

ISSN 2187-0527



EXTENSIVE READING IN JAPAN

ERJ



VOLUME 10.2

NOVEMBER 2017

THE JOURNAL OF THE EXTENSIVE READING SIG OF THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING

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Extensive reading at a public junior high school: How we do it at Kuzuha Nishi

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Although a number of articles in this journal have dealt with extensive reading (ER) at the junior high school level at private schools (Herder, 2008; King, 2012; Sakamoto & Kocel Ross, 2014; Trainor, 2016), at a cram school (Furukawa, 2008), and at a private English school (Macfarlane, 2011), no reports have been made so far on the possibility of implementing an ER programme at a public junior high school. At Kuzuha Nishi Junior High School, in Hirakata City, Osaka, we have been doing extensive reading for the last two years, and in spite of the added difficulties and constraints derived from it being a public institution—the high number of students per class, few hours for English instruction, restrictions on the available books, lower initial English level of our students, and frequent teacher transfers—we have had positive results, and we have well grounded hopes for the future and an experience worth sharing.

Getting the programme started

The programme was conceived as a means to overcome some of the limitations of the English instruction that the students were receiving, which was largely based on repetition and translation. An extensive reading programme would multiply the amount of comprehensible input for our students, which would facilitate their acquisition of the language and reinforce their vocabulary, grammar, and discursive knowledge. In addition to this, it would promote their progress in terms of reading rate, fluency, and comprehension, which was not just an end in itself, but also a means for our students to get better results on the high school entrance examinations at the end of the three years of junior high school. The programme would also give our students the chance to discover that they could use English for communicative purposes, and that they could actually enjoy doing so. Finally, the ER programme would show them that there is no need to mentally translate English sentences into Japanese in order to understand their general meaning, which is in fact what people usually aim for when they read.

While this all was apparent to me, I had to make sure that it was similarly clear for the Japanese English teachers I work with at the school. At the beginning of the first year I managed to have an English faculty meeting for this purpose. With the invaluable help of the Japanese version of the ERF's Guidelines to start ER programmes available at erfoundation.org/ERF_GuideJ.pdf, I made sure that the Japanese English teachers understood the importance, potential benefits, and requirements of our programme. Also we needed to not only do sustained silent reading in

class, but to complement it with activities to support ER in various ways, for example, by developing our students' word recognition automaticity, or by contributing to create a community of readers among them. We agreed that we would dedicate one of the four English lessons that students had per week, the one I was in charge of, to these ER-related activities. As the students were already very busy, we decided that we would not ask them to read outside of class time.

Getting the books

Once the teachers were on board, the next step was to get hold of a large number of low-level graded readers. In this we were very lucky: one of the English teachers that was most keen on the programme was also in charge of running the school library. It also happened that a large part of the yearly budget for the library was still available and could be used for our purposes.

I was asked to prepare a selection for a big order, and I based it mostly on which collections had books among the winners and finalists of the ERF's Language Learner Literature awards for beginner readers, on David Hill's graded reader reviews for the *ELT Journal* (e.g., 2013), and on my previous experience doing ER for a year at another public junior high school. In April 2016, we made an order that included most of the lower level graded readers from Pearson English Readers, Macmillan Readers, Cambridge Discovery Readers, Black Cat Easyreads, Oxford Bookworms, Oxford Dominoes, Cengage Learning Page Turners, and Teen ELI Readers. Due to the popularity of Heinle's Foundations Reading Library among the students at my previous school,

Published by the JALT ER SIG

jalt.org/er

November, 2017. ISSN 2187-0527

Printed on 100% recycled paper by
mojoprint.jp

Editor

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Printed by
mojoprint JP



we also ordered not just one, but four copies of each of the books of its first three levels. At the end of that academic year we were able to place an additional order, and this time we chose books for younger learners, such as Oxford Read and Imagine, Oxford Classic Tales, Oxford Dolphin Readers, Black Cat Early Reads, Young ELI Readers, and e-Future's Magic Adventures and Vera the Alien Hunter.

Although buying the books through the school library was a fantastic opportunity, it also had certain limitations. For example, we could not order CDs, we could not get books that were sold online (like Atama-ii books), and because the library could only place orders from one official provider, certain collections that the provider did not carry were unavailable to us, such as Compass Readers, Pearson's Story Street, Macmillan's Children Readers and English Explorers, and Helbling's Young Readers or The Thinking Train.

Getting the students on board

Rather than starting with sustained silent reading (SSR) in class from the first day of the programme, we thought that it was essential to prepare our students to read by themselves in a gradual manner. We have been doing this by means of read-alouds and other activities that contribute to building the students' sight vocabulary and that expose them to the connections between the written and spoken forms of words.

During the first term of the first year of the programme we included a read-aloud in every one of my classes with the second- and the third-year students, as we considered that this was a very good preparation for extensive reading (Cho & Krashen, 2015). With the first-year students, we started during the third term. We used a projector so that the students could follow the text and the images while they listened to the story. After reading each book, students were given a minute to discuss it in pairs.

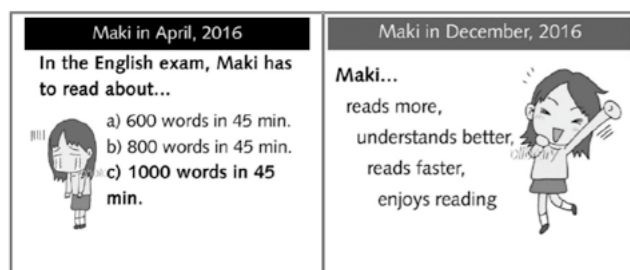


Figure 1. Examples of the slides used in the presentation to introduce the extensive reading programme to the students.

This was to help them make sense of the story and also to make sure that all of them got involved. We did not ask comprehension questions, but only whether they had enjoyed the story and whether they had found it easy to follow. We used Foundations Reading Library graded readers for this purpose and they proved very engaging for most of our students. We felt that this period was essential to show them that the books were both understandable and fun, and that they did not need to understand every word in the text in order to enjoy a good story.

At the same time, and in order to help students make connections between written and spoken forms of words, I started to plan my lessons and use the projector in a way that students could read most of what I had to tell them. For very similar purposes, I also started to organise my lessons around tasks which required reading or scanning for meaning.

Once we had the books in our hands and we considered that our students were ready to start reading by themselves, we dedicated a lesson to ensuring that they understood the reasons behind the programme and its goals, what they were expected to do, and why extensive reading would be beneficial for them. For this purpose, I introduced them to an imaginary third-year student at a nearby school called Maki, who was very worried about the reading requirements of the high school entrance exam that she had to take at the end of the year, and I engaged the students in discussing her problem and providing possible solutions for her.

Also as part of this introductory lesson, we informed the students about when, how, how much, and for how long they were going to read, and we introduced them to the books, which we had assigned to seven different levels mostly based on their number of headwords, but also taking into account their visual aids and how easy they were to follow. We then informed the students about the rules of reading for fun, which we considered a more accessible term to use with them than extensive reading:

1. Read only easy books. Don't finish difficult books.
2. Read only interesting books. Don't finish boring books.
3. Skip difficult words.
4. Don't do the activities, just read the story.
5. Don't stop reading. When you finish a book, pick a new one.

6. Don't read aloud.
7. Treat the books nicely.
8. Don't skip levels. Read at least 6 books at one level before moving on to the next level.

We also gave them a reading diary in which, at the end of each reading session, they were to write down some information on the book or books they had read.

The reading diary was conceived as a means for both students and teachers to be aware of the students' progress and reading preferences. Although it worked reasonably well, the entries took too long to complete and reduced our precious reading time. For this reason, in the second year we are using a much simpler system: We have given the students a reading log with a list of all the books in the programme sorted by level and book number. If at the end of a reading session they have not finished a book, they note the last page they read so that they know where to start from in the following session. If they finish a book, they write the date, give ratings for difficulty and interest, and write comments on their reading experience either in English or in Japanese. Finally, we also gave students an extensive reading binder that stayed in the English room at all times so it could never be lost or forgotten.

During the first few reading sessions we had the students read in pairs, taking turns to read the books aloud (one student would read one page aloud, and then the other student would read the following page). This was the last step in getting the students prepared to engage in sustained silent reading by themselves.

Sustained silent reading and other ER-related activities

Once we considered that the students were ready, we started doing individual SSR for fifteen to twenty minutes in each of my lessons. Because the students do the reading in class, there is no need to have them borrow the books from the school library. Instead of that, the teachers bring the books to the English room for each class (we have one English room for each school year). Before the class starts, the books are displayed on extra desks in different parts of the classroom, organised by level. At the beginning of the reading time we ask the students to get a book to read, giving preference to those who want to continue with the book they were reading in the previous session. When they consider that they are done with a book, or at the end of the reading time, students return the

Reading day No.	Date:	Reading time: minutes
Book No.	Book title:	
Name a character in the book:		
Interest:		
Not interesting So, so Interesting Very interesting		
Difficulty:		
Difficult Not too difficult, but not easy Easy Very easy		
Finished? YES / NO	Last page read:	
Comments:		

Figure 2. Example of a reading diary entry.

books to their place.

Along with sustained silent reading, we carry out different activities for various ER-related purposes. First, because we have to make sure that both the teachers and the students are aware of the students' progress, we measure their reading speed every two or three months and we survey the students on their preferences and on possible ways to improve the programme. Second, we include activities designed to ensure that the students learn how to use the reading aids in the books to their advantage (blurbs, glossaries, word counts, numbers of headwords, etc.). For example, we have students match book descriptions to books based on the information in their covers and blurbs. Third, we include tasks designed to force students to break the habit of translating word by word, and to make them learn to go for the general meaning of messages in spite of the difficult words. Fourth, we also include activities meant to create a community of readers among the students, such as having them recommend books to other students, or to find someone who likes the same books as they do. Finally, we use every opportunity at our disposal to reinforce the students' development of their sight vocabulary and to increase their awareness of the connections between graphemes and phonemes in English.

No.	Title	Page	Date	How easy?	How good?	Comments
L1 01	Sarah's Surprise			1 2 3 4 5	1 2 3 4 5	
L1 02	Goodbye, Hello!			1 2 3 4 5	1 2 3 4 5	
L1 03	Rain, Rain, Rain!			1 2 3 4 5	1 2 3 4 5	
L1 04	Bad Dog? Good Dog!			1 2 3 4 5	1 2 3 4 5	
L1 05	Get the Ball!			1 2 3 4 5	1 2 3 4 5	

Figure 3. Reading log sample.

Challenges and conclusion

There are some challenges that we still have to struggle with: a few students read only reluctantly,

and it is not easy to maintain the motivation to do ER throughout the year for all our students. Nevertheless, the programme has been highly successful so far. If only a few years ago someone had told me that a similar group of public junior high school students would be reading in English in class for extended periods of time, quietly, and enjoying what they were doing, I would have been rather sceptical about it. Yet this is exactly what our students are doing now. Our experience at Kuzuha Nishi JHS shows that, with a bit of luck, a great dose of determination, and the willingness to communicate the many advantages of extensive reading to all the parties involved (teachers, students, and school administration), it is actually possible to overcome tradition and inertia and to implement an ER programme in a public junior high school in Japan.

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Don't miss Kevin Stein's column of reading journal entries, "The Little Things" in the next *ERJ*.

The Extensive Reading Foundation mentoring system

The ERF would like to connect people who need advice or help setting up or running their ER programs with people who already have experience. The mentors can offer advice, as much or as little as they wish, and are not obligated to send materials or make school visits. We hope the relationships will be longer rather than shorter, but this depends on you both. Of course, multiple people can mentor the same program. The mentoring is an unpaid, volunteer activity, but schools can apply for ERF grants to help with the setting up or establishment of ER programmes.

Could a mentor help you?

This is for all teachers who want to set up an ER programme but aren't quite sure how to go about it, or for teachers who are already running an ER programme, but it isn't going as well as they would like it to!

First, don't be afraid to ask for help; setting up an ER programme isn't easy although it's certainly worth it. But if you're navigating a pathway unknown to you, it's always easier with a guide. That's what the mentoring programme is all about; it's a system by which someone who's already experienced in setting up an ER programme can get in touch with you, and, based on their experience, can give you some advice and ideas. And the great thing about it is, that the mentors are volunteers, and it is completely free.

So what do you do? Don't delay! Go to the website mentoring page, erfoundation.org/wordpress/mentoring, fill in your details including your specific ER needs, and a mentor who can help will contact you. Even if there is no immediate fix, the mentor will be very happy to discuss your programme with you. And often, a problem shared is a problem halved!

Could you mentor an ER program?

Teachers around the world need help from those experienced in ER in setting up, running and managing programmes such as advice on selecting materials and classroom activities. This could be via email, skype, school visits or class-to-class exchanges. You do not need to tell the ERF, just go ahead and mentor. You can find teachers to mentor here: erfoundation.org/wordpress/mentoring

How we do it at Meijo University

Tanja McCandie
Meijo University



Meijo University's Faculty of Foreign Studies opened their doors in April, 2016. The 2017 academic year was the first year that Extensive Reading (ER) was officially implemented into the reading program for both first-year and second-year reading courses. In this article, I describe the reading program, how ER has been implemented into the current classes, and how the first term has gone.

The setting

Meijo University is the largest private university in the Chubu area with approximately 15,000 students studying in nine different faculties. In April 2016, Meijo University officially welcomed the Faculty of Foreign Studies as its newest department. It's the first and only faculty that focuses on foreign language study. Situated on a brand-new campus near Nagoya Dome, the faculty boasts new buildings, up-to-date technology, a large self-access center, a spacious Learning Commons, and a very beautiful library. Students mostly come from the Chubu area and aspire to be English teachers, work in the airline industry, or other hospitality and service sectors. Most students' scores range from 400 to 700 on the TOEIC when they first enter and are expected to graduate with a score over 700. Students are streamed by level each year for their first three years for all of their compulsory English courses.

The program

English Communication, Discussion, Writing, and Reading make up the four-core English classes that are compulsory for all students during the first three years. These courses are highly coordinated with textbooks, syllabi, and nearly all assessment uniform throughout each course, regardless of class level and teacher. As a new faculty, there are limitations with regards to how much change is allowed within the first four years, as major changes need to be agreed upon and approved by The Ministry of Education (MEXT). That being said, minor changes to improve the program have already been made and implementing ER this year has been one of the biggest and most successful.

Rationale

Following the 2016 academic year, the program's reading teachers agreed that ER needed to be officially included in the syllabi for all three years of the compulsory reading classes. As vocabulary

study is widely accepted as a fundamental part of language learning (Thornbury, 2002) and ER has been shown to help improve vocabulary (Nation, 2015) and reading fluency (Iwahori, 2008), rather than just focus on vocabulary from the textbook, the decision was made to expand and expose students to a variety of vocabulary, grammar, and reading activities that they would find enjoyable inside and outside of class. It has been shown that if students are reading at their appropriate level, this significantly helps vocabulary development (Bamford & Day, 2004; Waring, 2003), which therefore helps their overall language acquisition. ER clearly needed to be incorporated into the program if we wanted to provide the students the best possible methods of enriching their vocabulary.

Reading class assessment

As 2016 was the first year, it was impossible to guess how each program would be received by students and teaching staff. In the first year, ER was not part of the officially coordinated syllabus. However, about half of the reading teachers worked ER into their classes under a 20% "up to the teacher" assessment section, which was included to allow for some teacher autonomy. Other teachers used this section for vocabulary development, class participation, and quizzes. For those who did incorporate ER, how they did so varied; some used word counts, others used number of books, some did poster presentations, as well as reading circles and classroom discussion.

Assessment in the reading courses for 2017 only differs from 2016 in one section as nothing else has been changed. The "final assessment" section, worth 60%, was broken in half with 30% for the final exam and 30% for ER, where in 2016, students had a final exam worth 60%.

Assessment criteria for both the first-year and second-year reading courses are as follows:

- 📖 20% Individual teacher's discretion
- 📖 20% Mid-Term

📖 60% Final Assessment (30% Final Exam + 30% Extensive Reading)

Word count and monitoring

One reading teacher, who is rather knowledgeable of ER, suggested that we use word count as the method for assessing ER. Word count is a process which students easily understand, and it also provides teachers with a method of assessment. It is straightforward and is just a matter of ensuring word count targets are met by students.

Students are all required to purchase *Mezase Hyaku-man go! Dokusho kiroku techo* (Furukawa, 2017), known to some as the “orange book”, in order to keep track of their word count, reading level, and book titles. Students keep their orange book, or purchase a new one when their first is full, for the duration of the three years of mandatory reading classes. While many other schools have adopted programs like M-Reader to ensure students are indeed reading, it was decided that for the first year, the teachers would be responsible for monitoring the students’ progress. Like year one, some teachers are continuing to do book reports, presentations, reading circles, and class or group discussions. These activities are counted towards the 20% that teachers have individual control over. Students who fail to reach the minimum of 70,000 words for the term receive zero for the ER term assessment.

The ER component is based on word count and is as follows:

📖 70,000 words 18/30

📖 85,000 words 20/30

📖 100,000 words 21/30

📖 120,000 words 24/30

📖 140,000 words 28/30

📖 150,000 words 30/30

Introducing ER

On the first day of reading classes, first-year and second-year students were gathered in a lecture room and the concept and benefits of ER were explained to them via a PowerPoint presentation. Most first-year students had never participated in an ER program, so it was beneficial to have them all together in order to hear the same information with regards to expectations, course outline, selecting an appropriate level and type of book. For the second-year students, as approximately half had done some ER previously,

it was also worthwhile to have them together as those who had experience could help explain what they did the previous year with regards to ER, and it was a good way to promote a reading community.

As the term progressed, teachers reviewed the importance of selecting the appropriate level books with their classes and all teachers of first-year students incorporated silent sustained reading in their classes. Three “check in days” were utilized to ensure that students were reading regularly and reading enough to get them to the minimum target by the end of term. In the middle of the term, the first-year students were once again gathered in a lecture room and reminded of the importance of ER to their grade and the benefits of ER to their overall English level. As the term progressed, nearly all students were reading above the minimum word requirement, with many reading far above.

The books

As a new faculty on a new campus, it was fortunate that Meijo University realized the importance of offering graded readers to the students. The Meijo Tempaku Campus has a well-known and developed *Tadoku* reading room, even though there are no language majors on that campus. With financial support from the university, the Faculty of Foreign Studies was able to build up significant ER resources on the new campus. The self-access learning center, Global Plaza, has over 11,000 books, the vast majority of them being graded readers. All books located in Global Plaza have the word count and level (an in-house level guide) on the cover so students do not need to go looking for such information to write in their orange book.

The library committee has also been very supportive with setting up an ER area in the main library of the new campus, making an initial order of approximately 700 graded readers. Library staff have also agreed to put the word count on the book, on the inside cover, to help students and the reading program. These have been properly labeled, and students are now also able to go to the library or Global Plaza to find suitable graded readers.

Meijo University also promotes “Book Looper”, which allows students to utilize their mobile phones and tablets in order to read electronic graded readers. Many second-year students seem to prefer this method so it is not uncommon to see students using

their mobile phones and tablets to read during in class Sustained Silent Reading (SSR).

Conclusion

The support and dedication of teachers is what makes a coordinated program work. Incorporating ER into the reading program was a daunting task in the planning stages. However, it was so well received and supported by teachers that it has become a huge success. Due to the teachers’ enthusiasm and belief that ER is vital to a reading program, the faculty has been able to transfer their love of books and reading to the students.

There were times of concern. For example, halfway through the term it seemed that some students were just not “getting it” in terms of the importance of ER, deciding the right level, and the need to read consistently. They seemed to think they could cram all their reading in near the end of term. The “check in” days and support from individual teachers made a huge difference in getting over this hurdle. In the end, only a handful of first year students did not meet the minimum target of 70,000, which can be expected regardless of how much support is provided to students.

Many students read far more than the 150,000 words required to get full points for the ER component of their final assessment and have voiced that they enjoy ER. To have such positivity from students suggests that this program has a lot of potential to help students improve their reading fluency and vocabulary.

Students seem to be enjoying “having” to read English books and many have realized that reading doesn’t have to be difficult. Students have commented that they like having time in class for SSR and they feel that because it is included during class time, it is important.

An additional positive effect of including ER in the reading program has been that more students are now going to Global Plaza. They go in to get their books, but they also stop and talk to other students about book levels and books they enjoyed reading. Global Plaza staff and teachers are now being included in book discussions and one reading teacher is currently putting together an official university reading club so that students can chat to other students not in their class or department about the books they are reading.

Finally, teachers have commented that they have a much easier time with their classes by using SSR, as it gets the students in the right frame of mind and ready to learn. There has been immense support, sharing of activities, and discussion between the reading teachers because of ER. ER has clearly created a stronger community among the reading teachers. This alone suggests the program is moving in a successful direction.

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The rise and fall of an extensive reading program

Ann Flanagan & Imogen Marguerite Custance

Ritsumeikan Junior and Senior High School; Kyoto Sangyo University

This article examines the history of the extensive reading (ER) program at Ritsumeikan Junior and Senior High School in Western Japan. This is part of the Ritsumeikan Trust, which includes schooling from primary school through to graduate and post-graduate degrees. The Ritsumeikan Trust prides itself on its international outlook. The junior and senior high schools are technically separate, but share facilities, and teachers often instruct learners in a range of grades. The combined junior and senior high school constitutes a student body of more than 1,730 students.



Overview

The extensive reading program was initially started to give another support structure to learning English. The primary goals of the program were to increase students' vocabulary acquisition and reading fluency, gain reader autonomy, and reinforce previously studied grammar structures. However, the most important goal of all was to give a gift of reading in a foreign language. With this, students could learn about other cultures and the world. Nation (2004), stated that Extensive Reading has a variety of goals: Language Learning Goals (vocabulary, grammar structures), Idea Learning Goals (gain enjoyment from learning and getting information) and Skill Learning Goals (developing reading skills and becoming a more fluent reader). If all of these goals are incorporated into an ER Program, it will have a great impact on not only the learners' skills but on the overall language learning program.

Hence, an ER Program combined with the current Ministry of Education, Culture, Sports, Science and Technology (MEXT) textbooks and other course books can offer more support across the four skills areas for learners of English. However, starting an ER Program, especially in secondary schools, can be very intimidating.

Junior High School

The ER Program at Ritsumeikan Junior High School started in 2007. One of the main reasons for starting the ER Program was to increase vocabulary acquisition. ER creates a rich context where students not only develop different types of word knowledge, but can also meet the same words regularly so that they begin to recognize them automatically. Studies have shown that it takes on average 15 receptive

meetings for the form (spelling or sound) of a word to be connected to its meaning (Nation, 2001; Waring, 2006; Waring & Takagi, 2003). A far greater number of meetings will be needed to deepen the knowledge of the word.

Because of this, 229 seventh-grade students did sustained silent reading for 20 to 30 minutes once or twice a week in 2007. In 2008, there were 228 students in eighth grade and 229 students in seventh grade participating in the ER program. Noticing students were having difficulty with sight word recognition, a listening component was added in 2008 and students began to read, listen to, and shadow books. The time for doing ER was increased to 45 or 50 minutes once a week. During speaking tests, it was increased to twice a week.

Students also began to read outside of class. Due to a low number of books in the library and more students reading, an online reading program (RAZ-KIDS) was introduced. With this addition, students were able to read more at home, especially during the long holiday breaks. In 2009, students began to read more challenging books without the listening component. From June 2007 until March 2009, different kinds of journals were used to record the number of books and words read, as well as how much the students understood what they read. The reading goal for each year for seventh and eighth grade was 100 books. In ninth grade, due to the curriculum and overseas study trip, students had word goals. These varied throughout the year. Through the journals and various feedback received from students, changes were implemented to make the program stronger, and incorporate it into a proposed school-wide curriculum (Flanagan, 2010).

Senior High School

Extensive reading had a prior introduction to the senior high school on a relatively informal basis in 2006. A teacher with an interest in ER encouraged her students to read extensively, keeping a selection of books and permitting students to borrow them. This was done with eleventh- and twelfth-grade students on the Super Science course, whose English ability and motivation for study was already high. Students' reading was not assessed. Due to both students' self-reported lack of improvement (for those who read), and a more general apathy towards reading, the teacher decided to stop using ER.

ER was used as part of a formal assessment with the tenth- and eleventh-grade students in 2013 and 2014 on the English-orientated Global course. As in JHS, the assessment was based on reading journals, with students required to submit 28 short book reports over the course of the year. Specific word targets were not given. The decision was taken to stop ER in twelfth grade as the students were required to read widely in English to write a research paper (in English).

Aside from these courses, other students did not do ER. Grade ten students were asked to read intermittently throughout the year including summer vacation, but students were no longer reading consistently. In order to increase language input and support students' reading development in the SHS as it had been in the JHS, ER was incorporated into tenth-grade classes and twelfth-grade Science English classes (the classes taught by one of the authors). In particular, it was felt ER would help students to improve their bottom-up decoding skills, and subsequently improve comprehension of more difficult texts like those students encounter in the TOEFL-ITP®, taken by all SHS students.

Students were set a reading goal of 100,000 words over the course of one academic year, with students' reading accounting for 15% of their grade. The figure of 100,000 words was decided based on Nishizawa, Yoshioka, and Fukada's (2010) finding that significant increases in TOEIC scores started to appear for students who read above a threshold of 300,000 words over 2-3 years. The overall goal was split into targets of 30,000 for the first term (April–June), 40,000 for the second (July – December), and 30,000 for the final term (January–March) for tenth-grade students, and 35,000/45,000/20,000 for twelfth-grade students

who had a shorter final term. These termly goals were further divided into bi-weekly minimum targets of 2,000 words to encourage students to read regularly. Students who read more than the target number of words over the term were given a bonus.

Given the number of students who would be doing ER and the word targets they had been set, using journals or book reports for evaluation was deemed impractical. It was therefore decided to use the MReader (n.d.) system to check students' reading. Restriction to books at the students' reading level was also thought to be an advantage as reading more simplified and level-appropriate books can lead to greater gains in reading speed (Beglar, Hunt, & Kite, 2012). In addition, it was thought the automatic levelling-up upon passing ten quizzes at a specific level would help increase motivation. Students were given an orientation at the beginning of the year explaining how to use MReader and some of the benefits of ER. This was conducted in English. Students were also given a reading levels check which was designed by one of the authors to assign their reading level.

Students who missed the bi-weekly reading targets were penalised. The tenth-grade students were required to attend an after-school detention in the computer room, to which they had to bring one or two books, read them, then take and pass the corresponding MReader quizzes before going home. Twelfth-grade students were penalised for each bi-weekly target missed, with a maximum penalty of 5%. Students were reminded of how much more they had to read just before the deadline.

Though there was a degree of success using these methods, they also created many issues. A large number of twelfth-grade students "read" the same book just before the deadline, despite limited copies of the book being available to them; the number of tenth-grade students who failed to reach the interim targets was so high that detentions were challenging to organize. Over the course of the first term, the number of students who achieved the bi-weekly targets improved, but the majority only read the minimum amount, leading to a surge in the number of books borrowed and read just before the deadline.

Evaluating the program

After the first year of using MReader with the students, a survey was administered to examine

students' attitude towards using MReader and perceptions of ER. The majority of students in grade ten did not like reading in English, with many mentioning the amount of reading required of them as being an issue, and especially the time that it took them to read. Many students in grade twelve also said they disliked the amount that they were asked to read. However, there were also a number of students who enjoyed the freedom to read books of their own choice, and others who appreciated the way in which progress was displayed on MReader.

The majority of students in both grades suggested that they would like class time to be used for reading. One complaint from twelfth-grade students was that students on the arts-orientated course were not required to do ER, whereas those on the science-oriented course were. Another issue that became apparent was students' access to books. Students indicated both that they felt having to borrow books from the library was inconvenient, and that there were not enough books at their levels or of interest to them. Many students were unhappy with the level restrictions on MReader, but across both grades, students indicated that they preferred MReader as a form of evaluation to journals.

Aiming to improve

Student complaints about the amount of reading required for ER are unsurprising, but in order for the program to truly be extensive and benefit the students, high targets are necessary. However, the issue of access to books, especially with so many students using them and when reading is required over breaks when students cannot use the school library is something that needed to be addressed. It was thought that the XReading (n.d.) program had the potential to help with both of these problems. This was because it was felt that a) student awareness of their reading rate would contribute to improving time management and encourage more regular reading, and b) students would have access to books whenever they had a computer or their smartphone.

The authors applied for and received a grant from XReading to research student attitudes towards reading online versus paper books. The school administration accepted the research proposal on the proviso that it was first backed by the English department. The research proposal, and reasons for conducting the research based on the MReader survey

were therefore presented to the English department. As the grant did not cover the costs of all the students who would need to be using XReading, suggestions of how the extra money could be sourced were also presented, including the authors using their personal research budget (provided by the school).

Rather than discussing funding and implementation, a core group of teachers said that ER should be discontinued at the school. The main reasons given were that they could not see improvement in students' reading and that students did not like it. Other teachers made no comments, and ER was dropped from the curriculum.

Nevertheless, as one of the authors was teaching all of the grade ten students the following year, upon receiving approval from the head of the department and an agreement from the other grade ten teachers, ER continued to be used with this group of students. As had been requested by previous students, in-class reading time was provided (10-15 minutes a week), and level restrictions were removed. Instead, students were advised to find their own level by starting with the easiest books, and moving through the levels until they found a book difficult, or failed the quiz. The initial explanation of ER and MReader was also improved, and a weekly display of top readers, and how much they had read, was shown in the school entrance. When the MReader survey was administered at the end of the year, fewer students said they disliked ER, more students said that they felt their reading skills had improved, some indicated that they liked being able to check their level of comprehension on their own, and a few explicitly stated that they wanted ER to continue in the following academic year.

Lessons learnt

The discontinuation of the ER program was both a surprise and, in the eyes of the authors, a mistake. While there were clear issues that needed to be resolved, the decision to abandon a program built up over a number of years, and which had a great deal of both time and effort invested in it, rather than work towards improvement, has been difficult to accept. However, it is hoped that the following ideas might help others who may be considering implementing or expanding an existing ER program.

1. Accessing books

A good ER program needs a large number of books at a full range of levels that are appealing to students. However, just having books is not enough, and it is also important to consider how students access and treat books. The method used in the JHS, with teachers taking books to classes, worked well but would be difficult to administer if ER was used in all classes. The alternative, with students using the library, can create different issues with books being lost and/or treated poorly. Depending on the size of the student body and access to the Internet, an online reading program could be very advantageous in overcoming some of these issues.

2. Use ER with weaker students first

When starting or expanding a program, working with weaker students first might be preferable to using ER with students in more English-oriented courses. Though students on English-oriented courses are likely to be more motivated, it is probable that improvements in reading will be easier to observe when working with weaker students. If improvements can be demonstrated in weaker students, it might help build support for ER amongst teaching staff.

3. Have recommended books

Providing a list of recommended books at different levels can help students who find choosing their own difficult. Covering a range of genres can eventually help students to identify the types of books they like on their own. Collecting information from students periodically throughout the year about which books and series they enjoy and using this to provide recommendations is also suggested if time is available.

4. Other activities

Increasing the number of other activities conducted relating to ER can help to motivate students more and provide reminders about reading. The JHS used an "ER Marathon" (adapted from Kanatani, 2004) and Show and Tell using books bought in Australia. Greater incorporation of book discussions and/or small presentations about books could also be used to integrate ER into the classroom more, though there are potential issues with this depending on other course requirements. Class or grade-wide reading competitions, as were used with the grade ten students in the second year, can also be useful, especially if teachers become involved.

5. Use class time

Dedicate at least some class time to reading. Class time is a precious commodity, and showing students that you are prepared to use at least some of class time for reading shows that you value it. Teachers acting as reading models and sharing their reading interests can also increase motivation (Miller & Anderson, 2011). A greater focus on increasing reading speeds, including helping students to set specific goals, could keep students reading more effectively.

6. Provide Structural Support

A healthy ER Program needs instruction manuals for both its student body and faculty stating the overall goals of the program as well as its history, ER routines both inside and outside the classroom, and procedures that support students and teachers. These need to be reviewed and updated on an annual basis.

7. Consider other teachers' attitudes towards ER and curriculum development

An ER program requires the support of an English faculty to work. If teachers on different courses do not all use ER, it can lead to students feeling that they are being given an unfair amount of work to do. If ER does not fit with the type of teaching outcomes desired by other teachers and/or the institution, it is likely to be very difficult to expand a program. Teachers who do not have the time to work on developing an effective ER program are also understandably hesitant to start a process that is likely to require fine-tuning over a number of years. The motivation of a few is unlikely to be enough to maintain a program.

In summary, even though the ER program officially stopped running in March 2017, there are still a few glowing embers left that might start burning again with the proper fanning of air. All in all, ER "is a gift that we can give our students; one that will outlast their time at school and accompany them into adult life" (Flanagan, 2010, p. 39). Though having an ER program can clearly be a challenge, it is worth fighting for.

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ER SIG Forum at JALT PanSIG 2017

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While forums at previous PanSIG conferences focused on starting up ER programs and keeping them strong, this year's forum focused on assessment of programs and of learners. The forum's presentations addressed a range of topics related to ER assessment such as measurable aspects of learning in ER, assessment methods, and wash-back effects of assessments on learner behavior. The post-presentation discussion continued exploring these issues as well as questioning how ER and its goals could be defined.

Assessment and ER

Mark Brierley took on the questions of how we know whether ER is helping students to develop, and what aspects of learner development are measurable. His concern was whether assessment would prevent students from enjoying reading. He discussed assessment areas such as knowledge of ER practices, and student attitudes toward reading and foreign language. Any assessment needs to avoid being overly onerous so that students can stay focused on reading. Care with assessment is needed as they can wash back and either enhance or hinder students' ER practices.

The amazing effect of ER

Mamoru "Bobby" Takahashi described how ER fits into the performance of students at his university. His case study of high performing students at his school suggested that ER is strongly linked with students' proficiency with all high performers being active readers and the highest performer reading nearly 1,000,000 words during his four years at university. Such a high number of words read was in part achieved through a change in the ER programs assessment where comprehension quiz availability was changed from daily to twice daily. The change washed back, resulting in students choosing to read shorter and easier books.

From rigidity to fluidity: A contextual approach to ER assessment

Joanne Sato addressed the question of just what ER is and what it can be. She examined how different

contexts interact in a complex system to shape ER programs. Institutions' views on ER, teacher philosophy, student background and future goals affect implementation of courses and assessment of learning. Helping students to transition from their context as a language learner to language user was another point of the presentation. Reading of graded readers which are indispensable to ER programs is not necessarily the end goal. They can be a step in learners' development toward reading general interest materials published for native speakers or even further to reading in their field of study.

Assessment in a large-scale ER program

Barry Keith tackled the problem of knowing how much students have read in large programs with hundreds of students. With large class sizes direct observation of students for assessment can be impractical but technology can help overcome some of those assessment difficulties for large scale ER programs. Barry introduced some of the ways that his university employs its LMS (Learning Management System) to track their ER students' performance, including online quizzes and word count tracking. He also went into some more detailed analytics that an LMS affords such as time tracking for tasks which can help show if students are reading or just scrolling.

Storyland: Providing an environment to encourage reading

Karen Masatsugu illustrated extensive reading's diversity by introducing her university's program for training future teachers how to read to children. Although the program's goals may differ from the usual university reading program, the need to choose books and read them to an audience meant her students independently choose and read a wide range of books, reading some of them many times over to practice for reading them aloud to real children. In addition to book counts, students are assessed on their knowledge of practices for choosing children's books, reading them effectively, and more holistic methods



like discussing books and writing peer-facing book reports.

Discussion

Following the presentations there was a lively discussion on the definition of ER, and if that definition could be more inclusive of contexts other than university reading programs. The topic of transitions was also discussed, such as reading general audience materials for native speakers as a bridge between reading graded readers and technical materials in university students' fields, or extensive listening to picture books as a transition for children into graded readers. This highlighted the many different areas where ER can benefit students. On a personal note, I'd like to add that the ER forum was a very welcoming place for a first-time attendee like myself.



Write for ERJ!

Send anything related to extensive reading or extensive listening, or of interest to members of the JALT ER SIG to erj@jalt.org. Back issues can be seen at jalt.org/er.

Use APA6 style, no footnotes, MSWord or text format. If you have any layout requests, send separately or consider the position of layout editor!

Maximum length: 4 sides of A4, around 2,500 words.

Photos, graphs and graphics should be separate, clearly named files.

Tables should be sent as data, not images.

Authors should prepare a photo, relatively close up, with high resolution, good contrast and ideally reading something.



New Graded Readers Releases

Bjorn Fuisting

Whilst the diversity of graded and simplified readers has never been stronger, there seems to be a growing trend to release new titles in the six months leading up to the new school year. As a result, there are only limited new titles on this issue's list (available on the ER SIG website jalt.org/er).

Oxford University Press continues to expand their series with 12 new Read and Discover titles as well as more Dominoes, Oxford Bookworms and Classic Tales releases. Also, Pearson, who used to publish their graded readers under the Penguin brand name but has now switched to using Pearson, have updated their ISBNs and have thus a range of updated titles. For those who are looking for new series, the good news is that Pearson has some MARVELous new series coming out in the next few months but more about that in the next issue.



The role of graded reader audio in L2 classes

Heather Doiron
Nanzan University

For many second language (L2) reading students, finding meaning in a foreign language text without support or guidance can be intimidating and discouraging. Research supports the use of graded reader audio recordings, while using a distinct form of scaffolding decreases reading anxiety and provides potential benefits for weak ESL/EFL students (Taguchi, Takayasu-Maass, and Gorsuch, 2004). Based on using graded readers with the matching audio recordings in a mixed level L2 classroom setting, facilitated by scaffolding pre-reading, while-reading and post-reading activities, this paper provides a brief overview of research and classroom practice that outlines the benefits of using audio recordings with matching graded readers in L2 classes.

In the past twenty years the role of reading in successfully acquiring a foreign language has been confirmed; most notably the work of Krashen, as well as Day and Bamford, have provided the concept and framework for the role of extensive reading in L2 acquisition (Day & Bamford, 1998; Krashen, 1995). Drawing from the principles of ER (Day & Bamford, 1998), a study based in a Korean setting designed for the purpose of teacher trainer development in English language skills and proficiency, Rabidge and Lorenzutti developed the Bimodal Narrative method. This approach used graded reader audio packs to teach intensive reading while implementing concepts of extensive reading such as the reading material is easy, teachers orient and guide the students, and time is allocated for silent reading.

A study by Taguchi, Takayasu-Maass, and Gorsuch using repeated reading incorporated listening to a graded reader audio recording four times as part of a six-step process used in a Japanese EFL reading classroom. Student feedback from the study emphasized gains in comprehension, as well as a more positive attitude towards reading in English. Eight out of ten participants in the study commented that comprehension was enhanced when using the matching audio recording with graded readers. Fifty percent of the participants commented that it was easier to read a story passage while listening to a recording. The feedback also suggested that listening while reading improved their understanding of the conversations used in the text. As different characters read the recording, students were better equipped to follow the dialogue. Additionally, it was noted that two participants felt audiotapes allowed them to access pronunciation for unknown words (2004).

Teaching context

Influenced by this research, I applied a combination of listening and reading strategies to scaffold reading lessons in my own Japanese EFL reading class of seven students. Three out of the seven students were English majors; the remaining four were non-English majors. Since L2 levels varied, I decided the most efficient way to help all learners was to divide student-work into individual tasks, pair work and group work. In cases when less advanced students experienced learning difficulties, the more advanced students took on the role of English mentor (Nation, 1990). The course was conducted over a four-week period and students met twice a week for ninety-minute sessions. Each listening/reading activity was accompanied by a task designed to generate interest, build student confidence and support comprehension (Rees, 2003).

Materials: *Sherlock Holmes and the Red Circle*—A Step 1 graded reader CEFR A2 with audio CD

Sherlock Holmes and the Red Circle is a seven-chapter novel adapted from Arthur Conan Doyle's original work. The audio accompaniment to the story is divided into seven recordings with each recording time running between two and six minutes. I chose *Sherlock Holmes and the Red Circle* due to student interest in the recently popular BBC crime series, *Sherlock*. The original short story, first published in 1911, centers on an Italian immigrant couple who are fleeing the wrath of a secret criminal organization. Events evolve into an international chase, which force the young couple to secretly take lodging in a London boarding house. Conan Doyle's ability to empathize

with the Italian couple's struggle to survive provides insight into the power of organized crime, as well as the vulnerability faced by immigrants. This graded reader is multipurpose in that it includes the necessary dossiers and background information to facilitate lessons on vocabulary use and activating prior knowledge (Davanzo & Doiron, 2013).

As there were various levels of L2 learners in the class, the level of the graded reader provided different teaching challenges. For more advanced learners the vocabulary, verb tenses, forms and patterns used to retell the original story were below their reading levels. So strictly basing instruction solely on the text did not pose much of a challenge for advanced students. Fortunately the text also offers reading materials on the background of the story, which provide several opportunities to create more demanding activities. For less advanced students, understanding the background of the novel took longer, yet in the case of this class, use of pairwork and groupwork (Nation, 1990), allowed less advanced students to benefit from their classmate's expertise.

Use of Audio

Listening to stories that contain very few unknown items is an excellent way of to develop listening fluency (Nation, 1991). The oral tradition of storytelling is an activity almost everyone can relate to at some point in their lives. Using the audio companion of a story, along with text, can give many L2 readers an opportunity to hear words and phrases spoken naturally. Meaning can be made much clearer when recordings use emotions, which allows students to experience the speaker's intonation (Hill, 2009). Considering that many Japanese students have few opportunities to practice English with an L1 speaker outside the classroom; this combination of reading and audio allows L2 students to make connections between oral and written language.

Method

Pre-reading

Reading x 2 Listening x 3

1. Students listen for names and places.
2. Students listen to confirm names and places.
3. Students read to answer wh-questions.
4. Students listen and read while answering wh-questions.

The class starts with two rounds of listening

to a brief introduction of Sherlock Holmes and Dr. John Watson. In the pre-reading stage, students read twice and listen while reading three times. During the first listening, students listen and make notes of the names of people and places. Following the second listening, students compare notes with a partner. Next, the teacher elicits from the students reference points by asking, "What names of people and places did you hear?" Information is further reinforced by writing the answers on the whiteboard. Since the information supports the telling of a story, students are better prepared to follow along with character development and to begin understanding the setting and what is actually happening between the characters. I chose to do this type of activity early on in the lesson to encourage students to confirm that they actually understood something about the story. Before the third listening task, students read the 250-word introduction about the lives of Sherlock Holmes and Dr. Watson. Before reading, students are given a multiple choice question about the genre of *Sherlock Holmes and the Red Circle*, with the choices being: Romance, Comedy, or Detective story. With a time limit of one minute, students skim the introduction and choose the best answer. Then students compare their answers with a partner. Finally, students read and listen again and then in pairs answer wh-questions based on the text. This activation of prior knowledge about the genre, characters and setting is intended to develop student involvement in the story and augment their background knowledge of the story. Furthermore, the repeated listening at this stage, while following along with the text, provides opportunities for vocabulary recognition in reference to the characters and setting of the story. This helps to support reading comprehension (Hill, 2009), and reinforces story reference points for further learning tasks. During the pre-reading stage, it is important that students have the opportunity to activate prior knowledge. This opportunity during the pre-reading stage allows students to build on their knowledge and to commence the task with a confidence that supports learning. Anderson (2009) confirms this, suggesting that student-generated anticipation guides can activate prior knowledge. The guide, which is a basic grid with separate columns for characters, predictions and assessment, is used to assist prediction activities. The assessment section clarifies as to whether student

predictions were true or false. At various points throughout the reading of the text, students return to their anticipation guide to clarify their predictions. In pairs and small groups students compare their answers to the correct answers. This pre-reading stage promotes building on prior knowledge, creates interest and provides the necessary building blocks that can make reading/listening a communicative experience, which in turn can further support a reason to read.

While-reading

reading x 2 listening x 3

Chapters 1-7

1. Students listen to confirm characters and places involved in each chapter.
2. Students listen to complete "before you read" questions in text.
3. Students read to confirm answers to "before you read" questions.
4. Students listen, read and complete comprehension questions at the end of chapter.

At this point, students build on the foundation provided in the pre-reading stage to answer the questions: "Who is involved?" and "Where is the story happening?" In the while-reading stage, students read each chapter twice and listen while reading three times. For the first listening, students make a note of which characters are involved in the chapter. Students work in pairs and compare notes, and answers are confirmed by the teacher on the whiteboard. At the beginning of each chapter the text provides five "before you read" multiple-choice questions. Students are asked to silently read the questions and then to listen to the audio recording of the chapter a second time. Following the second listening students are given ten minutes to review the chapter and answer the "before you read" multiple-choice questions. Students compare their answers and then the teacher elicits answers from the students, and records the correct answers on the whiteboard. Students then read over the comprehension questions found at the end of each chapter. Students listen/read the chapter for a third time and are given 15 minutes to review the chapter and answer the comprehension questions. In small groups students discuss their answers and then the answers are recorded on the whiteboard by the students. Following the completion of the comprehension questions students individually, and then in small groups, refer to their anticipation guides

to assess and clarify predictions. This process of pair work and group work encourages students to share what they know and creates an awareness of what they do not know. This shared learning provides opportunities to learn from others and adjust their comprehensible input and output (Nation, 2009).

Post-reading

The process of scaffolding in the pre-reading and while-reading stages through listening, reading, and discussion provides the comprehensible input to help students make connections and write about their experience of the story. In the *Mosaic of Thought*, Keene and Zimmerman (1997) concluded that students comprehend reading material better when they make the following connections: texts-to-self, text-to-text, and text-to-world. Using text-to-self, students make notes on: "If you were a friend of the young Italian couple, how would you help them consider the seriousness of their situation, and what advice would you give them?" and "What lessons did you learn from reading this story, and how can you apply these lessons to your own life?" In pairs and small groups students share and discuss their notes. Then each student writes a 250-word reflection based on a summary of the text, as well as the text-to-self discussion. The summary of the story is limited to 100 words, with the remaining 150 words of the reflection based on personal opinion and the text-to-self discussion material. This type of assignment provides students with an opportunity to summarize their reading, and react to the reading with personal opinions on the story (Rabbidge & Lorenzutti, 2013). The revisiting of the story further supports comprehension and allows the student to empathize with the fate of the characters.

As a final project, students are also required to do a three- to five-minute dramatization of one of the dialogues used in the text. As much as possible, students work directly from the text, but may add dialogue if necessary. Students are asked to work with the recording and try to reproduce the same pronunciation, rhythm, and expression used in the recorded dramatization.

Teacher Notes

Initially I was very concerned about what the text offered to the different L2 levels of students in the class. While linguistically the materials were easily accessed by all students, I was not sure that there

would be any learning gains made for the advanced students and whether or not less advanced students could take part in class discussions. More advanced students quickly engaged in class discussion, but wanted more background knowledge on immigration and organized crime. In the pre-reading stage, I split the class into two groups and assigned the compilation of a mind map to each group. In mixed level groups students generated a mind map illustrating background knowledge in reference to the story on one of two topics: early twentieth century immigration or organized crime. This project made class discussion accessible to all students and the mind maps acted as a resources throughout the remaining lessons.

Student feedback

Students completed a self-assessment form at the end of each class. Comments included that students felt relaxed because they did not have to worry about mispronunciation, and listening-while-reading made it easier to follow along without stopping. In the pre-reading stage, all students commented that the mind maps broadened their understanding of the story and made reading-while-listening easier to understand. Three students commented that even though the reading was too easy, listening to the reading helped them to improve their pronunciation. Two students reported that listening-while-reading allowed them to hear more than one voice, and further commented that prior to this reading-while-listening experience, only reading had limited them to hearing only one voice, thus making it difficult to follow conversations between characters. In the post-reading stage, students expressed feelings of empathy for characters when they heard the emotions expressed in the audio recording. One comment was made that, by listening to the emotion expressed by the young couple, they understood what it was to be alone in a foreign country. Five out of the seven students commented that the 3-5 minute dramatization assignment helped them learn how to improve their pronunciation. One student commented that the performance of the dramatization assignment helped to formulate what they wanted to say in the final writing assignment.

The audio book has become a staple for many readers/listeners (Osborne, 2014). Today several ELT publishers provide graded readers in listening formats and technology equips many students with

easy access to audiobooks. While students may have better access with regards to personal electronic devices, several educational institutions may not be in an economic position to provide on-campus support to accommodate listening accompaniment for graded readers. In my own experience of using graded readers in L2 reading classrooms, student reading engagement has often been poor both inside and outside the class when student reading was not augmented with audio recordings or any other classroom reading reinforcement activities.

Although some interesting information was obtained through student feedback, such commentary is just an introduction to a need for more formal research on the role of listening in EFL reading classes. As most teachers know, the reality of mixed level classes presents several challenges and a further study with students at somewhat the same L2 level could give clearer results. Also, a study based on extensive reading with matching audio components could also provide insight on how to motivate less advanced EFL readers.

Conclusion

The purpose of this paper has been to suggest to teachers that audio recordings can be used to decrease L2 reading anxiety. Based on the work of previous research, through a process of scaffolding, this work presents one classroom framework that engages students in a combination of listening/reading tasks based on pre-reading, while-reading and post-reading materials. Though in this class student feedback reported gains for advanced and less advanced students, it is advised that this listening/reading method may have to be adjusted according to the particular L2 class population. This method to incorporate listening into an EFL reading class is to help students decrease L2 reading anxiety and increase reading confidence, so that students may build on that confidence and enjoy reading both inside and outside the classroom.

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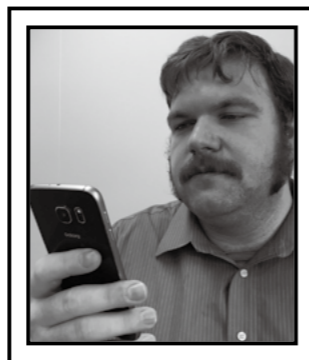
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The Extensive Reading Podcast
erpodcast.wordpress.com

Listen to Jose Camino and Travis Past in conversation with guests including Tom Robb, Atsuko Takase, Paul Goldberg, Antoinette Moses, and Nick Bullard.

Review of Xreading

John Patrick
 Owatari-Dorgan
 & Brendan Van
 Deusen
 Nagasaki International
 University



Xreading is a virtual library that provides graded readers in ebook format. It operates on a subscription model and currently offers around 600 books. Xreading was previously reviewed in this journal by Stewart (2014). In his review, Stewart describes how Xreading addresses some of the main problems of implementing an Extensive Reading (ER) program using paper books, mainly providing and managing enough books for students. Since Xreading is an online service, all students can access every book simultaneously, thus mostly solving these problems. Milliner & Cote (2014) conducted a study in which they found the service to be useful for both teachers and students.

Our university began using the service shortly after these articles were published. As early adopters, we have seen it continue to grow and improve over the past few years by addressing certain technical issues and adding useful features. In the interest of transparency, it should be noted that a faculty member at our university joined Xreading as a technical advisor last year, but was not involved in this review.

Our context

We began doing ER in 2014 with one class of 12 students in an English intensive program previously using only paper books and Moodle Reader quizzes. Around that time we were introduced to Xreading and decided to use it as a supplementary resource on a trial basis. At that time, we used Xreading to allow students to read during school holidays and avoid library lending limits. Based on our satisfaction with the service during our trial period, we decided to use Xreading in some of our general English classes. The primary reason was Xreading allowed us to use ER on a scale beyond what our campus library could support. In order to use ER in general English courses, we needed to have access to enough books for multiple classes of up to 48 students at the same

time; a virtual impossibility for our campus library. In subsequent years, the number of teachers and classes using Xreading at our university has increased. Currently, five instructors use Xreading with around 200 students per semester spanning multiple departments.

Enrollment

Xreading provides teachers with several methods for enrolling students into the system. These methods make it easy to enroll classes of any size. In order to activate student subscriptions, teachers have the option of collecting money directly from the students or requiring the students to purchase access cards through the school bookstore. For large classes, this allows the teacher to avoid the burden of collecting and handling large sums of money. Tutorial information for teachers and students is available in English and Japanese. Recently, Xreading added institutional administrator accounts as an option for schools with more than one teacher using the service. Previously, all teachers at a school were required to share the same account, but with this feature teachers can have their own accounts for their classes within their institution. Institutional administrator accounts can manage permissions and help troubleshoot for all of the teachers within a school.

Reading assignments

In Xreading, all reading is done within assignments created by the teacher. These are essentially containers that allow teachers to control the reading environment based on specific rules. A single class can have one or more assignments running at the same time. In its simplest form, a teacher could create a single assignment that serves as the virtual library for a class for the duration of the term. Alternatively, a teacher could create multiple assignments to serve specific purposes within the class, such as for projects or communication activities. Each assignment has settings configurable by the teacher.

First and most importantly, teachers can determine which books students have access to at any given time. Teachers can include or exclude books based on publisher, series, level, headwords or even individual titles. This helps ensure that students

are reading books which are at an appropriate level. In particular, for lower-level students, we find that this feature helps prevent students from getting in over their heads and quitting in frustration. In our experience, this feature is indispensable when using ER in a general English course.

In addition to controlling which books students have access to, teachers can restrict access to the assignments based on date ranges. This feature allows teachers to view student reading activity and progress within a specific period of time. In practical terms, we use this as a simple way to monitor and evaluate student reading progress at regular intervals. Settings can be configured to allow students to access books and quizzes after the closing dates. This is useful because Xreading subscriptions tend to be valid beyond the final day of the semester, so students who enjoy reading can continue in their free time.

Beyond determining which books a student can read, the teacher also has myriad options for controlling the reading experience within each assignment. For instance, a teacher can decide how long a student may remain inactive while reading a book. If a student exceeds this time limit, the book automatically closes. This is useful for teachers because Xreading monitors students' reading speed, and extended periods of inactivity could affect the accuracy of this calculation.

Teachers have the option to limit whether individual titles can be checked out by more than one student at a time. As mentioned above, one of the great features of Xreading is precisely that every student can have access to all books at the same time; however, teachers may wish to alter this particular setting. For example, if students were assigned an activity in which they were required to choose a different book from other classmates, this feature would be particularly useful.



Additionally, teachers may determine whether students are allowed to read the same book multiple times or whether they may read books which are similar to ones they have previously read, for example the same title from two different publishers. Although we do not allow students to use the site in this way, there are many situations in which it may be useful for teachers to enable this behavior. For example, an extended activity may require that students be allowed to read the same book multiple times.

We have found that the assignment settings provide us with the options to set the conditions for reading that best suits the needs of our learners. Configuring the settings for an assignment is simple and fast. Of course, making multiple assignments can become tedious. Fortunately, assignments, and their settings, can be cloned. This makes it easy to set up multiple assignments within one class or to use the same assignment in different classes.

Selecting books

When choosing what to read, students are able to filter books based on their preferences. For instance, students can find books based on headwords or difficulty level. This allows students to browse through titles of roughly the same level from different

publishers and series. Since each publisher and series tends to have its own unique level system, doing something similar with a physical library would be an arduous task.

Although sorting by level is the most common method used by our students, Xreading also offers other ways to choose titles. Rather than reading books of the same level of difficulty in different series, we find that some of our students enjoy working their way through the various levels of a given series. Students often become engrossed in the overarching story of a series and feel the urge to read as much of it as possible. In the past, we have found that in a physical library environment, books from the most popular series are in short supply. With Xreading, this problem does not exist.

In addition to sorting books based on difficulty or favorite series, students may also browse by area of interest. If a student is partial to mystery stories, they can choose to view only titles that meet that criteria from among the books that the teacher has granted access to. On the other hand, titles may also be viewed based on classic versus original or narrative versus interactive. Furthermore, books can also be found using a simple keyword search. While not as widely used as searching by difficulty or series, this feature allows students to find specific books that they want to read.

Before reading a book, students are presented with information to help them decide. Some of the most useful pieces of information are a picture of the book cover, summary, difficulty level, genre, word count, duration of audio, and a preview of the inside pages. A five-star rating, the direct result of other students rating the book after they have finished reading, is also provided. In our experience, most books tend to fall between the 2.7 to 3.7 star range which limits the usefulness for decision making. More interesting and useful information can be found in the Amazon-style reviews written by other students.

The reading experience

Xreading can be used via any web browser on a computer, tablet or smartphone. Although the occasional lag still occurs from time to time, over the past few months the login and page loading have improved considerably. The text and pictures are clear. Books with color pictures, such as the Foundations series from Cengage, look especially

nice. We experienced no problems with scrolling or pages loading incompletely. The layout of the text and pictures adapts to the screen size of devices fairly well and looks best on a phone or tablet in portrait orientation.

When a book is open, there are several settings located at the top of the page (Figure 1). These can be easy to overlook, so teachers might want to point these out explicitly to students. There are options to adjust the text size and line spacing. Although there are five levels for each setting, we would describe the gradation as going from compressed to comfortable. To assist people with visual impairments, a wider range of text adjustment options would be helpful.

Navigation within the books is easy. Page turning and scrolling are fast and smooth. There is an option to bookmark pages or jump to specific sections. One valuable feature is Xreading remembers the student's page when closing a book. On the other hand, there are ways that the reading experience for longer and more difficult books could be improved. A better job could be done of labeling each section and showing students their current section when reading. Also, most difficult books provide a glossary at the end to help students while they are reading. While it is easy to use these pages in a paper book, it is difficult to check the glossary and seamlessly resume reading. The student's reading experience would definitely be improved by some sort of quick access system for such pages. On the other hand, text is selectable so students can use their device's built-in dictionaries.

Audio

In our view, one of the most useful yet underused features by our students is the built-in audio available for most books. The audio presents clear and professional quality recordings of the vocabulary page and main story. There are five speed settings and sound is not distorted at any speed of playback. We encourage our students to listen to the audio of ER books, and Xreading is the most practical way to do this. Although publishers often offer book audio as CDs or streaming from their website, these ways tend to be more difficult for students to use. Teachers have the option to disable audio in the settings section of assignments should they wish to do so.

Quizzes

Each book on Xreading has a five question quiz. The quizzes are designed to ensure that students actually

read and understood the book, rather than quizzing them on discrete points. In the assignment settings, teachers can adjust certain conditions related to quizzes, such as the time limit, passing score, how much of a book must be completed, and the maximum acceptable reading speed to take a quiz. It is also possible for teachers to print quizzes for students to take.

As of this year, teachers can use MReader quizzes instead of Xreading quizzes. As a result, students can use the site to take book quizzes for both paper and digital books. This is significant for anyone who uses quizzes to monitor reading progress. At our university, students can choose to read either paper books from our campus library or books on Xreading. With this feature, Xreading acts as an extension of our physical library rather than a replacement.

Student reading data

Xreading provides information to teachers about student reading activity. Teachers can see what books students have read, total words read and quiz scores. Furthermore, digital books read on the site also include reading time and reading speed. This variety of data can be an invaluable tool for ER evaluation.

Conclusion

In the years that we have used Xreading, it has become an essential tool in our ER program. The customizable assignment system is likely to be useful for teachers in a wide variety of ER environments. The criteria-based book search and selection process makes it easy for students to find suitable books. MReader integration allows Xreading to work in concert with existing physical libraries. Like most online services, the service is not perfect and has room for improvement but it has continuously improved in the time that we have been using it and we expect it to continue developing in the future. Whether you are beginning an ER program from scratch or expanding an existing one, www.xreading.com is worth checking out.

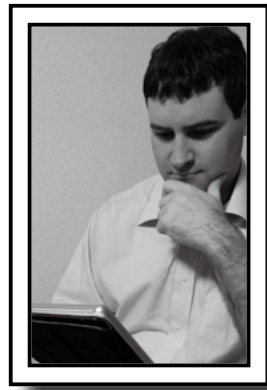
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Recent research in extensive reading

Compiled by G. Clint Denison



Chang, A. C. S. & Millett, S. (2017). Narrow reading: Effects on EFL learners' reading speed, comprehension, and perceptions. *Reading in a Foreign Language*, 29(1), 1-19.

This study compared the reading speed, comprehension and perceptions of two groups of English as a foreign language (EFL) learners. Each group addressed one of two types of narrow reading: same genre and same title. The same genre texts were three graded readers in the Sherlock Holmes series, and the same title texts were *The Railway Children*, published by three different publishers at different language levels. The study was conducted over a 3-week period. Then, two approximately 1,000-word texts, one related to Sherlock Holmes and one to *The Railway Children*, were used to measure whether the participants' reading speed and comprehension differed in reading the two types of texts. The results showed that all participants read significantly faster and comprehended more with the related text than the unrelated text. A questionnaire on participants' perceptions showed positive responses to narrow reading, especially the same title treatment. Pedagogical implications are discussed.

Chang, A. C.-S., & Renandya, W. A. (2017). Current practice of extensive reading in Asia: Teachers' perceptions. *The Reading Matrix*, 17(1), 40-58.

This study investigated teachers' perceptions of the practice of extensive reading in the Asian context. One hundred and nineteen L2 teachers in Asia responded to an online questionnaire that probed into their reasons for implementing ER, the difficulties they encountered, and their perception about the effectiveness of different ways of organizing reading materials. The results show that L2 teachers in Asia held strongly positive beliefs about the effectiveness of ER in improving students' overall language competence. However, many reported encountering numerous difficulties in implementing ER, which mainly stemmed from students and teachers themselves. Student-related difficulties included lack of interest in reading, not used to doing independent reading, and reluctance to do voluntary reading. Teacher-related difficulties were mostly concerned with the difficulty of monitoring the type

and quantity of books that students actually read. Another key finding of the study is that teachers perceived wide reading (reading a variety of texts) to be more effective than narrow reading (i.e. reading genre-specific texts). We conclude by offering a set of suggestions that could help ER practitioners implement their reading program more efficiently and effectively.

Grabe, W. (2017). Shaping an agenda through experience(s). *Language Teaching*, 50(1), 120-134. <https://doi.org/10.1017/S026144481600032X>

This article is an autobiographical account of the author's experience as a foreign/second language teacher and researcher. The following is a short excerpt.

"Exploring reading has been a means by which I have actually extended my interests across multiple disciplines beyond linguistics, including cognitive psychology, educational psychology, curricular innovation and teacher education, and language assessment (of and for learning). From psychology (both cognitive and educational) I was able to explore and connect theories of learning, individual differences in learning (from learning difficulties to developing expertise), motivation and engagement, component skills, comprehension as construct, memory, practice (repetition and variation), fluency and automaticity, implicit and explicit learning, and ways of assessing learning outcomes. One of the things that I have come to realize through all my years of engaging with L2 reading is that learning to read fluently, and especially understanding and using academic information, is miraculous, yet most people think of learning to read fluently and critically as an expectation."

Iqbal, S. A. (2017). The impact of extensive reading on learning and increasing vocabulary at elementary level. *Studies in English Language Teaching*, 5(3), 481-495. <https://doi.org/10.22158/selt.v5n3p481>

It is an utter necessity to become fluent, self-sufficient and independent English readers with highly skilled reading comprehension abilities. There is no point to doubt that extensive reading is the best strategy to attain this. This research is about the impact of extensive reading on elementary level school students which helps in the enhancement of global language skills especially their vocabulary. As extensive

reading is not a regular part of any curriculum in any educational institute, this research is a little step in the realization of its importance in language learning mainly focused on vocabulary. Tests and observations were the methods used to collect the data. On the basis of analysis and interpretation of the collected data, it was clear that there was improvement in students' vocabulary.

Liu, I.-F., & Young, S. S.-C. (2017). An exploration of participative motivations in a community-based online English extensive reading contest with respect to gender difference. *Interactive Learning Environments*, 25(1), 48-61. <https://doi.org/10.1080/10494820.2015.1090457>

The purpose of this study is to describe an online community-based English extensive reading contest to investigate whether the participants' intrinsic, extrinsic, and interpersonal motivations and learning results show significant gender differences. A total of 501 valid questionnaires (285 females and 216 males) from Taiwanese high school students and 15 interviewees from the students receiving awards were the subjects in this study. The findings show that females had a stronger participative intrinsic motivation, while males displayed a higher participative interpersonal motivation. Furthermore, female average scores were higher than the male ones on the comprehension tests. Even though the final results of the total scores for females were still higher than those of males, male scores for the interactivity tests were on average higher than those of females. The phenomena and implications behind the participative motivations are specifically discussed and explained.

Mason, B., & Krashen, S. (2017). Self-selected reading and TOEIC performance: Evidence from case histories. *Shitennoji University Bulletin*, 63, 469-475. sdrashen.com/content/articles/2017_mason_and_krashen_self-selected_and_toeic.pdf

Case histories are real science, as long as we do enough of them and pay attention to crucial characteristics of our subjects' experiences. The case studies presented here provide confirmation of central hypotheses in language acquisition and have interesting practical implications. Eight subjects, former students of the first author, reported the self-selected reading they did on their own time: the mean gain was 0.6 of a point per hour of reading on the TOEIC, with very little variation among subjects, even though they read different things.

McLean, S., & Rouault, G. (2017). The effectiveness and efficiency of extensive reading at developing reading rates. *System*, 70, 92-106. <https://doi.org/10.1016/j.system.2017.09.003>

Few studies have examined the development of foreign language learners' reading rates through extensive reading. The previous studies conducted have methodological limitations with regards to their research design or interpretation of results. To address these limitations, this study investigated the impact of extensive reading and grammar-translation on reading rate development using an experimental research design with evidence that time spent conducting the respective treatments was similar. First-year Japanese university students (N = 50) were randomly assigned to one of two treatment groups. To measure reading rate improvements over an academic year, pre- and post-treatment reading rate measurements were used where comprehension was maintained above 70%. The between-groups analysis revealed that the extensive reading group participants (n = 23) increased their reading rate significantly relative to the grammar-translation group participants (n = 27). This study provides evidence of both the effectiveness and efficiency of developing reading rates through extensive reading relative to traditional reading instruction with grammar-translation exercises. Pedagogical implications include allocating more time for extensive reading and questioning the value of the grammar-translation approach. In addressing the call for stronger evidence than quasi-experimental studies, this research demonstrates that classroom-based experimental reading studies which control for time-on-task are feasible.

Mohamed, A. A. (2017). Exposure frequency in L2 reading: An eye-movement perspective of incidental vocabulary learning. *Studies in Second Language Acquisition*. Advance online publication. <https://doi.org/10.1017/S0272263117000092>

The present study brings together methods of extensive reading studies and eye-movement research to track the cognitive effects of exposure frequency on vocabulary processing and learning. Forty-two advanced second language learners of English read a stage 1 graded reader, *Goodbye Mr. Hollywood*, on a computer screen while their eye movements were recorded. The eye-tracking task was followed by comprehension questions and vocabulary posttests. Target vocabulary consisted of 20 pseudo words and

20 known words with a range of repetition from 1 to 30. Eye-movement data showed that readers spent more time on pseudo words than on familiar words and that fixation times decreased across encounters with more attention given to target words on early encounters. Repeated exposure supported form recognition but was not as significant for meaning recall and recognition. Total times spent on each encounter was positively associated with learning success in all vocabulary measures. The amount of attention, as reflected in total reading times on each pseudo word, positively predicted learning outcomes above and beyond the number of encounters. Results of the study add a cognitive dimension to the concept of engagement in lexical learning in the process of incidental learning from second language reading.

Nhapulo, M. A., Simon, E., & Van Herreweghe, M. (2017). Enhancing academic reading skills through extensive reading. *Southern African Linguistics and Applied Language Studies*, 35(1), 17–40. <https://doi.org/10.2989/16073614.2016.1267578>

The current study explores the feasibility of an extensive reading programme in the context of a low-income country (Mozambique), as well as the influence of extensive reading on academic reading. The programme took over 4 months and was conducted among 30 students majoring in Journalism at the Eduardo Mondlane University in Mozambique in 2013. The study applied a reading comprehension pre-test and post-test design, as well as three-minute reading speed pre- and post-tests. Using SPSS (Statistical Package for the Social Sciences) analysis, three paired-samples t-tests were administered and the progress from the reading speed pre-test to the post-test was found to be significant. Study results indicate that reading speed and reading comprehension are complementary abilities, since students who achieved higher reading speed also scored higher marks in the academic reading comprehension tests. Moreover, the reading comprehension results showed that extensive general reading transfers to academic reading skills. However, students' motivation to read did not show a considerable improvement. It can be concluded that an extensive reading programme is indeed feasible and desirable among Mozambican university students, but that there are still problems concerning requirements for the implementation of such extensive reading programmes.

Nishizawa, H., Ho, V., Yoshioka, T., & Ichikawa, Y. (2016). Cooperation of two extensive reading programs in Japan and Vietnam: Students' exchange activities for motivating the students to read autonomously. *Proceedings of 2016 JSEE Annual Conference*, 16-21. https://doi.org/10.20549/jseen.2016.0_16

English has been and still is a major barrier for engineering students, who will work in Asian countries such as Japan and Vietnam, where English is learned as a foreign language (EFL). Because language learning is not the students' major purpose and English is not used outside the classroom, the students lack the exposure to the target language necessary to master the very basic language skills. Extensive reading is proposed as a solution and some ER programs are successfully conducted in Japan. However, ER in EFL settings needs a large amount of reading until the learners recognize improvement in their language skills, and EFL programs need longer durations than those in ESL (English as a Second Language) settings. Thus, motivating the learners over a long period becomes a new challenge for ER programs. This paper describes the cooperation of two ER programs in motivating the students through the students' exchange activities. Although the exchange activities majorly used productive language skills such as speaking and writing, they encouraged out-of-class reading, as the reading materials were common content in both student groups. Students' exchange activities proved to be effective additions to the ER programs as students' autonomous out-of-class reading was a key to success in long-term ER programs.

Ro, E. (2017). How learning occurs in an extensive reading book club: A conversation analytic perspective. *Applied Linguistics*. Advance online publication. <https://doi.org/10.1093/applin/amx014>

Extensive reading has been implemented in various second language (L2) teaching and learning contexts, and studies in the field have provided a wealth of empirical evidence that a large amount of L2 reading over an extended time improves students' reading ability and benefits other areas of language learning (Nakanishi, 2015; Jeon & Day, 2016). However, despite the large amount of research on ER, there is still a lack of studies that show how or whether students accomplish learning during ER activities. To begin to fill this gap, this study applies a conversation analytic lens to investigate cases of local L2 learning and linguistic development during ER book club

interactions. The analysis of the selected excerpts shows how the participants themselves shift the interactional focus from book talk to a lexical item during talk-in-interaction (i.e. orientation to learning), and how they deploy the learning object in subsequent speech events (i.e. short-term development). The analysis also shows how the participants orient to emergent learning objects from several different angles (e.g. pronunciation, meaning, spelling, and morphological form).

Tabata-Sandom, M. (2017). L2 Japanese learners' responses to translation, speed reading, and 'pleasure reading' as a form of extensive reading. *Reading in a Foreign Language*, 29(1), 113-132. nflrc.hawaii.edu/rfl/April2017/articles/tabata-sandom.pdf

Fluency development instruction is lacking in reading in Japanese as a foreign language. This study examined how 34 upper-intermediate level learners of Japanese responded when they first experienced pleasure reading and speed reading. The participants also engaged in intensive reading, the main component of which was translation. Survey results indicated that the two novel approaches were more welcomed than translation. There was a positive correlation between the participants' favorable ratings of pleasure reading and speed reading. The participants exhibited flexibility toward the two novel approaches in that they were willing to be meaningfully engaged in pleasure reading, whereas they put complete understanding before fluent reading when speed reading. The latter phenomenon may be explained by their predominantly-accuracy-oriented attitudes, fostered by long-term exposure to the grammar-translation method. The study's results imply that a key to successful fluency development is an early start that nurtures well-rounded attitudes toward the target language reading.

Tanaka, M. (2017). Factors affecting motivation for short in-class extensive reading. *The Journal of Asia TEFL*, 14(1), 98–113. <http://dx.doi.org/10.18823/asiatefl.2017.14.1.798>

This study is the second part of a project on motivation for short in-class extensive reading, and examined factors affecting the motivations using self-determination theory (SDT). Japanese university learners of English as a foreign language (N = 133) responded to a questionnaire designed to measure four hypothesized predictors of ER motivation (i.e., positive peer influences, perceived autonomy, competence, and relatedness) in the middle of an

academic year, and five subtypes of SDT motivation for short in-class ER (i.e., intrinsic motivation, identified regulation, introjected regulation, external regulation, and amotivation) at the end of the academic year. The results of a recursive path analysis showed that: 1) perceived autonomy had a positive impact on motivation, leading to higher intrinsic motivation and identified regulation, and lower amotivation, introjected regulation, and external regulation; 2) positive peer influences had a positive impact on more self-determined types of motivation (i.e., intrinsic motivation and identified regulation); 3) perceived competence was neither associated with amotivation nor more self-determined types of motivation; and 4) perceived relatedness held no relevance for any of the five subtypes of motivation. These findings indicate the importance of perceiving autonomy and peer engagement in ER in enhancing motivation for short in-class ER.

Wafula, L., Barasa, P., & Agalo, J. (2017). Kinds of extensive reading materials and their influence on learners' language skills in language classrooms in Kenya. *Journal of Educational Policy and Entrepreneurial Research*, 4(6), 1–9. ztjournals.com/index.php/JEPER/article/view/484

This study investigated kinds of extensive reading materials and their influence on learners' language skills in language classrooms in Kenya. It scrutinized the kinds of reading materials that learners are exposed to in language classrooms and how they influence their language skills. The target population was the teachers and learners of English language in secondary schools in Uasin Gishu County, Kenya. Purposive sampling techniques were used to select four secondary schools in Eldoret Municipality to participate in the study by giving information through language tests, focus group discussions and interview schedules. All the form three students in the four sampled secondary schools participated in language tests. Twelve students were purposively chosen to participate in focus group discussions and one teacher of English from each of the four sampled schools participated in the interview schedule. Descriptive techniques were used in the analysis of the data collected. It was concluded that secondary schools in Kenya, did not have reading materials that motivated learners to read extensively. It was recommended that the Ministry of Education should set up network systems that will assist learners to access plenty and varied reading materials.



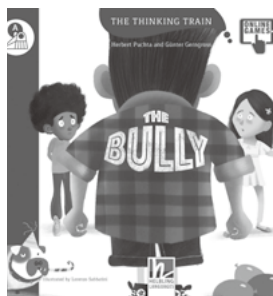
Language Learner Literature Awards - 2017 Winners

The Extensive Reading Foundation (ERF), an unaffiliated, not-for profit organization that supports and promotes extensive reading in language education, takes pleasure in announcing the winners of the 13th Annual Language Learner Literature Award for books published in 2016. An international jury chose the winning book in six categories, taking into account the Internet votes and comments of students and teachers around the world.

Very Young Learners

The Bully

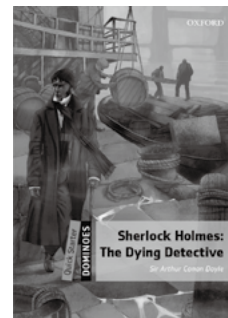
By Herbert Puchta
and Gunter Gerngross
Illustrated by Lorenzo Sabbatini
Helbling Languages
(The Thinking Train)
ISBN: 978-3-99045-404-6
"a story that all children can relate to"



Adolescents and Adults: Beginners

Sherlock Holmes: The Dying Detective

By Arthur Conan Doyle
Adapted by Lesley Thompson
Illustrated by Giorgio Bacchin
Oxford University Press
(Dominoes)



ISBN: 978-0-19-424972-0

"a readable and compelling narrative"

Young Learners

School Adventures 3

By Jason Wilburn and Casey Kim
Illustrated by Jaehwan Jung
e-future
ISBN: 979-11-5680-314-0
"engaging comic-style book"



Adolescents and Adults: Intermediate

Rain, Rain, Go Away!

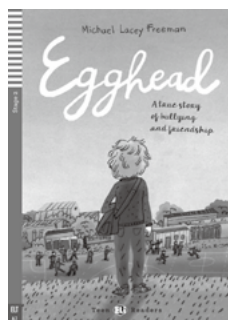
By Nicola Prentis
Illustrated by Franco Rivolli
Black Cat
ISBN: 978-88-530-1551-8
"takes on a serious subject ... but pulls the reader into a mystery"



Adolescents and Adults: Elementary

Egghead

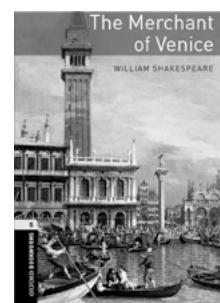
By Michael Lacey Freeman
Illustrated by Zosia Dzierzawska
ELI Publishing (Teen ELI Readers)
ISBN: 978-88-536-2101-6
"a touching and wonderful true story"



Adolescents and Adults: Upper-intermediate and Advanced

The Merchant of Venice

By William Shakespeare
Adapted by Clare West
Illustrated by Thomas Girard
Oxford University Press
(Bookworms)
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