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# EXTENSIVE READING IN JAPAN

## ERJ



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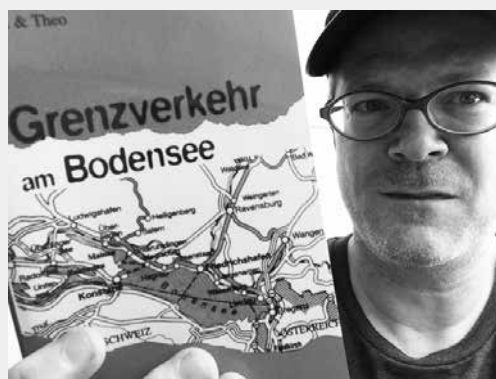
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## New ER SIG Coordinator

Hello! My name is Barry Keith and I am the new Coordinator for the Extensive Reading SIG. I am honored to serve as your Coordinator and will do my best to be an ambassador for ER.

Allow me to introduce myself. I am originally from the great state of Oklahoma in the United States but 2018 will be my thirtieth year in Japan. Currently I am teaching at Gunma University, where I have been working since 2000. My hobbies include reading in foreign languages, traveling, and though I can't play an instrument, I am a big music lover, especially gospel, blues and soul music.



I first learned about ER in 2003, when I attended a workshop by Rob Waring. I had seen the books that he was describing in our own library, but they were just collecting dust. A few years later, the university tasked my department with designing a coordinated curriculum for engineering majors. We decided that we must have an ER component in the curriculum. We now have a collection of more than 20,000 readers and ER is an essential part of what we do.

In addition to teaching, my main contribution to ER has been making quizzes for Moodle Reader and M-Reader. So far, I have made more than 1,000 quizzes for graded readers, so I have read many readers and am pretty familiar with many series, which is really helpful when advising students.

Apart from my main job, I also teach at a private university and have built up a library of more than 1,000 books. I also have been teaching at the Open University, where many students are working or retired. I find that ER is perfect for them because their proficiency levels vary so widely. ER allows me to guide them along the path toward self-directed learning. I have also assisted a local high school in setting up an ER program as part of their curriculum. In the ER SIG, I served as Materials Advisor and Program Chair. For the Gunma Chapter of JALT, I have been Treasurer, Program Chair, and Membership Chair.

For the SIG, this year we have three major events: PanSIG 2018, the 10th ER Seminar and JALT2018. Watch for more details in upcoming announcements. I look forward to serving the membership of the SIG and making 2018 a great year!

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Brought to you by Pearson, and your  
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# The Extensive Reading Podcast

Jose Camino and Travis Past

Kyoto University of Foreign Studies and Kyoto Sangyo University

Ever longed to get more out of a journal article than simply what's on the page? Too busy to find time to sit down and read through lengthy articles? Or maybe you are looking to fill time while commuting or washing the dishes? We have a solution! The Extensive Reading Podcast. Its episodes can be found on podcast applications (e.g., Podcasts, Overcast, Downcast, etc.) and are also posted at the address below, where you can download them or listen to them online.



We started the podcast in June of 2017 with the goal of creating a new avenue for discussion and dissemination of ideas and good practices related to extensive reading. We believe that the podcast medium opens up a lot of possibilities that just aren't

feasible with journals. Through podcasting, we hope to create a personal atmosphere and interaction with our guests, where they can express themselves unencumbered by the strict conventions of research articles, with more room for ideas and insights that may not be fully developed but that may point in new and exciting directions. Moreover, the podcast format enables our guests to talk about their ideas using their own voice. Through conversation, the podcast allows in depth sharing about beliefs, motivations, experiences, stories, and resources on ER.

Additionally, podcasts are advantageous for the audience as well. The ERP is accessible at anytime and anywhere you have an internet connection. Subscribe on a podcasting application and we'll be automatically downloaded onto your device! It's perfect for a morning commute, lonely lunch, or anytime you'd like to fill the silence with some voices talking about language learning. Just pop in your headphones and feel like you're a part of the conversation. Then check out our website and join the conversation in the comments section! The very fact that it is so easy for the audience to get involved in the conversation, to give their ideas and to suggest new directions in which we may be going, is one of the most exciting aspects of podcasting.

## Motivation, technology, and the basics of ER

When we started this podcast we wanted it to become a resource for anyone with an interest in extensive

reading, regardless of how experienced they were in it. This meant that we had to provide content of interest to not only those who had already been implementing ER programmes for a long time, but also to anyone who had just heard to the term "extensive reading" for the first time, and simply wanted to get an idea of what it referred to.

With that in mind, we started with the basics and dedicated the first few episodes to discussing Day and Bamford's principles (2002), the origins of ER and of the Extensive Reading Foundation, and also what it means to start and implement an extensive reading programme. Mark Brierley, who has been running such a programme at Shinshu University in Matsumoto City in Nagano for a long time, and who also happens to be the editor of this journal, gave us a very comprehensive and illustrative account of the many choices and difficulties that one has to face when implementing an ER programme, such as deciding whether students do sustained silent reading in class or not, or whether the books are to be kept in the classroom or in the library. For our next interview, we were very lucky to have Tom Robb tell us about the origins of ER and of the ERF. A passionate ER advocate, he was the right person to talk to not only because he had been doing ER at Kyoto Sangyo University since the late 1980s, but mostly because he has been deeply involved with everything that has to do with extensive reading in Japan since then.

Almost without realising it, we moved from the basics of ER to the area of ER and technology. It would have been a crime to have Professor Robb on the podcast and not have him tell us about the M-Reader, so we dedicated a whole episode to talking about quizzing students on the books they had read and to all that this implied, including whether such a practice might be considered contrary to the main tenets of extensive reading by some (Robb, 2015). Our discussion of M-Reader was the perfect segue



[erpodcast.wordpress.com](http://erpodcast.wordpress.com)

to introduce Paul Goldberg's *X-Reading Library*. He joined us and introduced us to the realm of doing ER on electronic devices rather than on the printed page.

Back from the world of technology, we decided then to focus on one of the main concerns for anyone using extensive reading in their teaching: how to keep students motivated. For this, we were fortunate to have with us another living legend of extensive reading: professor Atsuko Takase, who in spite of being busy preparing the Fourth ER World Congress, which she was co-chairing with Tom Robb, found the time to give us an interview. She not only offered us clear and sound advice on how to deal with reluctant readers, repeating students, and how to keep the teachers motivated, but she also left us with a fascinating account of her experiences using extensive reading over the course of five decades, with students of different levels and ages.

### **The artists and the artisans**

At this point, we realized that while speaking with teachers was important, we were missing another essential group of people in the ER community: creators of graded readers. First, we interviewed acclaimed author and three-time LLL Award winner Antoinette Moses, who provided us with a very interesting and comprehensive view on the process of writing a graded reader. Following this we had editor and author of adaptations Nick Bullard on the podcast to tell us about the same process from a different perspective, and supplying us with a great overview of the rationale and characteristics of several well-known collections of graded readers.

### **Altruism, reading aloud, and other languages**

Back to the teachers, we found two of them who were running a most interesting project involving extensive reading. The project was called Readers4Readers, and the teachers were Aaron Campbell and Kevin Ramsden. They received us at a very nice studio in Kyoto University of Foreign Studies and told us about this project. They were channelling donations to help build an English library in a school in rural Cambodia, and they were managing to do this by having their students volunteer to do more extensive reading than they would otherwise do.

Continuing to look at how ER is used outside of Japan, we spoke with Professor George Jacobs who

lives and works in Singapore, and he had a lot to tell us about reading books aloud to students (Jacobs, 2016). He gave us some interesting insights about the connection between extensive reading and reading aloud, the benefits of teacher-led read-alouds with students of all levels and ages, and the advantages of getting students actively involved in the reading.

Leaving the realm of English language learning, we invited on Mitsue Tabata-Sandom, a Japanese teacher and ER practitioner in New Zealand. She encouraged us in our own studies of Japanese and shed light on the characteristics of Japanese language and the challenges of doing ER in Japanese (Tabata-Sandom, 2017). Though ER is a relatively new pedagogy in Japanese language instruction, Professor Tabata-Sandom is optimistic in the growing number of graded readers and ER resources available in Japanese.

### **ER with no books, ER and vocabulary, and ER and cheating**

From New Zealand we went to Malaysia to meet over the internet with a teacher who for many years has been doing extensive reading, and generally promoting reading among her secondary school students. Navinder Kaur showed us how these things can be done even when you are relatively isolated from other ER practitioners, and when you lack a budget for books.

Leaving Malaysia, we found ourselves back in New Zealand having a discussion with a leading voice and contributor in the field of second language acquisition, Paul Nation, from the School of Linguistics and Applied Language Studies at Victoria University of Wellington. Professor Nation explained how important it is to have a well-balanced language classroom incorporating each of the four strands; meaning-focused input, meaning-focused output,



language-focused learning, and fluency development. He not only helped us understand where ER can fit into the four strands, but he also shared with us the importance of vocabulary frequency and the difference between receptive and productive knowledge. Lastly, he introduced activities, such as speed-reading training, to help build reading fluency.

In our last episode at the time of this writing we interviewed Professors Naeko Naganuma and Patrick Dougherty from Akita International University. They had carried out research on the different ways in which students in extensive reading programmes pretend to have read books they haven't actually read (Tagane, Naganuma & Dougherty, 2018). Rather than assuming that nothing can be done about this, they showed us in the interview some ways in which teachers can contribute to discourage cheating and reduce it to a minimum, while at the same time enhancing their students' experience with ER.

## Conclusion

We hope that through the podcast we can provide valuable resources to those looking to do ER on their own, as well as moral support and a feeling of community. Thanks to our guests, we have had an extremely interesting and rewarding run, and the expectations for the future are high, since there are plenty of appealing ER-related topics that we have yet to explore, and there are a lot of interesting people doing ER-related activities out there that we would be delighted to have on the show.

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# Student Evaluations of Readers

The Extensive Reading Foundation has recently added links to three Excel spreadsheets that summarize data collected on MReader.org from the "post-quiz" questions that students respond to after taking a quiz on the book that they have just read. A total of more than 1,550,000 answers to "How did you like this book" form the basis of the data.

- 📖 Most popular graded readers
- 📖 Most popular non-graded "youth" readers
- 📖 Evaluations of all readers by series

You are welcome to use the data for guidance in selecting books for your own library, but to assure that the data is properly interpreted, please consult with the ERF before embarking on any publication that utilizes the data.

The data can be found here:  
<http://erfoundation.org/wordpress/graded-readers/>



## Anyone for a Research Topic?

Are you looking for an idea to write about? Do you want to find empirical evidence that ER works? Are you an aspiring young teacher-researcher with gaps on your CV? Are you a fading old university teacher trying not to perish under the pressure to publish?

Of course, you could start by looking through the recent research in the ERJ, and try to replicate a research project. But it would be great if someone put some suggestions in a column. As Paul Nation has said, there is over a hundred years of research on language teaching, and most of it is not very good.

Perhaps you can start writing this column and guide people towards excellent topics! Please contact the editor if you are interested!

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[erpodcast.wordpress.com](http://erpodcast.wordpress.com)

# A brief history of extensive reading: Part 1

Rob Waring

Notre Dame Seishin University, Okayama

This is the first in a series of articles looking at how ER became what it is we know today.

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Extensive reading (ER) is an approach to reading for foreign language learning, most often English. The term ER as we use it in this journal, is situated in and part of, the wider field of L2 pedagogy and exists within the frameworks we use in English language teaching. In ER, we talk about proficiency levels from beginner to advanced, or young learners, teens and adult learners. Typically, our ER learners read specially written books using headwords, grammar syllabi and vocabulary control and controlled plots to systematically scaffold the foreign language learning in predictable and efficient ways. Many of us also assess their extensive reading on the number of books, pages, words read or their ability to transfer their reading into other skills.

In L1 circles, reading instruction is built into a somewhat different framework in which we are more likely to hear the terms literacy development, or reading skills development than extensive reading. L1 literacy development is typically discussed within school settings, with reading development assessed within K-12 grade norms, and with a text's difficulty often set by lexiles, or other reading formulae. In first language reading, children can read freely - whether it is stand alone books, or ones from a reading schemes with leveled readers, and progress is measured against national curricula guidelines.

The term 'reading extensively' itself can thus mean something different in these domains, especially historically, as we will see. But how did the development of reading texts and reading for pleasure first emerge? When, and how did 'reading extensively' become the term 'Extensive Reading' as we know it and have come to love? When did it change from being a verb to a noun? From an action we would largely attribute to individuals reading in their free time and for their own pleasure, to one that involves foreign language classes, graded materials and specialized libraries? When did we start to use graded readers to systematically and intentionally recycle words, phrases, grammar, plot, characterization and so on in controlled ways to facilitate the building of

the reading skill? To answer these questions first let us journey back to find out how the notion of reading for pleasure emerged.

It is of course a truism to say that as long as there have been reading materials, people have read. While this is obviously true, in our ancient history only a tiny proportion of a population have been able to derive meaning from written symbols saving possibly in Classical Greece and the Islamic Caliphate. Today, most of the world is literate in one or more languages and the idea of reading for pleasure is embedded in our collective cultures. This was not always so.

For thousands of years, reading was not silent and individual as we think of it today, but out loud to an audience such as in a church or other public place in order to preach or disseminate information. The reading was thus an extension of the traditions of oral story telling, or to inform debate.

The practice of writing long fictional narrative driven by plot and characterization emerged two thousand years ago in the novella format in Classical Greece and Rome. The longer form that today we might call the novel arose in Asia with stories such as *The Tale of Genji* by Murasaki Shikibu written in 1010, and in Elizabethan times in Europe with *Don Quixote* in 1605.

From this, we would expect that as a species we have been reading for pleasure for thousands of years, but this is not strictly accurate. It was only in the 4th century AD in the writings of St Augustine we see the habit of scholarly reading in silence begin to emerge. But he was considered strange for doing this because at that time reading had a utilitarian function – most often a religious one. By the Age of the Enlightenment, the notion of individualized passive reading for study, or to become a learned or educated person, started to take hold. However, it was only





in the 18th century that the novel was embraced by the population at large.

Much of the material being printed was not written to generate pleasure, rather it served a didactic purpose as it was aimed at the classroom, but not in the way that we would be familiar with today. From the classical times until the 19th century in many parts of the world, the default teaching method was rote memorization due to an almost complete lack of teacher training. Under this approach, if learners were reading in a class, it was most often done in order to memorize page after page of text, poems, religious passages, and so on, to be tested on later. We see remnants of this in the areas of the world today where it is still common for students to memorize religious texts as part of their education. Little was done to make sure the learners understood what they read, or were reading at their ability level.

In the sixteenth century publishers started producing pocket-sized 'chapbooks' for children. This was the start of writing materials with a dual purpose—writing not only for specific ages or abilities, but also for entertainment and pleasure. Most often these books contained ballads, folk tales and religious passages and were sometimes illustrated. *A Little Pretty Pocket-Book* published by John Newbery in 1744,

was the first book truly intended for pleasure reading by children.

Although the children's literature being produced at the time had to some extent been 'graded' or 'tuned' to suit its audience's needs, most of the reading material was of stand-alone stories, with each story being unrelated to others. This made learning to read difficult due to the randomness of the input. Therefore, some publishers started to release books in a series so that the text was written at different levels and used familiar similar contexts so learners could scaffold their knowledge from book to book without having to struggle with new difficult texts. An example of this is the McGuffey Readers released in 1836, many of which are still available today and which have sold over 120 million copies worldwide. This series was the model for many of the reading series that are still being used in L1 literacy today.

But how did learning to read in a foreign language, and the reading materials associated with it evolve? In the second part to this series we will look at how reading in a foreign language developed from the need to study ancient texts, to a recognition of the need for language control in early foreign language reading.



Read Marvel Readers and introduce the books in your own words!

Read one of the selected Marvel Readers and join the competition in either the writing or presentation category!

Learn English with these new and exciting super heroes!

\* The winner will be featured in next year's Pearson English Readers catalog!

#### 📖 WRITING CATEGORY

Read one of the selected Marvel Readers, write an introduction in approximately 100 words (what you like about it and why you would recommend it) and post your introduction via the form.

#### 📺 PRESENTATION CATEGORY

Read one of the selected Marvel Readers and, whilst showing the cover of the book to the camera, film a one-minute presentation about what you like about the book or why you recommend the book. Post your video using the form.

More details: <https://www.pearson.co.jp/en/marvel-campaign.php>

\* When applying as an organization, your school will be entered into a draw to win a Pearson English Readers Library Set!



# New graded readers releases

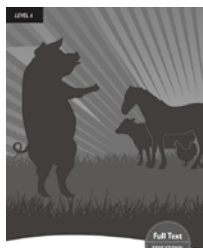
Bjorn Fuisting  
Ritsumeikan University



The news recently claimed that fewer Japanese university students than ever are reading books which is a worrying trend. Smartphone usage was partly to blame and all teachers know that there is plenty of competition for students' attention these days. However, with the ever-expanding variety of graded readers available we can try to fight back and bring the fun back into extensive reading. There are several new series that can help us win the battle and get students into reading.

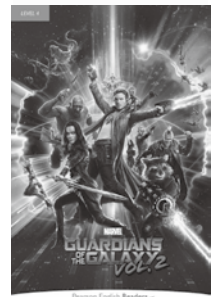
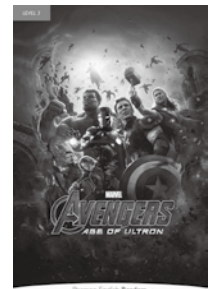
## Pearson Marvel Readers

Pearson, formerly selling graded readers under the Penguin brand, are providing interesting choices at both ends of the scale this spring. For older students, they have teamed up with Marvel and are publishing the superheroes in graded reader format. Three titles, with or without MP3s, are available already and three more will be on bookshelves in autumn. There will also be six titles from the British science fiction TV series *Doctor Who* coming out during 2018. (Cover illustrations © 2018 MARVEL)



## Pearson English Story Readers

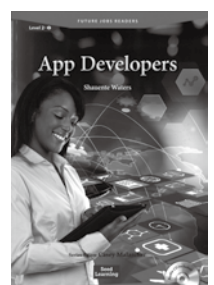
For the younger students, Pearson is also expanding their offerings. Pearson English Story Readers are in the same vein as Pearson (Penguin) English Kids Readers but with a couple of new features. The books are offered in three different physical sizes, large, medium and small, which are meant to appeal to different ages, 5-7, 7-9 and 9-11 years. The lowest level books that are meant for the youngest kids are very simple to read with a maximum of 5 words per page and a total word count of under 100. Since they are based on traditional fairytales and stories they appeal to children who are just starting to read on their own. My 7-year old daughter was very proud to easily read *Goldilocks and the Three Bears*. The books also come with chants printed in the back of the books, downloadable MP3s and additional teacher notes available for free online.



## Future Jobs Readers by Seed Learning

For those of you who like their readers to be based on facts rather than fiction, Seed Learning is bringing out another non-fiction series. Future Jobs Readers are similar to their recent series World History Readers, but looking to the future instead of teaching us about historical figures. The series comes in four levels ranging from 700 headwords to 1,800 headwords with a total of 20 titles, all including MP3s. As they did with World History Readers, the whole series will soon have Mreader quizzes available to be easily integrated into your reading program.

In addition to these new series englishbooks.jp has also made Reading Ladder, published by Egmont, and e-future Classic Readers and Little Sprout Readers, published by e-future, available in Japan. Finally, there are also 9 new titles from Black Cat Publishing, 16 new ELI titles, and 11 new titles in Oxford Bookworms Library series, including some interesting new Factfiles. In total, there are more than 300 new graded readers for you to choose from to make sure your students start reading more! The full list of new titles with levels, headwords and word counts can be found on the ER SIG website [www.jalt/er](http://www.jalt/er)





## The little things

Kevin Stein

Clark Memorial International High School

When I first started the extensive reading program in the small private high school I work at in Osaka, Japan, I had all kinds of rules that students had to follow. Students each had to have their own book to read. Students had to read silently. Students were not allowed to use their dictionaries until silent reading sessions were finished. Students had to write the title

and level of the book they were going to read into their reading journals before they began reading. Students could not rest their head on their desk as they read. I was of the belief that it is always easier to loosen things up in a class than trying to impose order on the chaos of a class which had started off without enough formal direction. But with extensive reading, I've come to the conclusion that the more rules I have, the greater chance those rules will interfere with students ability to enjoy reading. So in this column, I wanted to share a few stories about rules I've abandoned and why I think these abandonments have perhaps made extensive reading in my school more effective than before. All names have been changed to ensure students' privacy.

### **1. Students must choose their book before class starts**

I used to require all students to pick out a book and be sitting in their seat by the time the chime signaled the beginning of class. But as I was heading down the hall just before class one day, three students raced past me, snagged books off the shelf, and bolted into the room to be sitting down before the chime rang. About five minutes into class, when I asked one of the students, Taki, directly if he was enjoying his nonfiction book about different types of medieval armor, he slowly shook his head. I suggested he go find another book. With a sigh he stood up and headed out of class. It was in that moment that I realized that for a high school students, the 10 minutes break between classes is probably not going to be used in a well-thought out manner to choose a book. It also dawned on me that for a worn out and sleep-deprived high school student, choosing between continuing to read a slightly boring book and dragging yourself to the bookshelf and picking out a different title is not always an easy decision. Now, I no longer stand at the front of my classroom at the beginning of class, but take attendance at the library shelves. I don't have any hard data to present, but I am almost certain that students spend less time leaving the classroom and exchanging books than they did before I got rid of the must-choose-book-before-class rule. And when I ask students directly if the book they are reading is interesting, I get many less 'not really' responses.

### **2. Each student must pick out their own individual book**

and

### **3. Silent reading time must be silent**

According to my reflective teaching journal, this event took place back in May 24, 2013. Three students, Yuma, Tomo, and Karin were all standing in front of a bookshelf. They had found a folder of 20 mini-books which I had downloaded free off the internet and had printed up on the school's color copy machine. The books were not of the highest quality, cheap computer graphic images and odd stories about talking sharks and picnics in thunderstorms. Yuma asked me if, instead of selecting books each, they could just take the folder and put it on an empty desk between them. I said yes. The end result was that Yuma, Tomo, and Karin spent the entire forty minutes of silent reading laughing out loud, handing books to each other with specific reasons for their recommendations, and reading with much more joy than I had ever seen before. When class was over, I asked Karin why she had liked the books so much. She said that the stories were very silly and that they ended very suddenly (which was true). She felt like the stranger the story, the more she could just relax and enjoy reading. If the story seemed like nonsense, it wasn't because she misread something, it was because the story really just did not make any sense. Now my students, especially lower level students who might read 4 or 5 very short books during one reading period, are allowed to form

groups and select a large stack of books between them. This has led to students recommending books to each other much more often than before. It has also led to noisy moments during ‘silent reading’ time, but these short bursts of conversation about books makes a reading class feel less like a class and much more like a true reading community.

#### **4. Students cannot use a dictionary until a silent reading period has ended**

Based on the idea that students who had selected a level appropriate book—one in which only 1 or 2 words out of a hundred are unknown—will be able to infer the meaning of unknown words from context, I steadfastly refused to allow my students to use a dictionary as they read during the first few months of my ER program. But on October 08, 2013, I noticed a group of three students who were all reading the same starter level book, *The Fifteenth Character*. Tatsu, Miyu and Naomi each had their own copy and as they read, they would ask each other what certain words meant. I thought about going over to them and explaining that asking each other about the meaning of a word was the same as using a dictionary and that the point of our reading class was not to focus on the words you don’t know, but pay extra attention to the words you do know. Then a strange thing happened. When asked, Miyu said she didn’t know what a word meant exactly but took a guess at the meaning. Tatsu gave a completely incorrect meaning for a different word. And then there were words which none of the students knew and yet none of them reached for a dictionary. When I talked with the three students after class, I learned that Naomi knew that the incorrect meaning Tatsu had given her for her word had been incorrect. She said she had basically figured out the meaning before she asked and just wanted to check if she had been correct. I asked the students if they were allowed to use dictionaries, what they would mostly use them for. They all agreed that most of the time they wouldn’t use them, but when they did, it would be to check and make sure that a meaning they had guessed was correct or not. Naomi said she might use it to go back and look up words if she really got confused while reading, wanted to understand the story, and felt her lack of understanding was because of a few words and phrases and not because the story itself was confusing. It seemed like the students

would use a dictionary in the same way they had used each other as a resource during class. And while I realized there might be some risk of students using dictionaries in place of trying to infer meaning, I also felt I could always talk to students who seemed to be overly reliant on their dictionaries.

#### **5. Read in the way that makes reading a comfortable and natural experience**

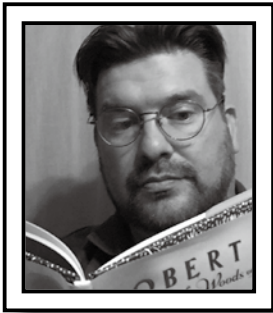
So this is the rule, the only rule, which I’ve been left with. At this point I even let students lean their heads on their desks as they read even though they fall asleep about 20% of the time. Why? Because I also love, after a big meal, to soporifically read like this at the living room table. And just as my wife gently shakes me awake and I happily keep reading, all it takes is a nudge of a student to bring them back to their book.

ER is about providing students with a chance to read books that they can understand and which they are interested in. Our students learn how reading can be an act of pleasure, joy even. There are all kinds of wonderful benefits that accrue to the students through this process. But it is the process of reading itself that matters most. As all book lovers know, reading is often a private, and always a personal act. Setting up strict rules for how that process must play out for all students within each and every class does very little towards helping students learn for themselves what it means to become a reader. And in the end, that is a journey each student must make themselves, creating their own rules, one step at a time.

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## ER SIG Forum at JALT PanSIG 2018

Patrick Conaway  
Yamagata University

This year's forum focused on the issues of cheating and non-compliance in ER programs. Almost any time rules are set some people will try to cheat and get around them, and ER is no exception. All five presentations looked at the issue of cheating and non-compliance (not reading). Some focused on the reasons students cheat, and their methods of cheating, while others examined ways of reducing cheating, and ways of catching it when it happens.

The presenters also dealt with the important issue of how to deal with students who refuse to engage with ER activities, and help them start experiencing their first successes in L2 reading. Nearly 20 people attended this year's forum, including a group of educators visiting from China to learn more about implementing ER programs. As ER practitioners, we know how much benefit there is in reading, and want to make sure that our students are actually getting that valuable experience. The lively discussions following the event's four presentations filled the allotted time and spilled over into the hallways as colleagues discussed their ideas as everyone made their way to lunch.

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### **Marcel Van Amelsvoort - Reasons for non-compliance**

Marcel Van Amelsvoort looked at some of the major reasons that students at his university were not reaching their reading word count targets and shared some successful ways that his school was able to reduce non-compliance.

Both students who did their reading assignments and those who did not recognized the value of ER for their English language development. Also, neither of the two groups particularly enjoyed doing their reading. Where they differed is that the non-compliant students were more likely to say that ER made them sleepy and that they thought it would take too much time to reach their word count goals.

Marcel also shared some changes that were implemented successfully. Aside from helping students understand the rationale and benefits of ER, easier interim targets were set and achievements were celebrated in class to give students nudges to read more. He also explained how using activities in the classroom to support ER assignments could provide a more tangible benefit to students since reading directly enhanced their in-class experience.

### **Patrick Dougherty and Naeko Naganuma - How students cheat**

Patrick Dougherty and Naeko Naganuma's study on cheating in their university sprang from a few responses in another study where students admitted to cheating on their ER assignments. To get students to open up on this sensitive topic they focused their questions on what kinds of cheating the students had

observed in their peers rather than their personal experiences.

Some of the types of cheating that these students observed included: their "friends" answering quizzes without reading the book, getting help from friends, and using online resources like Wikipedia. Biographies and other familiar topics seem to be particularly prone to students taking quizzes without reading since they can answer some questions without reading. Using books based on popular movie titles for book reports is another favorite form of cheating. However, frequent differences between the two often make it easier for the teacher to spot.

Dougherty and Naganuma suggested changes both to their school's ER assessment methods and methods of evaluation. Increasing the weight of ER in the overall grading scheme could make students feel that their time invested in reading is more worthwhile. Also, moving from a Pass/Fail scheme to an ABCDF grading scheme could reduce the motivation to cheat. Changing assessments from writing book summaries to more creative assignments will make it more difficult to copy the work done by previous students. (See page 24 for details on Tagane, Naganuma & Dougherty, 2018)

### **Barry Keith - A case study**

Barry Keith's presentation focused on one specific case of cheating at his university where a student turned in one of his junior classmates. The cheating student had sent out a request for help on reaching his 150,000 word count on Twitter, and at the end of the semester tweeted "Thanks to you I only read about



30,000 words but still passed.” The student cheated on Moodle Reader quizzes by answering quizzes without reading the book, and “double-dipping,” where through a glitch the same quiz was listed with slightly different book titles. Although the student was suspected of also getting quiz answers from others, there was no proof.

Gunma University has implemented a very clear policy on academic dishonesty in its ER classes. All students have to sign an academic honesty pledge as well as take a quiz about academic honesty when they first use Moodle Reader. In this case, the student failed the class and would have been expelled if there had been proof of sharing answers on quizzes.

Since this cheating case, Gunma University has upgraded to a newer version of M-Reader. The upgrade has a suspicious activity function which detects attempts on quizzes for the same book at the same time. Also, books suspected of having their quiz answers compromised were removed from the school’s extensive reading library.

### **Glen Hill - “I don’t wanna eat my broccoli!”**

Glen Hill compared non-compliance trends with first-time students and those repeating compulsory English language classes. For his university’s first-time students, the number of non-compliant students increases slightly as students progress through their first year into the beginning of their second year. However, that trend of increasing non-compliance became less noticeable from 2014 to 2017.

For students who are repeating a class, the percentage of students not reaching their minimum reading word count is increasing each year. While a failing grade is often enough to change a student’s behavior, it is only effective if students know how to make necessary changes. Glen added that there could be any of several different reasons for non-compliance, from time management issues to emotional issues.

Such results highlight the different academic needs of repeating students, which may require more personalized solutions than admonishments to do the required assignments.

### **Paul Goldberg - XReading features for reducing cheating**

Paul Goldberg, the founder of XReading showed how his online extensive reading platform makes it more difficult for students to cheat on their reading. Since both the reading of books and assessments with quizzes are done within the website, a wide range of student data such as reading speed and quiz scores is recorded. While students may cheat by sharing answers to quizzes, quiz log-in times, as well as the amount of time spent answering each quiz item can help uncover cheating. Also, since the students’ reading speeds are recorded it can be quite easy to find students who take quizzes without reading the book due to the unnatural reading speeds.

Paul finished his presentation sharing some keys for success for both digital and paper-based ER programs. He reiterated Marcel’s recommendations to give students a firm understanding of why they are doing Extensive Reading and how it is going to help them develop their English skills. He also echoed the need to have reading integrated into classroom activities to increase motivation.

### **Discussion**

A major focus of the forum’s discussion was on gender differences in non-compliance and cheating. In regards to the apparent tendency for male students to be less compliant, several participants mentioned other factors to consider as well such as the types of books being made available and the students’ future career aspirations. For students in some majors, the process of making ER relevant to their future lives may need to be adjusted.





## The 2018 Quantitative Research Training Project: First stage progress report

Gregory Sholdt  
Kobe University

Conducting meaningful quantitative research in a language classroom can be a challenging endeavor, particularly for teachers without relevant experience and educational background to inform the planning and execution of their studies, the analysis of their data, and the write-up and dissemination of their results. A unique, year-long professional development project kicked off in the spring of 2018 with the goal of helping a group of 32 language teachers based at 20 universities around Japan gain practical experience and critical knowledge in quantitative methods by collaborating on a study investigating an extensive reading activity. In this report, the project coordinator describes the project framework, the details of this year's implementation, the challenges and successes faced so far, and expectations for the remaining stages.

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### **Professional development through collaborative research**

The framework guiding the project work is comprised of three central interconnected components— practical experience, instruction on quantitative methods, and collaboration with other teachers. The main activities of the project take place within a full academic school year. In the first semester, participating teachers each prepare and conduct the same small-scale study in their own classrooms based on a provided set of procedures, participate in live online instruction supported by textbook reading and writing assignments, and collaborate with other teachers by sharing resources, asking questions, giving advice, and describing experiences through an online project coordination site. In the second semester, the instruction and collaboration continue, but the focus shifts from data collection for the classroom study to data analysis and the pursuit of a tangible goal: a publishable manuscript that is appropriate for an in-house department journal. The current project is the third that has been conducted (Sholdt, Konomoto, Mineshima, & Stillwell, 2012; Sholdt, 2017) and is supported by a Grant-in-Aid for Scientific Research "Development of a Second Generation Research Training Program for Language Teachers" (JSPS KAKENHI Grant No. 16K02920).

### **The 2018 Quantitative Research Training Project**

Recruiting for participants took place mainly during presentations at several JALT events in 2017 but also through the ER SIG newsletter, posters, and word-of-mouth. After initial contact through sign-up sheets

and email, documents describing the project activities and commitments in detail were provided to 38 language teachers who initially expressed interest. Thirty-two of them signed up to join the project in March 2018.

### **Practical experience**

Prior to the start of the new school year, the participating teachers received a guide with instructions and procedures necessary to execute a study exploring how varied implementations of an ER-related activity affect student engagement at different stages of the activity. Over a six-week period, students select and read one graded reader a week using the Xreading online library and discuss it with a small group of classmates after they have finished. The graded reader is either selected individually so that students in the group are reading different readers or selected jointly by the group so that they are all reading the same reader. Using questionnaires, instructor observations, and Xreading data, student engagement in the activity is assessed during the graded reader selection process, the reading of the graded reader, and the post-reading group discussion. In order to expand the scope of the study and allow each teacher to tailor the design to their unique settings, two other research goals are included; to identify, discuss, and compare available quantitative indicators of engagement in the activity, particularly from data produced by Xreading, and to explore how the activity could be improved for future implementations in courses offered at their university.

## **The first stage: Study design decisions and implementation**

While the basic steps of the study procedures are outlined in the guide and will be shared features of all the studies the teachers conduct, there were many decisions that needed to be made on an individual basis in this first stage of the project.

### **1. Introductions**

Teachers had to decide how they take care of several introductory tasks including explaining the goals of the study, obtaining consent, explaining ER and Xreading, getting set up on Xreading, and conducting a pilot of the activity.

### **2. Graded reader selection activity**

Several critical decisions related to the design of the main reading activity were required. Teachers needed to assign graded reader levels to students in a methodical, appropriate way, place students together in suitable discussion groups, and provide instructions on how to select the readers each week. They had to determine the specifics of the reading assignment including word count restrictions, use of a quiz, and additional complementary homework activities. A set of recommended discussion topics for each week of data collection were provided, but teachers needed to consider the appropriateness of the topics for their students and adapt them as necessary.

### **3. Data collection and questionnaires**

Several bilingual questionnaires along with a template for instructor observations were developed and made available through the online project coordination site. Teachers could adopt them as is, adapt them, or just create their own versions. Two different questionnaires meant to be administered at the start of the study cover basic demographics, language levels, reading habits and interests, and experience with ER and Xreading. Three weekly questionnaires assess engagement in the selection process, the reading, and the group discussion. There were shorter versions of these three created for teachers worried about limited class time. All of the questionnaires were made available in both paper-based and online versions.

### **4 Absent students**

In order to avoid dropping students from the study because of incomplete data, teachers needed to make a plan for how to deal with students who are absent from class. Options included extending the data collection cycle, holding make-up activities, and

relying on a single end-of-study questionnaire rather than the weekly questionnaires.

## **Instruction on quantitative methods**

With a central goal of helping participants foster a deeper understanding of quantitative methods, a curriculum was established around fundamental concepts in statistics and quantitative research design that are tied to the graded reader selection method classroom study. Instruction takes place through live online lecture, reading assignments from a textbook, and short writing tasks. In previous generations of the project, a tight schedule for assignments and lectures was set concurrently with the classroom study preparation activities; however, this proved too much of a commitment, and once teachers got behind in the readings, it became difficult to catch up. This time around, the instruction becomes the focus during the second stage of the project after data collection cycle is well underway. There is also a more flexible schedule with breaks built in to allow time to get back on track if necessary. Over the course of the project, there will be around 16 sessions with eight during the first semester of the school year and another eight in the second semester. There have been five online sessions so far, but besides an overview of quantitative methods, most of the content has been focused on preparation for the classroom study.

## **Collaboration**

The online project coordination site is essential to the collaborative component of the project. It allows teachers to share experiences, get advice, and provide support for each other on issues related to the classroom study and the topics of the lectures and reading assignments. While the Moodle platform was used in previous projects, this coordination site was created with a combination of Google Classroom, Google Docs, and Google Drive to improve ease of access. A main folder is linked to the Google Classroom site with several subfolders related to critical components of the project such as the classroom study, quantitative methods instruction, Xreading, extensive reading, Japanese language issues, and project administration. Each subfolder contains a resource folder where articles, documents, and other materials can be uploaded and a Q&A document where teachers can raise questions and discuss issues. Additionally, the teachers were assigned to different

support teams based on areas of expertise, and each team has the responsibility of managing one of the subfolders. For example, teachers with significant experience with Xreading form the Xreading Support Team and take turns monitoring the Q&A document in their subfolder and also share materials and insight that might help other teachers better understand and more effectively use Xreading in their studies.

### **Report on challenges and successes**

At the time of writing, most of the participants had completed the activities that make up the first stage of the project—connecting to the project coordination site, preparing for the classroom study, and running the introductory tasks including a pilot of one data collection cycle. From my perspective as the project coordinator, there have been numerous challenges so far, but they have mostly been predictable and inherent in the design of the project. Technology plays a central role in most of what we are doing, and its associated problems are unavoidable. The online coordination site provides the necessary functions but feels less than elegant compared to daily experience with modern Internet applications. The teachers and I have varying degrees of experience with many of the applications used and the learning curves can be significant. For example, I spent five hours one night trying to sort out why the original set of questionnaire files were being altered after being copied and downloaded to individual teachers' drives. The online meeting application offers two-way audio and video feeds while sharing documents and presentation slides, but in practice, use of video can drastically slow connection speed and even with audio only activated, some participants mysteriously dropped out of the meetings. Quite understandably, I get a lot of email from the participating teachers because it is the fastest way for them to get answers to urgent questions. The advice I am able to provide is helpful for that one teacher, but it circumvents the collaborative approach I want to employ because without extra effort to share this information, other participants who might also benefit miss out on it. Finally, participation in the project requires a significant time and energy commitment that competes with work, family, and other important activities. Adding this work to already busy schedules is probably the biggest challenge for all involved.

The successes, from my perspective at least, have greatly overshadowed any challenges. The flexibility implemented in the schedule of this generation of the project has allowed me to postpone some reading and other assignments and helped teachers devote necessary attention to more important tasks related to setting up the classroom study. The level and quality of collaboration has been quite high. The three support teams whose expertise were most relevant to this stage of the project; extensive reading, Xreading, and Japanese language, made some significant contributions in terms of helpful materials, innovative ideas, and insightful advice that benefitted everyone involved with the project. One of the teachers has been studying engagement in separate research and was able to provide guidance and share materials that were instrumental in developing the questionnaires used for the study. Advice and issues discussed through the coordination site and online meetings include dealing with absent students, placement tests, small class sizes, signing into Xreading, and group discussion assignments among others. In past projects, attrition has been a significant issue due to difficulties balancing competing commitments, but, so far, only two of the original 32 have been forced to completely withdraw. For the remaining active participants, all of them have completed the critical assignments and most importantly, they have set up their studies and initiated the data collection stage, which now involves about 1,000 students altogether.

### **Moving forward**

Now that the data collection stage is fully underway for all of the participating teachers, we will focus our attention on the knowledge-building component of the project with regular reading and writing assignments and online instruction related to quantitative methods. While this may feel less exciting than getting a study up and running, it will be important for the participants to engage fully in these tasks in order to maximize benefits from the project. At the same time, we will continue to share and discuss issues that come up with the data collection, prepare a database template, and collaborate on an end-of-study questionnaire. There is no project activity over the summer in order to accommodate travel schedules and allow those who need to catch up an opportunity to do so. Their goal will be to have a perfectly clean and organized database at the beginning of October



so that we can begin the data analysis and then move onto writing manuscripts. I will continue with online lectures and some complementary reading but most work will directly benefit progress on the study and manuscript. There is a lot more to be done, but the new connections that have formed and the level of collaboration that has already taken place indicate that this should be a very fruitful endeavor.

## References

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- Sholdt, G., Konomoto, B., Mineshima, M., & Stillwell, C. (2012). Sharing experiences with quantitative research. In A. Stewart & N. Sonda (Eds.), *JALT2011 Conference Proceedings*. Tokyo: JALT, 616-624.

## Write for the ERJ!

Send anything related to extensive reading or extensive listening, or of interest to members of the JALT ER SIG to [erj@jalt.org](mailto:erj@jalt.org).

- ☐ Use APA6 style, no footnotes, in 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.
- ☐ Headings and subheadings sentence-capitalised (only the first letter of the heading and the first letter of proper names capitalised—like this list!)
- ☐ Photos, graphs and graphics should be separate, clearly named files, with high resolution and good contrast.
- ☐ Tables should be sent as data, not images.
- ☐ Authors should prepare a photo, relatively close up with good contrast and ideally reading something.
- ☐ Add your academic affiliation if you would like that to appear in print.

Back issues can be seen at [jalt.org/er](http://jalt.org/er).

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# Setting up a quantitative study for a collaborative research project

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At the JALT National Conference in November of 2017, I attended a poster presentation about a Quantitative Research Training Project focusing on student engagement with extensive reading (Sholdt, 2017). This essay intends to explain one project participant's rationale for joining the project, the context, the students with whom the study is being conducted, study decisions made based on the context and students, the challenges and success thus far, and finally, where this study will go next.

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## Professional Purpose

First, the decision to join the project stemmed from an interest in three things. First, I was interested in raising my own quantitative research skills and I believed that doing it collaboratively would reduce both the cognitive load and work required. For example, I can focus on understanding the process without having to make all the study decisions and data collection tools. Secondly, while student engagement is a term familiar to teachers, it is not something I have spent significant time reading or researching; therefore, I thought this would be a chance to learn more about it as a construct. Finally, our department has yet to successfully implement an ER program that satisfied everyone's ideas of student engagement, nor had we tried XReading. Therefore, the opportunity to join was appealing on several levels.

## Context and Students

This study is being conducted with 20 first-year students who are enrolled in a private women's college in the Kansai region of Japan, majoring in International Studies. Their TOEFL iTP scores on average fall in the mid-400 range. The two classes used for this study have 10 students each, and were grouped according to iTP scores. All students will study abroad for a full academic year beginning in second semester of their second year; therefore, they receive TOEFL iBT test preparation in four 90-minute classes a week, plus a pronunciation and presentation class, and an academic skills class that are all taught in English. It is in their academic skills class that this study is taking place.

None of the students have ER experience, nor had they used Xreading before. Based on the ER level check done in the first class, one student is a level five (mid elementary), eighteen students are level 6

(high elementary), and one student is a level 7 (early intermediate). During group-selection weeks, in one class, all students will read at a level 6 and in the other class, two groups will read at a level 6 and one at a level 5.

## Study decisions

In order to adapt the study design provided through the project to the research setting, several important decisions had to be made.

### 1 Introductions

Due to several complicated aspects of the study that needed to be explained to the students, I decided to spread out the introduction activities over two class periods rather than doing it all in one as recommended in the procedures guide. In the first class, ER was explained and levels were checked. In the second class, study goals were explained, consent forms were handed out, explained and signed by students. Then, Xreading sign-in and instructions-for-use were combined with the pilot. Things went relatively smoothly and students chose their first book to read at their level for homework.

### 2 Graded reader and selection activity

As students had no experience with ER or Xreading I wanted to explain details but without overwhelming them. It was also important to me that they clearly understood the study and homework expectations.

To introduce ER and do a level-check, I decided to use a bilingual explanation guide, which another teacher graciously shared with the group. The first sheet introduced students to ER's benefits, along with tips, like not looking up unknown words until after they finished reading. The same teacher contributed a level-check sheet, containing one page each from one book in each of the levels 1 to 6. Using this, students read everything, and circled any unknown words encountered at each level. They then reported the level

which seemed most appropriate based on the presence of no more than three unknown words. Using these results, I set up student groups and assigned students to them in the second class. This entire process took 30-40 minutes of class time.

In order to explain the study and Xreading, I chose to adapt a second teacher's PowerPoint slides which explained how to select books using level, cover, headwords, words, genre, and book summary. To decide the weekly-reading word count I made the decision to use the procedure guide's recommended 3000-5000 words. I also followed the guide to make quizzes required. Additionally, I decided to share the next week's discussion questions so they can think ahead about their answers. As for discussion questions, some have been kept from the guide, while others have been changed. For example, in the pilot phase "What interesting [sic] foreign culture did you find in the story?" was changed to "How would you feel if something like this happened to you or someone you know?"

### **3 Data collection and questionnaires**

The tools, delivery and use of observation also needed consideration. First, I had to decide the number and kind of questionnaires to use for this study. Knowing that students would be taking several questionnaires in the pilot phase, I decided to delay distribution of the two bilingual questionnaires that cover basic demographics, language levels, reading habits and interests, and experience with ER and Xreading. In addition to relieving the burden of having to answer so many questionnaires, I thought it would be better to familiarize students with the study and Xreading as I thought having some introduction to both would make it less likely that they would misunderstand the survey questions.

As for the three weekly questionnaires that assess engagement in book selection, reading, and group discussion, I chose shorter versions primarily because I did not want to ignore the original class objectives. To focus on other academic skills necessary for study abroad and as laid out in the curriculum, ample time is needed. Secondly, in the last class for teachers, questionnaire length was debated and while it was argued in support of the longer questionnaires that students would become more efficient at taking them, I also saw this as true for the shorter ones and decided that the knock-on effect would be having even

more time for other course demands. Thirdly, if these were one-off questionnaires, students might be able to handle longer versions, but I was concerned that over time, the validity might be reduced as students rushed to "just get them done."

For these questionnaires, Google Forms versions were chosen over paper versions. It seemed the easier choice because Forms automatically generates visuals like graphs and charts for results and requires no manual input. To manage this, I decided to copy and paste links from Google Drive and send to the class' LINE groups (previously set up for regular class communication). In addition to having the Google Drive App and Line App open on the my phone, they were also ready on my computer in case of technical difficulties. Links to all questionnaires were sent when students were doing the task; for example, while selecting in groups, I sent the link to the "Pilot Selection Questionnaire" and when the groups finished deciding, they were instructed to look at the link in the class' LINE chat. Students then filled-out and proceeded to the next step.

Finally, I chose to pilot the observation sheet believing that, with just ten students split into three groups, the task would not be overly taxing.

### **4 Absent students**

To deal with student absences, I decided that I will extend the data collection cycle rather than hold make-up activities. First, because the ER activity is built into the class and thus is a routine activity, taking an additional week or two at the end to get full sets of data seems easier than doing make-ups for students who missed. Second, there is enough time since there are more weeks left in the semester than just the six weeks required to complete the study. Ultimately, the number of students absent during which weeks will determine the course of action, but this plan seems reasonable considering the effort and time required.

### **Challenges**

No study is without its challenges and this one has seen a few during piloting and in the first full week of the study. During piloting, three small bumps were hit. First, a student was absent. Therefore, she came to my office to hear the explanation, give consent, and sign into her Xreading account. Secondly, the study-introduction PowerPoint did not work in presentation mode, so the introduction was delivered in view mode and zoomed into as I stood by the screen to point to

what would have been animated. Finally, students were unsure of where to find the quiz and when they asked at the end of class, I told them that I would LINE them an answer. On the weekend, I asked the Xreading representative at PanSIG for help and I sent screenshots of two possible ways to access quizzes with explanation.

Next, as I observed for engagement during group discussion, I immediately realized that it would be a challenge to balance my role as researcher and teacher. As researcher I was observing their body language and facial expressions, their voice inflection and volume to rate engagement, while also trying to determine whether they were finished or just in a thinking moment. As teacher, I was trying to support their language development, listening for unknown words and phrases, finding moments to show how to make their exchange more conversational, and reminding them to discuss both questions. I believe I can continue observations because of the small class sizes as long as I can remain cognizant of my roles and balance them both.

The final challenge presented itself with just a few hours left before the Week 1 reading-homework deadline. First, several students had yet to start reading and secondly, questions like “Can I read a level down?” and “Help! I couldn’t take the quiz because it timed out. What should I do?” were inundating my LINE. In hindsight, I should have introduced Xreading and had students read a book first, before introducing the study aspect. Slightly less than half completed the Week 1 reading, and therefore, students could not do the Week 1 discussion. To make up for this, I made a new Week 1 assignment, and students who completed the original assignment got extra credit. Deadlines were thoroughly explained and reading word-goals repeated.

### Successes

Despite the above challenges, this has been a smooth process overall, as not just one person but many people are working on it. Debates about different decisions brings different ideas to the fore, making it

easier to both make decisions that seem better for my context and troubleshoot along the way. In addition, to introduce ER, decide reading levels, get a bilingual consent form, and use the questionnaires, I have relied on tools provided by other teachers and our instructor, which I have either adapted or used as is. I often tell my fourth-year students that replication studies are needed and that borrowing and adapting research tools is efficient, making me feel as though I am certainly taking my own good advice. The effort of other teachers has truly been indispensable in getting this study up and running in a very short time.

Finally, this article is a result of the networking opportunity afforded by participation in this project. Meeting a fellow participating teacher at PanSIG 2018 in Tokyo became a conversation about writing something on the project for the ERJ.

### Moving Forward

Looking ahead, the study will continue with new rounds of individual and group decision making. With nine weeks left, there is room to complete the originally planned 6 rounds, and add more to accommodate absences. Outside of data collection, I will continue to attend online classes with Greg Sholdt and other project members every two weeks. Currently, teachers are collaborating by presenting on our studies or on reference materials related to engagement and ER. Reading and writing assignments, statistics instruction by Greg Sholdt, data analysis, and eventually writing an article detailing the findings of this study are also ahead, making this a dynamic but very hands on course. The range of teachers joining this project will undoubtedly reveal more about the nuances of implementing studies in such varied contexts, adding to the body of knowledge on the topic of online ER and student engagement.

### Reference

Sholdt, G. (2017). *2018 Quantitative Research Training Project*. Presentation, JALT2017: Language Teaching in a Global Age, Tsukuba, Japan, November 18.

(JSPS KAKENHI Grant No. 16K02920)





# Recent Research in Extensive Reading and Listening

Compiled by Imogen Custance & G. Clint Denison

Al Khalil, M., Habash, N., & Saddiki, H. (2017).

Simplification of Arabic masterpieces for extensive reading: A project overview. *Procedia Computer Science*, 117, 192-198.

We describe the motivation and outline of a project for the simplification of Arabic masterpieces for extensive reading, a collaboration between researchers in Arabic literature, pedagogy and natural language processing, with the purpose of formulating simplification guidelines for Arabic fiction targeting school-aged learners; then using them to guide human simplification efforts with support from state-of-the-art computational natural language processing technology.

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Bahmani, R. & Farvardin, M. T. (2017). Effects of different text difficulty levels on EFL learners' foreign language reading anxiety and reading comprehension. *Reading in a Foreign Language*, 29(2), 185-202. <http://nflrc.hawaii.edu/rfl/October2017/articles/bahmani.pdf>

This study aimed to examine the effects of different text difficulty levels on foreign language reading anxiety (FLRA) and reading comprehension of English as a Foreign Language (EFL) learners. To this end, 50 elementary EFL learners were selected from two intact classes (n = 25 each). Each class was assigned to a text difficulty level (i.e., 'i + 1' and 'i - 1') in which the participants experienced extensive reading at different levels of difficulty for two semesters. A reading comprehension test and the Foreign Language Reading Anxiety Scale (FLRAS) were administered before and after the treatment. The results revealed that both text difficulty levels significantly improved the participants' reading comprehension. The findings also showed that, at the end of the study, the 'i + 1' group's FLRA increased, while that of the 'i - 1' group decreased.

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Chang, A., Millett, S., & Renandya, W. A. (2018).

Developing listening fluency through supported extensive listening practice. *RELC*. Advance online publication. <http://journals.sagepub.com/doi/pdf/10.1177/0033688217751468>

Although second language listening has become a rather active area of research in the past ten years, some topics such as listening fluency development and extensive listening (EL) have not received much attention. The purpose of the present study is to examine the levels of listening support that might be needed to facilitate L2 learners' listening fluency development. Sixty-nine EFL college students

completed a full intervention through one of the three modes: (1) listening only (LO), (2) reading only (RO), and (3) reading while listening plus listening only (RLL). Ten level-1, 10 level-2 and 8 level-3 (audio) graded readers were used as the study materials within three 13-week periods. Listening tests were given before the intervention (pre-test) and after they finished each level of the texts (post-tests 1, 2 and 3). The research questions addressed effect sizes of the scores'

changes from the pre-test to each of the post-tests in each group on their comprehension of practised and unpractised texts. The results show that in comprehending the practised texts, the LO and RLL groups could comprehend the more complicated texts at faster speech rates and also maintain higher levels of comprehension. When listening to the unpractised texts, the RLL group could do as well as they did on the practised texts, but the LO group could process the more difficult texts at faster speech rates without decreasing their comprehension levels. As predicted, the RO group performed poorly on the tests. Pedagogical implications for facilitating the effectiveness of extensive listening practice are discussed.

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Chen, I. (2018). Incorporating task-based learning in an extensive reading programme. *ELT Journal*. Advance online publication. <https://doi.org/10.1093/elt/ccy008>

This article reports on an EFL reading programme that integrated extensive reading with task-based learning to promote L2 learners' language development, increase their motivation in reading, and help them build reading habits. In this programme, students took an active role in selecting graded reading material relevant to their interests and participated in reasoning-gap, information-gap, opinion-exchange, and decision-making tasks in the classroom. Data were collected through interviews with students, classroom observation, students' reading logs, and reflective journals. The results indicated that the combination of interesting reading materials and meaningful tasks created positive experiences in language learning. Comprehensible input from extensive reading and productive output



in the follow-up tasks proved to be effective in facilitating language development. Most importantly, students reported feeling a sense of achievement when sharing what they read with peers and completing the tasks, which then motivated them to read more books and gradually develop reading habits.

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Hagley, E. (2017). Extensive graded reading with engineering students: Effects and outcomes. *Reading in a Foreign Language*, 29(2), 203-217. <http://nflrc.hawaii.edu/rfl/October2017/articles/hagley.pdf>

Extensive graded reading (EGR) was carried out with a cohort of 600 engineering students in a university in northern Japan. Pre-and post-surveys were conducted to discover changes in the general reading habits of students, their attitudes toward the assessment method and how goals changed over the course of study. The first survey was carried out in week 2 of the 15-week course and the second in week 13. An analysis of changes showed that EGR was generally well accepted, that students' perceptions of studying English seemed to improve, that students spent a little less time on recreational reading to compensate for the increases required in the EGR course and that most read considerably more running words than their initial goals. In addition, the results suggest that the short MoodleReader quiz format used for assessment was also generally well received by students. Implications for teachers using EGR are discussed.

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Holster, T. A., Lake, J. W., & Pellowe, W. R. (2017). Measuring and predicting graded reader difficulty. *Reading in a Foreign Language*, 29(2), 218-244. <http://nflrc.hawaii.edu/rfl/October2017/articles/holster.pdf>

This study used many-faceted Rasch measurement to investigate the difficulty of graded readers using a 3-item survey. Book difficulty was compared with Kyoto Level, Yomiyasusa Level, Lexile Level, book length, mean sentence length, and mean word frequency. Word frequency and Kyoto Level were found to be ineffective in predicting students' perceptions of book difficulty. Book length was found to be highly predictive of perceived book difficulty, with the Yomiyasusa Levels predicting 68% of variance, while the Lexile measure of mean sentence length was moderately predictive, with 40% of variance explained. These results show that current headword levelling of graded readers is ineffective and that publishers' book levels do not provide useful guidance in selection of books to read. It is therefore recommended that students use book length as their primary consideration in choosing books and that

reading recommendations and purchasing decisions be based on Yomiyasusa Levels rather than publishers' levels.

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Isozaki, A. H. (2018). Reading-listening and reading circles: Bimodal approaches building fluency. *The Reading Matrix*, 18(1), 82-103. <http://www.readingmatrix.com/files/18-56okqe54.pdf>

Fluency in L2 reading often seems a distant goal, and pleasure in the experience of L2 reading even more unattainable. This study investigated comparative EFL reading projects for university-age learners, using graded literature at one university and an authentic memoir at a second. The study explored whether integrating listening to audiobooks along with reading (bimodal input) outside class-time, with follow-up reading circles in class, could improve L2 reading experiences for the students. The survey results from the semester-length projects in four courses showed listening to audiobooks, whether preceding, simultaneously with, or after reading was consistently credited by the learners for self-observed improvements in skills. Learners indicated that reading and listening to L2 English was eased by the experience of autonomous outside-class listening and reading, and a majority found reading circles valuable. The integrated projects gained high approval with participants overall. The results suggest that L2 learners at various levels of reading fluency can benefit from bimodal options to support building their skills, and opportunities to share and discuss meaningful stories with peers can improve learners' L2 reading experiences. Patterns in participants' choices for input integration offer implications for further study and reading fluency-building applications.

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Krulatz, A. M., & Duggan, J. (2018). Multilinguals and extensive reading: Two multilingual portraits of learners of Norwegian. *Reading in a Foreign Language*, 30(1), 29-48. <http://nflrc.hawaii.edu/rfl/April2018/articles/krulatz.pdf>

This paper presents an exploratory-interpretive study of two multilingual adults acquiring Norwegian through extensive reading. The study examined social and cognitive aspects of language acquisition, and individual factors, such as the language learning behaviors, experiences, attitudes, and beliefs of the participants. The data were collected using background self-reports, diaries in which the participants recorded their extensive reading and related language learning experiences, and semi-structured interviews. To represent adult language learning from a multilingual perspective, the data

were analyzed qualitatively using a priori themes derived from the ecological model of multilinguality (Aronin, 2016; Aronin & Ó Laoire, 2004; Aronin & Singleton, 2012). The findings suggest that environment, previous education, reasons for learning a language, and previous knowledge of other languages affect how multilingual learners approach language learning and how they use a new language.

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Liu, J., & Zhang, J. (2018). The effects of extensive reading on English vocabulary learning: A meta-analysis. *English Language Teaching*, 11(6). 1-15. <https://doi.org/10.5539/elt.v11n6p1>

Extensive reading has been continuously studied as a promising instructional method for improving students' language proficiency, including reading proficiency, vocabulary acquisition, and grammar awareness. The present study is a meta-analysis, which synthesized the data of 21 empirical studies (N = 1268). It was designed to explore whether extensive reading instruction was effective in improving students' vocabulary acquisition, and if so, how the effectiveness varied in terms of the instruction length and teaching methods. Stata 14.0 was utilized to calculate the collected data. The results revealed that: (1) extensive reading has a significant effect on English vocabulary learning; (2) one semester (less than three months) is the most appropriate length of extensive reading instruction for vocabulary learning; (3) Graded Readers, comprehension questions and vocabulary exercise play significant roles as reading materials and education methods in promoting the vocabulary learning of EFL learners.

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McLean, S., & Poulshock, J. (2018). Increasing self-efficacy and reading amount in EFL learners with word targets. *Reading in a Foreign Language*, 30(1), 76-91. <http://nflrc.hawaii.edu/rfl/April2018/articles/mclean.pdf>

We compared three methods for increasing reading amount and reading self-efficacy among L2 learners. (1) We required a word-target group to read at least 2,500 words a week outside class. (2) We required a sustained silent reading (SSR) group to do (a) in class SSR for 15 minutes every week, and (b) to read one book per week. (3) We required a comparison group to read one book per week. In the post-treatment period, we required all participants to read one book per week outside class, and during the post-treatment, the word-target group read significantly more, relative to a previously established baseline. We argue that learners in the word-target group internalized extrinsic motivation from the word-targets, and this

led them to do more free reading and increase their reading self-efficacy more than the other groups.

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Park, A., Isaacs, T. & Woodfield, H. (2018). A comparison of the effects of extensive and intensive reading approaches on the vocabulary development of Korean secondary EFL learners. *Applied Linguistics Review*, 9(1), 113-134. <https://doi:10.1515/applirev-2017-0025>

Although language experts have long advocated the use of Extensive Reading (ER) to enhance vocabulary acquisition, the widespread use of the more traditional Intensive Reading (IR) approach prevails in English as Foreign Language (EFL) settings. Many experimental studies have attempted to demonstrate the benefits of using ER over IR in classroom contexts; however, none have demonstrated significant differences in learning gains. This quasi-experimental study involved the measurement of partial vocabulary knowledge of specific words encountered through reading to compare the effects of ER and conventional IR instruction on EFL learners' vocabulary knowledge development. Two intact classes of 72 Korean secondary students (36/class) received either ER or IR instructional treatments over a 12-week timespan, with pre- and post- performance differences examined by proficiency level. ANCOVA results showed that students benefited significantly more from the ER than from the IR treatment in terms of their knowledge of the meanings and uses of target words. With regard to proficiency, advanced and intermediate level learners benefited more from ER, while low level learners benefited more from IR. These findings suggest that EFL practitioners should carefully consider their learners' proficiency level when selecting a reading approach, in order to optimize learners' vocabulary development.

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Peters, E., & Webb, S. (2018). Incidental vocabulary acquisition through viewing L2 television and factors that affect learning. *Studies in a Second Language*. Advance online publication. <https://doi.org/10.1017/S0272263117000407>

Research has begun to demonstrate that L2 words can be learned incidentally through watching audiovisual materials. Although there are a large number of studies that have investigated incidental vocabulary learning through reading a single text, there are no studies that have explored incidental vocabulary learning through viewing a single full-length TV program. The present study fills this gap. Additionally, three word-related variables (frequency of occurrence, cognateness, word relevance) and one learner-related

variable (prior vocabulary knowledge) that might contribute to incidental vocabulary learning were examined. Two experiments were conducted with Dutch-speaking EFL learners to measure the effects of viewing TV on form recognition and meaning recall (Experiment 1) and meaning recognition (Experiment 2). The findings showed that viewing TV resulted in incidental vocabulary learning at the level of meaning recall and meaning recognition. The research also revealed that learning was affected by frequency of occurrence, prior vocabulary knowledge, and cognateness.

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Shih, Y.-C., Chern, C.-L., & Reynolds, B. L. (2018). Bringing extensive reading and reading strategies into the Taiwanese junior college classroom. *Reading in a Foreign Language, 30*(1), 130-151. <http://nflrc.hawaii.edu/rfl/April2018/articles/shih.pdf>

An intact 10th grade English as a Foreign Language vocational business junior college reading intervention class (n = 52) received 16 weeks of integrated reading strategy instruction with extensive reading while an intact traditional class (n = 48) received traditional intensive reading instruction with extensive reading. The intervention class showed reading proficiency improvements and increased use of reading strategies, especially strategies activating background knowledge. Furthermore, reading proficiency could be differentiated by learners' use/disuse of context to aid reading comprehension. Outcomes shed light on English reading instruction in Taiwan and offer language teachers an alternative to the traditional approach. Guidelines helpful in designing quality instructional procedures to improve vocational school students' reading proficiency and pedagogical implications for reading strategy instruction in the global language classroom are discussed.

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Sturman, P., Zheng, Y., Peng, L., & Lamb, D. (2018). Students as partners: The development of an extensive reading program at the Ningbo Campus of the University of Nottingham. *The Journal of Educational Innovation, Partnership, and Change, 4*(1). doi: <https://dx.doi.org/10.21100/jeipc.v4i1.744>.

"Changing Reading Circles brought more than we expected: we also changed ourselves." A reading interest group at the University of Nottingham Ningbo China was changed to an employability award by a team of five students and two staff partners by the use of a Students as Change Agents student/staff partnership project. Responsibility and authority was devolved to students and the final product has

resulted in more engagement in, and enthusiasm for, extensive reading. It also gave the student partners greater levels of self-belief, autonomy and understanding of their potential within an academic community.

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Sugita, M. (2018). Changes in metacognitive knowledge through extensive reading. *Journal of Extensive Reading, 6*(1), 1-22. <http://jalt-publications.org/content/index.php/jer/article/view/13>

This qualitative study investigated English-as-foreign-language (EFL) learners' metacognitive knowledge about second language (L2) reading by using Flavell's (1979) framework of person, task, and strategies. Five Japanese EFL participants who were reading extended texts, which were graded readers of their choosing, for a ten-month period participated in pre-task semi-structured interview, a post-task stimulated recall interview for a narrative text after reading and a follow-up semi-structured interview. The results showed that the participants had emerging metacognitive knowledge about L2 reading for general comprehension. The results also revealed that reading strategies varied even within the same participant, depending on the difficulty of texts and their set (sub) goals for texts.

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Tagane, Y., Naganuma, N., & Dougherty, P. (2018). Academic dishonesty in extensive reading programs: Stories and strategies from student interviews. *The Language Teacher, 42*(1), 9-12. <https://www.jalt-publications.org/node/2/articles/24084>

Extensive reading (ER) has become an accepted methodology in increasing student reading fluency. However, there are issues that teachers face when implementing an ER program. This study, completed at a small English-medium university in Japan, addressed a key problem in ER program implementation: student academic dishonesty. The research, based on student interviews and supplemented by teacher experience, identified five categories of academic dishonesty: (a) asking for a friend's help; (b) referring to online resources in lieu of reading or completing a reading report; (c) reading and writing about topics that were already familiar to the student; (d) watching movies instead of reading; and (e) others. The findings indicated an equal number of methodologies that are useful in countering academic dishonesty. It was suggested in the findings that, in addition to discouraging academic dishonesty in ER programs, the methodologies can also work to enhance the ER experience for students.



# The Tenth ER Seminar - Hiroshima 14th October 2018

## A decade and then some: ER SIG Coordinators reflect

As the ER Seminar returns for its tenth inception to the city which hosted the very first one, this presentation brings together the current and former coordinators of the JALT Extensive Reading SIG in a moderated panel discussion to reflect on where we have come from and where we may be going. Moderator Darren Elliott will use his interview skills to lead the discussion. The other participants will be: Daniel Stewart, SIG Coordinator from founding to 2010; Mark Brierley, 2010 to 2011; Bjorn Fuisting, 2011 to 2012; Thomas E. Bieri, 2012 to 2016; Joanne Sato, 2016 to 2017; and, Barry Keith, 2017 to present.

### **Catherine Cheetham**

#### Connecting ER Achievements to TOEIC Results

For extensive reading (ER) to gain greater support within English as a Foreign Language (EFL) curricula and communities, there is an obligation to show that ER provides measurable gains in student language proficiency regardless of the time constraints placed on university ER programs (O'Neill, 2012). Since TOEIC results speak volumes to both students and administrators, effectively connecting those achievements to incremental gains attained from ER and ultimately greater reading fluency is key. This study examined the relationship between ER, timed-reading activities, and the results of a mock TOEIC. The 112 participants were subdivided into 4 groups based on the number of words they read over the course of 15 weeks. The results suggest that there is plausibility to the notion that ER and timed reading are beneficial to improve TOEIC scores under certain conditions. Namely, a student needs to read at least 150,000 words or more with an average of 160 wpm or an average incremental increase of 27.8 wpm over a 15-week period. Although questions remain as to the true impact that ER and timed-reading activities have on TOEIC achievements, this research concurs with previous studies that a large amount of ER is necessary for reading fluency to improve.

### **Darren Elliott**

#### "She is beautiful in her wedding dress... Then she faints": Gender representation in graded readers.

In order to see improvement, extensive reading (ER) requires the reader to read hundreds of thousands of words (Nation (2014, Nishizawa et al, 2010). Most research into ER looks either at the practical management of programmes, or the effect of ER on aspects of learners' language proficiency. However, alongside the target language, the extensive reader will absorb cultural values. This, the presenter suggests, is something that teachers, schools, and publishers need to be more aware of. Based on established research methodologies used to examine textbooks, this presentation looks at a number of graded

readers and analyses them for gender representation in order to better understand the values we are promoting to our learners. For the study, 100 graded readers in the 200 - 600 headword range (replicating the level and volume many Japanese university students would be expected to read) were analysed by text and image. The researcher considered the gender of the protagonists, the gender of named characters, interactions between characters of the same and different genders, and the ways in which men and women were depicted in work, in and out of the home. The presenter will discuss the implications of his findings, and outline future research directions.

### **Paul Goldberg**

#### Using a digital library to evaluate graded readers

A fundamental benefit of a digital library connected to a learner management system is that it can be used to monitor and assess students' reading progress. It can track how many books, words, and minutes a student has read. However, a digital library can also be used to evaluate graded readers. By flipping the metrics around, instead of analyzing each student by the books he or she has read, it is possible to analyze each book by the number of students who selected it, the completion rate, and the speed at which it was read. If user profiles are included, it is possible to see demographic trends such as which books are preferred by particular age groups or genders. In addition, user ratings can easily be collected. All of this information can have important applications for teachers and administrators running extensive reading programs. For example, it can give guidance on which books to recommend to students, or which books to select as class readers. In this workshop, the presenter, who is the owner and founder of the subscription-based online library, Xreading, will demonstrate how the system can now easily provide educators with insightful book usage data.

### **Timothy Gutierrez**

#### The first semester of an extensive listening curriculum: An in-progress report

In April 2018, I introduced an extensive listening component to five sections of a first-year university oral

communication course at a Japanese university. This course previously relied upon listening activities designed to raise students awareness of the suprasegmental aspects of the English language. My primary goal for adding the extensive listening component is to provide a volume of comprehensible input to supplement the more discreet listening tasks which the students have been more commonly exposed. My secondary goals for the course include increasing students' enjoyment of listening to English and raising students' awareness of the power of extensive listening to improve their English ability. The curriculum is being developed through an action research style approach where problems are identified through teacher reflective journals and feedback solicited from the students. This session will describe the method for implementing extensive listening, in which students used the virtual library X-Reading to access the audio component of graded readers and the learning management system Moodle to read weekly instructions and write reports on listening. It will also show the settings I chose for X-Reading and Moodle as well as relevant comments illustrating problems encountered and solutions elicited through the journals and feedback.

### **Nicholas Medley**

#### **Implementing a vacation extensive reading program**

Studies have shown that over the summer vacation, primary school students lose much of the learning gains made during the school year (Cooper et al., 1996). Similar to summer reading programs for native English speakers, a vacation reading program for language learners may be one way to mitigate language losses due to lack of contact with English. In this presentation, the speaker will describe the process of setting up vacation reading assignments using an online extensive reading library (Xreading) and report on the lessons learned after implementing these assignments for English language learners at a private university in Japan. Participants will then discuss options for creating their own vacation reading programs that encourage students to continue reading over the breaks.

### **Kris Ramonda**

#### **How to write your own graded reader and get it published**

In the age of Amazon Kindle and Barnes & Noble's Nook, the practice of self-publishing books has become increasingly widespread. This provides an excellent opportunity for creative teachers interested in writing graded readers for an audience beyond their own students. This presentation will focus on the process of writing a

graded reader from the perspectives of an author, editor, and online publisher. The first part of the presentation will focus on story formation, plot development, key elements, and potential pitfalls. We will discuss character creation, plot development, and other aspects of effective storytelling. The presenters will then overview the practical process of producing a graded reader from initial conception to published product. This will include the introduction of a free online graded text editor that can be used for appropriately leveling graded readers and suggestions for obtaining artwork inexpensively. Finally, the participants will be encouraged to experiment with their writing by submitting texts for potential publication on an extensive reading website.

### **Greg Rouault**

#### **Researching the effectiveness and efficiency of ER versus grammar translation**

Previous studies examining the development of reading rates through extensive reading (ER) have faced methodological limitations based on their design or analyses. Such limitations have included unequal time on task (Iwahori, 2008; Robb & Susser, 1989), no evidence of reading comprehension (Bell, 2001; Mason & Krashen, 1997), limited reading to qualify as ER (Taguchi, Takayasu-Maas, & Gorsuch, 2004), different pre- and posttests (Huffman, 2014), and quasi-experimental design in Beglar, Hunt, and Kite (2012). This study addressed these limitations and investigated the impact of two treatments (ER and grammar translation) on reading rate development. In this experimental design, 1st-year students (N = 50) studying in compulsory English language courses at a Japanese university were randomly assigned to one of the two treatment groups. Results showed a statistically significant improvement in post-treatment reading rates for the ER group over the grammar translation group, while controlling for time on task. Results which provide evidence of both the effectiveness and efficiency of developing reading rates through ER support its broader inclusion in school programs versus traditional grammar translation exercises. The implication for further research is that classroom-based, experimental reading studies which control for similar time spent conducting treatment tasks can be designed and conducted.

### **Gregory Sholdt**

#### **Report on a collaborative quantitative research training project**

Conducting and publishing classroom-based research is one way for language teachers to contribute to their field; however, a strong understanding of research methods can

be critical when designing and executing a study. The goal of this presentation is to describe a unique professional development project that helps language teachers gain skills and knowledge related to conducting quantitative research. Thirty-one language teachers from around Japan joined the 2018 Quantitative Research Training Project in March 2018 and independently followed the same procedures for a small-scale study on methods of choosing graded readers in Xreading in their own classrooms in the 2018 spring semester. While conducting the study, the teachers connected through an online discussion forum and resource center created with Google Classroom. Participating teachers discussed issues, raised questions, and shared ideas about the research process while making use of online resources and receiving guidance through each step of the study. The goals for the teachers included developing knowledge in quantitative methods, gaining practical experience, and connecting with a community of EFL teacher researchers. The presenter will provide an overview of the project, an explanation of project's approach to professional development, and report on the teachers' collaborative learning efforts and research activities.

**Atsuko Takase, Kiyomi Yoshizawa and Kyoko Otsuki**

**How to combat academic dishonesty in extensive reading programs**

Learners' dishonesty in extensive reading (ER) has recently been discussed as a big problem that prevents ER programs from succeeding. Following Day and Bamford's ten principles (2002), especially (1) Reading materials are easy, and (6) Reading is its own reward, will help avoid it. In this study, 147 university students participated in ER for one year. They were provided with an abundance of easy materials and encouraged to read 50 - 100 easy books at the beginning depending on their English proficiency measured by Edinburgh Project on Extensive Reading Placement/Progress Test (EPER PPT), and given half of the classroom period for sustained silent reading. Also, instead of answering follow-up comprehension questions, learners were required to keep a reading log with short comments after reading, and evaluated by the improvement of their English proficiency, fluency and grammar knowledge administered at the onset, in the middle, and at the end of the program. The results showed their improvement in all the tests, which indicates that these principles motivated learners to read with joy leaving little or no room to cheating.

**Rob Waring**






**Update on [www.er-central.com](http://www.er-central.com). What are the data telling us?**

This presentation will first review what the free extensive reading website [www.er-central.com](http://www.er-central.com) is and go over its features which include presenting reading and listening texts with quizzes, speed reading activities and vocabulary learning through spaced-repetition. ER-Central uses an adaptive leveling system to match the students to their predicted level and adjusts the level of each text by L1. The main part of the presentation will be reporting on what the data are telling us about online extensive reading. We started to collect data a few months ago and will be doing so continuously until the day of the conference. We expect more findings to emerge between now and then. These data will be on the types of texts students select to read and listen to, their completion rates, their comprehension rates, the quiz uptake rates and so on. Data will also be presented on the words they claim to know and not know, which words they look up and whether they choose to learn them intentionally later or not. Participants will be invited to discuss these data and make suggestions for what data the website should collect in the future.

Vist the website for more information about the seminar. [jalt.org/er](http://jalt.org/er)

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# Join us in Hiroshima for the 10th Annual Extensive Reading Seminar

Theme: Reflections on Extensive Reading

Sunday 14th October, 2018

9:00 ~ 17:00

Hiroshima YMCA

<https://hosted.jalt.org/er/>



## ER Colloquium at JALT2018

In this year's colloquium we will hear about ER in diverse situations with their different challenges. Chiyuki Yanase will talk about teaching ER to young learners, Noriko Kurishita and Andrew O'Brien will talk about teaching at Junior and Senior High School, and Cory Koby will talk about teaching at University. Ann Mayeda will discuss overseas projects supporting and promoting ER. Lesley Ito will tell us about writing graded readers, and Mark Brierley will report on writing and publishing research.

After the presentations, you can pick up the latest books by publishers supporting JALT in the Great Graded Reader Giveaway.

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