ERJ

IN THIS ISSUE:

Volume

2.1

Spring 2009

Spring 2009

ERJ VOLUME 2 NO. 1

Message from the Editor

The ER SIG is one year old and things are booming. Of the 17 SIGs or forming SIGs, we are now the seventh biggest. Now we have to earn that support we have been given. We have three major events planned this year. First, PanSIG will be held in May. Then we will have the ERJ Seminar in July and of course the ER Colloquium at JALT in November. We also have a few surprises in store for our members this year. I will tell you about them by email when they are ready. If you like them, please tell your friends and colleagues our SIG is worth joining!

Back on page 29 of *ERJ* 1.1 I asked for people to contribute articles on the Edinburgh Project of Extensive Reading (EPER) and English reports on what Japanese researchers are doing with ER. I got much more than I expected. Eleanor Kane actually went to Edinburgh to study there. You can read about her first-hand experience on page three. Several authors have contributed articles about Japanese ER research. These will appear in this and future editions of *ERJ*. The first of them is a very thorough description of two Japanese ER associations: JERA and SSS. It will be interesting to see if JERA membership increases when our members find out they can borrow book sets if they become JERA members!

Also in *ERJ* 1.1 we had many of the giants of ER contribute. In this issue another of the giants, Junko Yamanaka, shares her idea on how the term 'extensive reading' could be translated into Japanese.

If you would like to contribute an article or volunteer to work on the *ERJ* production team, contact me at stewart_reading@mac.com

EPER Headquarters

What can EPER do for ER teachers?

Eleanor Kane
Associate Professor
The University of Shimane

'Eper' is Hungarian for strawberry, EPER project director David Hill tells me. It is also the acronym of the Edinburgh Project on Extensive Reading at Edinburgh University, Scotland. (And it rhymes with 'beeper', I find out.) Last summer I spent two weeks at EPER on a research attachment, spending several mornings talking with David Hill and his colleague Dr Aileen Irvine who recently completed a doctorate on the Hong Kong Extensive Reading Scheme.

Housed on the top floor-- fifth if you're one of those people who insist that the ground floor is the 'first'-- EPER occupies the corner attic of an imposing red sandstone building south of the Old Town: the medieval area which includes the famous Royal Mile leading from Holyrood Palace up to Edinburgh Castle. (The New Town, incidentally, was built in the eighteenth century.) It is hoped that EPER will be relocated to the School of Education sometime in the future but at the moment it is based in the Institute of Applied Languages. Founded in 1981, the brainchild of Clive Criper, EPER is housed in a smallish room with little space to display all the graded readers which have been collected over the years. David Hill apologises for the cramped conditions as he fetches boxes of African readers from the top shelf. He looks fondly at books he has not seen in some time and then proceeds to pull book after book from the box, recommending the best and retelling the stories. David Hill was responsible for a very successful ER program in Uganda where these books were published. After I read several, I understand his view that the African series should be more widely available to counteract the tales of horror and hopelessness we usually hear in media *accounts* of Africa. These books were written by accomplished semi-professional writers and the reader can instantly feel the difference between these and the more readily available series many of us use in Japan which were often written by EFL teachers.

Above all, *ERJ* readers will be familiar with EPER's lists, classifying books by level of difficulty, and quality. The latter is something that DH feels very strongly about. Ordering a library set may be convenient but the sets often contain dull or inappropriate books. There is no need to order every graded reader in a series. He advises that it is much better to have multiple copies of the best books in order to create a community of readers who can share their reactions to the books.

For teachers perhaps the most useful EPER service is the list of titles, divided into eight levels from Level G (easiest) to Level X (most difficult). This list includes a quality rating: books are rated from 1 to 5 with 5 being the highest. My institution has been using the EPER system for several years. It has saved a considerable amount of time and money when buying books and cataloguing them. The taxonomy is workable and many ER programmes in Japan use the system, making it easy for teachers to compare the levels their respective students are reading. The EPER lists cover most, but not all, graded

EPER	Book Name	Author	Publisher	Series	ISBN	Date	Level	Quality	Age	Current
3863	Huckleberry Finn	Twain, Mark	OXFO/ELT	OBL2	0 19 422976 9	2000	D	3	S	TRUE
4514	Hundred and One Dalmatians, The	Smith, Dodie	LONG/ELT	PYR3L	0 582 46572 9	2001	G	5	P	TRUE
4249	Hungry Hyena	Katengesya, Stella	HEIN/INT	HJAWSA	0 435 89583 8	1996	G	5	P	TRUE
2964	Hunter's Dream, The	Mwangi, Meja	MACM/ED	MMT1	0 333 58002 8	1993	C	2	S	TRUE
2625	I Can Do It Too	Waljee, Anise	LONG/INT	LCCR2	0 582 03636 4	1989	E	4	PS	TRUE
4408	I Can Run Fast	Porter, Gail A	MACM/ED	MRG2	0 333 78997 0	2000	G	5	P	TRUE
4563	I Know Why the Caged Birds Sing	Angelou, Maya	LONG/ELT	PR6	0 582 50524 0	2002	X	4	A	TRUE

Sample of EPER List of Titles

readers on the market in Japan. (All graded readers published in the UK and some from Europe and the US are covered.) In any case, after reading a few listed books from each level, it is a simple matter to slot other books into the EPER system. The lists are also usefully provided as Excel files so they can be sorted as required: for example, to order new books from a particular level and above a certain quality rating. The lists also cover books long since out of print, such as the Oxford Green Series. This has been a blessing for many Japanese institutions because once books have been bought with public funds they cannot be thrown away resulting in a large selection of out of print books in many ER libraries.

EPER, in addition, offers a step-by-step guide for teachers setting up a programme; self-access workcards for a huge number of books deemed to be best; and guides for using the graded readers as class readers, as well as providing advice and teacher education on all aspects of ER for individuals as well as institutions, and education ministries. There are also level tests to measure students' progress in ER at levels G to X, and placement tests. These tests could be useful to persuade your institution of the value of ER and gain funding for more books. For absolute beginners there are reading cards intended for students who cannot yet read even the easiest graded reader.

If any *ERJ* readers are able to visit EPER, the University of Edinburgh boasts an impressive library. Unfortunately access to electronic journals is not provided unless your institution is conducting joint research with the University of Edinburgh; in which case, leave plenty of time to hunt down printed journals in various departments.

As a teacher the best part of the research attachment at EPER for me was getting critical feedback into my own ER and SSR programmes. I left Edinburgh with lots of ideas to try: class readers; new ways to evaluate ER; readers' notebooks. Thanks to the efforts of David Hill and his colleagues at EPER, reading programmes in Japan and indeed throughout the world have been established, maintained, and improved.

Information about the research attachment fees and services can be found on EPER's webpage:
www.ials.ed.ac.uk/postgraduate/research/EPER.html
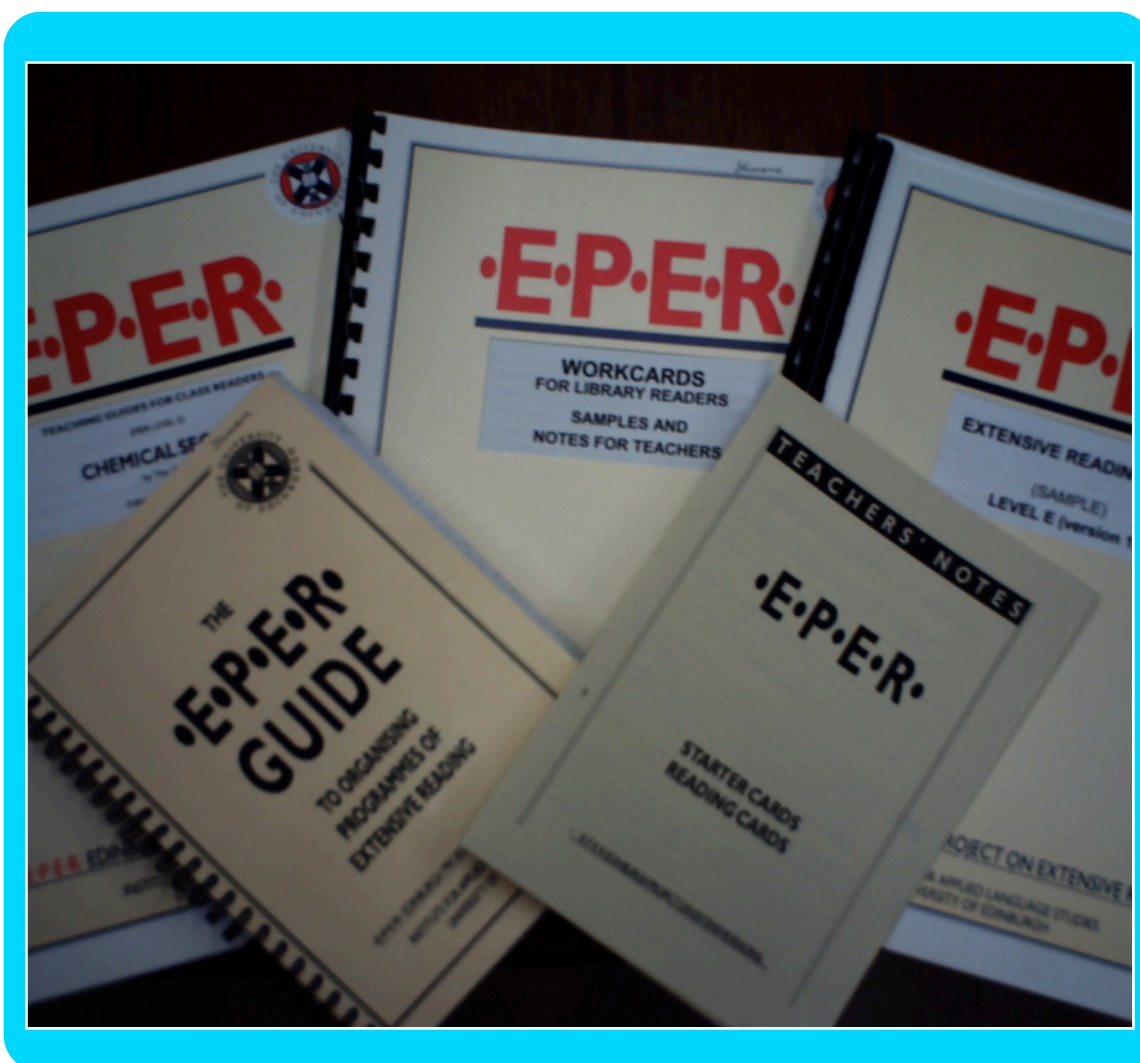
Other EPER Materials

RAKUDOKU, the Magic Word to Extend Extensive Reading.

Junko Yamanaka

Yamanaka Sensei is Academic Advisor / Teacher Trainer at Trident College of Languages, Nagoya, where she contributed to setting up an ER program in 1987. She is on the Board of Directors of the Extensive Reading Foundation and is author of many books including *Cover to Cover 1* (OUP), which she co-authored with Richard Day.

In Japan, extensive reading is usually translated as TADOKU（多読）. The kanji for "ta" means "many" or "a lot", and "doku" means "to read". Directly translated, TADOKU is "reading many books" or "reading a lot." My understanding is that this word, TADOKU, has been chosen by the ER SIG as the formal translation of extensive reading. I basically agree with this idea.

However, I feel this word TADOKU, even though it is the most common name that everyone would understand, fails to express the true spirit of ER, because it does not convey the "pleasure reading" aspect. When students hear the word TADOKU, they might automatically feel it is a difficult thing to do because reading in English is usually quite painful for them. It will be hard for them to picture themselves reading in English "a lot."

I would like therefore to suggest using the word RAKUDOKU (楽読) along with TADOKU. The kanji for "raku" has two meanings— fun (tanoshii) and easy (raku). It is perfect, because in ER students read books that are easy and fun! RAKUDOKU may not sound official, but it shows what ER is much more clearly than TADOKU.

I feel that we need a catchphrase to sell anything. If we want to promote ER, we need to have a good name for it so that everyone will immediately understand what ER is all about. I believe RAKUDOKU is the one.

When I give a talk to teachers or to students explaining ER, I introduce the name RAKUDOKU along with TADOKU. I tell them that students should read only what is enjoyable and easy or comfortable for them. If a student finds a book boring or too difficult, she should stop reading it and return it immediately to look for another book. When she encounters an enjoyable book, that means she will enjoy reading it, and that means she will be motivated to go on reading more books, thus resulting in reading "a lot." You start out with RAKUDOKU and it will lead you to TADOKU.

I tell my students, "Read only easy and enjoyable books and you will have read many books before you know it because they are fun to read, and as a result your reading ability and even English ability in general will have gone up. Isn't this an OISHII HANASHI ? (literally translated a "tasty" story, which means "attractive" or "fascinating" story) Students then feel "Hmmm… Maybe I can do it then." When students are tempted to read the books, it's the beginning of "the virtuous circle of a good reader" (Nuttal, 1992) and a sign of success of your ER program. "The virtuous circle of a good reader" is made this way. When students enjoy reading, their reading rate increases and so consequently they read more. When they read more they understand better. Because they understand better they enjoy reading more.

To conclude, TADOKU can be misunderstood by teachers, students, administration and the public, because it just means "reading a lot" and does not convey the "pleasure reading" aspect. In order to avoid misunderstandings about ER and to promote and extend it, using RAKUDOKU is a very good idea. I'm secretly (?) hoping it will become an official name for ER or an official nickname for ER in Japan.

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An Introduction to Japanese Extensive Reading Groups: JERA and SSS.

Atsuko Takase
Kinki University

Over the past decade, Extensive Reading (ER) has rapidly been spreading in Japan among people of all ages. It is often said that the English education system in Japan is ineffective for acquiring communicative or useful English. It is well known that many Japanese people cannot communicate in English, nor read even an easy paperback, despite six years of English study at junior and senior high schools. Learners themselves have long been struggling to get rid of that depressing situation and have finally found a feasible solution in ER. By introducing what JERA and the SSS Group are and what they have been doing, I would like to illustrate what roles they have played in promoting ER to so many people in various age groups in such a short time in Japan.

What is JERA?

JERA is an acronym for the Japan Extensive Reading Association (日本多読学会), which was established on April 1, 2004 by a group of Japanese English teachers with Professor Kunihide Sakai from Tokyo Electro-Communication University as its first president. Most members start with ER at first, and later add Extensive Listening (EL). The association's ultimate goal is to help foreign language learners acquire a good command of the target language through ER/EL. In order to pursue its goal, members exchange information concerning ER/EL materials, ER programs, and materials for a successful ER program via an Internet discussion group. The members meet at least once a year at the general meeting in Tokyo.

Members

JERA consists of over 100 members from all over Japan, who teach at various institutions from elementary schools to universities, including both public institutions and private ones such as children's English classes, cram schools and prep schools. Naturally, the majority of the members teach English; however, some members teach other subjects such as Math, Computer Science, or Electrical Engineering as their main subject. Most of the members have been practicing ER in their classrooms while some are gathering information in preparation for the implementation of an ER program. Members are making an attempt to improve their ER programs with the belief that learners can enjoy the benefits of ER such as the joy of reading, a sense of achievement, the motivation to read, an increase in positive feelings about learning English, and an improvement in English proficiency. They are required to participate actively in the online discussion. Supporting members include the SSS (Start with Simple Stories) Group, SEG (Scientific Education Group), and over 20 major publishers of ER books and book stores.

Events

The main workshop is held at the SEG building in Tokyo in summer, and it is followed by the general meeting. The members gather from all over Japan, from Hokkaido to Okinawa, to attend the annual workshop and listen to presentations on very successful ER/EL programs from children's groups to university classes. Afterwards, they exchange information in person, search for new ER/EL books and participate in a library tour of SEG, which holds the largest number of ER/EL materials in Japan, or maybe even in the world. Another workshop is held in the Kansai area in spring for non-members in particular from western Japan, who cannot participate in the workshop in Tokyo. In addition, newcomer workshops are held several times a year, mostly in Tokyo, to help novice practitioners and those who are planning to start an ER program. In 2009, the main workshop and the general meeting site will be at Toyota National College of Technology near Nagoya in Aichi Prefecture, where a very concrete, precise and unique ER program has been successfully practiced for several years by two most enthusiastic non-English teachers. One teaches Computer Science while the other teaches Electrical Engineering. Anybody interested in these workshops is welcome.

In addition to JERA workshops, seminars and meetings for children's English teachers are also held independently by the Children's English ER Study Group several times a year in Kanto and the Kansai areas. Some of its members participate in the JERA workshop every year, and introduce their successful ER/EL methods for children aged 7 – 12. They are all enthusiastic teachers, and both ER and EL seem to be working very effectively for introducing English to children. If the new elementary

school English curriculum could be taught by those hard-working, enthusiastic, skillful teachers using ER and EL, elementary English education in Japan would have a bright future! ER and EL should be introduced at an early stage in elementary school English classes, in addition to the communicative approach which will be the mainstream. Both ER and EL are important for children to acquire good language sense and proficiency. The event schedule can be seen at http://www.seg.co.jp/era/workshop/index.htm

Book Lending System

All members are entitled to borrow a series of books twice a year for six months, if the member pays the additional 6,000 yen fee for borrowing books. The number of books varies from series to series; some have 30 books with CDs, and others have over 200 books in one series. This is a very helpful system for those who do not have enough books to start an ER program. This system also enables teachers to inspect a new series before purchasing it, and find out whether or not the books are the appropriate level for their students or whether students are fond of a specific series. Without doubt, students always love a new series, and they are encouraged to read as many books as possible before the books are sent to the next group or school somewhere else in Japan. Teachers are no exception. They may be the ones who enjoy reading most without purchasing the books.

JERA Bulletin and Publications

The JERA Bulletin is issued twice a year, in March and September, one of which being the Internet version. Any member can submit their research papers, classroom reports, or book reviews. The submitted manuscripts are reviewed by several members including the Bulletin's editors and discussed online before deciding whether or not to accept them for publication. Past issues of the Internet version of the JERA Bulletin can be seen at http://www.seg.co.jp/era/bulletins/index.html.
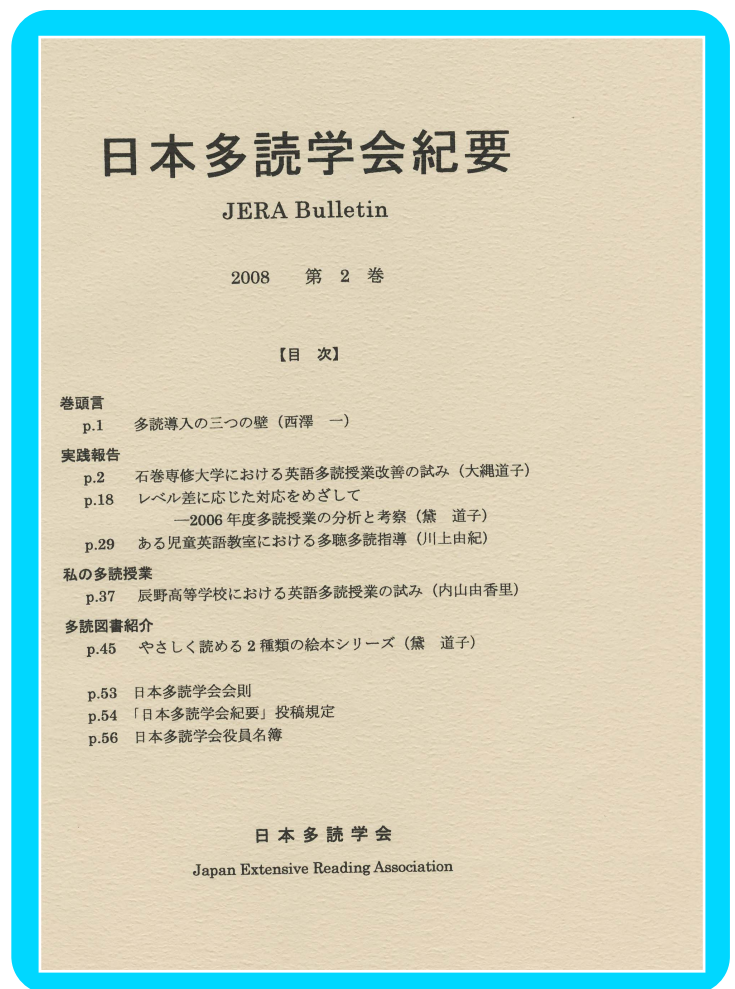
In order to promote ER/EL, several JERA members regularly write articles in "EL & ER Magazine" [Tacho / Tadoku Magazine], which is widely read by adult ER practitioners, and "English Teaching" [Eigo Kyoiku], which is read mostly by high school English teachers. JERA members have also published books, such as "Reading One Million Words in the Classroom" [Kyoshitsu de Yomu 100 Man Go] and "A Complete Book Guide for ER" [Eigo Tadoku Kanzen Book Guide], a book guide of over twelve thousand ER materials. Many JERA members as well as Tadokists (ER is called Tadoku in Japanese, so Tadokists are people who are engaged in ER) or adult ER practitioners, have contributed to reviewing ER books concerning word counts, levels called Yomiyasusa Level (YL) and a very brief introduction of books. In fact, reviewing ten new books used to be the requirement for becoming a JERA member.

Database

JERA has established a database for papers published in in-house publications or journals that are not easily accessible, and gradually papers from the members and non-members are being added to the database. Anybody can visit the site at http://www.seg.co.jp/era/papers/index.html.

How to Join the Group

Those who want to become a member should email Nitta Tomonori at nitta@seg.co.jp. The membership fee is 6,000 yen a year. Those who want to borrow books should pay another 6,000 yen. For more information about JERA. visit http://www.seg.co.jp/era/.

日本多読学会紀要

JERA Bulletin

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Japan Extensive Reading Association

JERA Bulletin

SSS (Start with Simple Stories

The SSS style of extensive reading was advocated by Kunihide Sakai in the late 1990s and the SSS study group was established in 2001 by four people including Akio Furukawa, owner of SEG, for the purpose of promoting this new ER approach. The SSS approach encourages beginner readers at any level to start with very simple stories. Even though Sakai's remarks may seem a little too extreme, what he really means is the fundamental principle of ER. As strong medicine is necessary for a serious patient, his remarks should work effectively for such an innovation as introducing ER in the rigid grammar-translation-based English education system in Japan. Most JERA members follow the same or a similar style of SSS approach.

1) Do not use a dictionary.
2) Skip the words you don't understand.
3) If the book is boring, stop reading it.

SEG, which was originally a math and science cram school for secondary school students, opened an English course in 1995 and started ER classes using the SSS approach in 2000 with the help of Professor Sakai as an instructor. Their ER program, to which EL was added later, has grown quite rapidly and has been very successful (See Furukawa, 2009 in *ERJ* 1.2). For more information about SSS, visit https://www.seg.co.jp/sss/learning/index.html

SSS Book Review and Publication

New books for ER have been reviewed and introduced on the website. Many of these reviews are contributed by JERA members and adult ER practitioners called 'Tadokists'. SSS also published a reading log booklet called "Tadoku Kiroku Techo" with data at the end on all the graded readers, major picture books and readers for L1 children. You can see the database at https://www.seg.co.jp/sss/review.html. An abundance of information about ER books is provided.

SSS Bulletin Board and Newsletter

SSS holds several online bulletin boards for teachers, learners, and adult Tadokists. The members actively exchange information. It also publishes an online newsletter twice a month by the SSS ER Study Group. For more information, visit https://www.seg.co.jp/sss/bbs/index001.html. All the websites are managed by Akio Furukawa.

100-Book Reading Campaign

Any reader can participate in this campaign by reading 100 books in one year and submitting a book review and their reading records, written in the free booklet published by SSS Study Group with support from co-sponsor publishers. Winners are presented with some English readers by the sponsor. A whole class can also participate in the campaign with the teachers' comments. In this case, a significant number of books are given to the winning school.

Tadokists Get-together

Tadokists, who are engaged in ER by themselves and usually exchange information on the website, get together in Tokyo from all over Japan once a year. Most of them are adult ER lovers, many of whom had failed school English and restarted studying by themselves, using the feasible SSS approach. They are considered the most motivated independent readers who have been continuing reading at their own pace. They are encouraging, influencing and maybe even competing with each other through the website and by meeting in person once a year. In addition, area meetings called Meeting for Enjoying English Books are held everywhere in Japan for Tadokists to get together and enjoy talking about English books.

In conclusion, the rapid growth of ER practices in Japan, both in and out of the classroom. is largely attributed to Kunihide Sakai, Akio Furukawa, and Minami Kanda, as well as many other JERA and SSS members. Sakai advocated the usage of extremely easy stories to start ER. Furukawa, supporting Sakai's idea, has been running various useful websites on ER, using both his computer skills and his remarkable ability to take action. Kanda, with her calm and reassuring manner, worked hard to establish JERA and served as its second president. All these people, including JERA and SSS members, have been promoting the expansion of ER to help their students acquire a good command of English through ER/EL. I hope ER and EL will gradually lead to an improvement in English education in Japan.

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How We Do It *at Josai International University*

Fiona MacGregor

Introduction

      This article should actually be titled *How I Do It*, because this is about the lone ER practitioner. Although all the literature stresses the need to get all faculty involved in an ER programme, what can you do if you can't persuade your colleagues or administration to share your enthusiasm and invest the necessary time and resources to set up a college-wide programme? In my case the answer is: do it anyway. Much of the research on ER programmes has been conducted in reading classes, or even extensive reading classes, but what if, like me, you only teach required multi-skills courses of mostly low-level non-English majors? Is it possible to introduce ER in such situations? Absolutely. All you need is some books and a lot of enthusiasm. Here's how I do it.

      First, a word about our English programme, in order to show that if I can incorporate ER into my classes, anyone can. There are four required courses over two years: Fundamentals of English I and II in the first semester and Oral Fluency I and II in the second. These are coordinated, with all teachers following the same curriculum and using the same textbook. Each course is one semester long, with two 90-minute classes per week. Within each department, students are divided by level after a placement test in early April. In an attempt to encourage good study habits, all the assessment takes place during the course. The final exams are strictly pass or fail and are marked by a different teacher. The material is divided into three modules with speaking and writing tests at the end of each module. Students are also required to attend one 30-minute TOEIC practice session in the language laboratory each week. The module tests account for 75% of the course grade, with the remaining 25% for attendance, homework, participation and TOEIC. I add extensive reading to this, so that each component is worth five percent of the grade.

The Setting

      Our university, which is in rural Chiba prefecture, was founded in 1992 and has about 5,000 students. The campus is quite spread out, with three-storey classroom buildings connected by walkways at each level. I usually teach each class in a different room and a different building so there is no possibility of having cupboards or shelves in a dedicated reading room. Although the campus is wheelchair accessible, elevators are situated at either end, almost five minutes' walk from each other, making it inconvenient to push a trolley of books from class to class. Instead, I make up a collection of about 30-40 books for each class and put them in plastic carrying cases (about 35cm x 25cm x 4cm) in a strong book bag. Fortunately I never have more than two back-to-back classes because three boxes, plus course books, class materials and a CD player, would be too heavy.

Book bag

How We Do It

The Materials

I started in the spring of 2006 with two sets of Penguin Easy Starts (200 headwords) and Level 1 (300 headwords) plus a best-seller pack of ten Oxford Bookworms Starter level (250 headwords) and one set of Oxford's Factfiles level 1 (400 headwords). The latter were only really suitable for the most academically inclined students. These provided enough reading material for three of my five classes. The following year I bought the other ten titles at the Oxford Starter level and added a set of Macmillan Reader Starter level (about 300 basic words). It became clear, however, that some students found even the Easy Starts too difficult. Once the Cengage Foundations Library was published, I bought the whole set of forty-two books (seven levels from 75 to 350 headwords). These have proved to be extremely popular, despite being aimed at junior high school students. I have recently begun to go even lower, adding Oxford's Classic Tales (from 100 headwords) and am considering buying more children's EFL material in the coming months. By the beginning of this academic year (2008-9) I had accumulated almost three hundred books – enough to extend the ER programme to all my classes, even the lowest Level 9 Management.

Plastic carrying case

30-40 books

Funding

I am lucky to have a research budget with which I can buy books. There was some delay at first because the library, through which all university book purchases are channelled, was reluctant to have too many copies of the same book. However, since the books are kept in my office not the library, this should not have been a cause for concern. The initial outlay was about ¥80,000 and each year I have ordered more; the Cengage Library cost over ¥40,000. Publishers have also been generous in providing inspection or promotional copies. Occasionally, I have used my own money to replace a popular lost book or when I have come across an interesting-looking title in a book store in the U.K.

Distribution method

Each book added to the collection is numbered and coded for level with a coloured dot and a letter, to accommodate the colour blind. This label goes on the front cover. In class I spread the books out on tables near the front of the class, a different level per table. I usually wait a few weeks until the class has settled before introducing ER. I first pass around three different coloured sheets containing columns headed by months, to which I can add the date. Students each write their name on one of the sheets. This is the Book Management Sheet described by Waring (2000, p.16). After explaining the concept and rules of ER, I hand out a B4 sheet on to which I have copied passages of about 160 words from six levels of graded readers, to help them find their reading level. I ask the students to choose one passage to read and set a timer for two minutes. I do this a couple of times until most of them have found one they can finish with only one or two unknown words. I then tell them to start with books one level below this. With low level classes, I just start them on the easiest books without using the level-check sheet, because it doesn't go below Easy Starts and contains a passage from

How We Do It

Penguin's Level Two (600 headwords) – well beyond my students' ability. I need to update it to include much lower material.

The next step is to invite all the students to come and choose a book. This can take quite a while the first day. They then find the sheet with their name on it and write the book's number in the first column next to their name. After that, we all read in class for about fifteen minutes. If they don't like the book, they can return it and choose another. When returning a book, they cross out its number and write the new book's number in the next column. That way I can see who is reading a lot and who needs to read more. For the first few weeks, with low level classes where attendance is irregular and drop-outs are a problem, I collect in the books at the end of class. Later I let them take them home. This semester, I have one class where almost all the students prefer just to read in class and return their books every time. That puts a bit of pressure on me to make time for in-class reading at the end of every class and occasionally, such as the week before a module test, I can't fit it in. After a written test, I usually assign reading as homework.

Keeping Track

Apart from the sign-out sheet mentioned above, students complete a Reading Record Sheet for each book. The one I use was downloaded from Penguin's website. I copy four records on to one B4 sheet. Before they start the book, they record its name, level and the date begun. Afterwards, they write the date finished or stopped, whether or not they finished it, how many stars they give it out of five, and write a few sentences about what they thought of it, in English or Japanese. There is a section at the bottom which asks which, if any, activities they did. Since this is Penguin-specific I tell them it is optional, or to ignore it. I may remove it in future, unless I decide to get more books such as Oxford's Dominoes, which also have additional activities. A few students have written that they looked up words in a dictionary afterwards.

Evaluation Method

At the end of the semester, students hand in all their reading record sheets, I read them and assign a mark out of five. I weight the reading: if a student only reads 75-100 headword books, he will not receive as high a grade as one who also attempts some at 150-250, although I don't encourage them to read above their level. I ask that they read a minimum of five books during the semester, an easily achievable task given that the low level books are very short and full of pictures. Some reluctant readers don't manage more than two or three; they probably don't read much in Japanese either. On the last day of class I always survey their opinions of the programme. Nearly all students enjoy extensive reading, no matter how many books they read. With some really low classes it may be only a two-thirds positive reaction but considering many of these students have very negative attitudes towards English, it is not a bad result. I have occasionally received negative comments from one or two second year Pharmacy students, who I suspect subscribe to the No Pain, No Gain theory and equate learning with hard work.

Other Faculty Involvement

I have not found other teachers interested in trying ER. It may be that I have not sufficiently explained its benefits, or perhaps the extra work required puts them off. The drawback to this is that I only have a class for one semester and then they move on to another teacher. One could argue that, since it is difficult to measure reading improvement over one fifteen-week period, such a short exposure to ER is ineffective, if not futile. To this I could respond with a quote I heard in my high school English class (although I can't remember what rhetorical point it was intended to illustrate): "If a job is worth doing, it's worth doing badly." In my opinion, a little ER is better than none at all. In fact, some students do believe that their English has improved as a result of ER, and when previously resistant students write that they have come to enjoy English, I know that it has been worthwhile.

Reference
Waring, R. (2000). *The 'Why' and 'How' of using Graded Readers*. Japan: Oxford University Press.

Innovations in Extensive Reading
Automating Book Sign-out with a Barcode Reader

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Introduction

Running a successful ER programme takes a lot of time and energy. Keeping track of who has what book is one of the major tasks you must deal with unless you are fortunate enough to have your school library taking care of your ER library. As the size of your programme grows it becomes much more difficult to know the whereabouts of your books. This innovation is aimed at programmes with at least several hundred students and thousands of books.

The Way it Has Been

Every ER programme needs some way to keep track of which student has borrowed which book. It can be as simple as a notebook in which each student has one page to keep track of what they have borrowed such as the EPER Page Per Student System in Table 1 (Hill, 1992).

REGISTER OF LIBRARY READING BORROWING			
Ben Mugabe Term / Year: Class:			
Title	**Date**	**Signature**	**Returned**
Winning and Losing	24.4.92	Ben Mugabe	30.4.92
Hamad the Diver	30.4.92	Ben Mugabe	3.5.92
etc.			

Table 1   EPER Page Per Student System

For larger programmes, the standard system is to have a sign-out card in a book pocket in each book (Day and Bamford, 1992). The student writes their name and the date on the card and gives it to their teacher. When they return the book, the card is put back in the book by the teacher or student. As anyone who has used such a system knows, problems arise when cards get lost or even worse, when they end up in the wrong book. When a programme is big enough that you have multiple copies of the same book it is much more likely for such problems to occur, as it is very easy to put the card for copy 2 of a book in copy 3 of the same title. Of course it is possible to ensure the books and cards match up, but it takes time, which could be better used for activities such as talking with the students about the books they have chosen.

There are professional library companies in Japan, which sell systems, which include a computer, software and a barcode reader, but they are quite expensive at approximately 1,000,000 yen.

What's New?

I wanted the convenience of a barcode system, but did not have the budget for a professional system, so I put together my own system using off-the-shelf parts. I already had a MacBook Laptop computer and for years I had used a

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database program called FileMaker Pro to print up the labels for the cards in a book pocket system so all of my school's books were already input in that database. That meant all I needed was a barcode reader, some software to get the data from the barcode reader into FileMaker Pro and barcode labels for each book. It is possible to use the barcodes that are already on the back of each book which bookstores use when you purchase the book, but we have several copies of each book so I had to print new barcodes with the copy number included.

Barcode Reader

The first question to deal with was whether to get a barcode reader, which is attached to my computer, or not. I did not want to carry my laptop to class, as it is heavy and I did not really want to lend my laptop to other teachers when they were teaching, so I decided on a standalone barcode reader. In that way, I would only have to carry to class a battery powered barcode reader about the size and weight of a TV remote control.

The JANAM (www.janam.com) was one option. It is a Palm Pilot with a built in barcode reader. I decided against it as it is a little expensive at $1,200 US and I wanted to have at least two readers. Instead I picked the Flic, by Microvision (www.microvision.com), which you can buy for around $130 US.

JANAM   Flic

Transfering Software

You also need software to get the information from the barcode reader into FileMaker Pro. I use SerialMagic Professional (www.serialio.com) which costs $69.95 US. Basically this software takes the data from the barcode reader and puts it in the correct place in your database software.

Barcode Labels

Finally you need barcode labels on your books. Our barcodes contain three pieces of information: the level, the EPER number and the copy number. Our levels are based on the EPER system. (See Kane elsewhere in this issue for more on EPER.) The EPER number is a distinct 4-digit number for every graded reader. We use this number instead of typing the entire book title and the name of the publisher. For example, our school has 26 copies of an Oxford Bookworm Starter called *Escape*. It is a level 1 book in our system and the EPER number is 3977. Therefore we need a barcode that says 1-3977-26 for copy 26 of that book.

Think of a barcode as any other font. Depending on what font you use, 1-3977-26 could look like `1-3977-26` or **1-3977-26** or **1-3977-26**. If you choose a barcode font, 1-3977-26 looks like this- ▊▍▌▎▍▌▊▍▌▎▍.

There are many barcode fonts you can download on the web. After reading up on barcode fonts I chose to purchase one rather than downloading a free one. As I was printing barcodes for 4,000 books, I decided having a professional barcode

was worth the extra cost. I purchased Barcodet Code 39 (www.lifesuccess.org) for $149. It seems there are a lot more free barcodes on the internet now than there were when I started this project, so you might be able to experiment with a few and avoid this cost.

Usage

1. Before class the barcode reader must be set up with SerialMagic. This takes about one minute. You then unplug the barcode reader and take it to class with you.

2. In class students give you the books they have read for homework. You scan the barcode on each book and then another barcode, which shows its current location. In this case that is the library. This process takes about three seconds per book.

3. During class students pick a new book to read for homework. They hand it to you and you make three scans:
-First you scan the SET barcode. This tells the software a book name and location are coming next.
-Next you scan in the name of the book.
-Finally you scan in the location of the book. That could be a pupil's student number or the library.

I take to class a list of all students' names and student numbers in barcode format as can be seen in Screenshot 1.

Screenshot 1. Location Barcodes

Notice there is a Cancel button in case you beep on the wrong book or student number. Step three takes about four seconds per book.

4. After class you plug the Flic back into your computer and all the information you scanned in about the current location of each book is placed in Filemaker Pro. This takes one or two minutes to download, but you don't have to be there while it is happening. The data appears in the box you see on the left of Screenshot 2.

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9/27/2008	DecodeID 292				
		Student No.	name	Barcode	Book Title
SET		2008-3617	SAKA	1-3977-26	Escape
1-3977-26		2008-3616	KONDOU	4-4014-1	Persuasion
2008-3617		2008-3613	KIMOTO	4-A9680-1	Three Short Stories of
SET		2008-3605	IMADA	4-4127-1	Stranger than Fiction Ur
4-4014-1		2008-3610	KATSUMOTO	4-4417-1	Earthquake, The
2008-3616		2008-3622	TATEYAMA	4-4417-2	Earthquake, The
SET		2008-3604	ITOH	1-A9720-22	Cup in the Forest, The
2008-3613		2008-3611	KANAME	1-2773-8	Lost Ship, The
4-A9680-1		2008-3617	SAKA	1-4571-10	Big Bag Mistake, The
SET	Decode	2008-3617	SAKA	2-A9630-1	Let Me Out!
2008-3605		9999-9999	Library	1-4571-10	Big Bag Mistake, The
4-4127-1		9999-9999	Library	1-2773-8	Lost Ship, The
SET		9999-9999	Library	1-A9720-22	Cup in the Forest, The
2008-3610		9999-9999	Library	4-4417-2	Earthquake, The
4-4417-1		9999-9999	Library	4-4417-1	Earthquake, The
SET					

Screenshot 2 Decoding

5. The final step is to translate those numbers you see in the box on the left into student names and book titles. To do this you simply click on the Decode button. For example, in the box on the left the first three lines say:

SET
1-3977-26
2008-3617

After clicking on the Decode button, we can see on the right that a student named Saka currently has a book called Escape.
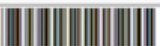
The decoding process takes two or three minutes, but again you do not have to be there while it is happening and the Flic does not have to be plugged in at this point so you can start this process just before leaving for your next class.

What is Good About It?

The most obvious advantage of this system is that it saves time. It takes a lot of time to sort through a stack of book cards to get the correct card back into a book. A barcode reader takes only seconds. More importantly though it keeps books in circulation. We used to have 10-20 percent of our books out of circulation at any one time, as the correct card could not be found. Often it was the most popular books, which were missing cards as they were signed out more. Now a book that is returned can be signed out immediately by another student.

Data Mining

As all the data is in a database, you can find information that you might not normally see using a card-based system. For example you can quickly see if one student has ten books signed out. That would be extremely difficult to notice in a stack of 300 cards. Also you can track down the location of a certain book. For example if you have a student who is going on a trip to London you might want to recommend they read a Penguin Reader called *Dino's Day in London* before they go. You could quickly search the database for the current location of every copy as can be seen in screenshot 3. This tells you both that there are two copies of the book in the library now and that one student is currently reading it. You could also have your London-bound traveler talk to the student who is currently reading the book for advice on where to go.

BookTitle	CurrentLocation	Level	EPER	Copy	Barcode	BarcodeP	::ID	::StudentNo	
Dino's Day in London	Library	1	4045	2	1-4045-2		3922	2008-3629	
Dino's Day in London	Library	1	4045	3	1-4045-3		3891	2008-3723	
Dino's Day in London	HORIBE	1	4045	4	1-4045-4		3892	2008-3734	

Screenshot 3 Book Location

Innovations in Extensive Reading

Multiple Scanners

A good point about this barcode solution in particular is that it can handle multiple scanners. We have two teachers teaching the same course at the same time, so each teacher takes a scanner to class and then all the data is loaded into one computer. It would work just as well with ten scanners.

Potential Weaknesses

I have been using this system now for two years and have only found three weaknesses. First, you can not skip step one in the usage instructions above where you use SerialMagicPro to link the barcode reader to Filemaker Pro. If the barcode reader is not set up beforehand, the data will just disappear when you plug the Flic into the computer after class. We only made that mistake once. It is dangerous because you do not know what books were signed out by those students and more importantly you do not know what books were returned that day.

Second, the Flic does not have a warning light when the batteries are low. The batteries could run out while the Flic is filled with data and you would lose that data while changing the batteries. Fortunately we have noticed that the Flic takes extra tries to read a barcode when the batteries are getting low, so we have learned to change the batteries when that occurs.

Finally, one of our two Flics started getting 'gummy' after two years. When you depressed the button to make a scan, it took a second to pop back up. This year I am going to try a newer version of the Flic created by the same company – the ROV. The ROV has a much smoother switch so hopefully that problem will be solved. I can not recommend the ROV yet as I have not tested it in a classroom situation. Feel free to contact me to see how it works out.

Student Reaction

The first year I started using the scanners half way through the year. The students really preferred the new system and I think it was part of the reason they read more books than their predecessors. Interestingly the students in the second year had never used the old book card system, yet they too were really impressed with the system. One activity we do in this course is to rewrite a graded reader and act it out as a skit. One group asked me if they could use one of the scanners as a prop for their skit. In their skit, the barcode reader became the hero's secret laser weapon. That went over very well with their audience. The students at my school are all teenage boys who are interested in science and math. Perhaps the barcode readers would not have such a positive reaction at a school for girls, but I imagine it would be a neutral reaction rather than a negative one.

Conclusion

We have been using this system for two years and it has made a big difference in both keeping books in circulation and giving the teachers more time to interact with the students rather than sorting book cards. Setting up a system like this is not complicated, but it is probably not worth the effort for small ER programmes. For programmes with a high turnover of books and multiple copies of many books though, automating the sign-out system makes a world of difference.

References

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

Hill, D. R. (1992). *The EPER guide to organising programmes of extensive reading*. Edinburgh: Institute for Applied Language Studies, University of Edinburgh.

New Book Releases
Compiled by Daniel Stewart

Editor's comments-

   This is a regular report in each issue of ERJ. *This issue we are pleased to include Scholastic ELT Readers and McGraw Hill's Top Readers and Storybox Guided Reading Program.*
   This list covers books released between October 15th, 2008 and May 6th, 2009. If you would like to have books from additional publishers included in future issues, please contact-
                                                stewart_reading@mac.com

Publisher	Level	Title	ISBN
Cambridge	Level 4	In the House	9780521732246
Cambridge	Level 5	Murder by Art	9780521736541
Cambridge	Level 6	Best of Times?, The	9780521735452
Cengage	Classical Comics	Frankenstein - The ELT Graphic Novel	9781424031818
Cengage	Classical Comics	Great Expectations - The ELT Graphic Novel	9781424028795
Cengage	Classical Comics	Henry V - The ELT Graphic Novel	9781424028752
Cengage	Classical Comics	Macbeth - The ELT Graphic Novel	9781424028701
Cengage	Footprint 1300	Dangerous Dining	9781424011827
Cengage	Footprint 1300	Killer Bees	9781424011858
Cengage	Footprint 1300	Living With a Volcano	9781424011773
Cengage	Footprint 1300	Making a Deal	9781424011810
Cengage	Footprint 1300	Missing Snows of Kilimanjaro, The	9781424011841
Cengage	Footprint 1300	One Boy's Journey	9781424011797
Cengage	Footprint 1300	One Village Makes a Difference	9781424011766
Cengage	Footprint 1300	Real Winner, A	9781424011780
Cengage	Footprint 1300	Wind Power	9781424011834
Cengage	Footprint 1600	Art of Silk Making, The	9781424011940
Cengage	Footprint 1600	Blue Cows?	9781424008452
Cengage	Footprint 1600	Capoeira: The Fighting Dance	9781424011957
Cengage	Footprint 1600	Cupid the Dolphin	9781424011865
Cengage	Footprint 1600	Gliding Across the Gobi	9781424011933
Cengage	Footprint 1600	Lost Temples of the Maya, The	9781424013456
Cengage	Footprint 1600	Mount Fuji	9781424011896
Cengage	Footprint 1600	Olympians, The	9781424011919
Cengage	Footprint 1600	One Woman's Choice	9781424012121
Cengage	Footprint 1600	Orangutan Language	9781424011964
Cengage	Footprint 1600	Saving the Pandas	9781424011988
Cengage	Footprint 1600	Solar Cooking	9781424011971
Cengage	Footprint 1600	Three Rivers of Zambia, The	9781424011889
Cengage	Footprint 1600	Wild Animal Town	9781424011872
Cengage	Footprint 1600	Zoo Dentists	9781424011926
Cengage	Footprint 1900	Beagle Patrol	9781424011995
Cengage	Footprint 1900	Bird Girl	9781424008445
Cengage	Footprint 1900	Chuckwagon Racing	9781424012053
Cengage	Footprint 1900	Confucianism in China	9781424012022
Cengage	Footprint 1900	Giant Cave Crocs	9781424012008
Cengage	Footprint 1900	Life of a Geisha, The	9781424012046
Cengage	Footprint 1900	Mysterious Crop Circles	9781424012336
Cengage	Footprint 1900	Opal Town	9781424012015
Cengage	Footprint 1900	Para-Life Rescue	9781424012060
Cengage	Footprint 1900	Tornado Chase!	9781424012084
Cengage	Footprint 2200	Aquarium on Wheels	9781424012152
Cengage	Footprint 2200	Black Diamonds of Provence, The	9781424008476
Cengage	Footprint 2200	Cheetahs in Focus	9781424012107
Cengage	Footprint 2200	Chinese Artist in Harlem, A	9781424006380
Cengage	Footprint 2200	Extreme Sky Diving	9781424012145
Cengage	Footprint 2200	Gauchos of Argentina, The	9781424012039
Cengage	Footprint 2200	Great Kite Fight, The	9781424012138
Cengage	Footprint 2200	Polar Bears in Trouble	9781424012312
Cengage	Footprint 2200	Shark Alley	9781424012114

New Book Releases

Cengage	Footprint 2600	Amazing Human Body	9781424012251
Cengage	Footprint 2600	Barcelona Street Life	9781424012206
Cengage	Footprint 2600	Dinosaur Builder	9781424012213
Cengage	Footprint 2600	Egypt's Hidden Treasures	9781424012190
Cengage	Footprint 2600	Koalas	9781424012176
Cengage	Footprint 2600	Queen of Tarantula	9781424012183
Cengage	Footprint 2600	Snake Detective	9781424012220
Cengage	Footprint 2600	Space Walk	9781424012244
Cengage	Theatrical Readers	Aladdin	978960403605X
Macmillan	Beginner	Princess Diana	9780230716537
Macmillan	Beginner	Three Musketeers, The	9780230716735
Macmillan	Pre-intermediate	Diamonds are Forever	9780230716629
Macmillan	Pre-intermediate	Nelson Mandela	9780230716599
Macmillan	Pre-intermediate	Robinson Crusoe	9780230716568
Macmillan	Pre-intermediate	Shake Hands Forever	9780230732131
Macmillan	Intermediate	Bridget Jones's Diary	9780230716704
Macmillan	Intermediate	Hamlet	9780230716636
Macmillan	Intermediate	Merchant of Venice, The	9780230716643
Macmillan	Intermediate	Pearl, The	9780230031128
Macmillan	Upper Intermediate	Grapes of Wrath, The	9780230031050
Macmillan	Upper Intermediate	Of Mice and Men	9780230031067
Macmillan	Literature Collections	Horror Stories	9780230716933
Macmillan	Literature Collections	Science Fiction Stories	9780230716919
Macmillan	Literature Collections	American Stories	9780230716896
Macmillan	Literature Collections	Love Stories	9780230716926
McGraw-Hill	Top Readers Stage 1	BABY ANIMALS	9781740897914
McGraw-Hill	Top Readers Stage 1	BEASTLY BUGS	9781740897938
McGraw-Hill	Top Readers Stage 1	BIG CATS	9781740898072
McGraw-Hill	Top Readers Stage 1	BIRDS	9781740898096
McGraw-Hill	Top Readers Stage 1	BOATS AND SHIPS	9781740897976
McGraw-Hill	Top Readers Stage 1	BY THE SHORE	9781740898119
McGraw-Hill	Top Readers Stage 1	GREAT WALL OF CHINA, THE	9781740897990
McGraw-Hill	Top Readers Stage 1	MACHINES	9781740898010
McGraw-Hill	Top Readers Stage 1	PIRATES	9781740898058
McGraw-Hill	Top Readers Stage 1	PLANTS	9781740897891
McGraw-Hill	Top Readers Stage 1	RAIN OR SHINE	9781740898034
McGraw-Hill	Top Readers Stage 1	WILD PLACES	9781740897952
McGraw-Hill	Top Readers Stage 2	BIG BEARS	9781740898188
McGraw-Hill	Top Readers Stage 2	DESERTS	9781740898300
McGraw-Hill	Top Readers Stage 2	DOGS	9781740898171
McGraw-Hill	Top Readers Stage 2	HOT ROCKS	9781740898287
McGraw-Hill	Top Readers Stage 2	HOW DOES IT WORK?	9781740898263
McGraw-Hill	Top Readers Stage 2	JUNGLE LIFE	9781740898140
McGraw-Hill	Top Readers Stage 2	OUR AMAZING BODIES	9781740898225
McGraw-Hill	Top Readers Stage 2	SCARY SHARKS	9781740898201
McGraw-Hill	Top Readers Stage 2	THINGS WITH WINGS	9781740898157
McGraw-Hill	Top Readers Stage 2	UNDER THE SEA	9781740898249
McGraw-Hill	Top Readers Stage 2	WEATHER WATCHING	9781740898324
McGraw-Hill	Top Readers Stage 3	CORAL REEFS	9781740898003
McGraw-Hill	Top Readers Stage 3	DINOSAURS	9781740898133
McGraw-Hill	Top Readers Stage 3	EARTH'S SURFACE	9781740897907
McGraw-Hill	Top Readers Stage 3	EXTREMES	9781740898065
McGraw-Hill	Top Readers Stage 3	FLIGHT	9781740898027
McGraw-Hill	Top Readers Stage 3	HIDE AND SEEK	9781740897969
McGraw-Hill	Top Readers Stage 3	INVENTIONS	9781740898041
McGraw-Hill	Top Readers Stage 3	LIFE ON ICE	9781740898102
McGraw-Hill	Top Readers Stage 3	LIZARDS	9781740898089
McGraw-Hill	Top Readers Stage 3	MOONWALK	9781740897983
McGraw-Hill	Top Readers Stage 3	MUMMIES	9781740897921
McGraw-Hill	Top Readers Stage 3	THE SOLAR SYSTEM	9781740897945

McGraw-Hill	Top Readers Stage 3	TITANIC, THE	9781740898126
McGraw-Hill	Top Readers Stage 4	ATTACK & DEFENSE	9781740898362
McGraw-Hill	Top Readers Stage 4	CONTINENTS & OCEANS	9781740898294
McGraw-Hill	Top Readers Stage 4	ENERGY	9781740898218
McGraw-Hill	Top Readers Stage 4	EXTREME SPORTS	9781740898164
McGraw-Hill	Top Readers Stage 4	GETTING IN TOUCH	9781740898232
McGraw-Hill	Top Readers Stage 4	GREAT JOURNEYS	9781740898317
McGraw-Hill	Top Readers Stage 4	IN PERIL	9781740898195
McGraw-Hill	Top Readers Stage 4	INCREDIBLE CREATURES	9781740898348
McGraw-Hill	Top Readers Stage 4	INSECT WORLD	9781740898331
McGraw-Hill	Top Readers Stage 4	INTO THE UNKNOWN	9781740898355
McGraw-Hill	Top Readers Stage 4	QUAKE	9781740898379
McGraw-Hill	Top Readers Stage 4	SILK ROAD, THE	9781740898270
McGraw-Hill	Top Readers Stage 4	SKY WATCH	9781740898386
McGraw-Hill	Top Readers Stage 4	VOLCANOES	9781740898256
McGraw-Hill	Storybox *	Do Not Open This Book	9780780294318
McGraw-Hill	Storybox *	Grumputer, The	9780322002814
McGraw-Hill	Storybox *	Hairy Bear	9780780274631
McGraw-Hill	Storybox *	Hungry Giant , The	9780780274624
McGraw-Hill	Storybox *	Meanies	9780780274808
McGraw-Hill	Storybox *	Meanie's Party, A	9780322015647
McGraw-Hill	Storybox *	Meanies' Trick, The	9780780273177
McGraw-Hill	Storybox *	Monsters' Party, The	9780780274815
McGraw-Hill	Storybox	Scribbing Machine, The	9780780273238
McGraw-Hill	Storybox *	Smarty Pants	9780780274679
McGraw-Hill	Storybox *	To Town	9780780274839
	*Big Version, too.		
Oxford	Dominoes Level 1	Sherlock Holmes: The Emerald Crown	9780194244527
Oxford	Dominoes Level 2	Eight Great American Tales	9780194244404
Oxford	Dominoes Level 2	Close Shave, A	9780194244398
Oxford	Dominoes Level 2	Sherlock Holmes and the Norwood Mystery	9780194244381
Oxford	Dominoes Level 3	Sherlock Holmes: The Sign of Four	9780194244565
Oxford	FactFiles Level 2	Ireland	9780194233859
Penguin	Level 3	Becoming Jane	9781405867672
Penguin	Level 3	Pirates of the Caribbean At World's End	9781405892056
Penguin	Level 4	Murder on the Orient Express	9781405892148
Penguin	Level 4	Kalahari Typing School for Men, The	9781405892131
Penguin	Level 4	Tears of the Giraffe	9781405867771
Scholastic	Starter Level	Blog Love	9781904720539
Scholastic	Starter Level	Kaori and the Lizard King	9781904720546
Scholastic	Starter Level	Malcolm In The Middle	9781904720553
Scholastic	Starter Level	Robin Hood: The Taxman	9781905775170
Scholastic	Starter Level	Spooky Skaters	9781905775132
Scholastic	Level 1	Buffy the Vampire Slayer: Hallowe'en	9781904720201
Scholastic	Level 1	Haunted Britain	9781904720096
Scholastic	Level 1	Smallville	9781904720782
Scholastic	Level 2	Alien vs Predator	9781904720904
Scholastic	Level 2	Devil Wears Prada, The	9781905775361
Scholastic	Level 2	Hoot	9781905775040
Scholastic	Level 2	In Crowd, The	9781904720126
Scholastic	Level 2	OC: Outsider, The	9781904720829
Scholastic	Level 2	Robin Hood: The Silver Arrow and the Slaves	9781905775194
Scholastic	Level 3	Buffy the Vampire Slayer: I Robot, You Jane	9781904720218
Scholastic	Level 3	Catwoman	9781904720256
Scholastic	Level 3	Indiana Jones and the Kingdom of the Crystal Skull	9781905775347
Scholastic	Level 3	Lost Chronicles: Part 1, The	9781905775217
Scholastic	Level 3	Lost Chronicles: Part 2, The	9781905775224
Scholastic	Level 3	OC: Gamble, The	9781904720843
Scholastic	Level 3	OC: Misfits, The	9781904720867
Scholastic	Level 3	Pride and Prejudice	9781905775101

Recent ER Research

Compiled by Nozomu Sonda

Why and how textbooks should encourage extensive reading
Dale Brown

Extensive reading is believed to have considerable benefits for learners both in terms of learning gains and motivation and seems to be becoming ever more popular in the ELT world. So far, however, there seems to be almost no integration of extensive reading and textbooks. This article argues that textbooks should be encouraging extensive reading, since this will confer further legitimacy on extensive reading and may ease many of the practical difficulties that adopters of extensive reading face. The article then shows how textbooks could encourage extensive reading: directly, by including material involving extensive reading; and indirectly, by approaching textbook reading activities in ways more in tune with extensive reading. A number of proposals for each of these approaches are discussed.

Brown, D. (2008). Why and how textbooks should encourage extensive reading. *ELT Journal Advance Access* published online on August 20, 2008.

Teaching second language reading (Book review)
T. Hudson

Jayakaran Mukundan worked as a language teacher in schools before working as a teacher trainer at the Universiti Putra Malaysia. He has had an interest in reading and the teaching of it for a long time and worked as materials consultant for the Ministry of Education's Class Reader Programme in the 1980s. He published a book on Class Readers (on the Malaysian experiences) with Longman in 1998. He is currently a Director on the Extensive Reading Foundation board.

Hudson, T. (2009). Teaching Second Language Reading (Book Review) *ELT Journal* 63(1): 89-91.

Beyond raw frequency: Incidental vocabulary acquisition in extensive reading
Soo-Ok Kweon; Hae-Ri Kim

Second language vocabulary can be learned incidentally while the learner is engaged in extensive reading or reading for meaning, inferring the meaning of unknown words (Huckin & Coady, 1999; Hulstijn, 1992; Krashen, 1993; Pigada & Schmitt, 2006). 12 Korean learners of English read authentic literary texts and were tested on their knowledge of vocabulary before reading (pretest), immediately after reading (Posttest 1), and 1 month after Posttest 1 (Posttest 2). The results showed a significant word gain between the pretest and Posttest 1 and that most gained words were retained at Posttest 2. Of the 3 different word classes that were used, nouns were a little easier to retain than verbs and adjectives. More frequent words were more easily learned than less frequent words across all 3 word classes. However, words of lower frequency were better learned than words of higher frequency when the meanings of the lower frequency words were crucial for meaning comprehension. (Contains 9 tables, 8 figures, and 4 notes.)

Kweon, S.O. and Kim, H. R. (2008). Beyond Raw Frequency: Incidental Vocabulary Acquisition in Extensive Reading. *Reading in a Foreign Language*, 20(2): 191-215.

Recent ER Research

Students' attitudes towards e-books in a Scottish higher education institute: part 1

Abdullah Noorhidawati, Gibb Forbes

Purpose – The purpose of this paper is to present the first part of three inter-related studies investigating the use and usability of e-books in higher education based on experiments conducted at the University of Strathclyde.

Design/methodology/approach – A self-selected sampling method was employed from undergraduate and postgraduate instructional students registered with the University of Strathclyde for academic year 2005/2006. An announcement email was posted to the student web portal for a period of three weeks inviting them to participate in the survey.

Findings – This survey found that e-book awareness and the level of e-book usage amongst students was lower than anticipated: 57 per cent of students were not aware of the availability of e-books from the library and 60 per cent of them had not used an e-book. Non-users commented that e-books were not widely advertised or promoted. Despite the low levels of e-book awareness and usage non-e-book users indicated their desire to learn more about e-books.

Research limitations/implications – This survey was dependent on self-selection and, therefore, there was no central control over the sample profile (e.g. gender, level of studies, academic discipline); hence, generalisation of the results should be treated with caution.

Practical implications – This survey is beneficial in terms of obtaining a better understanding of e-book usage among students and the reasons why students do, and do not, use e-books. The findings should be of value to academic libraries in terms of emphasising the need to increase e-book awareness and usage amongst students.

Originality/value – The findings should be of value to academic libraries in terms of emphasising the need to increase e-book awareness and usage amongst students.

Noorhidawati, A. and Forbes , G. (2008). *Library Review*, 57(8): 593 – 605.

Research on good and poor reader characteristics: Implications for L2 reading research in China

Jixian Pang

   In reading research, studies on good and poor reader characteristics abound. However, these findings remain largely scattered in applied linguistics and cognitive and educational psychology. This paper attempts to synthesize current theory and research on the topic in the past 20 years along 3 dimensions: language knowledge and processing ability, cognitive ability, and metacognitive strategic competence. A profile of good readers follows a review of the literature. With a special reference to second language (L2) reading research and pedagogy in China, the author argues that a key difference between first language and L2 readers is that L2 readers typically have a gap between their L2 proficiency and their knowledge or conceptual maturation, and this tension determines to some degree the characteristics of good versus poor L2 readers. By examining L2 reading research in the country, the author proposes some areas worth exploring in the Chinese context.

Pang, J. (2008). Research on good and poor reader characteristics: Implications for L2 reading research in China. *Reading in a Foreign Language*, 20 (1).

EFL Learners' responses to extensive reading: Survey and pedagogical applications

Ming-yueh Shen

   This study investigated the responses of two groups (n=85) of EFL learners toward their experience with extensive reading in a three-month EFL college reading class in which two novels (narrative) and fourteen expository texts were the main reading text. Using a three-part survey questionnaire and the follow-up interviews, this study attempted to examine (1) the factors attributed to a successful extensive reading program, and (2) the EFL readers' preferences regarding the classroom activities for reading extensively. The analysis of frequency of responses indicated that no single factor was chosen by the students and there was a discrepancy between learners with different proficiency levels and learning backgrounds. Some pedagogical implications and limitations were also discussed.

Shen, M.Y. (2008). Learners' responses to extensive reading: Survey and pedagogical applications. *The Reading Matrix*, 8(2).

Recent ER Research

Policies of promise and practices of limit: Singapore's literacy education policy landscape and its impact on one school programme
Jeanne M. Wolf; Wendy Bokhorst-Heng

This paper is about the interaction between policy and practice, and about how competing policies contributed to a paradoxical tension within that interaction in one school. Within a paradigm of educational renewal, the Singapore Ministry of Education (MOE) has initiated a number of policies designed to give schools autonomy in designing and implementing programmes to achieve optimal educational outcomes for its students. Among these are READ! Singapore, Teach Less, Learn More and the School Excellence Model. In this context, we review an MOE initiated Extensive Reading (ER) programme in one school. Despite such innovative policies, Dewey Secondary School's [The names of the school and individuals have been changed to protect their privacy.] pedagogical and literacy practices continue to be largely influenced by other dominant features of Singapore's and the school's own educational culture-- an exam-oriented focus that prioritises outcome and skill-based pedagogy and the school's historical practice of restricting literacies. Competing policies as interpreted by the school and diverse stakeholders result in a morphed ER programme--an adaptation of a reading programme that reflects the programme intent overtly but one that collides at other times, and as a result, is pulled in different directions. The story is, thus, one of "policies of promise and practices of limit".

Wolf, J. and Bokhorst-Heng, W. (2008). Polices of Promise and Practices of Limit: Singapore's Literacy Education Policy Landscape and Its Impact on One School Programme. *Educational Research for Policy and Practice*, 7(3): 151-164.

Extensive reading and development of different aspects of L2 proficiency
Junko Yamashita

Extensive reading has been drawing increasing attention from L2 educators as a potentially effective form of L2 reading instruction. However, some researchers argue that it is not easy to observe the benefits of extensive reading in the short term. The present study was motivated by the need to elucidate the differential effects of extensive reading on different aspects of foreign/second language ability, some of which may improve more quickly than others. Development of general reading ability and lower-level linguistic ability was examined. Improvement from a pretest to a posttest was found to be significant for reading ability, but not for linguistic ability. The results suggest that the effects of extensive reading might be manifested more quickly in general reading skills than in L2 linguistic ability, at least for adult L2 learners. Possible reasons for this difference in the progress of different aspects of L2 ability are discussed.

Yamashita, J. (2008). Extensive Reading and Development of Different Aspects of L2 Proficiency. *System*, 36(4): 661-672.

Graded Reader
Equivalency Chart

Compiled by Barry Mateer

2009		Graded Readers					2009
		TOEIC, TOEFL and EIKEN					
Graded Reader (Publisher)	**TOEIC**	**TOEFL iBT**	**Eiken**	**Headwords**	**Total words**	**Council of**	**Cambridge**
		(paper-based)			**in book**	**Europe** level	**ESOL**
Cambridge							
Level 1- Beginner / elem.				400	4,000	**A-1**	
Level 2- Elementary/ L. int.	220-320			800	10,000	**A-2**	KET
Level 3- Lower-intermediate	320-430	(0-400)		1,300	15,000	**B-1**	PET
Level 4- Intermediate	430-550	(400-450)		1,900	20,000	**B-1 / B-2**	PET
Level 5- Upper-intermediate	550-650	(500-550)		2,800	25,000	**B-2**	FCE
Level 6- Advanced	650-780	(550-600)		3,800	30,000	**C-1**	CAE
Penguin / Longman			(fewer words than Cambridge)				
Level 1- Beginner	250	(380) **26-27**	4	300			
Level 2 - Elementary	350	(420) **36-37**	3	600			
Level 3 -Pre- intermediate	400	(435) **42**	pre-2	1,200			KET
Level 4 - Intermediate	500	(470) **52**	2	1,700			PET
Level 5 - Upper-intermediate	600	(505) **62-63**	2 / pre-1	2,300			FCE
Level 6 - Advanced	730	(550) **79-80**	pre-1	3,000			CAE
Oxford (Bookworms)			(fewer words than Cambridge or Penguin)				
Stage 1	250	(380) **27**	4	400	5,200	**A-1 / A-2**	
Stage 2	310	(400) **33**	3	700	6,500	**A-2 / B-1**	KET
Stage 3	380	(425) **38**	pre-2	1,000	10,000	**B-1**	PET
Stage 4				1,400	16,000	**B-1 / B-2**	
Stage 5	520	(475) **52**	2	1,800	23,000	**B-2**	FCE
Stage 6	700	(545) **77**	pre-1	2,500	30,000	**B-2 / C-1**	CAE
Macmillan							
Level 3 - Elementary				1,100		**A-2**	KET
Level 4 - Pre-intermediate				1,400		**B-1**	PET
Level 5 - Intermediate				1,600		**B-1 / B-2**	Pre FCE
Level 6 - Upper-intermediate				2,200		**B-2**	FCE
Black Cat							
Step 2	380		Pre-2			A2 / B1	PET
Step 3	450		2			B/1	PET
Step 4	500		2			B/2	FCE
Step 5	700		Pre-1			B/2	FCE
English Reader	**TOEIC**	**TOEFL iBT**	**Eiken**	**Headwords**	**Total words**	**Council of**	**Cambridge**
		(paper-based)			**in book**	**Europe** level	**ESOL**

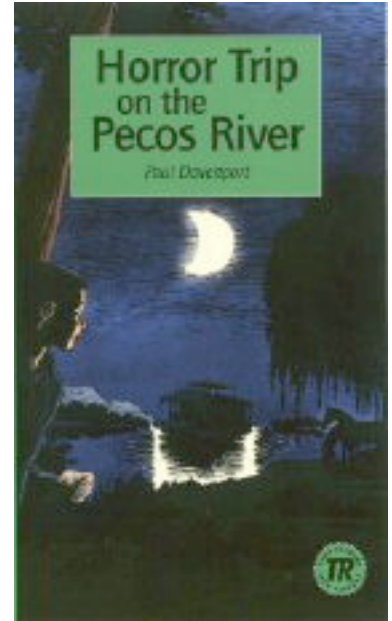# Congratulations to the Extensive Reading Foundation's Language Literature Award Winners for 2008!
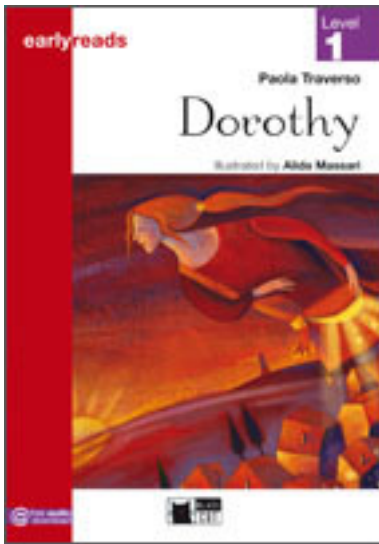
Dorothy
Black Cat Publishing

Adolescents and Adults

Beginners

Horror Trip on
the Pecos River
Aschehoug/Alinea
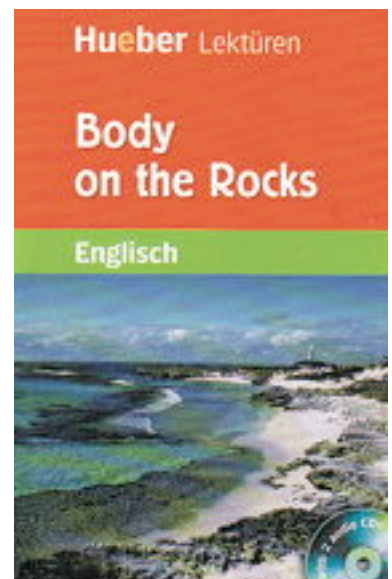
Adolescents and Adults

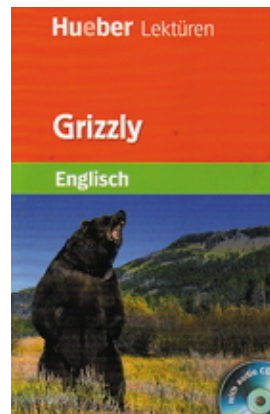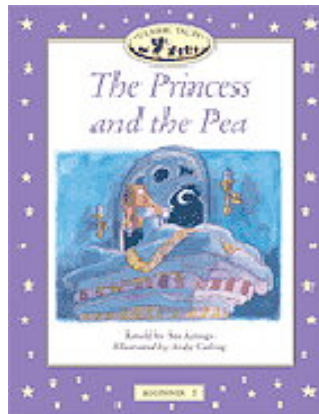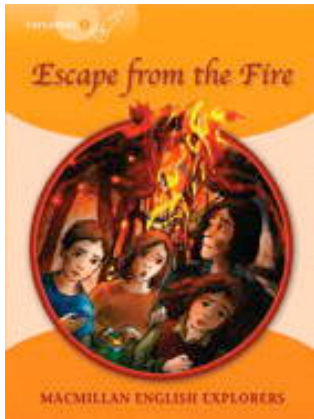Intermediate

Billy Elliot
Pearson Longman

Adolescents and Adults

Advanced

Body on the Rocks
Hueber Verlag

Congratulations to the Extensive Reading Foundation's Language Literature Award Finalists for 2008!

★★★★★
Finalist
Language Learner
Literature Award

★★★★★
Finalist
Language Learner
Literature Award

Young Learners

Escape from the Fire
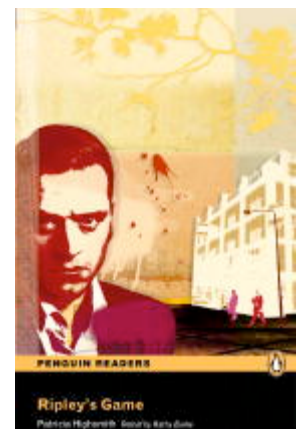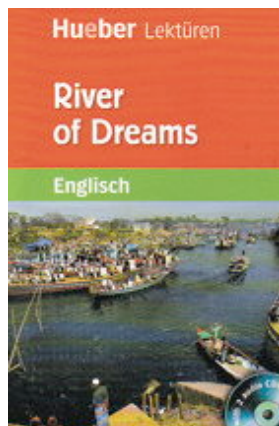Macmillan

The Princess
and the Pea
Oxford

Adolescents and Adults—Beginners
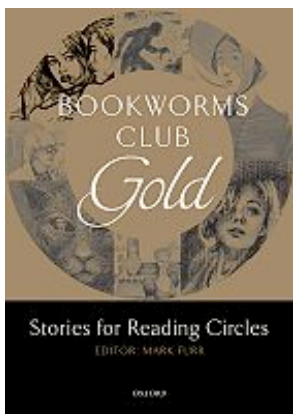
Grizzly
Hueber Verlag

Tim Burton's
The Nightmare before
Christmas
Pearson Longman

Adolescents and Adults—Intemediate

Bookworms Club Gold:
Stories for Reading
Circles
Oxford

River of Dreams
Hueber Verlag

Adolescents and Adults—Advanced

How's the Weather?
Cengage

Ripley's Game
Pearson Longman

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