluctant students caught up to the regular students, and many became eager readers. The second result may be the most important, because it means that students are likely to continue to read, and improve in English, after the class ends (Mason and Krashen, 1997).

2. *What change or changes do you foresee in ER in the future?*

I agree with the American baseball player Yogi Berra, who said, "It is hard to predict, especially about the future."

But I can talk about what I think is a promising direction: We have already seen the enormous positive impact of read-alouds in increasing language proficiency (e.g. Elley, 1989; Mason and Krashen, 2004), and we have seen that read-alouds increase interest in reading (e.g. Brassell, 2003). The next step is to combine these in ER classes.

In the Read-Aloud Handbook, Jim Trelease pointed out that read-alouds and ER (sustained silent reading) are "natural partners." Trelease also introduced the concept of the "home run" book, suggesting that in many cases, one very positive experience with one book is enough to create a reading habit.

Effie Wang and Syying Lee have seen this happen: Their students (children in EFL classes in Taiwan) got excited about particular books because of storytelling and read-alouds, which lead to the establishment a reading habit.

In other words:

STORYTELLING/READ ALOUDS > HOME RUN BOOK EXPERIENCE > READING HABIT

A recent study by Kyung Sook Cho and Dong Seop Choi confirms the power of combining read-alouds and free reading. Sixth graders in Korea who heard stories and were given time to read made impressive gains in both English language development and attitude toward English reading.

I think that our progress in ER and in EFL in general will not come from new technology (but see Krashen, 2007), but from taking more advantage of what we already know.

Words from the Giants: ER Past and Future.



Rob Waring

Rob Waring, another member of the board of directors of ERF, has been a tireless promoter of ER in Japan and worldwide. The Japanese version of his pamphlet made with Takahashi on why we should do ER has been invaluable in convincing English department chiefs all over Japan to let us try doing ER. He is co-author of the innovative Foundations Reading Library described later in this issue and is the world leader in Extensive Listening. He has also recently published the Footprint Reading Library for Cengage with the cooperation of National Geographic.

1. *In your opinion, what has been the most significant event in the history of ER? (other than the formation of the JALT ER SIG)*

The most important moment for ER was when Harold Palmer and Michael West started writing graded readers based on systematic vocabulary selection. This is because before then the notion had largely been that students could study any book and pick up the vocabulary as they go. This of course was unsystematic and unprincipled and so little learning took place. Our field owes a lot to the work of Michael West and Harold Palmer.

2. *What change or changes do you foresee in ER in the future?*

I see a greater emphasis on Extensive Listening. It is still a very underrepresented form of language input and arguably more important than reading. But within ER, I see a broader acceptance within mainstream language teaching. It is still largely seen as an expensive luxury rather than as a fundamental part of the language learning picture.

As you have seen, there is quite a variety in opinions of the giants both as to the history of ER and where it is going. You will notice that I asked the giants about the history of ER with the exception of the formation of the JALT ER SIG, as I would like to deal with that question myself. My dream is that ten years from now one of the giants of ER at that time will be asked about significant events in the history of ER and he or she will mention the formation of our SIG. Some might say that is overoptimistic, but it is best to aim high. Plans are in the works for a mentoring system where more experienced ER practitioners give one to one advice to less experienced teachers. More experienced researchers will also be able to help out those putting together research projects to ensure they are both of high quality and replicable. The giants have told you what they can see and I am telling you the SIG can support you in your own quest. Why not see what you can see?

References

- Bamford, J. & Day, R.R. (2004). *Extensive reading activities for Teaching Language*. Cambridge: Cambridge University Press.
- Brassell, D. (2003). Sixteen books went home tonight: Fifteen were introduced by the teacher. *The California Reader* 36,3: 33-39.
- Cho, K.S. & Choi, D.S. Are read-alouds and free reading "natural partners"? An experimental study. *Knowledge Quest*, in press.
- Cho, K.S., & Krashen, S. D. (1994). Acquisition of vocabulary from the Sweet Valley Kids series: Adult ESL acquisition. *Journal of Reading*, 37(8), 662-667.
- Day, R.R. & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
- Elley, W. (1989). Vocabulary acquisition from listening to stories. *Reading Research Quarterly* 24: 174-187.
- Elley, W. and F. Mangubhai. (1983). The impact of reading on second language learning. *Reading Research Quarterly* 19: 53-67.
- Krashen, S. (2007). Free voluntary surfing. *International Journal of Foreign Language Teaching* 3,1:2-9.
- Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, 25: 91-102.
- Mason, B. and Krashen, S. (2004). Is form-focused vocabulary instruction worth while? *RELC Journal* 35, 2:179-185.
- Trelease, J. (2006). *The Read-Aloud Handbook*. New York: Penguin Books.
- Wang, F-Y and Lee, S-Y. (2007). Storytelling is the bridge. *The International Journal of Foreign Language Teaching*, 3(2), 30-35
- Waring, R. & Takahashi, S. (2000). *The 'Why' and 'How' of using Graded Readers*. Tokyo: Oxford University Press.

Starting Extensive Listening

Rob Waring
Notre Dame Seishin University

While we are called the ER SIG, we also deal with Extensive Listening (EL). What better person to tell us about EL than Rob Waring? Rob has been actively promoting EL for a decade and is the moderator of the EL mailing list. He is one of the few people to have published research on EL. Hopefully some of the readers of this article will follow in his footsteps and do more EL research. Please note as well that this article is aimed more at students than teachers. We welcome articles for either audience.

What is Extensive Listening?

Extensive Listening (EL) involves fluently listening to a lot of comprehensible language. It is a way to improve your listening fluency. But what is listening fluency? When you learn a language, there are two things you need to do. First, you need to learn the grammar and the vocabulary and so on. Most people practice with grammar books and vocabulary books and by learning for tests by analyzing the words and grammar in detail - learning their rules and how they work. This method is similar to learning how a car engine or a radio works. You can take the engine to pieces little by little, examining it and you can find out how each part (the grammar and vocabulary) of the engine works by itself. While this is a good thing to do, it's not the only thing you need to do. Taking an engine to pieces doesn't teach you how to drive the car (use the language). To be a good language *user* you have to know how to use the language. And that means practice actually getting on the road and driving the car - actually listening, reading, writing and speaking English.

The second thing you need to learn is how the grammar and

vocabulary go together to make communicative messages and how they live and breathe as a living thing. The best way to do this is to read or listen to language, which you understand. If you understand almost all of the text you listen to, you can build your word recognition speed, you'll notice more uses of grammar points, more collocations and generally your brain will be working very effectively. The listening, provided it is done at the correct level, will also help improve automatic processing of language which allows your working memory to concentrate on comprehending what you are listening to.

So, building fluency means building your listening speed and being able to understand almost everything you are listening to at the level you are listening. A beginner level student would listen to something with very few unknown words and the simplest of grammar. An intermediate level listener would choose a listening text that had a wider range of vocabulary and grammar, but, importantly it is still quite easy and has few unknown words. So the important point here is that 'difficulty' is NOT a property of a text, but of the listener. A given text may be easy for one person, but the same text may not be easy for another. Therefore one's ability level decides whether a given listening text is easy or not.

Choosing the right EL level

Many people try EL but soon give up. The main reason they gave up is that they chose listening texts, which were too difficult. As they listened, there were words and

grammar they did not understand which stopped or slowed their comprehension, they became frustrated, then tired, then gave up. Some people even blame EL itself for not working, but in fact the reason it didn't work is that many people chose listening material at the wrong level. There's nothing wrong with EL, only inappropriately chosen listening materials!

It is *very* important that the listening be at the right level. This is the key to successful EL; of this there is no doubt. Remember, the aim of EL is to build listening fluency (speed of recognition of words and grammar) so if the listening text is too hard, you'll become frustrated that you cannot listen smoothly, and only by listening smoothly can you build automatic recognition of language, and only when you can recognize words and grammar quickly and smoothly can you process it quickly and thus enjoy it painlessly. So how do you choose the right listening material? There are several key things to decide. You should listen to something and ask yourself these questions...

- Can I understand about 90% or more of the content (the story or information)?



Starting Extensive Listening

- Can I understand over 95-98% of the vocabulary and grammar?
- Can I listen and understand without having to stop the CD or tape?
- Am I enjoying the content of the listening material?

If the answer to *all* these questions is *yes*, then you have found the right level for you. If the answer to *any* of them is *no* then it may be a bit difficult for you and you may get frustrated, tired and under these conditions you'll not enjoy the listening and soon stop. You may even get discouraged. If you don't enjoy the content of the listening material, you'll soon become bored, so choose something interesting. If you think something is enjoyable but it's too hard, you can try it because your natural interest will compensate for the lack of language. Similarly, if you know a lot about the topic but the language is too hard, then you may understand because of your background knowledge. But don't try something which is too hard. Put it to one side and come back to it later after your listening speed has increased.

So the best thing to do to find your own listening level is to find listening materials of different levels. Then, using the criteria for finding your own level above, listen to a little of each of the recordings and find something comfortable for you. Listen to that level for a while and when you feel your comprehension improves from the minimum 90% to 100% and you know all the vocabulary and grammar, then move up to the next level. When you move up to the next level, remember you will be working with more difficult language and grammar and your comprehension level may slow down, but don't let it go under the 90% benchmark or you won't be listening extensively.

Don't be tempted to listen above your level. EL is not like sports,

when you can push your body until it hurts so you can improve your strength. If you push your listening speed too much, you won't understand and then you can learn very little and it won't be enjoyable.

Choosing the right materials

There are lots of EL materials you can use. Many publishers have CDs or audio cassettes which have a recording of graded readers. Graded readers are books at various difficulty levels, usually from Level 1 (which has only very basic words and very simple grammar) to Level 2, which has a few extra words, and slightly higher grammar levels, and so on for Level 3, 4 and higher. These recordings are often of a very high quality and are read in interesting ways. They can really help your understanding.

However, be very careful about assuming that because you can read say a 500 headword graded reader smoothly, that you can also listen to it smoothly. For most Japanese people, this is not so. Most Japanese people's listening speed is much slower than their reading speed. A good piece of advice is to listen to something two levels lower (easier) than your smooth reading level. And it's a good idea to listen to the same text again a few times so your listening speed and automaticity will increase.

Be careful of using Native level (authentic) listening materials

Many people believe that if they listen to English radio over the Internet, watch movies in English, or watch English TV shows, that their listening will improve because they are listening to authentic English. They believe that, as the aim is to learn to listen like a native, that it will be beneficial. However, for the majority of Japanese learners this would be a big mistake because it confuses the 'what' with the 'how'.

The ultimate aim *is* to listen to native materials, but English speaking parents don't give their 4 year old child *Time* magazine to read. Nor do they start them with *Harry Potter*. They start their reading by simple picture books with easy words and grammar and over time they introduce more difficult things. This is the same for language learning, so you too must start with something you too can understand. Don't worry about listening to *very easy* texts, everyone has to start somewhere!

For the *vast* majority of Japanese learners reading or listening to authentic English texts is not beneficial. Remember, to benefit from EL, the listening should be easy, because if it's not easy, you don't build fluency and can get frustrated and tired. So, only very, very advanced learners of English (who have a very big vocabulary and a very deep sense of grammar) can really understand the foreign movies or TV show (or read or listen to *Harry Potter*) in English. For people who understand less than 90% of the movie, very little or no new English will be learnt, and thus watching the movie, linguistically, is just noise. Students need to understand at least 90% of the movie or tape so that their working memory can notice new words and phrases easily. If you understand less than 90%, then it's likely your brain is too busy trying to follow the movie to notice new language, so you probably won't learn much new language. Therefore it is VITAL you listen at the right level (90% understanding or higher) so you can benefit not only from enjoying the story, but also learn new language.

Some people also think that if they listen and read the subtitles, that they can improve their listening. This is also not so because the subtitles do not have all the words and are not always a direct translation. So in fact you'd only be understanding what the subtitle says, not the original spoken English.

Starting Extensive Listening

Also, don't be tempted to try children's DVDs in English either, because these are spoken in child's language and are thus unsuitable for adults. The language in these DVDs is not easy either - some of it is very complex even though it looks simple.

Listening-while-reading

This is a very good idea. One main benefit of listening-while-reading is that you can build your reading vocabulary, see how written words are pronounced, and sense the intonation as well all at the same time. This can only help your listening ability. However, make sure that the speed of the CD or audio cassette is at a level that you can listen fluently (remember the 4 criteria above?). If the recording is at a faster speed than you can listen, it's not going to help.

Making difficult materials easy

If your EL listening materials are on a CD, you can burn them to a computer and listen to them there (or even put them on a music player to listen on the way to work or school). A big benefit of this is that if you have an iPod you can adjust the speed to make it easier to listen to! The speed for audiobooks can be adjusted in the settings.

Listening partners

Buying EL materials can be expensive, so it's a good idea to find a

Listening Partner, or a make a Listening Circle. If you buy materials and share them with others, you can instantly have a much wider library of things to listen to. You can also encourage each other, discuss the interesting and boring things to listen to, and maybe make some friends at the same time.

Enjoy your listening

Learning to be a good listener takes time. Try to find a regular time each day to listen to English at your level. This could be on the bus, or the train, as you eat breakfast or even as you make dinner. Just try to make it a regular habit and you'll soon find your English listening improving very fast. If you find it hard to make a regular time by yourself, then make a regular meeting time each week with your Listening Partner or Listening Circle. Forcing yourself to make a time can help you focus. But the best piece of advice is have fun and you'll not have to worry about making a commitment to your listening.

Happy Listening!

Resources

Here are a few online listening resources you may wish to visit.

- ELLLO - English Language Listening Lab Online <http://www.Elllo.org>. There are over 1000 free online listening

activities for teachers and students. Many activities have quizzes and a transcript.

- Spotlight Radio: <http://www.spotlightradio.net> uses a specially modified form of English to make listening to the radio easier. You can listen and read at the same time.
- Voice of America - Special English: <http://www.voanews.com/specialenglish/index.cfm> These are broadcasts in simple English (only 1500 different words) on hundreds of topics. It started in 1959.
- Connect with English: <http://www.learner.org/resources/series71.html> A video instructional series in English as a second language for college and high school classrooms and adult learners; 50 fifteen-minute video programs and coordinated books
- BBC World Service - Learning English: <http://www.bbc.co.uk/worldservice/learningenglish/multimedia/> This site has hundreds of listening activities and text from the BBC's extensive archives.

Motivating students with SSR

Eleanor Kane

Associate Professor

The University of Shimane

Most readers will be familiar with the differences between intensive and extensive reading. Bamford and Day (1998: 123) provide a convenient table contrasting the two approaches. What, however, are the differences between Extensive Reading (ER) and Sustained Silent Reading (SSR)? In this brief introduction, I will explain SSR; suggest how best to implement it in our classrooms; and explain some benefits our students can expect, based on my experience with an SSR class.

What is SSR?

SSR generally refers to free voluntary reading of self-selected materials *during* class time in the classroom (Krashen, 2004: 2; Pilgreen, 2000: xvii). So while students may do ER anywhere and anytime, SSR refers to devoting some portion of the class time to free voluntary reading. Ideally it would be 15 to 20 minutes per class daily. SSR requires the teacher to approach reading from an ER perspective: easier self-selected texts; less dictionary use than in IR; encouraging follow-up activities; and, no testing et cetera. So, clearly there are more similarities between ER and SSR than differences. However, in addition to these basic rules for implementing ER, teachers need to know one more thing: SSR time is reading time for the teacher too. Studies show that more students read during SSR time when the teacher also reads (Krashen, 2004: 84-85). Teachers should choose a book with an interesting cover, sit with the students, and later talk briefly and positively about the book.

How is it done?

SSR is best done on a daily basis but even if class meets once or twice a week, it is still possible to see

benefits from SSR. At the University of Shimane, language classes meet twice a week for 45-minute lessons. Like most university teachers used to a weekly 90-minute class, my first thoughts were, what do students do for the other 45 minutes? I wanted to get students reading but, with my very limited contact time, SSR during class time seemed impossible. So last year I came to an agreement with my first-year Policy Studies majors that they come to an adjacent classroom either before or after our contact time and read. This meant two 45-minute periods of SSR a week. The Japanese Ministry of Education, culture, sports, science and technology (MEXT) recommends that one credit should entail 45 hours of study: generally 15 lectures plus homework, or 30 shorter seminar-type classes plus homework (MEXT, 2007: 60). Bearing this in mind, I required very little submitted homework from students doing SSR.

Strictly speaking this programme is not traditional SSR since it does not use class time; but I want to contrast it with my ER programme where students are free to read unsupervised and are required to submit or perform a certain number of follow-up activities to ensure that they are actually reading. With SSR, teachers can *see* that the students are actually reading. While there are fewer follow-up activities, the teacher still needs to encourage more reading outside class, suggest books to students, get students talking about books, and recommending those books to their friends.

SSR at a public university

During SSR at the



University of Shimane, a Teaching Assistant took attendance silently using a seating plan and then read an English book for 45 minutes alongside the students. (A seating plan lets the teacher space the students around the classroom to give them some privacy, and to recognize latecomers at a glance without the need for any distracting chatter.) SSR was voluntary. Students who did not wish to participate did ER instead and had their work evaluated by different means. Most students however attended every SSR class, possibly because it was more troublesome not to do so. They kept a reading log, which I checked at the beginning of most classes as they completed their first task for the day. Their first task was often to tell their partner what they had been reading, and what they had enjoyed most about the book. During this time I was able to give advice to all 25 students. Some teachers debate whether we should keep reading records or not (Pilgreen, 2000: 79); unless students are reading extremely short books, the keeping of records is not an issue. What we do with those records is more important. These students kept a log so that I could see what kind of books they enjoyed, what level they were reading, the number of pages they read for those books that they had given up on, and when they reported doing the most reading. Keep the items on the reading log to a minimum; we want students to read, not to spend time

Motivating students with SSR

writing about reading. Teachers can draw a thick coloured line at the end of each month on the reading log to see at a glance those students who start off well and then taper off. Perhaps they are just reading longer books but perhaps they need some encouragement. A new ER log each semester is advisable too; every student gets a fresh start.

Student reactions to SSR

After one semester of SSR I asked students if they would like to continue. The answer was a resounding 'Yes' but I was surprised by how enthusiastic students were about SSR. On the university's standard anonymous feedback form, 36 out of 45 students from this class mentioned SSR. 31 comments were positive: for example (my translations):

- Because of SSR time, I read English books, which I wouldn't usually have done, and I lost my fear of long English texts. Moreover I became interested in English literature.
- I got into the habit of reading books. Long texts became easier for me. Previously I had always done slash reading but now I can read fluently without the need for slashes. I think my reading speed has increased. [Slash reading involves reading passages with slashes between sense groups. e.g. Last week / I went /to a great restaurant.]
- Thanks to SSR, I got more chances to read English books. And thanks to that I've stopped hating reading English.
- SSR was very meaningful for me. I could concentrate and read a lot.
- "In SSR class, I could have a chance to get interest with reading English books. Taking

45 minutes for reading seemed tough, but I found it fun. Now I'm thinking about reading English news paper and more difficult English books not only in SSR class but also out of class." (Student's English comment.)

- Because I had time to read books in SSR, I started reading lots of books at home, too.
- If I hadn't participated in SSR time, I probably wouldn't have read books.

The five negative comments did not relate so much to SSR as to a more general dislike of any English reading.

Implementing SSR campus-wide

Armed with these positive student reactions, I approached other teachers of the same first-year course. We agreed to implement SSR in much the same way as I had done but to make it compulsory for 30% of a student's grade, with no option this year to complete other homework instead of SSR. Teaching Assistants alert Language Learning Support Staff if students do not attend. The student then receives email from Language Learning Support Staff with an invitation to come to the cozy Language Learning Support Room and get help choosing a book. The student's English teacher and seminar teacher will also be informed. But, when all is said and done, attractive materials and an enthusiastic teacher are far more effective ways to encourage reading.

In order to implement our SSR program better, I bought lockable glass-fronted cabinets for ten language classrooms, more graded readers, children's books, picture books, books for dyslexic native

readers, and stickers to show the book levels based on the Edinburgh Project on Extensive Reading (EPER) system. This is ideal but having students bring books from the library would work too. In that case, the teacher should keep a box of attractive reading materials available for students who finish their book or decide to change it. If graded readers are readily available in the library, it might be motivating to have different materials in class such as picture books, English manga, and magazines for learners. I only place magazines for native readers in the library to prevent students spending SSR time looking at photographs. (For ideas on how to raise funds for ER materials see Day and Bamford, 1998: 108.) Some SSR programs are fortunate to have a designated SSR space with sofas and cushions and special lighting but an ordinary classroom is adequate. For teachers with 90-minute classes I would recommend SSR at the end of class; no one likes to be interrupted when they are reading a good book. Setting a timer saves students from worrying about when class ends. Teachers with short classes, 45 or 50 minutes, might consider implementing SSR in place of homework as we do at the University of Shimane. In that case finding empty classrooms becomes an issue.

Benefits of SSR

Pilgrien (2000: 18) suggests that one or two long sessions per week are less effective than daily SSR but my experience is that students were very positive about our bi-weekly SSR and did form the habit of reading. In a questionnaire given at the end of the semester, all but two of 42 students reported reading outside of SSR time: the question was phrased as 'Where do you read?' Most

Motivating students with SSR

students did not bother to write the SSR classroom; they took that as a given. Instead they wrote that they read in their rooms, in the dormitory, on trains, in the cafeteria, at the bus stop and so on. They also reported enjoying reading more after a semester of SSR. Their confidence in themselves as proficient readers of English increased too. According to Chow and Chou's literature review of SSR (Chow & Chou, 2000), teachers can also expect students to read more than students who have never done SSR. The positive effects continue even after the course has finished.

Last year, I also taught a class of second years doing ER for homework. They reported reading on average 17 books over the year. SSR students reported reading on average 45 books. The most prolific SSR reader reported 82 books ranging from EPER levels E to C—his TOEIC score increased 120 points in seven months— while the most prolific ER reader only managed 29 books at EPER levels D and C. Of course there are many factors at work here: the second year students had lower proficiency levels than the first years, and after a year of tertiary education, it seemed that many of them had worked out how to play the system. Perhaps these were the students who

would have benefited more from SSR.

While slightly modified SSR has now become a campus-wide program at the University of Shimane, it started with just one class. In 2006 we had only 200 tattered graded readers gathering dust in the library. If one teacher makes a start, colleagues are more likely to participate when they see how the students enjoy reading and begin to improve.

Some useful materials on SSR and ER

Day, R. R. & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press.

Bamford, J. & Day, R. R. (2004). *Extensive Reading Activities for Language Teaching*. Cambridge: Cambridge University Press.

(The Bamford and Day books are the best start to learning more about ER.)

Chow, P., & Chou, C. (2000). Evaluating SSR in reading classes [online article] *The Internet TESL Journal*, VI(11). Available <http://iteslj.org/Articles/Chow-SSR.html>

Gardiner, S. (2005). *Building Student Literacy Through SSR*. Association for Supervision and Curriculum Development.

Krashen, S. D. (2004). *The power of reading: Insights from the research*. Englewood, CO: Libraries Unlimited.

MEXT, (2007). 平成19年大学設置審査要覧.

Pilgreen, J. (2000). *The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program*. Heinemann.

(This is a great book for advice on starting up an SSR program.)

Trelease, Jim (2006). *The Read-Aloud Handbook*. Penguin.

This book gives synopses of recommended children's books, some of which might be suitable in the EFL context.

More details on the University of Shimane's ER program can be found on the following website

<http://lms.u-shimane.ac.jp/~eguchi/eng/er.html>

How We Do It at Seibo Jogakuin

Steven Herder

Editor's comments-

This next section is going to be a regular feature in ERJ. Each issue will showcase the ER programme at one school in Japan. One issue might feature an article about Extensive Listening (EL) at a high level high school while the next might deal with Sustained, Silent Reading (SSR) at a low level university. For the inaugural issue, Steven Herder tells us about the programme he recently set up at a private junior and senior high school for girls in Osaka. It was thought a new ER practitioner would be best for the first issue as he has just dealt with issues that teachers with more established programmes have not had to think about for a few years.

If you are interested in writing about your own programme for a future issue, please write to the email address below.

stewart_reading@mac.com

Introduction

I have never seen my students as engaged as I'm now seeing with extensive reading (ER) lessons. The sense of satisfaction they have at the end of a book is what learning was meant to be. After 17 years in the classroom, I thought that if I could get an average of 75-80% of

the girls on the same track throughout my lessons, I was having a good day. Now, I'm awestruck by the power of books, but ER readers that my girls

choose by themselves, and readers that are at the right comprehension level. This is the perfect combination that creates the magic...

This article will share things I've learned in the past year building my fledgling ER program and will also address questions I am currently wrestling with.

The Context

I now begin my 15th year in a private Catholic girls junior and senior high school (JSHS). There are a wide range of English abilities among my students. In 中 1, about half the students start with 6 years of English conversation already under their belts; the other half are basically starting from scratch. By 中 3, many students are taking Eiken 3rd grade. From high school 高 I, the onslaught of insurmountable vocabulary lists, grammatical patterns and testing



begins. Students' abilities range from Eiken 3rd grade to about Eiken 2nd grade.

Last year, I measured all the students' reading speed. I used an easy phonics story that used only the 5 short vowel sound words in words. There were 250 words in the story so it worked for a one-minute measurement for any grade.

Fifteen years ago, students would *gaman* (persevere) through their English grammar, reading and writing classes. Nowadays, many students simply give up. There seems to be little shame in joining the vast majority of Japanese who have failed with English. Introducing extensive reading seems to be one of the good things we can do as teachers to both motivate and give meaningful experiences to our students.

How We Do It

Even though the overall grammatical level of students across Japan seems to have decreased, more students now seem to realize that English is a communication tool and often reject studying grammar only for grammar's sake. Students in Japan "must *study* English but they don't have to *learn* English" is how one of my Japanese colleagues puts it. After 20 years, he has recently realized that he feels forced to teach language "decoding" much more than to teach a language. However, when students grasp the idea that "meaning" is the most important priority in studying English, then the potential for learning increases a great deal. This is one reason why ER can be such a breath of fresh air to many students. When reading a story, grammar suddenly becomes the tool it was always meant to be - by conveying a specific meaning to the reader. One young student, reading a Floppy and Kipper story, noticed that *what* in "What a great party!" was not a question but had another meaning; she beamed when she realized that she was learning by experiencing the meaning of the language.

Grade	Eiken Grade	Popular ER series	Measured Reading Speed (wpm)	Students Impressions of ER in the 2007 school year
中 1	-	Scholastic Readers	55	New, cute, fun, big satisfaction
中 2	5th, 4 th	Oxford Reading Tree (ORT)	80	Still fun for most, beginning to wear thin for others
中 3	4th, 3 rd	Frog and Toad Series(Lobel), Foundations Library (Cengage)	110	Appreciate understanding real stories with more content than the lowest level readers
高 I	3rd, Pre-2 nd	Foundations Library (Cengage)	140	Still depend on pictures a lot but want more content in the stories
高 II	Pre-2 nd	Penguin Readers	150	Developing reading confidence
高 III	Pre-2 nd , 2 nd	Various	N A	Focused on university entrance tests, not ER

Table 1. General description of my students

How We Do It

The Location

Some students sign out books and read at home, but all students read in the classroom with the native English speaking teacher. There are two native English speaking teachers in my school and we each have our own permanent classroom. Students

come to us for their Oral English lesson. My classroom is the large main language laboratory (LL) room. We chose to store all the readers in this room because the library was full and the librarian was not so interested in administering a new English library. Seven tall bookcases

were installed along one wall of the LL. My native English speaking colleague began by carrying books back and forth, but has since had two bookcases installed in her classroom and keeps a supply of readers on her shelves now.



The Materials

Our ER library has about 1400 titles. We were given an opportunity to make one big order to create the library. The money came from a clandestine alumni fund to buy fixtures for the school and books seemed to fit that description. It took a long time to decide what to order and when to order multiple copies of one title. My motto throughout the ordering process was "Go low, then

go lower. Make sure there are enough books for the beginners!" I went through the regular publisher catalogs, and took advice from things I read online. There are a number of very useful sites for reading about ER. In Japan, the two people I learned the most from are Takase (Atsuko) Sensei and Rob Waring. They are my queen and king of ER in Japan. I know there are countless others who have added greatly to the ER movement, but these

two people had the most impact on my program.

After receiving all the titles, we went through each book and eyeballed them for level based on the following: vocabulary, verb tenses, density of words and amount of pictures. We ended up creating seven levels. We color-coded each level:

How We Do It

Level	Titles	Series
1. Blue	180	Sight Word Readers, Reading Line, Story Street, High Frequency Readers, Fire Flies, Oxford Reading Tree (ORT), Dolphin Readers, Scholastic Readers, Hello Readers
2. Green	140	Scholastic Readers, Dolphin Readers, Scholastic Readers, Hello Readers, Story Street, ORT,
3. Red	140	Dolphin Readers, Story Street, Fire Flies, Welcome Books, Phonics Fun, Scholastic Readers, Foundations Reading Library,
4. Pink	120	Scholastic Readers, Big Red Reader, Hello Readers, Foundations Reading Library, Dolphin Readers, Story Street, ORT, An I Can Read Book
5. Yellow	160	Foundations Reading Library, ORT, Story Street, Fire Flies, Oxford Bookworm Series, Scholastic, Macmillan Readers, Penguin Readers Easy Starts ,
6. Silver	140	Fire Flies, Story Street, Cambridge, Penguin Readers, Mr. Men, Little Miss
7. Gold	120	Cambridge University Press, Black Cat, Oxford Bookworms, Penguin Readers ,
Total	1000 titles *	*Some titles have up to three copies, so the total number of books is about 1400.

Table 2. Breakdown of our ER library by level and series

Distribution Method and Keeping Track

We read in class - sometimes for a minimum of 10 minutes and sometimes for the whole class. We are trying to develop a reading habit among the girls. Girls are free to sign out a book at any time. The books had to be cataloged and recorded as

school property and therefore they look like any other book in the regular school library. There is a numbered seal on the front of each book and a sign-out card in the back. Students are loosely told to return books in about three days.

To keep track of what students have read, every student is

given a file containing a 22-page list of all the books in our library. After reading a book, we ask them to record the date, how interesting they thought it was (○, △, or X) and a comment in either language. An example of the chart they fill out is shown in Table 3.

How We Do It

No.	Level	Title	Pages	Date	Interest	Comment
49	FRL4	Go Jimmy Go!	24			
50	FRL4	Do I Tell?	24			
51	FRL4	Lost at Sea	24			
52	FRL4	The Shipwreck	24			

Table 3. Sample Excel sheet list of books that each student receives

Evaluation Method

We are also trying to set self-determined goals for the ER program and tie those results into students' grades. This fits into an overall approach of grading by effort rather than grading by test results. Students quickly realize that they can control their effort (and hence their grades) much better than they can control their test scores.

Other Faculty Involvement

Currently, only the two native English speaking teachers are using

the ER readers to any degree. Occasionally, a Japanese Teacher of English (JTE) will use the readers as a "fun filler" in class. Everything I've read says that it is very important to try to encourage the whole English department to support and exploit the ER readers by overlapping content in various courses. If students read in one class, then write about it in another class, learning will be reinforced. Some faculty believe in the "no pain, no gain" approach to reading. Therefore the perceived "easiness" of readers is a difficult hurdle for them to overcome.

Conclusion

We are currently looking for ways to both create and maintain a buzz about reading. We have tried many, many activities and I hope to share them in a future issue of ERJ. An immediate challenge is to find ways to show students their improvement in their reading skills, their efforts and their interest in English. I look forward to further participation in the new ER SIG and to collaboration with like-minded teachers. Feel free to contact me with questions, suggestions or ideas at steven.herder@gmail.com.

Innovations in Extensive Reading

The Foundations Reading Library

Daniel Stewart

Kaisei Academy



Editor's comments-

Writers for this column will describe an innovation in ER by following the six headings you will see below. If you know of an innovation you would like to share with the other members, please contact-

stewart_reading@mac.com

The Way it Has Been

Prior to the release of the Foundations Reading Library, The easiest standard graded readers were the Penguin Readers Easystarts. The Easystarts were written using a list of 200 words and according to the Start with Simple Stories (SSS) website (SSS, 2008), those books are all between 880 and 1,000 words in length. Books easier than the Easystarts were available, but they were written for children or at least looked like they were meant for

children. In addition, with the exception of Macmillan's L.A. Detective series, the Penguin Marcel the Mouse Detective series and a few others, graded readers are individual stories with characters that are only seen in one book.

What's New?

The Foundations Reading Library is a series of forty-two graded readers written by Rob Waring and Maurice Jamall with contributions by Julian Thomlinson on most of the level six and seven books. There are six books at each of the seven levels. The books have been written in such a way that vocabulary reappears sufficiently in each level for the

students to easily make the jump to the next level.

There are several key innovations in this series. Firstly, the books start at a remarkably low 75 headwords in level one. That is much lower than the previous easiest books, the Easystarts, which have 200 headwords. Secondly, as can be seen in Table 1, there are very small jumps in the number of headwords between levels.

Level	Headwords	Length (words)
1 Low beginner	75	500-620
2 Beginner	100	640-760
3 High beginner	150	680-910
4 Low elementary	200	1,270-1,430
5 Elementary	250	1,120-1,750
6 High elementary	300	2,300-2,640
7 Low intermediate	350	2,280-2,930

Table 1 Foundations Headwords and Length

Thirdly, the books get gradually longer so students have time to adjust to reading longer books in English. Finally, the books all involve the same group of teenagers in a small town in the United States. Students get to know the characters as they meet them again in later books.

What is Good About It?

I teach at a private junior and senior high school for boys. I originally set up an ER programme

seven years ago with junior high third year students. I expanded that to high school first year students and wanted to start earlier with junior high second year students. Until the Foundations Reading Library was released, I could not find books that:

- were easy enough for junior high second year students to read quickly and easily
- covered topics of interest to junior high boys

- did not look too childish for teenage boys

This series enabled us to start ER a year earlier and set the boys up for success in ER. They are now accustomed to reading quickly in English and take it for granted that they are supposed to move up levels often. This is quite different from the past where I have had some students read forty books at Edinburgh Project on Extensive Reading (EPER) level G,

Innovations in Extensive Reading

because our pre-test in April told them that was their level.

Another good thing about this series is that the characters get what they deserve. If they are dishonest, they are caught and suffer the consequences. The writers have done a very good job of adding this moral dimension to the series without preaching or making the characters unrealistic.

Potential Weaknesses

While most of our students enjoyed the books right from the start, a few of the cooler boys in our school found the level one books a little too simple saying not much happens. Not much can happen with only 75 headwords. Personally I think Waring and Jamall did an excellent job making interesting stories with just 75 words and those few students are being overly picky. Luckily even those boys really got into the series by level 2.

When I first saw the series I thought it was a little strange that two British writers would create a series about teenagers in a small town in the United States. Fortunately that did not seem to matter much as I only found one situation in all the 42 books

in which the behaviour of a character did not seem like something an American teenager would do. In *Slam Dunk for Mark*, the school's star basketball player goes to school all day and then skips the championship basketball game so he can take his grandmother to see a doctor. At my own high school in Canada, the teachers would not have minded at all if I missed a class to take a family member to the doctor. On the other hand, if a student missed an important athletic event they would be chastised for letting down the team or even letting down the whole school. When I questioned my Japanese students about this, they had not noticed anything strange about the hero's actions. They just liked the book. In the end it was quite useful as we ended up having a class discussion. Anything that gets the students talking about the books is not much of a weakness.

Student Reaction

In order to make time for students to read the Foundation Readers Library in junior high second year, we had to eliminate something. One of the young Japanese teachers agreed to cancel his grammar classes

for the first month of the school year in 2007 and take the students to the library to read these books instead. So instead of two hours a week of grammar per week with him, they sat and read the Foundation Readers Library. The students really enjoyed the books. They convinced him to continue the programme for an additional two weeks, as they preferred it to studying grammar. That is not surprising, but their results might surprise some teachers. Every April we give a pre-test to all third year junior high students before they start the ER programme. We use the reading section of the standardized Secondary Level English Proficiency (SLEP) test created by the same people who make the TOEFL test. It is normally used to test the English level of students who wish to study at a high school in the United States. The boys who read the Foundations Readers for six weeks in 2007 instead of studying grammar took the SLEP test in April 2008 when they became third year students. Interestingly they did the same or better than the students at our school in the three previous years who did have that six weeks of grammar study. The results can be seen in Table 2.

Year	2008	2007	2006	2005
N	297	299	295	300
Average	19.875	19.097	18.634	18.657
SD	2.852	3.085	3.019	3.371

Table 2 SLEP Test Results

Does this mean reading the Foundations Reading Library is more effective than studying grammar? It is too early to tell. Perhaps the teacher who used the Foundations series is just more effective than the three teachers who proceeded him. Still, the results were compelling enough that the teacher who is in charge of second year students this year also used the Foundations Reading Library instead of teaching grammar in April. If his students also have equal or slightly

higher SLEP scores next April, that would certainly be interesting.

We have seen that the students like the books and the Japanese teachers find them innovative enough to justify changing their own teaching style. Still, this was just one private school for boys, so I contacted a few friends working at different schools to see how their students liked the series. One teacher who teaches at a private school for girls said the Foundations books are always borrowed quickly as they are

very popular (A. O'Brien, personal communication, May 22, 2008). Another teacher at the university level sent me the following uncorrected quotes about the Foundations Reading Library from an end of the term survey:

What did you think of the characters?

I think the characters is average people.

I think Steve and Ryan is tricky persons but poor persons.

They has good character.

Innovations in Extensive Reading

They were interesting people. There were few characters but there was personality.

I thought that Steve is cunning boy. Mr Jenkins is poor man. I think him lonely. His dolphins are very cute. Faye is wise. And she is young girl full of vigor. Mr Jenkins is kind. He lived in big old house on the hill.

(F. MacGregor, personal communication, March 28, 2008)

Notice the students feel they know the characters as they are seen

throughout the series. This helps in getting the students to read more.

Conclusion

Before the Foundations Reading Library, I was hesitant to start ER with second year junior high school students. I was pleasantly surprised at how popular the books were and how well they set up students for further ER. Other teachers have had success with them with older students. If you have not yet seen them, I heartily recommend

you take a serious looks at these innovative books.

References

Start with Simple Stories. (2008). *SSS Graded Readers Word Counts and Recommendation List*.

New Book Releases

Editor's comments-

This will be a regular report in each issue of ERJ. It is likely that some of the members of the ER SIG look at many sources each year to determine what new books have become available. Hopefully this list will save time for SIG members and help them to provide a greater variety of books to their students.

This first list covers books released between the start of January, 2007 and the end of May, 2008. Subsequent lists will cover books released since the previous issue of ERJ. This list consists of books from five different publishers. If you would like to have books from additional publishers included in future issues, please contact-

stewart_reading@mac.com

Title		ISBN
	**** Cambridge ****	
	Starter	
Death in Oxford		978-0521704649
Girl at the Window, The		978-0521705851
	Level 3	
Wild Country		978-0521713672
	Level 4	
Love in the Lakes		978-0521714600
	**** Cengage ****	
	Bestseller Readers	
	Level 1	
Happy Prince, The		978-960-7609-81-6
Heidi		978-960-403-334-8
	Level 2	
Black Beauty		978-960-403-336-2
Voyages of Sinbad the Sailor, The		978-960-7609-85-4
	Level 3	
Phoenix and the Carpet, The		978-960-7609-82-3
Twelfth Night		978-960-403-341-6
	Level 4	
Great Expectations		978-960-403-343-0
Three Musketeers, The		978-960-7609-80-9
	Level 5	
Connecticut Yankee in King Arthur's Court, A		978-960-7609-83-0
	Level 6	
Heart of Darkness, The		978-960-7609-84-7

New Book Releases

Fast Forward

Orange - Level 16 (Fiction)

New Tricks	978-0-1701-2610-6
Mercury and the Woodcutter	978-0-1701-2611-3
Scary Movie	978-0-1701-2613-7
Wait and See	978-0-1701-2612-0

Orange - Level 16 (Non-Fiction)

Acting the Part	978-0-1701-2616-8
Changing Map, The	978-0-1701-2619-9
Dams	978-0-1701-2618-2
Simple Machines	978-0-1701-2617-5
Unusual Hobbies	978-0-1701-2614-4
Wheels	978-0-1701-2615-1

Turquoise - Level 17 (Fiction)

Battle of the Bands	978-0-1701-2622-9
Gadget Boy Saves the World	978-0-1701-2623-6
Inside the Gate	978-0-1701-2624-3
Renovations	978-0-1701-2625-0

Turquoise - Level 17 (Non-Fiction)

African Grasslands, The	978-0-1701-2630-4
Drugs in Sport	978-0-1701-2653-3
Fossil Fuels	978-0-1701-2631-1
Government in Australia	978-0-1701-2626-7
Helping Out	978-0-1701-2628-1
Saving Coral Reefs	978-0-1701-2627-4

Turquoise - Level 18 (Fiction)

Bully, The	978-0-1701-2636-6
Glacier	978-0-1701-2634-2
Graveyard Shift, The	978-0-1701-2635-9
Inventors' Club Meets Again, The	978-0-1701-2637-3

Turquoise - Level 18 (Non-Fiction)

Animal Travellers	978-0-1701-2638-0
Beginnings	978-0-1701-2639-7
Diary of a Twister Chaser	978-0-1701-2643-4
Smallpox	978-0-1701-2640-3
Taxation	978-0-1701-2642-7
World Heritage	978-0-1701-2641-0

Turquoise - Level 19 (Fiction)

Buzz Sees the Difference	978-0-1701-2648-9
Giant's Causeway, The	978-0-1701-2646-5
Trapped	978-0-1701-2649-6
Venus Bay	978-0-1701-2647-2

Turquoise - Level 19 (Non-Fiction)

Clothes Then and Now	978-0-1701-2655-7
Experimenting with Magnets	978-0-1701-2653-3
Garbage	978-0-1701-2650-2
Green Belt Movement, The	978-0-1701-2651-9
People Underground	978-0-1701-2654-0
Pompeii	978-0-1701-2652-6

Purple - Level 20 (Fiction)

Coat, The	978-0-1701-2661-8
Dirt on My Shoe	978-0-1701-2659-5
Gadget Boy and Kid Fantastic	978-0-1701-2660-1
Making Headlines	978-0-170-12658-8

Purple - Level 20 (Non-Fiction)

Beginnings of Democracy	978-0-1701-2667-0
Building the Pyramids	978-0-1701-2664-9
Getting the Picture	978-0-1701-2663-2
Great Depression, The	978-0-1701-2666-3
My Bushfire Diary	978-0-1701-2662-5
Wind Power	978-0-1701-2665-6

New Book Releases

Gold - Level 21 (Fiction)

Bears in Camp	978-0-1701-2670-0
My Best Friend's A Genius	978-0-1701-2672-4
New Neighbours	978-0-1701-2671-7
Riddle of the Camel Race, The	978-0-1701-2673-1

Gold - Level 21 (Non-Fiction)

Gallileo and the Beginning of Modern Science	978-0-1701-2675-5
International Trade	978-0-1701-2676-2
Life in the Amazon Jungle	978-0-1701-2677-9
Locust Plague	978-0-1701-2678-6
Papua New Guinea	978-0-1701-2674-8
Space Junk Meteorites and Comets	978-0-1701-2679-3

Gold - Level 22 (Fiction)

I Wish	978-0-1701-2682-3
Key Cutter's Grandson, The	978-0-1701-2685-4
Mudslide	978-0-1701-2683-0
Nico's List	978-0-1701-2684-7

Gold - Level 22 (Non-Fiction)

Earthquakes	978-0-1701-2686-1
Experimenting with Electricity	978-0-1701-2687-8
Finding a Place	978-0-1701-2688-5
Mining	978-0-1701-2689-2
Ralegan Siddhi	978-0-1701-2690-8
Story of Alexander Fleming, The	978-0-1701-2691-5

Silver - Level 23 (Fiction)

Bruno's Tea	978-0-1701-2694-6
Contest, The	978-0-1701-2697-7
It's A Jungle Out There	978-0-1701-2695-3
Lizzie's Hidden Message	978-0-1701-2696-0

Silver - Level 23 (Non-Fiction)

Aztec Beliefs	978-0-1701-2699-1
Cashless Society, A	978-0-1701-2698-4
Discovering Metals	978-0-1701-2701-1
People Have a Say	978-0-1701-2700-4
Twins	978-0-1701-2702-8
What Goes Up	978-0-1701-2703-5

Silver - Level 24 (Fiction)

Danny's Dream	978-0-1701-2707-3
Goal	978-0-1701-2708-0
My Best Friend's A Genius	978-0-1701-2709-7
Shipwreck	978-0-1701-2706-6

Silver - Level 24 (Non-Fiction)

All About Chemistry	978-0-1701-2710-3
Antarctic Treaty, The	978-0-1701-2712-7
European Union, The	978-0-1701-2713-4
House of Wisdom, The	978-0-1701-2714-1
Living in Space	978-0-1701-2711-0
Underground Rescue	978-0-1701-2715-8

Emerald - Level 25 (Fiction)

Fire Ready	978-0-1701-2719-6
Moon Bubble	978-0-1701-2720-2
More Like Home	978-0-1701-2718-9
Not Again	978-0-1701-2721-9

Emerald - Level 25 (Non-Fiction)

Democracy In Action	978-0-1701-2722-6
Dogs At Work	978-0-1701-2723-3
Eyes At Work	978-0-1701-2725-7
Great Wall of China, The	978-0-1701-2726-4
It's All About Physics	978-0-1701-2724-0
Stock Exchange, The	978-0-1701-2727-1

New Book Releases

Footprint Reading Library Headwords 800

Alaskan Ice Climbing (AME)	978-1-4240-1152-0
Arctic Whale Danger! (AME)	978-1-4240-1142-1
Columbus & New World (AME)	978-1-4240-1150-6
Don't Believe Your Eyes (AME)	978-1-4240-1151-3
Dreamtime Painters (AME)	978-1-4240-1149-0
Future of a Village (AME)	978-1-4240-1145-2
Giant's Causeway (AME)	978-1-4240-1154-4
Happy Elephants (AME)	978-1-4240-1144-5
Life on the Orinoco (AME)	978-1-4240-1147-6
Lost City Machu Picchu (AME)	978-1-4240-1146-9
Monkey Party (AME)	978-1-4240-1143-8
Snow Magic! (AME)	978-1-4240-1156-8
Story of the Hula (AME)	978-1-4240-1153-7
Volcano Trek (AME)	978-1-4240-1155-1
Young Riders Mongolia (AME)	978-1-4240-1148-3

Headwords 1000

Cheese-Rolling Races (AME)	978-1-4240-1166-7
Dinosaur Search (AME)	978-1-4240-1169-8
Disappearing World, A (AME)	978-1-4240-1160-5
Farley The Red Panda (AME)	978-1-4240-1158-2
Gorilla Watching Tours (AME)	978-1-4240-1157-5
Knife Markets of Sanaa? (AME)	978-1-4240-1162-9
Last of Cheju Divers (AME)	978-1-4240-1165-0
Making Thai Boxing Champ (AME)	978-1-4240-1180-3
Memory Man, The (AME)	978-1-4240-1170-4
Peruvian Weavers (AME)	978-1-4240-1164-3
Puffin Rescue! (AME)	978-1-4240-1171-1
Special Kind of Neighborhood, A (AME)	978-1-4240-1161-2
Taiko Master (AME)	978-1-4240-1163-6
Water Sports Adventure (AME)	978-1-4240-1167-4
Wild Animal Trackers (AME)	978-1-4240-1168-1

Headwords 1300

Adventure Capital of the World, The (AME)	978-1-4240-1174-2
Birds in Paradise (AME)	978-1-4240-1159-9
Butler School (AME)	978-1-4240-1175-9
Cambodia Animal Rescue (AME)	978-1-4240-1173-5
Flying Pumpkins (AME)	978-1-4240-0846-9
Night Hunt (AME)	978-1-4240-1172-8

Headwords 2200

How's the Weather? (AME)	978-1-4240-1216-9
--------------------------	-------------------

Foundations Reading Library

Level 7

Do It!	978-1-4130-2889-8
Golden Monkey, The	978-1-4130-2893-5
Let's Party!	978-1-4130-2888-1
Love Online	978-1-4130-2892-8
My Mom, the Movie Star	978-1-4130-2890-4
Secret Tunnel, The	978-1-4130-2891-1

Primary Classic Readers

Primary 1

Goldilocks and the Three Bears	978-960-403-200-6
Jack and the Beanstalk	978-960-403-391-1
Little Red Riding Hood	978-960-403-199-3
Three Little Pigs, The	978-960-403-198-6
Ugly Duckling, The	978-960-403-390-4

Primary 2

Hansel and Gretel	978-960-403-201-3
Puss in Boots	978-960-403-392-8

New Book Releases

Sinbad the Sailor	978-960-403-202-0
Sleeping Beauty	978-960-403-393-5
Snow White and the Seven Dwarfs	978-960-403-203-7
Primary 3	
Aladdin and the Lamp	978-960-403-195-5
Ali Baba and the Forty Thieves	978-960-403-394-2
Alice in Wonderland	978-960-403-196-2
Pinocchio	978-960-403-197-9
Three Spinners, The	978-960-403-395-9
Theatrical Readers	
Cinderella, Primary 3	978-960-403-419-2
Emperor's New Clothes, The, Primary 1	978-960-8136-95-3
Princess and the Pea, The, Primary 2	978-960-8136-96-0
**** Oxford ****	
Classic Tales	
Beginner 1	
Lownu Mends Sky, The	978-0194225519
Princess and the Pea, The	978-0194225526
Elementary 2	
Goose Girl, The	978-0194225458
Twelve Dancing Princess	978-0194225465
Dominoes	
Starter	
Tristan & Isolde	978-0194244626
Stage 1	
Housemates	978-0194244541
Studio Five	978-0194244688
Stage 2	
Ariadnes Story	978-0194244749
**** Macmillan ****	
Starter	
Around the World in Eighty Days	978-0230026742
Gulliver's Travels in Lilliput	978-0230026766
Elementary	
White Fang	978-0230026735
Pre-intermediate	
Casino Royale	978-1405087445
Daisy Miller	978-1405084079
Far from the Madding Crowd	978-1405087094
Heidi	978-0230026797
I, Robot	978-0230026827
Midsummer Night's Dream, A	978-1405087278
Owl Creek Bridge and Other Stories	978-1405087414
Princess Diaries 3, The	978-1405087179
Princess Diaries 4, The	978-140508720
Robin Hood	978-1405087230
Romeo and Juliet	978-1405087308
Secret Garden, The	978-0230026902
Selected Stories by D.H. Lawrence	978-1405087353
Tenant of Wildfell Hall, The	978-1405087384
Treasure of Monte Cristo, The	978-1405084215
Wizard of Oz, The	978-1405087148
Intermediate	
King Authur and the Knights of the Round Table	978-0230026858
Red and the Black, The	978-1405074605
Touching the Void	978-0230533523
When Rain Clouds Gather	978-0230024403

New Book Releases

Upper Intermediate

Anna Karenina	978-1405087247
Middlemarch	978-0230026865
Moby Dick	978-0230026872
Vanity Fair	978-1405083928

**** Penguin ****

Penguin Active Reading Easystarts

Hat Book, The	978-1405884549
Long Road, The	978-1405884556
Level 1	
Barcelona Game, The	978-1405884389
Kylie Minogue	978-1405884396
Rainbow Serpent	978-1405884402
Level 2	
Don Quixote	978-1405884426
Mr Bean	978-1405884433
Round the World in Eighty Days	978-1405884419
Water for Life	978-1405884440
Level 3	
Adventures of Huckleberry Finn, The	978-1405884457
Frankenstein	978-1405884464
Incredible Journey, The	978-1405884471
Japanese Ghost Stories	978-1405884488
Titanic	978-1405884495
Level 4	
About a Boy	978-1405884501
Body in the Library	978-1405884518
Odyssey, The	978-1405884525
Oliver Twist	978-1405884532

Penguin Readers Easystart

Pearl Girl, The	978-1405885539
Level 1	
Daniel Radcliffe	978-1405885447
Muhammad Ali	978-1405881531
Level 2	
Pirates of the Caribbean	978-1405881708
Whistle and the Dead Man's Eyes, The	978-1405878821
Level 3	
Billy Elliot	978-1405881760
Darling Buds of May	978-1405885461
Island of Dr Moreau, The	978-1405881906
Othello	978-1405885478
Pirates of the Caribbean 2	978-1405885485
Level 4	
Dr Faustus	978-1405885492
Merchant of Venice, The	978-1405882279
Teacher Man	978-1405882330
Level 5	
Death on the Nile	978-1405885515
Heart of Darkness	978-1405882453
Ripley's Game	978-1405880084
Level 6	
North and South	978-1405885522

Recent ER Research

Editor's comments-

This section of *ERJ* will list recently published papers concerning extensive reading. Abstracts will be given whenever possible. This is an opportunity for readers to keep up on what has been published. It has been compiled from several sources. If you know of a study, which has not been mentioned, please contact stewart_reading@mac.com and it will be included in the next issue.

ER Research published between January 1st and May 16th, 2008.

Vocabulary recycling in children's authentic reading materials: A corpus-based investigation of narrow reading.

Dee Gardner

Fourteen collections of children's reading materials were used to investigate the claim that collections of authentic texts with a common theme, or written by one author, afford readers with more repeated exposures to new words than unrelated materials. The collections, distinguished by relative thematic tightness, authorship (1 vs. 4 authors), and register (narrative vs. expository), were analyzed to determine how often, and under what conditions, specialized vocabulary recycles within the materials. Findings indicated that thematic relationships impacted specialized vocabulary recycling within expository collections (primarily content words), whereas authorship impacted recycling within narrative collections (primarily names of characters, places, etc.). Theme-based expository collections also contained much higher percentages of theme-related words than their theme-based narrative counterparts. The findings were used to give nuance to the vocabulary-recycling claims of narrow reading and to more general theories and practices involving wide and extensive reading.

Gardner, D. (2008). Vocabulary recycling in children's authentic reading materials: A corpus-based investigation of narrow reading. *Reading in a Foreign Language*, 20(1), 92-122.

Developing reading fluency: A study of extensive reading in EFL.

Yurika Iwahori

Due to the great interest of practitioners on reading fluency in first language (L1) and second language (L2) English classroom settings, fluency has become a hot topic. A number of studies have suggested that an extensive reading (ER) program can lead to improvement of L2 learners' reading rate; however, studies about high school students are scarce. Inspired by current issues in reading and previous ER investigations, this study examined the effectiveness of ER on reading rates of high school students in Japan. In this study, students were provided with graded readers and comic books as reading material they would find enjoyable. Pretests and posttests of reading rate and language proficiency were administered and a t test was used to compare means of the rates and language proficiency within groups. Results indicate that ER is an effective approach to improve students' rate and general language proficiency.

Iwahori, Y. (2008). Developing reading fluency: A study of extensive reading in EFL. *Reading in a Foreign Language*, 20(1), 70-91.

Integrating Extensive Reading into an English For Academic Purposes Program.

John Macalister

This paper reports on the inclusion of extensive reading in three separate 12-week courses taught by different teachers on an EAP programme at a New Zealand university. The inclusion of extensive reading was experimental and sought answers to two questions: would students respond positively to the extensive reading component, and how could extensive reading be included? On each iteration of the extensive reading component a different approach was taken. On the first occasion, the reading was a stand-alone part of the teaching programme but on the second and third occasions the reading was integrated into the programme. In each of the three classes the students responded positively to the inclusion of extensive reading. The integration of the reading reflected teacher and learner differences, and supported the belief that the way in which extensive reading is included in a programme should be determined by the specific language learning environment.

Macalister, J. (2008). Integrating Extensive Reading into an English For Academic Purposes Program. *The Reading Matrix: An International Online Journal*. 8(1), 23-33.

Comparing the vocabulary of different graded-reading schemes.

Udorn Wan-a-rom

This study compared graded-reader wordlists with the General Service List (GSL; West, 1953) and investigated the words in those lists and the words actually used in graded-reader books. The wordlists from the 2 major graded-reader series, the GSL, and the words actually used in the graded readers were examined using the Range program. The comparisons showed that the lists are different from each other largely because of the different sizes of the lists and because of the words they contain and do not contain. In addition, the words actually used in the books do not stick closely to the words in the lists on which they are based, especially at Level 1. Conclusions and implications are drawn for practice in extensive reading programs.

Wan-a-rom, U. (2008). Comparing the vocabulary of different graded-reading schemes. *Reading in a Foreign Language*, 20(1), 43-69.

Meet the ER SIG Executive Members



Daniel Stewart **SIG Coordinator**

Daniel is the Head Foreign Teacher at The Kaisei Academy. His MA dissertation at Macquarie University was on dictionary use in ER programmes. He can often be found juggling at JALT conferences.



Marc Helgesen **Member at large**

Marc Helgesen, professor, Miyagi Gakuin Women's University has led teacher development workshop on five continents. He is on the Board of Directors of the Extensive Reading Foundation and is an author of many books including the English Firsthand series (Longman).



Eleanor Kane **Membership Chair**

Eleanor was educated at the universities of Glasgow, Stirling, and Aston. She has set up several ER programmes over the last six years. She enjoys cake and fine wines as much as the next person.



Barry Mateer **Treasurer**

Barry is the person who first introduced me to ER. He had no idea I would come back seven years later and ask him to be the new SIG coordinator. He turned that position down, but offered to be the treasurer for one year and set up everything well so the job would be easy for the next treasurer. What a gentleman. (D.S.)

Writers wanted.

日本語で

We are looking for someone who can read Japanese well to write an English article for a future issue of *ERJ* about some of the ER research which has only been published in Japanese. If the writer is a non-native speaker of English, we can set them up with a native English speaker to help with writing the article.

EPER

We are looking for someone to write an English article for a future issue of *ERJ* about the Edinburgh Project on Extensive Reading. Many of our readers use this great resource while others know nothing about it. We would like someone to tell us about what EPER does and how it can benefit teachers doing ER in Japan.

Contact-
stewart_reading@mac.com

Contact: stewart_reading@mac.com



Please join the new ER SIG.

A new SIG has just been created for people interested in Extensive Reading. If you are currently doing ER or are thinking of starting it, please join our group. The ER SIG is a place to trade ideas, learn about new innovations and to meet other people interested in doing research on ER.

We have started with a very small, but competent executive committee and hope to bring in additional talented people with new ideas at the SIG general meeting at JALT 2008 in November.

JALT members can join online by going to-

<https://jalt.org/joining/>

You will need your JALT membership number and a credit card. The cost is 1,500 yen per year. Please keep in mind when joining a SIG that your SIG membership will run out in less than a year if your JALT membership runs out. So in the first year, many ER SIG members will get less than a year for their 1,500 yen. We hope they will consider that a donation to help set up the new SIG.

DANIEL STEWART
JALT ER SIG COORDINATOR
stewart_reading@mac.com

ER Colloquium at JALT 2008 in Tokyo

Ways of Reporting on Extensive Reading

Marc Helgesen
(Miyagi Gakuin Women's University)

Introducing Sustained Silent Reading campus-wide: issues and results

Eleanor Kane
(University of Shimane)

Extensive reading with low level university students

Fiona MacGregor
(Josai International University)

Weaving your way through Extensive Reading: An introduction for beginners.

Rick Romanko
(Wayo Women's University)

Automating Book Sign-out in an Extensive Reading Programme

Daniel Stewart
(Kaisei Academy)

The Effects of SSR for Motivating Reluctant Learners to Read Extensively

Atsuko Takase
(Kinki University)

Outlining an Extensive Reading and Listening Course

Mathew White
(Nagoya University of Foreign Studies)

Graded reading and TOEFL scores revisited: a second years' experience

David Williams
(Yokohama City University)

The winners of the ERF Language Learner Literature Awards will also be announced.



Extensive Reading Foundation
www.erfoundation.org