ERJ

IN THIS ISSUE:

Message from the Editor

I hope you enjoy this, the second edition of *ERJ*, as much as I enjoyed making it. It was a great experience working on the articles with Marc Helgesen, Akio Furukawa and Tomoko Kawachi. The reaction to the first edition was overwhelming. I am glad some people find it useful. I had some suggestions from readers of *ERJ* 1.1, so you will notice this edition is brighter and easier to read. When I started putting together the first edition of *ERJ*, I was worried about whether we would be able to get enough stories. This time, the opposite is true. We have been inundated with stories. We have enough quality material already for another two issues. We are still looking for more, so if you have an idea, contact me. If anyone would like to be involved in the production of *ERJ*, I could really use some help with proofreading. Finally, I hope all SIG members will drop by the ER SIG table at JALT if you get the chance.

Daniel Stewart   stewart_reading@mac.com
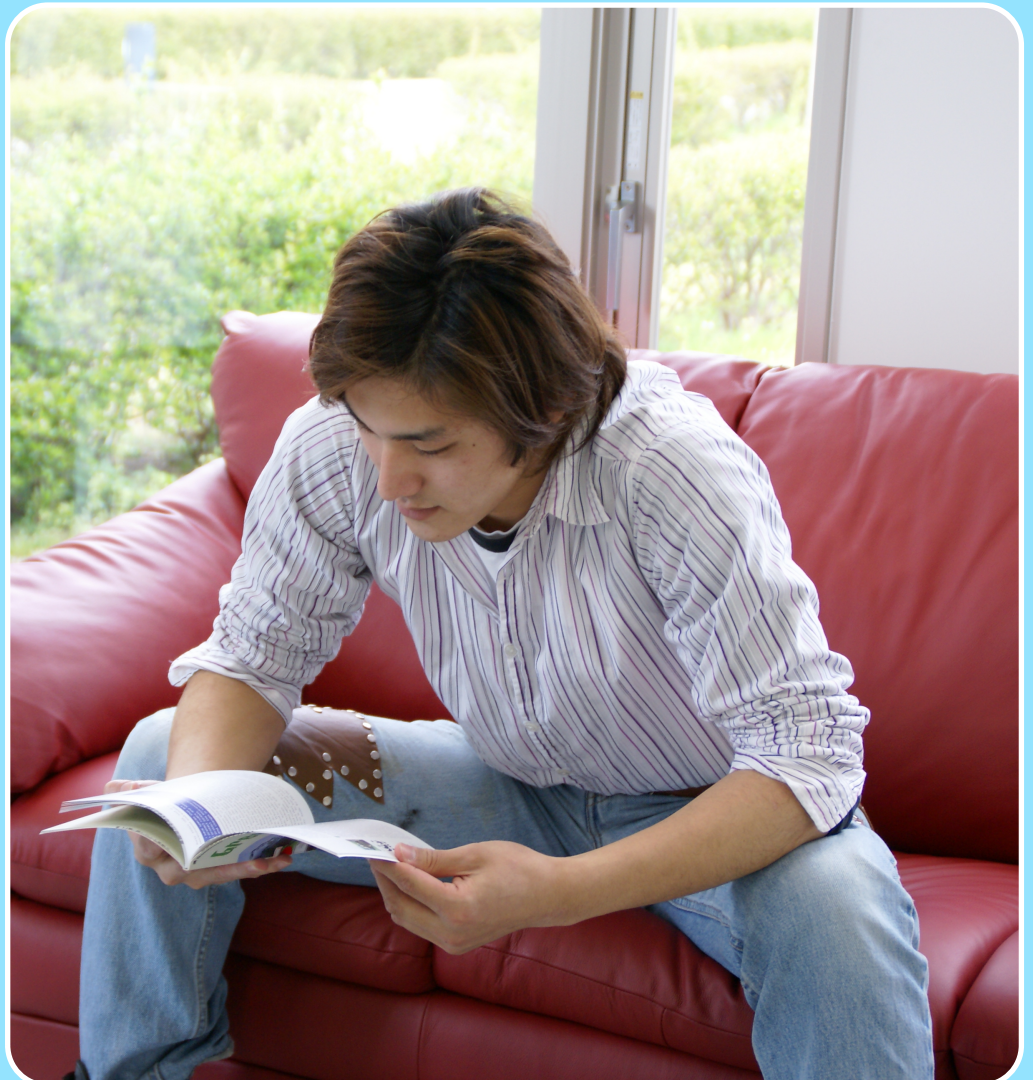
Reading Reaction Reports
Options and alternatives for
student book reports.

Marc Helgesen
Professor
Miyagi Gakuin Women's University

Interest in Extensive Reading is growing in Japan. We see the foundation of this JALT ER SIG. The JALT *Language Teacher* has twice had special issues on the topic. Publishers report a huge growth in the sales of readers and bookstores that stock them often give graded readers good display space. As the notice on page 13 shows, ER is even showing up in the popular Japanese press (*an.an*, 2008).

As ER becomes more commonplace, many teachers want ways for students to report on the books they are reading. This is useful not only as a way of providing evidence of books read but also as a way for students to share what they are reading – what they think about the stories and what they do and don't enjoy. Making such evaluations, of course, reflects thinking at a higher level than simply retelling the story. Also, ongoing student reporting is a classroom management tool for us as teachers. It provides some structure – and a bit of positive pressure to make sure the students are reading throughout the course and not just cramming all their reading into the last couple of weeks before the end-of-term deadline.

Habituation – the result of always doing the same thing – can kill motivation for learners. ER has the motivational advantage that students are usually choosing the books they want to read and the plots of those books vary. So variety is guaranteed. But how about the reporting process? As Dornyei (2001) points out, "monotony is inversely related to variety." If they are always writing the same type of report, we are losing an opportunity to engage the learners with motivation-building variety, as well as to appeal to different learning styles and intelligences.

This article will attempt to help with that variety by introducing eight frameworks for reporting. Four are in-class speaking activities. The other four are written reports, usually done outside of class.

In-class reporting activities.

1. Instant book report.

On the board, write the following:

I read a book called _____.

It's a(n) _____ *story*

    (adventure, love, mystery, true, etc.)

It's about _____

The main characters are _____

    (names, jobs, personalities)

In the story, there was a problem. _____.

I liked / didn't like this book because _____.

Students choose any book they have read or are reading. I give them about a minute of "think time" to decide what they want to say and how they will say it. They are not required to follow the form on the board, but having that form provides enough structure that they can successfully report on the book with little preparation time.

After the "think time", students work in pairs. They report on their book to their partner.

Variations

• *Questions*: Require the partners to ask 2-3 follow-up questions.

Although none of the activities here require printed handouts, teachers (including the present author) sometimes prefer to use handouts for the activities. Free photocopiable pdf files of worksheets for each activity are available at: http://HelgesenHandouts.terapad.com. Click on the "Extensive Reading" link on

• *Task recycling.* Have students change partners and do the same book report with new partners. Do this 2-3 times. Since they have new partners each time, learners don't get bored. Levels of fluency and complexity increase with the recycling (Lynch and Maclean, 2001, Helgesen, 2007).

• *Show a picture*. Instead of just talking, students show an illustration from the book. They introduce the story as above, then explain the picture.

2. My top 5.

This is an the end-of-term or end-of-year reporting activity. Students think about all the books they read over the period. They decide on their own "Top 5" books and at least one reason they liked each. They should write their reasons or make short notes. They are writing words or sentences here, not full paragraphs. For a first-year university class, I allow about 10 minutes to plan and write.

The students work in pairs. One partner starts by describing her favorite book and why she liked it. The partner listens and asks questions.

Either have them take turns talking about their books or set a specific amount of time (2-3 minutes each).

Then they change partners and continue.

Note that, in most cases, they won't have time to talk about all five books. Ironically (though not surprisingly) often the stronger students will only have time to talk about one or two books. The weaker students say less about each book so talk about more of them. But, having prepared ideas for five, it means everyone has material to talk about so they all achieve success.

Variation: This activity is easily used in "The 4/3/2 technique" framework. In short, the technique involves having each member speak to partners, four minutes to the first, three minutes to the second, two minutes to the third. They try to say as much as they could during the previous round. For information on the technique in ER, see Renandya (p. 95-96 in Bamford & Day, 2004). For information on the technique in general, google "the 4/3/2 technique" (in quotes).

3. Dramatic reading

Reading aloud is a specialized skill. It is quite difficult to read a text aloud for the first time and focus on meaning. However, once a text has been read silently for meaning, a "dramatic reading" is a great way to help learners convey emotion and understanding.

Begin by choosing a short passage (one that takes one or two minutes to read aloud). My personal favorites are the opening pages from *Jojo's Story* (Moses, 2000), the beginning of *Jaws* (Benchley, 1974) or the shower scene from *Psycho* (Bloch, 1959). These texts convey intense emotion. I make copies* which the learners read silently as I read aloud. I read the passages as an actor would – essentially, I'm doing oral interpretation.

Before the next class, each student is responsible for selecting a short passage from a book they have read. They practice reading it aloud with feeling. They make a copy of the passage. In class, they work in pairs. They do their

dramatic reading while a partner listens and follows along with the extra copy. As with the variation on "Instant book report", do *Task recycling*. Learners read their passages at least 2-3 times to different partners. Their oral reading usually gets better each time.

Students sometimes think reading aloud simply involves speaking loudly enough to be heard. You might find it helpful to have them analyze what you did with your voice in your example. For instance, pauses and phrasing does a lot to communicate meaning. For scary or unpleasant parts, the speaker voice is often lowered to draw in the listener.

Some teachers wonder if dramatic reading really constitutes a report since the students are not creating the content. Students selecting which passage to read constitutes "evaluation", a much higher level of comprehension than the typical "literal" questions often used for reading checks (See Barrett Taxonomy of Reading Comprehension, cited in Helgesen & Brown, 2007. For on-line information on Barrett, see http://tinyurl.com/barrettcomp).

As an example, you can get a 5-page sample of *Jojo's Story* at:

http://www.cambridge.org/catalogue/catalogue.asp?isbn=9780521797542&ss=exc

Or, more simply, google: Jojo's Story Cambridge

Note: This is modeled after an activity suggested by Patrick Fulmer in Bamford & Day, 2004.

4. Soon to be a movie

Give each student a large (B4 or A3) sheet of paper and, if possible, colored pencils (ah, the joy of ¥100 shops). Ask them to choose a book they really liked. Ask them to imagine that the book is being made into a movie – and they are the director! First they need to decide who will be cast in each role. Across the bottom of the paper, they write the cast:

Staring ＿ as ＿＿＿＿＿＿. (I've had more than a few students cast themselves opposite Brad Pitt or Johnny Depp in remakes of Romeo and Juliet.). They then make a poster for the movie. Stress that the poster should be original, not just a redrawing of the book's cover or a picture from the book.

Students then work in pairs or small groups. They show their posters and explain their casting decisions.

Variation: If the book has already been made into a film, they imagine a Japanese remake and decide on Japanese stars.

Note: This was modeled after an activity suggested by Thomas Farrell in Bamford & Day, 2004. (p. 157-158). Tom suggests it as an alternative to "the boring book report." That's an emotion I applaud and hope that the ideas in this article contribute.

Out-of class, written reports.

Many ER teachers require written reports on all the books the students read. In my case, students are required to read at least 500 weighted pages during each term. They write a report on each book, which they glue into a notebook. I collect their notebooks about twice a month, read their reports, stamp them OK and write an occasional note or comment, in part to let them know I actually read the reports.

I use four different reporting forms. They need to use each form at least once. After a form has been introduced, they can use whichever they like. The idea is to provide variety – new forms are introduced in April, June, September and November. Also, because they can choose whichever they want to use after an initial use, they are making decisions which most likely fit in to a kind of intelligence and learning style that fits them as individuals (Gardner, 1993; Jensen, 1995).

5. Summary /opinion. This is probably the most common type of book report. Students write a short summary of the book and then react to it. I find this a useful report-type to begin with. The summary is something the learners expect to do. Since the ideas behind ER – reading a lot of easy material for enjoyment – are new to so many students, starting with a report-type that they expect let's them focus on their new tasks. The opinion section does make it clear from the beginning that students have to add their own ideas to the report. It also encourages them to include their own feelings – an important aspect of "intrapersonal intelligence" and helps them process at the comprehension levels of evaluation or appreciation, both higher than the processing necessary just to summarize the story.

6. Draw a picture. By early summer, students are used to both the idea of extensive reading and to writing reports. At that point, I give them a report form that asks them to draw a picture as a way of reporting. It should be an original picture, not one they copy from the book. Then they write a paragraph explaining the picture, what happened before and what happens after the scene shown in the picture. I emphasize that the point is not quality artwork. The artwork is just a way of sharing the story. This report-type appeals to students with strong artistic / visual / kinesthetic intelligence. The pictures often reflect a sense of appreciation, a high level of processing. In addition to the picture and description, they also write their opinion.

The kinesthetic nature of the drawing task is important. Of the three major sensory learning styles (*visual, auditory* and *kinesthetic* [also called *haptic*] (Neff, 2006), kinesthetic learners are the least likely to get reinforced at school. Visual and auditory learners get praised (*"You always pay attention." "You always listen carefully."*) Kinesthetic learners, on the other hand, get punished (*"Sit still and get to work!"*) Consciously incorporating kinesthetic activity into coursework is a way of building in success for those learners.

7. Your own questions. When we read a book "in real life" (as opposed to the classroom), we often start by looking at the cover, reading the blurb on the back cover and, perhaps, flipping through. If the book has pictures, we might pause to look at them. All of these are useful steps to activate schema (what we already know about the topic) and create questions we'll mentally answer as we read. In my ER classes, I try to use reaction reports to help students do this same thing. I ask them to look at the front cover and read the blurb. Then they flip through the book. They find a picture somewhere in the first third of the book and write a question about it. They do the same with pictures in the middle and final thirds. Then, as they read the book, they write the answers to their own questions. Of course, these questions / answers are combined with a short summary and the learner's opinion. This report-type serves two functions. It encourages schema activation. It also building on a more analytic "logical-mathematical" type if intelligence that requires inferencing and speculation.

This report-type obviously requires readers with pictures. Not all readers have them but most do. Therefore, in practice, that is not a problem.

8. The book and you. When we read, we bring our own life-knowledge and life-experience to the story. This final report-type asks learner to do that consciously. There is a vertical line down the center of the report form. One side is labeled "The story". The other is labeled "My life". Students write their summary on the "story" side. Under "My life", they write things from their own lives that parallel the story.

This is certainly the most challenging of the report forms, relying on both intrapersonal and interpersonal intelligences in that they connect their own lives to the events and lives of the characters in the book). At times, the comments are superficial (A student reading Dracula commenting, "I've never met a vampire.") but at other times, learners write deep responses. I recall a student who had read a biography of Princess Diana writing, "Diana's life had tragedy." In the

parallel panel, she went on to explain that her own father had died of cancer the year before. She went on to explain and draw comparisons.

Reading reaction reports, written and oral, can be far more than "tell me about the book." They can be a springboard for learners interacting with the books, each other and themselves.

References

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

Benchley, P. (1974) *Jaws*. Retold by K. McGovern (1998). Harlow: Penguin Readers / Pearson Longman.

Bloch, R. (1959). *Psycho*. Retold by C. Rice (2000). Harlow: Penguin Readers / Pearson Longman.

Dornyei, Z. (2001) *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.

Furukawa, A. (2008/6/4) *Tadoku*. In *an.an* (Special issue of a Japanese fashion magazine on becoming bilingual).

Gardner, H. (1993) *Frames of Mind: The Theory of Multiple Intelligences.* New York: Basic Books.

Helgesen, M. and Brown, S. (2007) *Practical English Language Teaching: Listening*. New York: McGraw-Hill.

Helgesen, M. (2007). *Think ahead: The power of planning." SPELT Journal* 22(4). 101-17.

Jensen, E. (1995). *The Learning Brain*. San Diego: The Brain Store.

Lynch, T. and Maclean, J. 2001. 'A case of exercising: Effects of immediate task repetition on learners' performance.' In, M. Bygate, P. Skehan and M. Swain (Eds.) *Researching pedagogic tasks: Second Language Learning, Teaching and Testing.* Harlow: Longman (Pearson Education).

Moses, A. (2000) *Jojo's Story*. Cambridge: Cambridge Readers.

Neff, L. (2006). Learning Channel Preference Checklist- Revised. Irvington, VA: Specific Diagnostics.

* I refer to copying a section of the book for students to read silently while I demonstrate the activity. Of course, this is not technically legal. However when considering copyright violations, publishers do consider situation and motive. In this case, I'm not copying to avoid purchasing the books. Indeed, most ER enthusiasts buy many – sometimes hundreds – of readers every year. Rather, I am copying to model an activity that the students will do using the actual books. It is unlikely this would lead to problems.

The ER SIG Website

www.jaltersig.org

People can download ERJ here once SIG members have had their hard copy for a while.

Extensive Reading from the First Day of English Learning

Akio Furukawa
SEG

Mr. Furukawa is the head of the SSS Extensive Reading Study Group and author of many books on ER including Zoku Igirisu No Kyokasho De Eigo Wo Tanoshiku Manabu (Let's Read Literacy Land Info-Trail) and Manga De Tanoshiku Eigo Wo Manabu (Let's Read Manga to learn English). He is in charge of the Scientific Education Group (SEG) private tutoring school.

Introduction

In 2002 SEG juku began an Extensive Reading Program for Japanese high school students. In 2006, we started a new ER Program for junior high school students based on our prior four years of experience with high school students. The purpose of the new program is to achieve the maximum impact with ER.

Every year, our students received a total of 48 three-hour lessons. The classes met once a week from 5:15 to 8:15 pm. Each session, a Japanese teacher conducted ER lessons for 80 minutes and then, after a 20-minute break, a native English speaking teacher taught other English skills including grammar, writing, and conversation for an additional 80 minutes.

A total of 234 students participated in the new ER program at SEG in April 2008. The students were divided into several classes with an average number of ten to twelve students per class. Table 1 shows the descriptive statistics of their reading amount and reading hours, where N, M, Σ and SD stand for the number, the mean, the sum, and the standard deviation, excluding the data of the 18 eighth and ninth grader newcomers who had not done ER before the 2008 academic year.

Table 1 Descriptive Statistics of Participants' Reading Performance

	N	M and SD of Σ of words per student	Total Hours for SSR in class
7th graders	106	27,074 (24,330)	10.7
8th graders	70	292,705 (18,7568)	74.7
9th graders	40	677,382 (335,274)	138.7

Students had access to 30,000 books, 2,000 CDs, and 100 DVDs of various levels and genres (Furukawa et al. 2007). In the first six months of 7th grade, our students listened to CDs individually using portable CD players while reading books both in class and at home. Since they had just started learning English and had very limited knowledge of English, we encouraged students to read books and also listen to the accompanying audio CDs at the same time. After becoming comfortable with reading, the students could chose to read books, listen to CDs or watch DVDs with English subtitles in class. They could change activities as they wished. According to the reading logs they use to keep track of their reading, one third of students read both at home and in class, while the others read only in class after six months.

As can be seen, we have a well established reading program and thus are in a good position to conduct research on ER.

The Study

This paper reports how our current ninth graders raised their reading level as shown by their performance on a nationwide test for Japanese high school students.

Participants in the program started ER on the first day of class in March 2006. The first material used were the Oxford Reading Tree Series, which are very easy picture books written for British children to learn to read English.

Figure 1 *Six in a Bed* from Oxford Reading Tree Series Stage 1

In addition to learning basic vocabulary and grammar, our students raised their reading level gradually and finished reading all the titles of the Oxford Reading Tree Series from Stage 1 to Stage 9 in six months. The next step was to read other series such as Usborne Young Readings, Walker Stories, Ladybird Tales, The Foundations Reading Library, Oxford Bookworms Starters, Oxford Dominoes Starters, Macmillan Readers Starter, Penguin Readers Easystarts and Cambridge English Readers Starter. By April 2008, most of our students who had started ER in March 2006, were 15 years old and reading Penguin Readers Level 2-3, Oxford Bookworms Stage 2-3, Macmillan Readers Level 2-3 and Cambridge English Readers Level 2-3 naturally and fluently.

As with all jukus, our student population fluctuates. 44 students started the ER program in 2006 as grade 7 students yet 51 students were in the class in April 2008. A few students left and some new students joined. This could not be controlled. Table 2 shows the average, the maximum and the minimum total amount of words the students had read by the end of April 2008.

Table 2 Descriptive Statistics of Participants' Reading Performance

Student began ER	N	M of Σ of Words per student	Max of Σ of Words per student	Min of Σ of Words per student	Total Hours for SSR in class
From 7th grade	28	717756	1615000	300000	138.7
From 8th grade	12	587842	1020000	197000	74.7
From 9th grade	11	65966	13400	3000	10.7

Table 3 shows the distribution of total amount of words that our students had read by the end of April in 2008.

Table 3 Distribution of total amount of words Ninth graders read

Σ of Words	ER From 7th grade	ER From 8th grade	ER From 9th grade
0- 199,999	0	1	11
200,000 - 399,999	3	1	0
400,000 - 599,999	10	3	0
600,000 – 799,999	7	4	0
800,000 – 999,999	4	2	0
1,000,000-1,199,999	1	1	0
1,200,000-1,399,999	2	0	0
1,400,000-1,599,999	0	0	0
1,600,000-1,799,999	1	0	0

Our 40 ninth grade students, excluding the newcomers from 2008, had read 677,382 words on average and five out of these 40 students accomplished reading one million words. Three out of these five students had not studied English at their primary schools, whereas 60% of our ninth graders had some experience of English learning at their primary schools. While comparing students who studied English at elementary school to those who did not is not the main purpose of this study, this data might suggest that ER helps complete beginners catch up with the students who had studied English at primary school. More research needs to be done in this area.

This section has shown what our students did and how much they accomplished. Next we will see their improvement in English by comparing them to students throughout Japan.

The ACE Test

At the end of January 2008, 49 out of 51 eighth graders in the program took the Assessment of Communicative English Exam (ACE, hereafter). Thirty-four of 49 were the participants from seventh grade and 15 were from eighth grade. The exam is developed by the Association for English Language Proficiency Assessment (ELPA, hereafter) to evaluate the English ability of Japanese high school students.

Table 4 shows the results of nationwide exam takers in Japan, the average scores and the standard derivations of the exam, according to the data from ELPA (Ikawa, 2008). NW in the table stands for nationwide in Japan.   As our students were in the eighth grade when these results were produced, we will call them our eighth graders from this point.

Table 4 The results of ACE exam

	N of exam takers	M for Grammar & Vocab *(SD)* out of 300	M for Reading *(SD)* out of 300	M for Listening *(SD)* out of 300	M for Total *(SD)* out of 900
NW 10th graders	3918	138 (24)	141 (34)	158 (28)	438 (72)
NW 11th graders	4480	151 (29)	156 (39)	168 (31)	475 (86)
NW 12th graders	1441	168 (41)	176 (54)	185 (42)	529 (123)
SEG ER 8th graders	49	156 (32)	175 (48)	196 (38)	527 (106)
SEG ER 8th graders in public schools	12	153 (29)	174 (50)	196 (37)	528 (100)
SEG ER 8th graders at private schools	37	162（SD=29）	178(SD=50)	193 (39)	523 (103)

The average Grammar and Vocabulary score of our eighth graders is higher than that of nationwide tenth graders, but lower than that of the twelfth graders, whereas listening and reading scores are much higher than those of tenth graders and even higher than those of twelfth graders.

A straight comparison of our students to the thousands of students who took the test nationwide might not be fair as all our students attended a juku, while only some of the students nationwide attend a juku. A more fair comparison would be to look at the students nationwide who attend jukus. According to a report from a Japanese educational publisher （Kohji et al, 2005）, 23% of high school students in big cities in Japan go to jukus after their regular schools twice a week on average. Assuming those students got the highest scores on the ACE test, we can compare them to our students. As shown in Table 5, our students had scores almost as high as tenth graders and were even higher in the Listening section. This was likely due to the fact that our students often read while listening to the book's audio recording. This was a very stringent comparison looking at only the best grade ten students nationwide yet our students do almost as well despite being two years younger.

Table 5 The results of the ACE exam for the top 23% of 10th graders

	N of exam takers	M for Grammar & Vocab *(SD)* out of 300	M for Reading *(SD)* out of 300	M for Listening *(SD)* out of 300	M for Total *(SD)* out of 900
NW 10th graders	3918	138 (24)	141 (34)	158 (28)	438 (72)
NW 10th graders top 23%	901	164 (20)	180 (27)	190 (28)	534 (59)
SEG ER 8th graders	49	156 (32)	175 (48)	196 (38)	527 (106)
SEG ER 8th graders in public schools	12	153 (29)	174 (50)	196 (37)	528 (100)
SEG ER 8th graders at private schools	37	162（SD=29）	178(SD=50)	193 (39)	523 (103)

Hours of instruction

There is one more thing to consider. Our students studied English not only at SEG but also at their regular junior high schools, so the differences in scores might be attributed to the effect of total amount of hours students studied English at different schools. Students in most private junior high schools in Japan learn English five to six hours in a week at school, whereas students in most public or national junior high schools learn English three hours at school. Considering this, private school students should get higher marks in English exams. Twelve students out of the 49 SEG students who took the ACE exam were from public or national junior high schools where they studied English three hours per week, and the other 37 students studied English at least five hours per week at school. The data in Table 5 shows that the average total scores of our students in public / national schools is 528 points and that in private schools is 523 points. The probability that the average of total ACE scores of public / national school eighth graders in our program is equal to that of our private school eighth graders is 97.9% according to a two-tailed t-test.

This suggests the differences between the scores of our eighth graders and those of nationwide Japanese high school students depend not on the hours they studied English but on the way they learned it.

Conclusion

The results of the ACE exam strongly suggest that ER has helped the eighth graders reach a level of English comparable to students two years their senior. To people familiar with Extensive Reading, it will be no surprise that our students have acquired such a high level of English. As the ACE test is well known among high school teachers in Japan, it is hoped it will show those teachers who are not that familiar with ER the dramatic results that can occur if they add an extensive reading component to their English classes.

References:

Furukawa, A. (2008, April 22). Happy reading! The best way to learn English [Tadoku special]. *The Daily Yomiuri*, p.20.

Furukawa, A., & Ito, S. (2005). *Hyakumango Tadoku Nyumon* 100万語多読入門 [Toward One Million Words for Beginners]. Tokyo: CosmoPier.

Furukawa, A., Kanda, M., Mayuzumi, M., Nishizawa, H., Hatanaka, T., Sato, M., & Miyashita, I. (Eds.). (2007). *Eigo tadoku kanzen bookguide* 英語多読完全ブックガイド [The complete book guide for extensive reading in English] (2nd ed.). Tokyo: CosmoPier.

ELPA (2003). *ACE tesuto* ACEテスト [The ACE test manual]

Ikawa, E. (2008). Personal correspondence. May 2, 2008.

Hamajima K. & Takeuchi. K. (2005). *Benesse Kyouiku Kaihastu Kenkyu Senta Shoho Vol.* 133 , p.27-28 ベネッセ教育研究開発センター所報
[Benesse Education Research and Development Center Report Vol. 133]. Tokyo Benesse
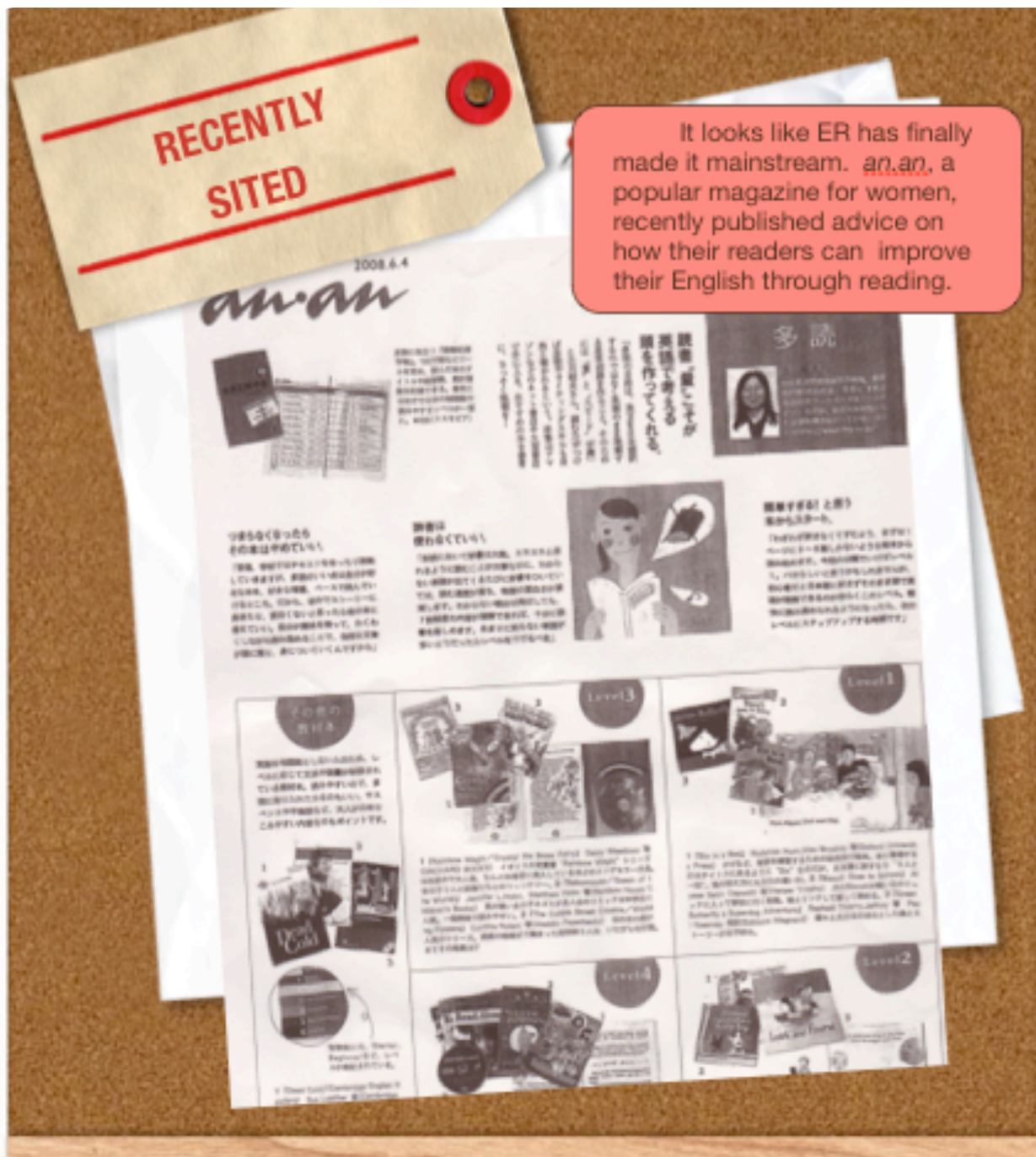
How We Do It *at Seikei Institute for International Studies*

Tomoko Kawachi

Editor's comments-

In our first issue of **ERJ** *the 'How We Do It' section, featured a junior and senior high school for girls. This time we showcase the ER programme at Seikei University in Tokyo. I was fortunate enough to see a presentation by Kawachi Sensei and her colleagues at JALT in 2007 and have asked her to introduce their fine programme here. Any teachers or administrator who would like to introduce their ER programme in a future issue of ERJ, can write to the email address below.*

stewart_reading@mac.com

Introduction

At Seikei Institute for International Studies (SIIS), we started ER as a pilot program in 2004 at the university level with a view to motivate students to read more extensively and for pleasure. The program has since then evolved and expanded, with changes made to better meet students' needs and interests.

The Setting

The SIIS initiated ER program is incorporated in the English curriculum for students in the faculty of law, under the course title English III & IV. The students taking these courses are second through fourth year students. In 2008, six classes are being offered, with an average of 24 students in each class. The classes meet once a week for 90 minutes. Most students take both English III and IV, so it is virtually considered a year-long course.

We devote most of the 90 minute classes for students to read on their own, as we strongly believe in the power of in-class reading, where students "learn to read by reading". In-class reading also creates a class community which encourages students to read as they share the same time and space with their peers and exchange ideas with each other. We also introduce various activities such as small group oral book reports and reading books aloud during the first or the last 10 to 15 minutes of class. In addition, we hold individual student interviews regularly to monitor their reading, provide advice, and respond to any problems or issues they may be encountering.

The Location

We have two special classrooms dedicated to ER. The classrooms are fully carpeted and have tablet-chairs and some armchairs.

Each room has about 2,000 books as well as magazines displayed on bookshelves and racks. There are also CD and cassette players with headsets for students who like to listen to CDs and tapes as they read. The rooms have a relaxing atmosphere that is effective in decreasing students' nervousness.

The Materials

The books installed in the ER room can roughly be categorized into three categories:

1. Books for native English speaking children
2. Graded readers
3. Paperbacks.

The children's books include leveled readers such as Oxford Reading Tree, Longman Literacy Land, Longman InfoTrail, Lady Bird, Hello Readers, as well as other series such as Curious George, Nate the Great, Magic Tree House, etc. We

strongly encourage all students, even the advanced ones, to start reading from the easiest picture books which have only a few words in each page, as we want students to relax and have fun reading English. We also want them to "unlearn" the habit of reading English by translating word-by-word and shift to reading English "in English."

Graded readers include Oxford Bookworms, Oxford Factfiles, Cambridge English Readers, Penguin English Readers, and Macmillan Readers. We also have paperback books such as the Harry Potter series, but have lately focused on using our budget on lower level books which are much more frequently read.

We have tried to purchase nonfiction books as well fiction books, as some students have a strong preference for nonfiction books. The recently purchased Longman InfoTrail series has been very popular with such students.

Funding

We have been fortunate enough to have been receiving substantial funding from SIIS from the onset of the program launch. Since then, we have received additional funding to purchase a wide range of books in order to further enrich our collection. To this we are grateful, since the more we learn about ER, the more books we have found that we would like to share with our students.

Distribution Method

The books stored in the ER rooms are to be read during class time only. However, the same sets of books can be found in the school library, where they can be signed out for a week. From time to time, we assign book reports that are to be completed outside of class in order to encourage out-of-class reading, as one of our main goals is for students to form a habit of reading on their own and to continue to read as autonomous readers after they have completed the ER course.

Keeping Track

Students use *Mezase Hyakumango! Dokushokiroku Techou* [*Aim for 1 Million Words! Reading Record Handbook*] published by Cosmopia to keep track of books they read. They are to record the book title, level, number of words, and a very short comment on the book (optional). This handbook allows students to keep track of the total number of words they have read at a given point of time. We believe this gives students a sense of accomplishment, which motivates them to read more.

Evaluation Method

Currently, we grade students based on attendance, class participation, and assignments such as book reports. So far, we have not used the number of words read as a grading criterion, as we prefer students to focus on choosing and enjoying books they like to read, rather than on choosing longer and therefore more difficult books they cannot enjoy, just to achieve good grades. We also fear it may induce cheating. However, with the above criteria, it is quite difficult to differentiate the students' grades. We are currently in the process of seeking a better grading system to overcome this problem.

Other faculty involvement

Our faculty members have been highly motivated and working hard to improve the program. We have constantly been exchanging ideas on an ongoing basis to seek ways to better serve the needs of our students. Many researchers and teachers claim that ER works best when it is an organizational rather than an individual effort, which has definitely proven to be true in our case.

Conclusion

So far, we believe our ER program has been quite successful, receiving positive feedback from students and seeing their test scores improve. However, there are still areas for improvement, such as the evaluation method and keeping a good balance of activity time and reading time. I hope this program outline will give some ideas to those who are thinking of starting their own ER programs or already have an ER program up and running, and are seeking to further enrich its content.

Innovations in Extensive Reading
Did they really read it? A Website for Checking.
Daniel Stewart

Kaisei Academy

Introduction

When I finished my MA degree, my wife congratulated me and then asked me if I wanted to continue on and get a doctorate. When I said yes, she asked for a divorce. So I decided to postpone starting a doctorate and we are still together. Instead, I decided to prepare for a future doctorate by solving one of the problems I had had in writing my MA dissertation; ER data collection. This innovation deals with that issue and also helps in making sure the data reflects reality.

The Way it Has Been

Different schools use different ways to keep track of what students have read. A small programme might have a chart on the wall with the names of the books across the top and the names of the students down the side. A programme that has students borrow books out of the school library might have a notebook for each student to take with them to keep track of what they have read and the students show the notebook to their teacher when they come to class. In my programme with third year junior high school students at a private school, each student used to have their own chart, which they filled out in class. Chart 1 shows the form students filled out.

Chart 1

The teacher collected the charts each class so they would not be lost. The danger with this kind of a system is that students might write down they have read a book even if they did not read it. With everyone in the class filling out the form at the same time, it is perhaps easier to lie about what you have read than to sit there and wait for everyone else to finish filling out the form. Fortunately for my MA dissertation I did have another way to know if the students had read the books. Students did presentations, skits and other activities in class that required knowledge of their books. It would have been quite noticeable if the student had not read their books. Examples of the activities done in class can be found in a different paper (Stewart, Ascough, Varcoe and Witzel, 2005). For my doctorate, I plan to collect data at several different schools. Some of the schools might not do activities in class that use the books so there is an increased chance of over reporting the amount students have read. Another problem with this system is it takes a considerable amount of time to collate all the data for statistical analysis. Finally keeping track of total words read in this way can have both a positive and negative impact on the ER programme. If students compare papers, they might read more books to catch up to the word count of their friends. On the other hand, they might try to read longer books, which are too difficult in order to increase their total words read.

What's New?

I created a website which keeps track of what the students have read and checks if they really did read the books. After reading a book, a student logs into the website and clicks on the test for that book. They have five minutes to answer five simple content questions and three administrative questions about their reading, which are not scored. If they have read the book, the content questions are not a problem for them. In the first week of class, many students tried to take tests without having read the books and their scores were quite low. They soon learned that it is easy to get a high score if they read the books and almost impossible if they do not. An example of a question can be seen below.

Jojo's Story (Cambridge)

How does Jojo help the UN soldiers?

Choose one answer.

- ○ a. He shows them where it is easy to cross the river.
- ○ b. He tells them the name of every person in the village.
- ○ c. He brings them potatoes from his family's garden.
- ○ d. He shows them where the soldiers from across the river are hiding.

What is Good About It?

As expected, it is now much easier to collect data for research. What I did not expect was just how useful the data could be. Before every class, I print up what the students have done as can be seen in the example in Table 1.

Username	Quiz #s	Quiz Avg.	Level Avg.	Dict Avg.	Rating Avg.	Words Read
2alligator	21	4.5	1.6	8.9	6.6	29104
2camel	11	3.6	1.5	3	6.2	15100
2clam	26	3.9	1.7	2.8	6.5	40644
2cowfish	14	4.4	1.1	2.4	7.3	12949
2flea	9	4.2	2.1	1.2	7	26865
2goby	65	4.3	1.7	4.1	7.4	129352
2grizzly	16	4.6	2.6	0.8	5.3	56017
2hornbill	14	4.4	1.2	5.4	7.4	16200

Table 1

The students were supposed to have read at least 12 books by this time, but a student known as 2flea had only done 9 tests (Quiz #s). I could talk to him about that and find out the reason. 2camel has a Quiz Average of 3.6 out of 5, which is a little low. I might check to see if he is taking the test the same day he finishes the book. If I cannot find an obvious reason for his lower score, we can go online together and look at every question he has ever taken to see where he is losing points. For 2cowfish, I might suggest he tries some more difficult books as almost every one of his books has been level 1 (Level Avg.) 2alligator is using a dictionary almost 9 times per book (Dict. Avg.) I can discuss strategies with him such as writing down in a notebook every word he looks up so he doesn't look up the same word repeatedly or trying to guess the meaning of words from context. Rating Avg. refers to an administrative question about how the students have enjoyed the book they just finished on a scale of 1-10 with 10 being a perfect book. 2grizzly has only rated his books at 5.3 out of 10. For students like him I discuss what he likes to read in his native tongue and recommend a similar book in English. Better still, I suggest he talks with his friends to find out what books they have enjoyed. This increases the odds of finding a 'home run book' as discussed by Trelease where a child gets the right book at the right time and becomes an avid reader (Trelease, 2001). The last column is the Words Read column, which is an automatically generated total of how much they have read. While I have access to this information, it might be best not to show it to the students as mentioned above, because it might pressure them to try reading longer books which they are not yet ready for. One difference between this new online system and the old paper method is the number of words read can be used to inspire students to read more or it can be hidden, but the paper version always has that information showing.

Finally, by taking the data collection online, it is no longer necessary to take valuable class time writing up what students have read. This leaves more time for discussing the books or other activities.

Potential Weaknesses

Of course, the first concern of teachers would be the secrecy of student data. It would be a huge embarrassment for a school if students' grades were leaked by a hacker. I have dealt with this issue in two ways. First of all the students' names and student numbers are nowhere on the website. Everyone is randomly given a username and password, so even if a hacker did access the grades, there would be no way to connect a certain grade to a certain student. Secondly, I have created everything using professionals. The website is based on Moodle. That is software that can be used to create online courses. It is free software, so anyone can download it, create a website and host it on their own server. I took a different route. Rather than hosting the website myself, I have paid to have it hosted by an official Moodle partner since January 2006. In that time there have been several security issues with Moodle, which have been dealt with promptly and efficiently by my Moodle host. They tell me something needs to be dealt with rather than me

having to keep up on things. The ease of use and peace of mind have been well worth the cost. In addition, I have needed additional computer code written to add to the basic features of Moodle. While it is possible to write this code yourself or to hire any programmer to do it, I chose to have another official Moodle partner do all of my programming. I picked someone from the central team of Moodle programmers as he knows the past of Moodle and will be aware of what is coming in future versions of Moodle before it is announced. Since January 2006 he has created software for me and then kept it up to date with all security releases. It is impossible to keep hackers out of any online system. By using Moodle professionals, I have made it as difficult as possible for hackers and if they do get into the website, there is no way for them to know whose data they have found.

Another potential weakness is students cheating. For example a student could ask his friend what questions are on the test. We will never be able to eliminate all academic dishonesty, but I have taken several measures to make it difficult to cheat. For example, there are actually 10 questions on average per test, but the students are randomly shown 5. I have taken other precautions as well, but it is best not to mention them here, as that would make it easier for students to get around the protections I have in place. It is sufficient to say that I have tried to make it so difficult to cheat that it is easier just to read the book and take the test.

Some teachers worry about whether students have access to computers. Over the three years I have been using this program, about one percent of the students did not have a computer or did not have an Internet connection. In all cases, I have found a location for them to do the tests with some of them visiting my desk daily to ask to use my computer. This has been quite positive as I have learned a lot about how students interact with the website by watching the students who do the tests on my computer.

It is possible that someone might think a student who had five points on a quiz knows a book better than a different student who had four points on the same quiz. This may not be the case as they were randomly assigned different questions so we cannot compare the two quizzes. Instead it is best to look at the overall Quiz Average. Students who are consistently averaging four or more points on the quizzes have likely understood the basic story of their books. Students who have an average below four may not actually be reading the books or might need to read easier ones.

Another possible weakness of any Extensive Reading assignment is students might spend more time doing the assignment than they spend reading. Book reports are notorious for this. A student might spend 15 minutes reading a book and then an hour writing the report. While the writing practice is useful, it might discourage the students from reading additional books because they would have to write more reports. When I showed this website to Richard Day (Personal communication, October 22, 2007), he commented that he thought the five- minute time limit was very important so students would spend most of their time reading instead of taking tests. While the maximum time limit is five minutes, in reality the students take less time. Since April first 2008, 3614 tests have been done on my website and the average time taken was 3.4 minutes per test. That seems to be a reasonable amount of time to me. It is similar to a teacher having a chat with a student about a book to see if they have really read it. Such a chat would be ideal, but it is almost impossible as teachers do not have time to interview each student after each book and the teachers would have had to read every book themselves. I have read the books, so other people who use my website do not have to read them all. That being said, I highly recommend that teachers read as many of the books as possible so they can help students find a 'homerun' book.

Probably the biggest weakness of my website is the number of tests. I have been using this website for three years, but did not tell many people about it because there were not enough tests for it to be useful at other schools. I debated asking other teachers to contribute tests, but decided against it for several reasons. First of all I wanted the quality of the tests to be high. Collaborative efforts can give mixed results. Anyone who has used Wikipedia knows some of its entries are excellent, while some are plagiarized or just plain wrong. I need a certain level of quality in my tests to collect my doctoral research data. In addition, I want to ensure there are not copies of the test questions and answers floating around. I am the only person who has my tests so I do not have to worry about students getting them and sharing them with their classmates. Therefore I decided to create all the tests myself. While it might seem like an impossible task, a quick look at Appendix 1 will show you how I am doing. I have 429 test made so far and am adding more all the time. The collection is easily enough for junior and senior high schools and for universities where low-level readers are mostly used. I am working on higher-level readers now.

Student Reaction

Students at my school have very little opportunity to use computers for their schoolwork so their initial reaction is great. They all want to try the tests. As mentioned above, several students took tests the first day whether they had read the book or not and got terrible scores. Then they tried reading the books and got great scores. They found it very encouraging. Some students really enjoy the graded reader / online test combination and read a book a day. For example, 2goby in Table 1 above has read 65 books. Interestingly it is often the students who have been weak in English who take the most tests as they have found something they can do well.

The only negative comment I have heard from students is complaints about the five- minute time limit. For the first 1 or 2 tests, students are sometimes cut off before they finish the tests. Once they get used to the system this no longer

seems to be a problem. Their were no such complaints this year, so perhaps the changes we made in introducing the website were effective.

The best reaction has been an increase in the number of smiles from students. With the data the website produces I can give students exactly the advice they need. They really appreciate it when I take the time to show them one-on-one how to get the most out of a dictionary, recommend a book they might like or joke with them about the fact that they took their test at two a.m. It is fascinating to look at the data and see the study habits of the students. I wake up in the morning before some of them go to bed.

Conclusion

My goal was to make data collection for my doctorate easier, but I have ended up doing much more. My website is an effective and time-efficient way to see if students really read the books. It also seems to encourage the students to read more. For my doctorate, I hope to have data from all different levels of schooling from junior high to university with both private and public institutions and as many other different types of schools as possible. If anyone would like to use my website, I will pay all the costs so they can use it for free with the condition that I have permission to use the data for research purposes. The basic method would be this:

-I give you usernames and passwords for each of your students.
-You give the usernames and passwords to your students and tell them how to login.
-Every week I send you an Excel spreadsheet file with the results of your students.

For more information, contact me at the email address below.

stewart_reading@mac.com

References

Stewart, D., Ascough, R., Varcoe, C. & Witzel, N. (2004). The Kaisei extensive reading programme. (Available from the Using Graded Readers in Japan section of the Teachers Resources area of the Oxford University Press Japan Readers website. Retrieved October 9, 2008 from http://www.oup-readers.jp/teachers/ [Registration is required for access]).
Trelease, J. (2001). *The Read-Aloud Handbook*. New York: Penguin Books.

Appendix A Completed tests as of October 14th, 2008

Book Name	Publisher	Level	Book Name	Publisher	Level
			Bad Dog? Good Dog!	Cengage	Level 1
Death in Oxford, A	Cambridge	Starter	Get the Ball!	Cengage	Level 1
Dirty Money	Cambridge	Starter	Goodbye, Hello!	Cengage	Level 1
Girl at the Window, The	Cambridge	Starter	Rain, Rain, Rain	Cengage	Level 1
Let Me Out!	Cambridge	Starter	Sarah's Surprise	Cengage	Level 1
Parallel	Cambridge	Starter	Tickets, The	Cengage	Level 1
Penang File, The	Cambridge	Starter	New Guitar, The	Cengage	Level 2
What a Lottery!	Cambridge	Starter	Old Boat, New Boat	Cengage	Level 2
Bad Love	Cambridge	Level 1	Singer Wanted	Cengage	Level 2
Big Picture, The	Cambridge	Level 1	Sk8 for Jake	Cengage	Level 2
Blood Diamonds	Cambridge	Level 1	Trouble at the Zoo	Cengage	Level 2
Don't Stop Now	Cambridge	Level 1	Cave, The	Cengage	Level 2
Help!	Cambridge	Level 1	Good Friend, A	Cengage	Level 3
Hotel Casanova	Cambridge	Level 1	I Always Win!	Cengage	Level 3
Inspector Logan	Cambridge	Level 1	Kung Fu Kid	Cengage	Level 3
John Doe	Cambridge	Level 1	Quick Thinking	Cengage	Level 3
Just Like a Movie	Cambridge	Level 1	Quiz Night	Cengage	Level 3
Next Door to Love	Cambridge	Level 1	Slam Dunk for Mark	Cengage	Level 3
Three Tomorrows	Cambridge	Level 1	Do I Tell?	Cengage	Level 4
Apollo's Gold	Cambridge	Level 2	Go Jimmy Go!	Cengage	Level 4
Circle Games	Cambridge	Level 2	I Spy	Cengage	Level 4
Dead Cold	Cambridge	Level 2	Lost at Sea	Cengage	Level 4
Different Worlds	Cambridge	Level 2	Mystery on the Island	Cengage	Level 4
Double Bass Mystery, The	Cambridge	Level 2	Shipwreck, The	Cengage	Level 4
Jojo's Story	Cambridge	Level 2	Bear's Mouth, The	Cengage	Level 5
Logan's Choice	Cambridge	Level 2	Big Test, The	Cengage	Level 5
Man from Nowhere, The	Cambridge	Level 2	Boys VS. Girls	Cengage	Level 5
Picture to Remember, A	Cambridge	Level 2	Think Daniela!	Cengage	Level 5
Superbird	Cambridge	Level 2	Where's Lorena?	Cengage	Level 5
Within High Fences	Cambridge	Level 2	Who's Best?	Cengage	Level 5
Double Cross	Cambridge	Level 3	Does He Love Me?	Cengage	Level 6
How I Met Myself	Cambridge	Level 3	Helping Hand, A	Cengage	Level 6
Just Good Friends	Cambridge	Level 3	Lost Wallet, The	Cengage	Level 6
Lahti File, The	Cambridge	Level 3	No, You Can't	Cengage	Level 6
Strong Medicine	Cambridge	Level 3	Old Promise, The	Cengage	Level 6

Title	Publisher	Level
Trouble at Sea	Cengage	Level 6
Do it!	Cengage	Level 7
Golden Monkey, The	Cengage	Level 7
Let's Party!	Cengage	Level 7
Love Online	Cengage	Level 7
My Mom, the Movie Star	Cengage	Level 7
Secret Tunnel, The	Cengage	Level 7
John Lennon	Keirinkan	
Alissa	Macmillan	Starter
Arcade, The	Macmillan	Starter
Blue Fins	Macmillan	Starter
Bookshop Trick, The	Macmillan	Starter
Briefcase, The	Macmillan	Starter
Fire	Macmillan	Starter
Free The Dolphins	Macmillan	Starter
In The Frame	Macmillan	Starter
L.A. Detective	Macmillan	Starter
Lost Ship	Macmillan	Starter
Lucky Number	Macmillan	Starter
Magic Barber, The	Macmillan	Starter
Paradise Island	Macmillan	Starter
Photo Finish	Macmillan	Starter
Sara Says No!	Macmillan	Starter
Shooting Stars	Macmillan	Starter
Ski Race	Macmillan	Starter
Star Picture	Macmillan	Starter
Sugar and Candy	Macmillan	Starter
Umbrella, The	Macmillan	Starter
Well, The	Macmillan	Starter
Zargon Zoo	Macmillan	Starter
Adventures of Huckeberry Finn	Macmillan	Beginner
Anna and the Fighter	Macmillan	Beginner
Billy Budd	Macmillan	Beginner
Black Tulip	Macmillan	Beginner
Dangerous Journey	Macmillan	Beginner
Good Wives	Macmillan	Beginner
Hawk-eye the Pathfinder	Macmillan	Beginner
House in the Picture and Abbot	Macmillan	Beginner
House on the Hill, The	Macmillan	Beginner
Jane Eyre	Macmillan	Beginner
L.A. Raid	Macmillan	Beginner
Last Leaf, The and Other	Macmillan	Beginner
Last of the Mohicans, The	Macmillan	Beginner
Little Women	Macmillan	Beginner
Long Tunnel, The	Macmillan	Beginner
Lorna Doone	Macmillan	Beginner
Man in the Iron Mask, The	Macmillan	Beginner
Marco	Macmillan	Beginner
Mill on the Floss, The	Macmillan	Beginner
Money for a Motorbike	Macmillan	Beginner
Newspaper Boy	Macmillan	Beginner
Night Visitor, The	Macmillan	Beginner
Phantom of the Opera, The	Macmillan	Beginner
Picture Puzzle	Macmillan	Beginner
Prisoner of Zenda, The	Macmillan	Beginner
Rich Man Poor Man	Macmillan	Beginner
Signalman, The and the Ghost	Macmillan	Beginner
Tale of Two Cities, A	Macmillan	Beginner
Trumpet-Major, The	Macmillan	Beginner
Truth Machine, The	Macmillan	Beginner
Wall, The	Macmillan	Beginner
Washington Square	Macmillan	Beginner
Canterville Ghost, The and	Macmillan	Elementary
Christmas Carol, A	Macmillan	Elementary
Claws	Macmillan	Elementary
Don't Tell Me What To Do	Macmillan	Elementary
Dr Jekyll and Mr Hyde	Macmillan	Elementary
Escape, The and Other Stories	Macmillan	Elementary
Lost World, The	Macmillan	Elementary
Love by Design	Macmillan	Elementary
Phantom Airman, The	Macmillan	Elementary
Picture of Dorian Gray, The	Macmillan	Elementary
Promise, The	Macmillan	Elementary
Quest, The	Macmillan	Elementary
River ran out of Eden, A	Macmillan	Elementary
Silver Blaze and Other Stories	Macmillan	Elementary
Stranger, The	Macmillan	Elementary
Tales of Ten Worlds	Macmillan	Elementary
Treasure Island	Macmillan	Elementary
Woman in Black, The	Macmillan	Elementary
Midsummer Night's Dream, A	Macmillan	Pre-Intermediate
Romeo and Juliet	Macmillan	Pre-Intermediate
Around the World in 80 Days	Oxford	Starter
Changing Places	Oxford	Starter
Connecticut Yankee In King	Oxford	Starter
Drive Into Danger	Oxford	Starter
Escape	Oxford	Starter
Fifteenth Character, The	Oxford	Starter
Girl on a Motorcycle	Oxford	Starter
Give us the Money	Oxford	Starter
Great Fire of London, The	Oxford	Starter
Kidnap!	Oxford	Starter
King Arthur	Oxford	Starter
Mulan	Oxford	Starter
Mystery in London	Oxford	Starter
New York Cafe	Oxford	Starter
Oranges in the Snow	Oxford	Starter
Orca	Oxford	Starter
Police TV	Oxford	Starter
Pretty Face, A	Oxford	Starter
Ransom of Red Chief, The	Oxford	Starter
Rip Van Winkle and The	Oxford	Starter
Robin Hood	Oxford	Starter
Sally's Phone	Oxford	Starter
Sinbad	Oxford	Starter
Star Reporter	Oxford	Starter
Starman	Oxford	Starter
Survive!	Oxford	Starter
Taxi of Terror	Oxford	Starter
Vampire Killer	Oxford	Starter
William Tell	Oxford	Starter
Adventures of Tom Sawyer	Oxford	Stage 1
Aladdin and the Enchanted	Oxford	Stage 1
Butler Did It, The	Oxford	Stage 1
California	Oxford	Stage 1
Christmas in Prague	Oxford	Stage 1
Coldest Place on Earth, The	Oxford	Stage 1
Commerce	Oxford	Stage 1
Curse of the Mummy, The	Oxford	Stage 1
Deep Trouble	Oxford	Stage 1
Elephant Man	Oxford	Stage 1
Five Short Plays	Oxford	Stage 1
Football	Oxford	Stage 1
From the Heart	Oxford	Stage 1
Ghost in Love, A and Other	Oxford	Stage 1
Goodbye Mr Hollywood	Oxford	Stage 1
Little Princess, A	Oxford	Stage 1
Lottery Winner, The	Oxford	Stage 1
Love or Money?	Oxford	Stage 1
Monkey's Paw	Oxford	Stage 1
Murder of Mary Jones, The	Oxford	Stage 1
Mutiny on the Bounty	Oxford	Stage 1
Ned Kelly	Oxford	Stage 1
Omega Files, The	Oxford	Stage 1
One Way Ticket	Oxford	Stage 1
Passport to Danger	Oxford	Stage 1
Phantom of the Opera	Oxford	Stage 1
Pocahontas	Oxford	Stage 1
Pollution	Oxford	Stage 1
President's Murderer, The	Oxford	Stage 1
Real McCoy, The	Oxford	Stage 1
Remember Miranda	Oxford	Stage 1
Scotland	Oxford	Stage 1
Sherlock and the Duke's Son	Oxford	Stage 1
Sherlock and Sport of Kings	Oxford	Stage 1
Sherlock Holmes Two Plays	Oxford	Stage 1
Sherlock The Blue Diamond	Oxford	Stage 1
Sister Love and Other	Oxford	Stage 1
Teacher's Secret, The	Oxford	Stage 1
Tempest, The	Oxford	Stage 1
True Heroes of Sport	Oxford	Stage 1
Under the Moon	Oxford	Stage 1

Title	Publisher	Stage
Wild West, The	Oxford	Stage 1
Witches of Pendle, The	Oxford	Stage 1
Withered Arm, The	Oxford	Stage 1
Wizard of Oz	Oxford	Stage 1
Wrong Trousers, The	Oxford	Stage 1
Agatha Christie, Woman of	Oxford	Stage 2
Alice's Adventures in Wonder	Oxford	Stage 2
Canterville Ghost, The	Oxford	Stage 2
Children of the New Forest	Oxford	Stage 2
Dead Man's Island	Oxford	Stage 2
Death in the Freezer	Oxford	Stage 2
Death of Karen Silkwood, The	Oxford	Stage 2
Dracula	Oxford	Stage 2
Ear-Rings from Frankfurt	Oxford	Stage 2
Five Children and It	Oxford	Stage 2
Frankenstein	Oxford	Stage 2
Grace Darling	Oxford	Stage 2
Green Planet	Oxford	Stage 2
Henry VIII and his Six Wives	Oxford	Stage 2
Jungle Book, The	Oxford	Stage 2
Love Among the Haystacks	Oxford	Stage 2
Love of a King, The	Oxford	Stage 2
Matty Doolin	Oxford	Stage 2
Murders in Rue Morgue, The	Oxford	Stage 2
Mystery of Allegra, The	Oxford	Stage 2
New Yorkers	Oxford	Stage 2
One Thousand Dollars	Oxford	Stage 2
Piano, The	Oxford	Stage 2
Pit and the Pendulum, The	Oxford	Stage 2
Return to Earth	Oxford	Stage 2
Robinson Crusoe	Oxford	Stage 2
Secret Garden, The	Oxford	Stage 2
Sherlock Holmes Short Stories	Oxford	Stage 2
Stories From the Five Towns	Oxford	Stage 2
Stranger at Green Knowe, A	Oxford	Stage 2
Tales from Longpuddle	Oxford	Stage 2
Voodoo Island	Oxford	Stage 2
William Shakespeare	Oxford	Stage 2
Year of Sharing, The	Oxford	Stage 2
Bronte Story, The	Oxford	Stage 3
Call of the Wild, The	Oxford	Stage 3
Card, The	Oxford	Stage 3
Chemical Secret	Oxford	Stage 3
Chrismas Carol, A	Oxford	Stage 3
Ethan Frome	Oxford	Stage 3
Go, Lovely Rose	Oxford	Stage 3
Goldfish	Oxford	Stage 3
Justice	Oxford	Stage 3
Kidnapped	Oxford	Stage 3
Last Sherlock Holmes Story	Oxford	Stage 3
Love Story	Oxford	Stage 3
Moondial	Oxford	Stage 3
On the Edge	Oxford	Stage 3
Pair of Ghostly Hands, A	Oxford	Stage 3
Picture of Dorian Gray, The	Oxford	Stage 3
Railway Children, The	Oxford	Stage 3
Skyjack!	Oxford	Stage 3
Star Zoo, The	Oxford	Stage 3
Tales of Mystery and Imaginati	Oxford	Stage 3
Three Strangers, The	Oxford	Stage 3
Tooth and Claw Short Stories	Oxford	Stage 3
Who, Sir? Me, Sir?	Oxford	Stage 3
Wind in the Willows, The	Oxford	Stage 3
African Queen, The	Oxford	Stage 4
Big Sleep, The	Oxford	Stage 4
Black Beauty	Oxford	Stage 4
Cranford	Oxford	Stage 4
Cries from the Heart	Oxford	Stage 4
Death of an Englishman	Oxford	Stage 4
Desert, Mountain, Sea	Oxford	Stage 4
Dr Jekyll and Mr Hyde	Oxford	Stage 4
Dubious Legacy	Oxford	Stage 4
Eagle of the Ninth, The	Oxford	Stage 4
Gulliver's Travels	Oxford	Stage 4
Hound of the Baskervilles, The	Oxford	Stage 4
Lord Jim	Oxford	Stage 4
Morbid Taste for Bones, A	Oxford	Stage 4
Mr Midshipman Hornblower	Oxford	Stage 4
Songs of Distant Earth, and	Oxford	Stage 4
Three Men in a Boat	Oxford	Stage 4
Unquiet Grave, The	Oxford	Stage 4
Washington Square	Oxford	Stage 4
We Didn't Mean to Go to Sea	Oxford	Stage 4
Whispering Knights, The	Oxford	Stage 4
David Copperfield	Oxford	Stage 5
Anita's Big Day	Penguin	Easystarts
April in Moscow	Penguin	Easystarts
Between Two Worlds	Penguin	Easystarts
Big Bag Mistake, The	Penguin	Easystarts
Billy and the Queen	Penguin	Easystarts
Blue Cat Club, The	Penguin	Easystarts
Blue Moon Valley	Penguin	Easystarts
Carnival	Penguin	Easystarts
Cup In The Forest, The	Penguin	Easystarts
Dead Man's River	Penguin	Easystarts
Dino's Day in London	Penguin	Easystarts
Fireboy, The	Penguin	Easystarts
Flying Home	Penguin	Easystarts
Hannah and the Hurricane	Penguin	Easystarts
Julia Roberts	Penguin	Easystarts
Kim's Choice	Penguin	Easystarts
Last Photo, The	Penguin	Easystarts
Leopard and The Lighthouse	Penguin	Easystarts
Long Road, The	Penguin	Easystarts
Lucky Break	Penguin	Easystarts
Maisie and the Dolphin	Penguin	Easystarts
Marcel and the Mona Lisa	Penguin	Easystarts
Marcel and the White Star	Penguin	Easystarts
New Zealand Adventure, A	Penguin	Easystarts
Newspaper Chase	Penguin	Easystarts
Simon and the Spy	Penguin	Easystarts
Song, The	Penguin	Easystarts
Tinkers Farm	Penguin	Easystarts
Tinkers Island	Penguin	Easystarts
Tom Cruise	Penguin	Easystarts
Troy Stone	Penguin	Easystarts
White Oryx	Penguin	Easystarts
Who Wants To Be A Star?	Penguin	Easystarts
Ali and His Camera	Penguin	Level 1
Amazon Rally	Penguin	Level 1
Barcelona Game, The	Penguin	Level 1
Battle of Newton Road	Penguin	Level 1
Brown Eyes	Penguin	Level 1
David Beckham	Penguin	Level 1
Girl Meets Boy	Penguin	Level 1
Island For Sale	Penguin	Level 1
Jennifer Lopez	Penguin	Level 1
Karen and the Artist	Penguin	Level 1
Leonardo DiCaprio	Penguin	Level 1
Lisa in London	Penguin	Level 1
Marcel and the Shakespeare	Penguin	Level 1
Marcel Goes to Hollywood	Penguin	Level 1
Mike's Lucky Day	Penguin	Level 1
Missing Coins, The	Penguin	Level 1
Mother Teresa	Penguin	Level 1
PELE	Penguin	Level 1
Phone Rings, The	Penguin	Level 1
Prince William	Penguin	Level 1
Ricky Martin	Penguin	Level 1
Run For Your Life	Penguin	Level 1
Six Sketches	Penguin	Level 1
Streets of London	Penguin	Level 1
Surfer	Penguin	Level 1
Winner, The	Penguin	Level 1
Wrong Man, The	Penguin	Level 1
Adventures of Tom Sawyer,	Penguin	Level 1
Crane's Gift, The	Penguin	Level 1
Crown, The	Penguin	Level 1
Emperor and the Nightingale	Penguin	Level 1
Gift of the Magi	Penguin	Level 1
House of the Seven Gables,	Penguin	Level 1
Little Women	Penguin	Level 1

Michael Jordan	Penguin	Level 1		Room in the Tower and	Penguin	Level 2
Rip Van Winkle	Penguin	Level 1		Scarlet Letter, The	Penguin	Level 2
Rumpelstiltskin	Penguin	Level 1		Simply Suspense	Penguin	Level 2
Snow Queen, The	Penguin	Level 1		Storm, The	Penguin	Level 2
Story Shop Gounded	Penguin	Level 1		Story of the Treasure Seekers	Penguin	Level 2
Thief in the Village, A	Penguin	Level 1		Stranger Than Fiction Urban	Penguin	Level 2
Twenty Thousand Leagues	Penguin	Level 1		Tales from Hans Andersen	Penguin	Level 2
Alice in Wonderland	Penguin	Level 2		Three Short Stories of Sherlock	Penguin	Level 2
Another World	Penguin	Level 2		Treasure Island	Penguin	Level 2
Apollo 13	Penguin	Level 2		Walkabout	Penguin	Level 2
Birds, The	Penguin	Level 2		Chrysalids, The	Penguin	Level 3
Borrowers, The	Penguin	Level 2		Ghost in the Guitar	Penguin	Level 3
Cay, The	Penguin	Level 2		Ideal Husband, An	Penguin	Level 3
Dante's Peak	Penguin	Level 2		Island of the Blue Dolphins	Penguin	Level 3
Earthquake, The	Penguin	Level 2		Matilda	Penguin	Level 3
Extreme Sports	Penguin	Level 2		Sherlock Boscombe Pool	Penguin	Level 3
First Wave Subject 117	Penguin	Level 2		Silas Marner	Penguin	Level 3
Fox, The	Penguin	Level 2		Young King and Other Stories	Penguin	Level 3
Freckles	Penguin	Level 2		Breathing Method, The	Penguin	Level 4
Luck of Roaring Camp, The	Penguin	Level 2		Client, The	Penguin	Level 4
Men in Black	Penguin	Level 2		Crime Story Collection	Penguin	Level 4
Money to Burn	Penguin	Level 2		Danger, The	Penguin	Level 4
Mr. Bean	Penguin	Level 2		Detective Work	Penguin	Level 4
Nelson Mandela	Penguin	Level 2		Doll's House, The	Penguin	Level 4
Of Mice and Men	Penguin	Level 2		Gladiator	Penguin	Level 4
Persuasion	Penguin	Level 2		House of Stairs, The	Penguin	Level 4
Prince and the Pauper, The	Penguin	Level 2		Strangers on a Train	Penguin	Level 4
Project Omega	Penguin	Level 2		Three Adventures of Sherlock	Penguin	Level 4
Robin Hood	Penguin	Level 2				

The First Annual Extensive Reading In Japan Seminar

The ERJ Seminar is a chance for people who can not make it to JALT national to see some of the ER Colloquium presentations. This year it was co-hosted by the ER SIG and the Hiroshima Chapter of JALT. Approximately 30 participants enjoyed ER presentations by Fiona MacGregor, Eleanor Kane, Daniel Stewart and Atsuko Takase.. Cengage, Macmillan and Oxford kindly donated books so participants could each take several books home. For those who could not make it to Hiroshima, do not worry. You can see some of the same presentations at the ER Colloquium at JALT. More information is on the back cover of this journal.

Atsuko Takase

Fiona MacGregor

New Book Releases

Title	ISBN
***** Cambridge *****	
Starter	
Black Pearls, The	978-0521732895
Why?	978-0521732956
Level 2	
One Day	978-0521714228
Level 6	
Nelson's Dream	978-0521716048
***** Oxford *****	
Bookworms	
Last Chance	978-0194234368
Red Roses	978-0194234344
Factfiles	
Stage 1	
Animals in Danger	978-0194233798
England	978-0194233804
London	978-0194233743
New York	978-0194233736
Stage 2	
Rainforests	978-0194233811
Seasons and Celebrations	978-0194233835
Stage 3	
Australia and New Zealand	978-0194233903
Information Technology	978-0194233927
Martin Luther King	978-0194233934
Recycling	978-0194233897
USA, The	978-0194233910
Stage 4	
Disaster	978-0194233958
Great Crimes	978-0194233941
History of the English Language	978-0194233972
Nelson Mandela	978-0194233965
World Stories	
Stage 1	
Meaning of Gifts	978-0194789271
Stage 2	
Changing their Skies	978-0194790826
Cries from the Heart	978-0194790840
Stage 3	
Dancing with Strangers	978-0194791977
Long White Cloud, The	978-0194791397
Stage 4	
Doors to a Wider Place	978-0194791953
Land of my Childhood	978-0194792356
Stage 5	
Treading on Dreams	978-0194791960

Recent ER Research

Accountability and variety in extensive reading

Ben Fenton-Smith

    Although Extensive Reading (ER) is now widely accepted as an effective way of improving learners' L2 proficiency, there is less agreement on the best way(s) of implementing it in the classroom. While sustained silent reading in class has undoubted benefits, there are several reasons why it is not always appropriate, both philosophically and practically. This paper will briefly consider some of these reasons, arguing that output activities have been unfairly dismissed. The key themes of "accountability" (having students demonstrate what they have read) and "variety" (avoiding tedious repetition in the ER classroom) are promoted as essential principles in ER materials development. Such materials allow teachers to evaluate students' work without destroying the creativity, freedom, and pleasure that are essential to successful ER. Ten examples of these materials are demonstrated and explained.

Fenton Smith, B. (2008). Accountability and variety in extensive reading
. *The Language Teacher*. 30(10).

Graded readers in English

David R. Hill

This is a survey review of series of graded readers in English.

Hill, D. (2008) Graded Readers in English. *ELT Journal.* **62(2),** 184-204.

Implementing Extensive Reading in an EAP Programme

John Macalister

    For more than twenty years the benefits of extensive reading have been proclaimed to the ELT community, but the inclusion of extensive reading in ELT programmes is far from universal. Extensive reading appears to be particularly absent in higher educational and English for Academic Purposes settings. This paper reports on the implementation of an extensive reading component in a pre-university study EAP programme. Learners responded positively to the loss of teacher-centred class time and a non-EAP focus for part of each lesson. While the implementation of extensive reading will vary from setting to setting, this action research project shows that extensive reading can have a place in an EAP programme.

Macalister, J. (2008). Implementing Extensive Reading in an EAP Programme. *ELT Journal*, 62(3), 248-256.

EFL vocabulary acquisition and retention:
Reading plus vocabulary enhancement activities and narrow reading.

H. T. Min

The purpose of this quasi-experimental study was to compare the effectiveness of reading plus vocabulary-enhancement activities (RV) and narrow reading (NR)— repeated reading thematically related articles—on vocabulary acquisition and retention among English as a foreign language (EFL) secondary school students. Twenty-five third-year male students with intermediate-level English proficiency participated in each instructional treatment 2 hr per week for five weeks. The RV group read selected texts and practiced various vocabulary exercises. The NR group read thematically related supplemental materials besides the selected texts. A Chinese version of the modified Vocabulary Knowledge Scale was employed to assess students' knowledge of 50 vocabulary items. The results show that the RV group demonstrated significantly more knowledge about the target vocabulary than the NR group on the acquisition and retention tests. The researcher concludes that reading plus focused vocabulary exercises are more effective and efficient than the narrow reading approach in enhancing target vocabulary acquisition and retention among EFL secondary students.

Min, H. T. (2008). EFL vocabulary acquisition and retention: Reading plus vocabulary enhancement activities and narrow reading. *Language Learning*, 58(1), 73-115.

Instructed second language vocabulary learning.

N. Schmitt

This article overviews current research on second language vocabulary learning. It concludes that a large vocabulary is necessary to function in English: 8000—9000 word families for reading, and perhaps as many as 5000—7000 families for oral discourse. In addition, a number of word knowledge aspects need to be learned about each lexical item. Taken together, this amounts to a substantial lexical learning challenge, one which many/most learners fail to meet. To facilitate adequate vocabulary learning, four vocabulary learning partners (students, teachers, materials writers, and researchers) need to contribute to the learning process. Vocabulary learning programs need to include both an explicit, intentional learning component and a component based around maximizing exposure and incidental learning. The four learning strands (meaning-focused input, meaning-focused output, language-focused learning, and fluency development) suggested by Nation (2001) provide a structure by which to integrate intentional and incidental vocabulary learning. The overriding principle for maximizing vocabulary learning is to increase the amount of engagement learners have with lexical items. All four learning partners need to acknowledge the incremental nature of vocabulary learning, and to develop learning programs which are principled, long-term, and which recognize the richness and scope of the lexical knowledge that needs to be mastered.

Schmitt, N. (2008). Instructed second language vocabulary learning. Language Teaching Research, 12, 329-363.

Vocabulary: The Key to Teaching English Language Learners to Read.

Christopher Wallace

The greatest challenge inhibiting the ability of English-language learners (ELLs) to read at the appropriate grade level is perhaps a lack of sufficient vocabulary development. While extensive reading is beneficial, these students must acquire the necessary vocabulary in order to read extensively. Both vocabulary breadth and vocabulary depth are of equal importance to reading performance. The use of cognates, teaching the meaning of basic words, and review and reinforcement are important steps in developing the vocabulary of ELLs. Direct instruction in vocabulary, combined with word-learning strategies, was also found to be effective. Ultimately, vocabulary knowledge is a critical component of reading comprehension.

Wallace, C. (2008). Vocabulary: The Key to Teaching English Language Learners to Read. *Education Digest*, 73(9), 36-39.

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.)

New Stories

Last issue we ran the call for papers you see in the box below for stories about EPER and research previously published only in Japanese. The response was amazing. You will see those stories in the next couple of issues of ERJ. This issue, we want to know what kind of article you would like to see in ERJ. Then we will try to find someone to write it. Send any requests to the email address at the bottom of this page.

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

stewart_reading @mac.com

ER Colloquium
at
JALT 2008 in Tokyo
Saturday, November 1st
4:10 - 5:50 Room 311

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

ER SIG General Meeting
at
JALT 2008 in Tokyo
Saturday, November 1st
6:05 - 7:05
Room 311

Join the ER SIG!

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

DANIEL STEWART
JALT ER SIG COORDINATOR
stewart_reading@mac.com