ERJ

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Message from the Editor

I think it is important to point out that this publication is not just *about* ER. It is also contains information useful for people who do ER. For example, on page 33, Eleanor Kane contributed information on reading posters. Also this issue's *How we do it column* by Thomas Amundrud is not strictly speaking ER, but it has a lot of good information that will help ER practitioners improve their own programmes. I would like to encourage readers to contribute other articles that push the limits of the current concept of ER.

If you have a story idea or want to help out with *ERJ*, contact me at the email address below or visit me at the ERJ Seminar in Okayama.

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A new series edited by ER SIG member Akio Furukawa. (See p. 27)

Anticipated Interest and Graded Readers

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Introduction

It is widely agreed that extensive reading (ER) using graded readers is an excellent way to improve English, reading skills, and student motivation. What is seldom if ever taken into account is whether students' perceptions of how interesting or boring a book is plays a role in students' attitudes toward ER and activities related to it (see Eidswick, Rouault, & Praver, 2010).

In the field of educational psychology, interest has been established as having a strong influence on learning (for a review, see Hidi, 2001). Interest is commonly divided into *individual interest* and *situational interest*. *Situational interest* is considered to be a short-lived, emotional state aroused in most individuals by features of a situation, an activity or a text. Characteristics that have been found to arouse situational interest include textual coherence and comprehensibility, and qualities evoking emotiveness. For example, a reader might become immediately interested in a book whose cover sparks anticipation of excitement, mystery, or romance.

Individual interest is considered to be a stable and enduring inclination to engage with activities or objects. Accompanying the development of individual interest is accumulated knowledge about these activities or objects and a sense that they are personally valuable to the interested person. For example, a reader who has long been a fan of a certain author will likely be interested in reading a new book by that author.

Hidi and Renninger (2006) have developed a four-phase model of interest development wherein situational interest, when provided with social support, can develop into increasingly committed levels of individual interest.

Although interest has been well-established as having a strong influence on learning, very little interest research has been conducted with second language (L2) learners. To address this gap in L2 classroom practice and research, students in our ER program have been participating in several projects related to interest and its relationship with reading and learning. The purpose of this paper is to provide an overview of our efforts at establishing an ER program for our intermediate students, and to provide some preliminary findings on student perceptions of interest in the books they used. It is hoped that from this short paper teachers looking to introduce ER might find practical direction in locating materials that are suitable to student interests.

Research Questions

1. Do anticipated reading interest levels in specific graded readers differ?

2. What components of interest (or lack thereof) do students associate with specific graded readers, before reading them?

Approach/Procedure

With the aim of demonstrating the benefits of ER to the university administration and thereby enabling funding for enough books to implement a program-wide ER program, we took the preliminary step of purchasing a limited set of books (we applied for and received reimbursement from our program's internal research expenses budget). We augmented this set of books with some from the small library of graded readers our program already possessed.

In attempting to answer the research questions we gave careful consideration to which books to select. Taking into account our students' age, gender, and their likely preferences, an assortment of level-appropriate graded readers that were believed to elicit a range of responses were chosen. Previous experiences with graded readers in intermediate classes in our

program led us to choose from Level 2 and Level 3 books (Rouault, 2009). Time was also considered and the decision was made to have students read six graded readers for homework during a 14-week semester.

In an attempt to encourage students who might be daunted by the idea of reading a book every 2 weeks, we pointed out during our explanation of the assignment that the level-appropriate graded reading could be completed easily by reading only 10 minutes a day, or about an hour a week. This justification was drawn from rules of thumb for reading speed in ER (Waring & Takahashi, 2000) and studies on vocabulary coverage for comprehension (Nation, 2001).

The final list of readers chosen was: *Anne of Green Gables (Oxford), The Children of the New Forest (Oxford), The Murders in the Rue Morgue (Oxford), Notting Hill (Penguin), Pirates of the Caribbean: The Curse of the Black Pearl (Penguin),* and *The Year of Sharing (Oxford).*

The participants in this study (*N* = 89) were second-year students enrolled in intermediate courses (TOEFL IBT scores 430-525) of an intensive English language program at a private university in western Japan.

At the beginning of the semester, a three part pre-reading survey on interest was designed and administered to the students. After approximately five minutes to inspect each of the aforementioned titles, students a) evaluated, using a 6-point Likert scale, their overall anticipated interest in each book, b) selected from a list the components of interest that they thought each book would elicit (a category labeled "other" was also provided for responses not covered by the components on the list), and finally c) wrote comments to express their anticipated lack of interest (see Appendix A).

Results

A summary of the responses collected for the item measuring anticipated overall interest in the first section of the survey (see Part A, Appendix A) confirmed that the books selected for the study did evoke a wide range of interest levels. The distribution of anticipated levels of interest is shown in Figure 1.
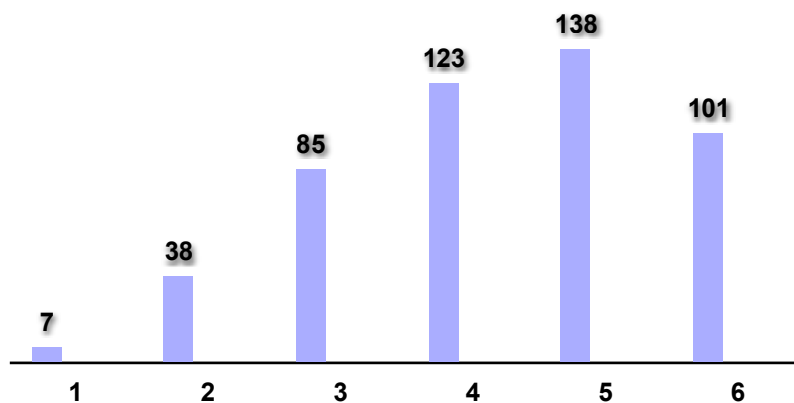

Figure 1. Anticipated levels of interest

Table 1 shows a breakdown of the components of interest by title as elicited in Part B of the survey (see Part B, Appendix A). Each of the titles has over 140 responses of interest. As is shown by the shaded areas, each title was rated as possessing at least one component of interest that 50% or more of the respondents believed would be present in that story. The most frequently noted quality of all was "romantic" for *Notting Hill*, the title of the Julia Roberts/Hugh Grant movie on which the book was based. *Pirates of the Caribbean: The Curse of the Black Pearl*, also a popular movie, was believed to be "exciting." The component of interest most associated with *Anne of Green Gables*, a story known in Japan as *akage no an*, was "heartwarming." This component was also mentioned by half of the students for *Notting Hill*. *The Murders in the Rue Morgue*, by Edgar Allan Poe, elicited responses of "unpredictable," "mysterious," and "scary." "Unpredictable" was also the component listed most frequently for both *The Children of the New Forest* and *The Year of Sharing*, stories that the researchers believed students would have very low prior knowledge of. Of note and as circled in Table 1, the three stories believed to possess the greatest degree of prior knowledge for EFL students in Japan, *Pirates of the Caribbean: The Curse of the Black Pearl*, *Notting Hill*, and *Anne of Green Gables* were rated as "easy to understand" more frequently than the other titles. Another intriguing point from this data is that these three books, when compared with the other titles, received higher (and almost the only) ratings for "humorous" and even "strange." In response to "other" aspects of anticipated interest, 39 responses were written in for Part B of the survey. "Familiarity" (10) and "author" (2) could clearly be taken as aspects related to prior knowledge. The "visual impression" provided by the characters, pictures (in some books only) and book covers received seven mentions. "Recognized genre" (10) could be considered to encompass both evocative textual elements and prior knowledge.

Components of interest	Graded reader titles					
	Pirates	Notting H	Murders	Children	Anne	Sharing
Exciting	66	8	24	28	3	26
Unpredictable	33	21	64	52	25	47
Romantic	15	72	0	0	8	1
Heartwarming	4	41	0	20	49	17
Mysterious	14	3	57	13	9	24
Strange	14	9	0	0	9	1
Humorous	22	20	0	0	13	0
Easy to understand	28	21	2	13	23	11
Scary	3	0	40	17	1	11
Other	13	6	4	5	7	4
Total[a]	212	201	191	148	147	142

a Pre-reading total = 1041

Table 1. Components of interest by book

The comments written in Part C of the pre-reading survey were examined (those written in Japanese were translated into English) and six components for anticipated lack of interest were identified: genre, difficulty, mood, pictures or imagery general interest, and predictability (including both expected predictability of the outcome and past experience awareness).

Discussion

The books plainly evoked a wide range of interest levels and components. The data reveals some points likely relevant to second language (L2) learners and interest. In some of the books used in this study, prior knowledge seems to be associated with ease of understanding. Interest Theory (Hidi & Renninger, 2006) describes the development of individual interest as a mental/affective state that is accompanied by increasing degrees of knowledge. Ease of comprehension is considered a component of situational interest. The few studies that have investigated the relationship between interest and L2 reading comprehension (e.g. Brantmeier, 2006; Carroll & Wise, 1998; Eidswick, 2009) suggested that, unlike with first language (L1) readers, interest does not improve L2 reading comprehension of native-level texts. A reasonable conjecture as to a cause of this disparity is that, because of limitations in grammatical and lexical knowledge, reading in one's second language poses more difficulty to the reader and undermines benefits in comprehension enjoyed by interested L1 readers. Extensive reading using graded readers, the modifications of which are intended to increase ease of comprehension, then might increase interest in reading particular books, and more generally in reading books in a second language.

Teachers providing students a selection of graded readers might find it useful to assess student interests, by way of needs analyses or other methods, prior to selecting books to include in class or in a graded reader library. Providing students with graded readers whose themes are familiar, such as those based on popular movies or on books well-known in students' L1, as well as texts that have components of situational interest, could also promote interest in reading.

It is important to note that predictability appeared to both be a component of interest and of boredom. While prior knowledge of *Notting Hill* and *Pirates of the Caribbean* seemed related to anticipated interest, prior knowledge was also identified as a quality undermining interest, perhaps because the ending of the book was already known.

Conclusion/Summary

This article reported some preliminary results of a group of studies investigating interest and ER using graded readers. Findings showed that selected graded readers evoked a wide range of interest levels, and that students associated perceived interest with components of interest similar to those found in L1 interest studies. Results also suggested that the relationship between prior knowledge and interest might in some cases be connected with ease of understanding, but that prior knowledge also was sometimes identified as a reason for lack of interest.

More research is needed to understand how interest is perceived and experienced by L2 readers, and how perceptions of interest interact with prior knowledge and ease of comprehension.

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Anticipated Interest Survey

Student number: Date:

Sex: Male   Female   Age:

Major: Year at the university: 1st   2nd   3rd   4th

Book Title: _____

Choose the number from 1-6 which most accurately represents your feelings. 1 = disagree strongly. 6 = I strongly agree.

A. I think (title of book)_____ will be interesting to read.

         1   2   3   4   5   6

B. I think that (title of book)_____ will be interesting to read because it appears (check the boxes of the words below).

- ☒ exciting
- ☒ unpredictable
- ☒ romantic
- ☒ heartwarming
- ☒ mysterious
- ☒ strange
- ☒ humorous
- ☒ easy to understand
- ☒ scary
- ☒ other:_____

C. I think (title of book) _____ will be boring to read because…(please write specific reasons in the box below)

An Interview with Paul Nation

Andrew Atkins
Kyoto Sangyo University
Paul Nation
Victoria University of Wellington

I would like to first thank you for taking time out of your busy schedule and agreeing to this interview. It is a great honor.

A.A. Q1 You are famous for your research and teaching on vocabulary, so how did you become involved in Extensive Reading?

P.N. Extensive reading is clearly related to vocabulary development. It is also closely related to simplification which largely involves vocabulary control. Perhaps the best example of this is the General Service List by Michael West. This is the classic list of high-frequency words, and one of its main purposes was to guide the development of extensive reading materials. I see a very close relationship between vocabulary and extensive reading.

A.A. Q2 You mention the GSL and I'm sure that many researchers are familiar with it, but it seems to be a little old now. English has surely changed a lot since the 1950s. Should writers still be using this to guide their writing or should they be basing things on something more up-to-date?

P.N. One of the basic rules that people learn when they are in my classes is that they should give respect to old things. This includes old research, old word lists, and old teachers. The GSL is now very old, considering that the material on which it is based date back to the early 1900s. However, one of the great strengths of the list is that it was tried and tested, largely by Michael West, during its making. That is, I believe that West used it when writing graded readers and when he found a word that he really needed which was not in the list and not replaceable by something in the list, then he added it. Thus the list works. However there are clearly words like *television, computer, e-mail*, and *web* which have an importance now that they didn't have in West's time. It is in need of revision but the work needed to revise it is considerable. For example, what corpus should be used as the basis for the revised list? At present one of my students is working on the wider issue of how and why lists differ from each other. With the understanding gained from this research, I hope it will be possible to make a very flexible list which takes account of the important factors affecting vocabulary choice. There is no doubt that we need a better list, but it is not a job to rush into.

A.A. Q3 You are a frequent visitor to Japan and must have gained an impression of what is happening here with extensive reading. I am sure you are familiar with extensive reading in other countries too, so how does Japan compare?

P.N. Japan is probably leading the world in extensive reading. There are many innovative and interesting programs going on in various places in Japan. My main wish is that the people running these programs take time to write up what they are doing, and to research what they are doing so that others can learn from them. I have never quite figured out why there is the strong interest in extensive reading in Japan, as it seems to go against the heavy language focused learning courses which are typical of many schools and universities. Perhaps the extensive reading programs are a reaction against this.

A.A. Q4 As a board member of the Extensive Reading Foundation, you are presumably convinced of the benefits of extensive reading. Some people however seem to be stubbornly against the practice. What would you say to persuade these people to introduce ER to their students?

P.N. My first comment to them would be "Read the research". There is very convincing research by Elley and Mangubhai and a whole range of other researchers of the value of extensive reading. As

an academic, I see previous research being the strongest motivator for classroom practice. However I am aware that teachers don't always have time to read the research and so they might not find this a very useful reply. It has always been of interest to me why, despite the generally widespread knowledge that extensive reading is a valuable activity, so few teachers actually take it seriously. I guess the main reason why extensive reading isn't done quite so widely is because teachers feel guilty that are not actually fronting the class and working hard. So, I guess my main argument that teachers would be that extensive reading is more likely to decrease your workload than increase it, and that the results of such activity will be beneficial to learners in a wide range of ways.

A.A. Q5 Extensive reading can fit into two of the strands in your four strands approach to teaching - the Meaning focused input strand and the Fluency development strand. Do you see these two strands as more important for the Japanese context than the other two?

P.N. At present, I think that each strand is equally important. However in a particular context it is likely that one or two of the strands may be rather neglected. In the Japanese context my guess is that the fluency development strand is very neglected. I actually have very little knowledge of this, because I don't have experience teaching in Japanese schools and when in Japan I don't teach English but train teachers of English. It seems likely that the language focused learning strand gets the most attention by far in Japanese schools.

A.A. Q6 I'm sure you are right that language focused learning gets the most attention, especially up to the end of secondary school. In an ESL setting, I wouldn't see this as being such a big problem, but in an EFL setting like Japan, where little opportunity to practice and gain fluency is available outside of the classroom, it is of major concern. What activities that complement ER do you think are useful for improving fluency in an EFL context?

P.N. I think that a well-designed extensive reading program should have two strands to it. One strand is the strand of meaning-focused input where learners read at a level which allows them to meet a manageable number of unknown words and deal with them through context clues. This strand involves learners reading just at the boundary of their vocabulary knowledge. The second strand in a well-designed extensive reading program is the fluency strand. This strand involves learners reading material which is very easy for them but reading it very quickly. This easy material can consist of books which are way below their level. For example, if their current level of reading is at level 3 of the Oxford Bookworms series, then for fluency development they should be reading lots of books from level 1 and level 2. Another source of easy material is books that they have already read before. In addition, an extensive reading program should involve a speed reading course. The speed reading course involves passages with comprehension questions which are written well within the learners' vocabulary level. They do this kind of timed reading about three times a week and note their speed and comprehension scores on a graph. These courses have been well proven with first language learners, and there is now a growing amount of research on the positive effect they have with second and foreign language learners. There is very interesting research done in Japan by David Beglar and Alan Hunt (which I hope will soon be published) which shows that fluency improvement occurred in an extensive reading course largely for those learners who had read the greatest amount of simplified material. Learners who had read a large amount of unsimplified material did not make the same incidental fluency gains.

A.A. Q7 The quality of ER materials is of great concern to me as a teacher. Some students seem to have problems finding materials that interest them and at a suitable level. What needs to be done to fill the gaps and provide materials for all our learners?

P.N. This question surprises me a little because there is now an enormous number of graded readers available. I don't know what the current number is but my guess is that there are probably around 1500 graded readers in print. They cater for a very wide range of levels in terms of proficiency, and they also cater for a very wide range of ages. Largely through the efforts of Rob Waring and others we now have graded readers that start at a very low vocabulary level, and we have an increasing number of non-fiction books. For several years I have been a judge in the Extensive Reading Foundation annual competition for graded readers. Deciding on the best readers is usually rather difficult because the quality of entries is very high. There are lots of very good readers available and some of them are fantastic.

A.A. I think there are many great books out there too, but for some of my students (and I stress some), there is little that interests them. I get the feeling they would appreciate stories written from a younger viewpoint, perhaps by say undergraduate students at a university in New Zealand…

P.N. That's an interesting idea, and is certainly worth exploring. There are lots of graded readers available and it would surprise me if there are not some which would grab the interest of the learners you mention. However it is well worth looking

at new sources of reading material and it would be a really interesting project to look at the effect of native speakers writing for others of their same age level.

A.A. Q8 You are a prolific writer and researcher. Are you involved in any interesting projects at the moment that involve extensive reading?

P.N. I have a Ph.D. student who is working on reading fluency, looking at how fluency development transfers outside of the speed reading course, and the amount of speed reading practice per week that needs to be done in order to get the best fluency gains. I'm not doing any research myself at present on extensive reading, although I would love to see more cooperation amongst publishers in setting graded reader levels and in making standard lists which were publicly available for teachers and course designers to work from.

A.A. Q9 In my own experience, most of my students seem to enjoy reading when they do it, but actually getting them to do it is rather difficult. Do you think that testing students on what they read is a good means of ensuring they read the books, or can you think of a better strategy to motivate them?

P.N. The strategy that I like is one that Atsuko Takase has worked on in Japan. That involves beginning extensive reading during class time so that learners must do it under a teacher's supervision. This makes sure that the extensive reading is done. When learners experience successful extensive reading and gain enjoyment from it under these conditions, they are much more likely to do extensive reading in their own time. I am not against using testing as a means of encouraging extensive reading, but the really important goal is to get learners to gain success and enjoyment from their reading so that that becomes their motivation. If testing will do that, then I'm happy with it.

A.A. Yes, I suppose it depends on the school and type of student involved, but in many cases, especially when students are busy with work and extracurricular activities, it may be the only way.

It has been a real pleasure talking to you. Thank you for your time.

_____

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Reading Folders:
A Warm-Up for Reading Classes

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Introduction

Sometimes getting students to settle down and focus in a reading class can be difficult. This warm-up activity helps students to focus on reading while at the same time quiets the class. It also helps to improve their reading comprehension as well as increase their reading speed.

Preparation

Step 1: During the first class period of the semester, give the students all of the papers they will need for the entire semester (See Appendices A – G) along with the answer keys for the parts of the folder that are done in class.

Step 2: Before each class, put the appropriate rate builder cards or similar reading materials (three cards) in each student's folder. Rate builder cards are very short readings with questions that are designed to be read and answered within a pre-determined amount of time. With my freshman level class I use the 2a and 2b level cards that are published by SRA McGraw-Hill. You could also use short passages from graded readers or anything similar with questions you've made yourself (Appendix H). As the levels increase the length of the passage and number of questions should also increase.

Procedure

Step 1: Begin each class by using the rate builder cards. Give the students two minutes to read and answer each card. If a student finishes a card they are not allowed to go on to the next card until the two minutes for that card have finished, but if the student would like to go back to a previous card they can.

Step 2: After the time has finished for all three cards have the students check their answers with the answer key, mark the cards they've finished on the rate builder record chart (appendix A), and then mark the percent that they answered correct on the rate builder progress chart (appendix B). Students can use the conversion table to easily find the percentage they answered correct (appendix C). During this time students should look at the questions they answered incorrectly and think about why their answer was wrong. If they cannot discover why their answer was incorrect, they should ask the teacher for help.

Step 3: Give each student a timed reading. I'm using timed-readings plus from McGraw-Hill. We have a class set of them in which students are not allowed to write. The answer keys have been removed from these books. When students have finished reading, they record their time and answer the questions that follow (appendix E). Students are not allowed to refer back to the reading when answering the questions. Students then check their answers with the answer key in their folder and record their score and reading time on the timed reading progress chart (appendix D). Again, if students don't know why an answer is incorrect, they should consult with their teacher. Of course you could use any reading with this, you'll just need to make sure that you have a word count and questions prepared. You can see an example of an original timed reading in appendix I. The goal is to have students increase their reading speed while maintaining a 70% accuracy rate.

Step 4: This step is to be done as homework. We have a box of the reading for understanding (RFU) cards (SRA McGraw-Hill) in the self-access room of our university. Students are required to complete three RFU cards per week. Realistically any material that could be used in a self-access environment would work well as long as the students are working on a particular

reading skill. The RFU cards are designed so that students must actually understand what they are reading to be able to answer the questions correctly. I have also used SRA's Specific Skills Series in the self-access room as well. The purpose of this activity is to get the students to actually think about what they are reading.

Step 4.1: Students read each card and write the answer to each question under the "1st try" space on the RFU answer sheet (appendix G). When checking their answers, students should mark the questions they answered incorrectly and not write the correct answer.

Step 4.2: Students should now go back and look at the problems they answered incorrectly. They should think about why their answer is wrong and try to answer them correctly. This time they should write their answers under the "2nd try". If they still don't understand why they answered the problem incorrectly, they should ask their teacher for help. Students then record the percentage for the correct answers from the "1st try" on the RFU progress chart (appendix F).

Conclusion

This activity is designed to help students to learn how to study on their own by checking their answers and thinking about how and why they answered a certain way. It is also designed to help students increase their reading speed and improve their reading comprehension. Students enjoy looking at the progress they've made, seeing their reading speed increase and marking the charts. This is also an excellent way to get a class to quiet down at the beginning of class and get their minds ready for a reading class.

Appendix A

Name_____

2a

Rate Builder Card Record Chart

On the chart below mark the cards that you have finished.

2a Brown

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

2a Lime

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

2a Aqua

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

2a Blue

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

2a Purple

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

2a Violet

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

2a Rose

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

2a Red

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

2a Orange

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

2a Gold

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Appendix B

RATE BUILDER PROGRESS CHART

	Card Level	Card Color	Card Number	% Score	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100 %
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
16															
17															
18															
19															
20															
21															

Appendix C

Rate Builder Score Conversion Table

Number of Correct Questions:	5 Questions	6 Questions	7 Questions	8 Questions	9 Questions
1	20%	17%	14%	13%	11%
2	40%	33%	29%	25%	22%
3	60%	50%	43%	38%	33%
4	80%	67%	57%	50%	44%
5	100%	83%	71%	63%	56%
6		100%	86%	75%	67%
7			100%	88%	78%
8				100%	89%
9					100%

Appendix D

Timed Reading Progress Chart

Name: _____

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Date															
Reading #															
Score															

400 Words
Time/ wpm
1:00/400
1:10/345
1:20/300
1:30/265
1:40/240
1:50/220
2:00/200
2:10/185
2:20/170
2:30/160
2:40/150
2:50/140
3:00/135
3:10/125
3:20/120
3:30/115
3:40/110
3:50/105
4:00/100
4:10/ 95
4:20/ 92
4:30/ 89
4:40/ 85
4:50/ 83
5:00/ 80
5:10/ 77
5:20/ 75
5:30/ 73
5:40/ 71
5:50/ 69
6:00/ 67

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Appendix E

Timed Reading Answer Sheet

Name: _____

Date: ____	**Date:** ____	**Date:** ____
No. ___	**No.** ___	**No.** ___
Reading Time: ___	**Reading Time:** ___	**Reading Time:** ___
WPM: _____	**WPM:** _____	**WPM:** _____

Comprehension Question Answers: (×3 columns)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

% Correct: _____

Date: ____	**Date:** ____	**Date:** ____
No. ___	**No.** ___	**No.** ___
Reading Time: ___	**Reading Time:** ___	**Reading Time:** ___
WPM: _____	**WPM:** _____	**WPM:** _____

Comprehension Question Answers: (×3 columns)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

% Correct: _____

Appendix F

Name_____

	Level	Lesson Card	Percent Correct									
			Reading for Understanding Progress Chart									
1		○ □ △	10	20	30	40	50	60	70	80	90	100
2		○ □ △	10	20	30	40	50	60	70	80	90	100
3		○ □ △	10	20	30	40	50	60	70	80	90	100
4		○ □ △	10	20	30	40	50	60	70	80	90	100
5		○ □ △	10	20	30	40	50	60	70	80	90	100
6		○ □ △	10	20	30	40	50	60	70	80	90	100
7		○ □ △	10	20	30	40	50	60	70	80	90	100
8		○ □ △	10	20	30	40	50	60	70	80	90	100
9		○ □ △	10	20	30	40	50	60	70	80	90	100
10		○ □ △	10	20	30	40	50	60	70	80	90	100
11		○ □ △	10	20	30	40	50	60	70	80	90	100
12		○ □ △	10	20	30	40	50	60	70	80	90	100
13		○ □ △	10	20	30	40	50	60	70	80	90	100
14		○ □ △	10	20	30	40	50	60	70	80	90	100
15		○ □ △	10	20	30	40	50	60	70	80	90	100
16		○ □ △	10	20	30	40	50	60	70	80	90	100
17		○ □ △	10	20	30	40	50	60	70	80	90	100
18		○ □ △	10	20	30	40	50	60	70	80	90	100
19		○ □ △	10	20	30	40	50	60	70	80	90	100
20		○ □ △	10	20	30	40	50	60	70	80	90	100

Appendix G

RFU Answer Sheet   Name: _____

Card Number:_____
Date: _____
○   Circle
□   Square
△   Triangle

1st Try	2nd Try
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Total Correct: _____
Percent Correct: ____

Card Number:_____
Date: _____
○   Circle
□   Square
△   Triangle

1st Try	2nd Try
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Total Correct: _____
Percent Correct: ____

Card Number:_____
Date: _____
○   Circle
□   Square
△   Triangle

1st Try	2nd Try
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Total Correct: _____
Percent Correct: ____

Card Number:_____
Date: _____
○   Circle
□   Square
△   Triangle

1st Try	2nd Try
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Total Correct: _____
Percent Correct: ____

Card Number:_____
Date: _____
○   Circle
□   Square
△   Triangle

1st Try	2nd Try
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Total Correct: _____
Percent Correct: ____

Card Number:_____
Date: _____
○   Circle
□   Square
△   Triangle

1st Try	2nd Try
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Total Correct: _____
Percent Correct: ____

Appendix H

Have you ever seen a bird come out of a clock? It was probably a cuckoo clock. The best cuckoo clocks are said to come from the Black Forest region of southwestern Germany. Cuckoo clocks have been made there since the mid-1700s.

Cuckoo clocks are usually made in the shape of a chalet, a kind of house. At the top is a door. At the top of each hour the door opens and a bird, the cuckoo, comes out and chirps one time for each hour. If it is six o'clock, then the bird will chirp six times.

The Black Forest is located in
a. Austria
b. Canada
c. Germany

Cuckoo clocks get their name from
a. they place they are made
b. from a kind of bird
c. from the sound they make

The cuckoo clock looks like a
a. bird
b. forest
c. house

When the door opens a bird
a. comes out and then chirps
b. chirps and then comes out
c. flies away

If it is three o'clock the bird will chirp
a. three times
b. five times
c. six times

Twins

Have you ever seen two people who look exactly alike? They were probably identical twins. Twins fascinate many people. A twin is one of two children born at the same time to the same mother. There are different kinds of twins. Identical twins, also known as monozygotic, come about from the fertilization of one egg by one sperm. After fertilization has occurred the egg splits in two and about forty weeks later two identical babies are born. Identical twins always have the same eye color, hair color, blood type, and so on because they have identical genes. These are all determined by one's genetics. However, your fingerprints are not. Therefore identical twins may seem to be 100% the same, but their fingerprints, and most likely their personalities, will be different.

But not all twins are identical twins. Most twins do not look exactly like each other and are called fraternal twins. Whereas identical twins are monozygotic, fraternal twins are *dizygotic*, which means they result from two separate eggs. Fifty percent of fraternal twins are same sex and the other fifty percent are of course male-female. These twins may or may not look alike; they are simply siblings who have shared the space within their mother before being born. The older a mother is when she becomes pregnant, especially after the age of thirty-five, the higher the chance that she will have fraternal twins.

In addition to fraternal twins, there are twins who are called semi-identical. These are monozygotic twins that have identical genes from the mother, but different ones from the father. However, it should be noted that this is a rare case and has only recently been proven.

About 1.1% of human births result from twin pregnancies and some ethnicities have a higher rate of twin births than others. For example, twins are more likely to occur in women from West Africa whereas Asians are less likely to *bear* twins. Incidentally, Japanese are more likely to *bear* identical twins rather than fraternal twins.

Every year there are many events and festivals for twins held all over the world. One famous festival in the United States is called "Twins Days" and is held on the first full weekend in August in Twinsburg, Ohio. According to the *Guinness Book of World Records* this is the largest annual gathering of twins in the world.

Questions

1. Identical twins come from
   ☐ one fertilized egg.
   ☐ two fertilized eggs.
   ☐ three fertilized eggs.

2. After fertilization of the egg or eggs, a baby is born about
   ☐ forty weeks later.
   ☐ fifty weeks later.
   ☐ sixty weeks later.

3. Identical twins are not 100% identical because
   ☐ their blood type is different.
   ☐ their genes are different.
   ☐ their fingerprints are different.

4. The older a woman is the
   ☐ higher the chance that she will have identical twins.
   ☐ higher the chance that she will have fraternal twins.
   ☐ the lower the chance that she will have twins.

5. _____ are more likely to have twins.
   ☐ Asian women
   ☐ American women
   ☐ West African women

6. If you want to see many twins in one place at one time, the best place is probably
   ☐ the United States.
   ☐ West Africa
   ☐ Asia

7. The most uncommon type is twin is probably
   ☐ fraternal twins.
   ☐ identical twins.
   ☐ semi-identical twins.

8. Semi-identical twins have
   ☐ the same mother and the same father.
   ☐ the same mother, but a different father.
   ☐ the same father, but a different mother.

9. The personalities of a set of identical twins may be different because
   ☐ twins are raised in different environments.
   ☐ personalities are not genetically determined.
   ☐ after fertilization has occurred the egg splits in two.

10. Twinsburg, Ohio probably hosts the famous "Twins Days" festival because
    ☐ the name of the town contains the word "twins".
    ☐ people in the United States have the highest number of twins.
    ☐ many twins like to go to festivals.

How We Do It *at Ritsumeikan University - Kinugasa Campus*

Thomas Amundrud

Introduction

Like many language teachers, I've been fascinated with the gains in reading fluency and overall linguistic competence and confidence that have been found with extensive reading. However, in my advanced English for General Academic Purposes (EGAP) classes, where students are already working in a rigorous curriculum including intensive academic reading, along with academic writing, presentations, and discussions, adding conventional extensive reading with graded readers is simply impractical due to time, attention, and resource constraints. Nevertheless, to both provide an outlet for autonomous English study that harnesses students' interests independent of class materials, and hopefully to reproduce in some way the gains found possible through ER, I have developed the *online extensive reading project*. A project is, in my classes, a long term, cumulative homework assignment, for which students receive a single grade at the end of the term.

In this short article, I'll sketch an outline of this project, and briefly show data that I believe proves its effectiveness, at least in my classes. Although this project admittedly does not involve the sheer scale of independent reading that an extensive reading program traditionally requires, extensive reading is more than just reading a lot of words; it is giving the students responsibility for choosing and tracking their own progress. To this end, I believe the project described here fits, and, given the intense requirements of my EGAP program, shows an example of how ER might be adapted to suit curricula that could not otherwise accommodate an orthodox ER program.

Setting

My EGAP courses have about 30 students in each of the two sections that meet three times a week. Students are streamed into the class based on TOEIC entrance tests. These classes are a part of the "Academic Skills Program", which is a department-level innovation designed especially for returnee and high-level non-returnee students. Mondays are a dedicated academic writing course with a separate syllabus, while Wednesdays and Thursdays focus on reading, listening, speaking, and note-taking skills.

The online extensive reading comprises 10% of the Wednesday-Thursday grade. This percentage is designed so that students who are not able to complete the entire project do not unduly suffer if their other coursework is sufficient, but it is enough to reward those who complete or exceed the required word count.

The Materials

At the start of the spring term, I introduce the online extensive reading project as a part of the syllabus, but wait to give details until the week before Golden Week so as to avoid overloading the students with too much information at the outset. This also gives me time to introduce and practice summarizing in the writing section of the course, as this is necessary for the extensive reading reports submitted.

The online ER introduction briefly explains the rationale for extensive reading, and then specifies the assignment criteria. Students are given the choice of materials from the following three websites: BBC Learning English; Voice of America; and the British Council. I chose these sites because the BBC and VoA are primarily non-fiction, which is consistent with the course's academic focus. However, both sites provide a wide array of topics so that students are likely to find materials of interest to them, and whose subjects they may already be familiar with in their L1. The British Council is primarily fiction, which provides a break from the class's non-fiction focus while still building reading skills. In addition, these three sites have articles of varying length and difficulty, so students can complete the project with the greater control of pace and level an ER program demands.

Figure 1 A sample page from bbc.co.uk Learning English - Words in the News

Students are required to write extensive reading reports, using a form downloadable from the course WebCT site (Appendix 1). Students must provide the name of the article, the author, the website, the article word count, and the date accessed. Then, they must write a brief summary of the article, and answer three questions; what do they think of the article; what question would they ask the author; and would they recommend the article to a friend and why or why not. Students are required to read at least 2000 words per term, with extra credit possible for exceeding this minimum; see "Evaluation Method and Student Response" below for an explanation of this requirement.

Funding

Since no materials need to be purchased for this ER project, funding is not a problem. I have had one or two students who say they do not have computers they can readily use at home, but there are computer labs available on campus. With the advent and spread of smart phones that can utilize regular web content, I suspect this will become less of a problem.

Distribution Method

Students choose which articles they want to read from each website. Students are encouraged to tell classmates about the articles they use. As I read all their extensive reading reports, plagiarism is readily detected, though this has not yet been a problem.

Keeping Track

Students submit their online ER reports by email throughout the semester. I assign the first ER report to be due the week after Golden Week. I check these for proper submission, and clarify any problems. Students are especially encouraged to do reports during the weeks at the end of course units when we hold in-class presentations, tests, and graded discussions, as there is relatively little homework otherwise. From spring 2010, I also encouraged students to record their own word counts using an Excel file (Appendix 2) that automatically calculates the words read, and which they can send along with their final ER report for extra credit. The deadline for submissions is always two weeks before the end of the term, though I am generally lenient in accepting late submissions until the last class. I check ongoing student submissions throughout the term to determine that students are properly completing and submitting the assignment, but generally do not start evaluation until the end of the semester.

Evaluation Method and Student Response

The final score is simply based on their reading of 2000 words and completion of the entire ER report form for each finished reading. I check all articles read to ensure that students are accurately and truthfully reporting their results, and to

ensure that summaries do not include wholesale copying. Students who do not complete the entire form for each reading lose partial or complete credit for that reading depending on the amount incomplete.

In Spring 2010, with 33 students in the first section and 34 in the second reading an average of four different articles each, 26 students in both sections (79% and 77% of students, respectively) completed the entire assignment, meeting 100% or more of the 2000 word requirement. This completion rate stands comparatively high in contrast to 2009 when I first started this project, and required 3000 words (see Figure 2 for a comparison). In the autumn of 2009, 13 out of 28 students (46%) in the first section and 19 out of 33 (58%) in the second met or exceeded the required word count.
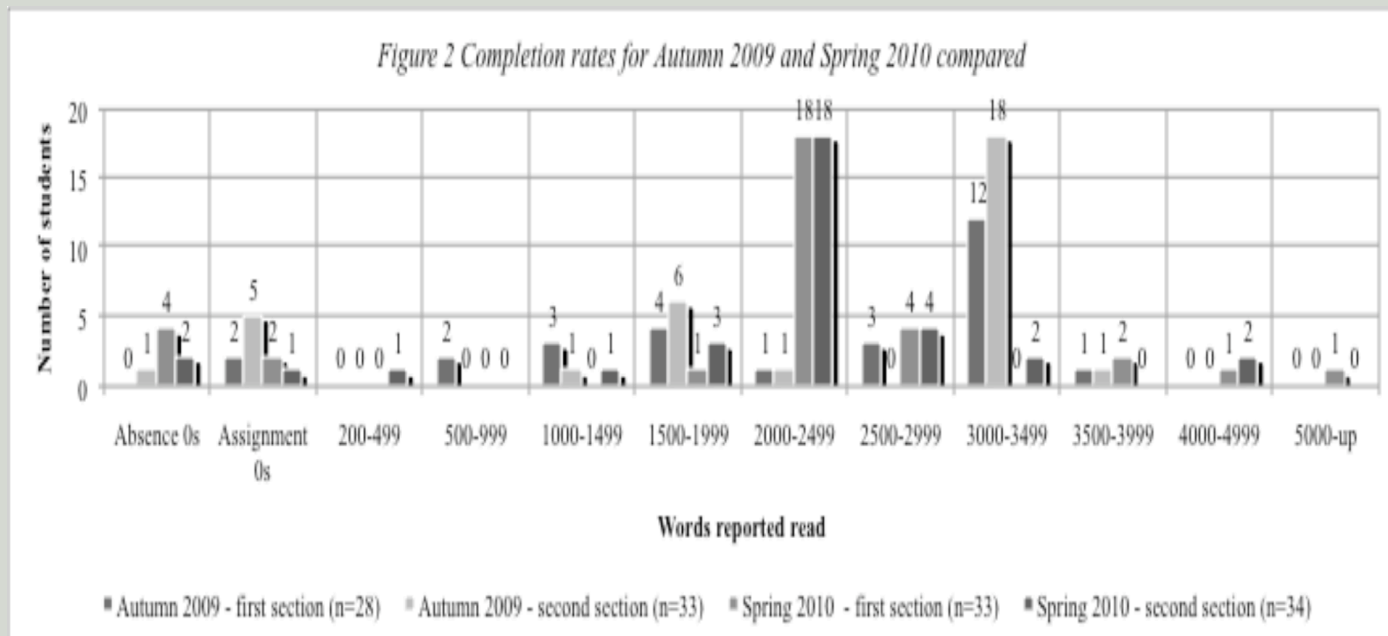

Figure 2

Moreover, although the gained aggregate success in spring 2010 is the result of lowered expectations, the higher rate appears to show more uniform and, in a few cases, more enthusiastic participation in the online ER project than the previous year. There were fewer non-zero underperforming scores in 2010 than 2009, confirming that the goal was more attainable for more students. In addition, seven students in the first section and eight in the second section of Spring 2010 exceeded the assignment requirements, with two in each section well exceeding even the previous year's demands.

Possible Innovations

Since this project is independent of our other course work, I am considering adding an online discussion component instead of the ER reports, so that students can share their summaries and opinions with their peers. Since I already use blogs as a part of the writing class, however, I am concerned that this might be confusing and cause a kind of CALL autonomy overload, but may nevertheless implement such a scheme in future courses. I also believe that online ER projects may be suitable for upper-intermediate classes and intermediate classes, should sufficiently graded websites be found.

Acknowledged Limitations and Closing

In closing, I am aware that this is not a "pure" ER program, and that some may not even consider it worthy of the moniker. However, I believe it is ER since students are extensively reading material they choose, within confines provided, much as a teacher does with a reading library or list of possible book titles. Since student attrition has been quite low this year, and student success quite high, I believe this validates my program as one that my students can and will do along with the other requirements of my course.

In closing, though I suspect my program may offend some ER purists out there, I suggest you consider the confines in which I and other teachers work, and ask whether it would be better for teachers to completely forego any extensive reading applications in their classrooms for the sake of theoretical or methodological purity, or for them to find the ways that work within their learning environments. I hope this brief sketch will inspire you to consider how the gains possible from ER can be harnessed throughout our varied curricula, and to develop your own online extensive reading programs.

Appendix 1 - Extensive reading report form

Your Name:	Section 1 / Section 2
Article Title:	
Author or authors:	
Web address: http://	
Date published:	**Word count:**

Give a brief summary of the article-*no more than 2/3 as long as the original*

Give your opinion of the article. What do you personally think about this?

If you could ask the author one question, what would you ask? Be specific

Would you recommend this article to a friend?

Appendix 2 - Student ER Report Word Count Total form

Your name:		Spring 2010 ER report word count total	Section A/Section B
Date submitted		*Article title*	*Word count per article*
TOTAL WORDS READ			0

Remember: Submit this accurately by July 22 for 5 points extra on your extensive reading score! Upload to English II as instructed.

Graded Readers on the iPad
Daniel Stewart
Kaisei Academy

The Way it Has Been

Extensive Reading does not require graded readers. It is possible to do it with any comprehensible texts. So some teachers have their students read books written for native English speaking children and some teachers with higher level students even have their students do ER with newspapers. Still for the majority of us, we use graded readers to do ER. For years the technology has been available to enhance the graded reader experience, but it was never fully realized. For example, a few years ago Richmond Readers released some of their readers as PDF files. While this was a good opportunity for teachers to print out and get to know this great series, there was no other advantage to having an electronic version. Other publishers have released CD-ROMs with their graded readers. For example, Penguin Active Readers and Cambridge Discovery Readers both come with CD-ROMs. These CD-ROMs give the students the opportunity to work with the material in the graded readers using games, puzzles and tests. This extra content tied to the graded readers is certainly beneficial to the students, but the CD-ROMs do not include the actual text. Students still read the stories in the books.

What's new?

Apple's introduction of the iPad opened up the possibility of having interactive graded readers. eigotown.com and Oxford University Press (OUP) got together to release some of OUP's Bookworms graded readers on the iPad. By utilizing the advantages of the iPad, these two companies have been able to produce an effective way for students to interact with graded readers. The iPad versions can be downloaded from the Apple App Store.

What is good about it?

The iPad version takes what were already good books and makes them better by making use of the iPad hardware. To begin with, the pictures are now in colour. It is surprising how much more attractive a book can be with the addition of colour.
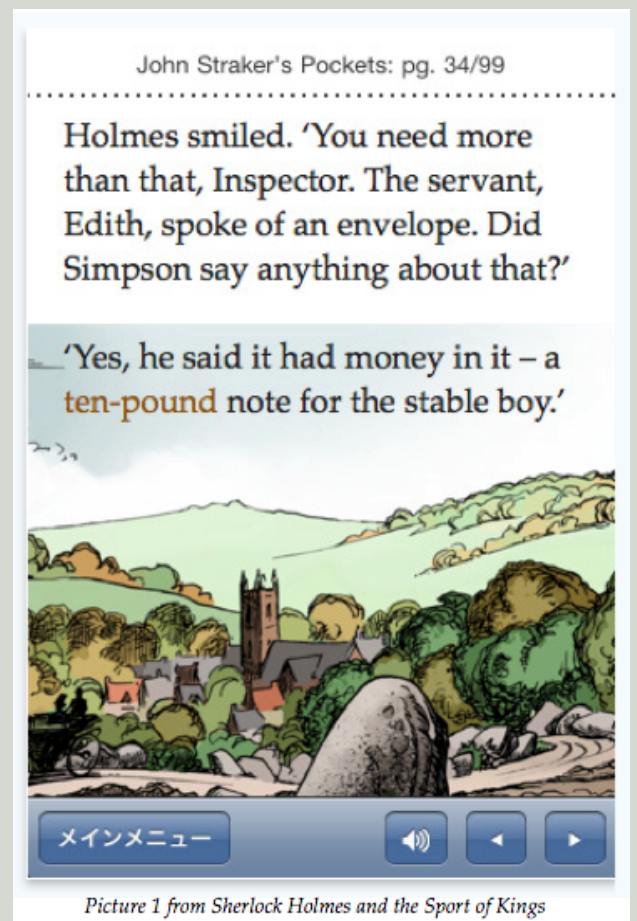
Second, each page has a small speaker on it. By pressing that button, the reader can hear the audio recording for that page. That is an improvement over the traditional book with audio CD graded reader as it is very easy for the student to read a page and then listen to the same page or vice-versa. Doing that with a CD on a page by page basis takes a fair amount of juggling. Listening to one page several times on a CD requires rewinding to just the right spot. With the iPad version the student can easily listen to the same page several times and then move on when they are ready.

Third, and most importantly, some words are highlighted on each page. For example, in Picture 1 from *Sherlock Holmes and the Sport of Kings*, the term 'ten-pound' is highlighted. When they press on the highlighted word, the reader immediately sees a Japanese translation of that word in that context. It is important to note that when a word has several different meanings, only the current meaning is displayed. This allows the reader to return to the story very quickly.

Finally there is a quiz section where students can test themselves on some of the new vocabulary introduced in the book.

Potential Weaknesses

The iPad versions of the Bookworms are quite well done,

John Straker's Pockets: pg. 34/99

Holmes smiled. 'You need more than that, Inspector. The servant, Edith, spoke of an envelope. Did Simpson say anything about that?'

'Yes, he said it had money in it – a ten-pound note for the stable boy.'

メインメニュー

Picture 1 from Sherlock Holmes and the Sport of Kings

but there still is room for improvement. First of all there are no Starter level iPad readers. Hopefully this will be rectified in the future.   According to eigotown.com, they plan to add Starters as soon as possible. It might require the creation of audio files. The OUP website only shows CD available for two Starter level readers. I have seen cassette tapes of other Starters, but they are no longer for sale. As long as recordings exist it should be simple enough to add iPad versions of other Starter level books. Some of the OUP Starters such as *The White Stones* are known as 'interactive' readers, where the reader skips among the pages depending on how they answer questions. This type of book would make good use of the abilities of the iPad, but unfortunately it is unlikely a recording has ever been made due to the non-linear path of the books. It would be great to see iPad versions of 'interactive' starters.

As for the audio playback, the sound is excellent, but the controls are very basic. You can only start or stop the recording. Having the ability to fast forward or rewind would be a nice addition.

Another issue is the speed of the recordings. The playback is only at one speed. For many students it will be the ideal speed, but for some the playback will be too slow or too fast. The current speed is certainly good enough, but I think there is a missed opportunity here. Software could adjust the speed slightly depending on the preference of the listener. The danger is that the recording will sound tinny if it is adjusted too much. Ten percent or even 20 percent faster or slower does not change the quality of the recording much, yet it would make make a big difference in listenability. For an idea of what is possible, check out audio software such as Amazing Slow Downer by RoniMusic (www.ronimusic.com)

Finally the testing section only involves vocabulary. Many teachers tell their ER students to focus on understanding the story rather than worrying about the vocabulary so I would really like to see simple comprehension questions added such as those in Paul Goldberg's Xreading (*ERJ* 3.1) or my Booktests (*ERJ* 1.2).

Student Reaction

The students I showed this to preferred the iPad version to the paperback equivalent. Positive comments included the pictures are more beautiful, it is really quick to look up words and it is more fun. The only negative comment was that one of the words a student did not know was not highlighted. It might be a good idea to slightly increase the number of words that are highlighted. Picture 2 shows how translations of highlighted words are displayed.
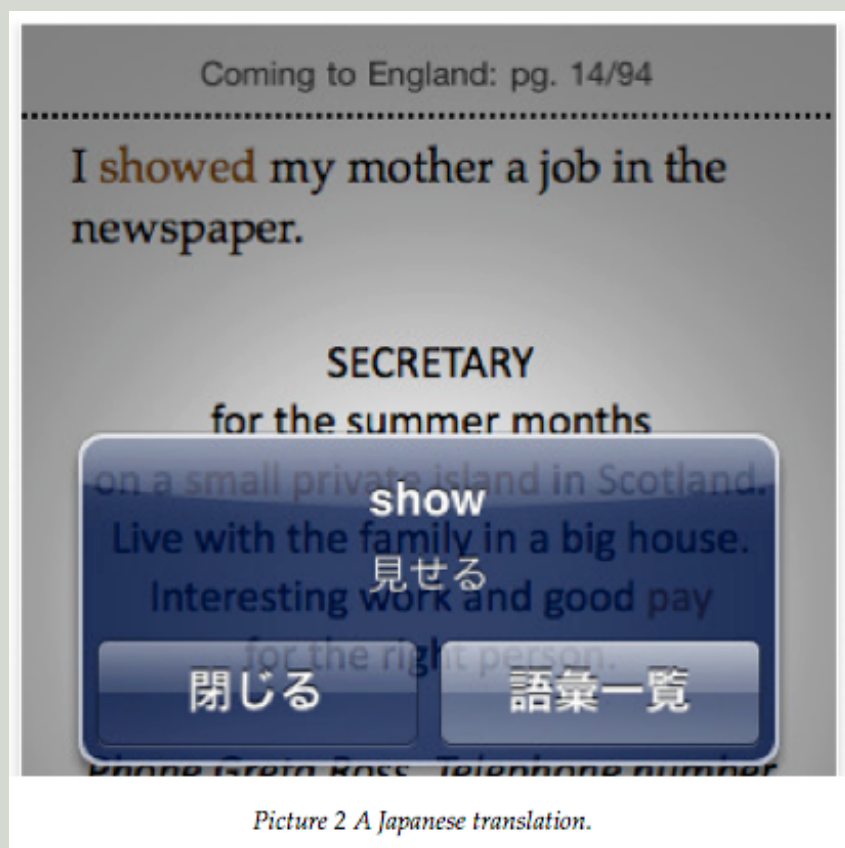
Picture 2 A Japanese translation.

Conclusion

I was really hesitant to mention any weaknesses in this article. The iPad versions are excellent. The weaknesses I have mentioned should really be seen as suggestions on how to improve the system if they create a new version. Hopefully readers of this article who have iPads will try buying one book as well and make their own suggestions to the creators on how to make better iPad readers.

New Book Releases

Compiled by Bjorn Fuisting

In the last column we had a long list of new graded readers to introduce but in this issue we will focus on a new series, Building Blocks Library. (The full list will be back in our next issue.) For me Building Blocks Library is another great series that is helping to ease students into reading with smaller jumps between levels and starting at a lower word count. Levels 1-3 are actually phonics books but from Level 4 we are getting into the characters and stories with only 170 headwords. Then we make our way through the character's lives, friends and adventures in levels 4 to 9 (8th and 9th level forthcoming). Aimed at school kids they are sold in packs of 6 and make a welcome addition to the ER offerings.

Building Blocks Library - MPI

Level	Level 1		Level 2		Level 3	
ISBN	9784896433289		9784896433296		9784896433302	
Release date	published		published		published	
Price per pack	\3,990		\3,990		\3,990	
Head Words	NA		NA		NA	
	Title	Word Count	Title	Word Count	Title	Word Count
Book 1	Mom, Dad, and Tom	20	Tig Likes to Dig	66	The Bees'Knees	113
Book 2	Ken and Tim	20	Mice Like Rice	41	Drop the Ball, Bob!	101
Book 3	Fox and Bug	35	Max and Min	56	The Red Mat	163
Book 4	Is It…?	26	Flea and Bee	63	Snack Attack	104
Book 5	The Big Wig	43	Tom Kicks a Can	69	Monkey Halloween	109
Book 6	Ben Has Ten Pens	34	Punk, Pop, Hip, and Hop	78	Alphabet Soup	116
Book 7	Nat the Ninja	37	Rainbow	34	The Sandcastle Contest	170
Book 8	The Dog and the Cat	36	We want Ice Cream !	75	Lick! Lick! Yummy!	166
Book 9	Get Up, Pup!	30				
Book 10	Nat Likes Nuts	36				

Level	Level 4		Level 5		Level 6	
ISBN	9784896433319		9784896433326		9784896433333	
Release date	published		published		published	
Price per pack	\4,200		\4,200		\4,200	
Head Words	170		220		320	
	Title	Word Count	Title	Word Count	Title	Word Count
Book 1	The New Teacher	211	RingRing… No Answer	364	DANGER! KEEP OUT!	593
Book 2	Octopus Attack!	220	Meet the Mummy	327	Jay's Great Idea	582
Book 3	First Day at School	258	It's Natalie Nevada!	323	Lost	574
Book 4	Kat's Surprise	318	Txt Msg	332	Dog Wash	542
Book 5	Where's Liam?	294	Who's There?	367	And First Prize Goes to…	606
Book 6	Amy's Song	337	Downhill Race	390	Try Out for the Musical!	549

Level	Level 7		Level 8		Level 9	
ISBN	9784896433340		9784896433357		9784896433364	
Release date	published		January, 2011		February, 2011	
Price per pack	\4,410		\4,725		\5,040	
Head Words	400		500		700	
	Title	Word Count	Title	Word Count	Title	Word Count
Book 1	Trouble for Tom	816	Extreme Fire Danger	2332	That's Life!	3315
Book 2	Double Take	949	Nobody Understands Me!	2508	Out of Control	3161
Book 3	Stranger Danger	1096	Rich Girls	2211	Easy Come, Easy Go	3028
Book 4	The Visit	1369	Mysterious Alex	2244	Kat's Decision	3223
Book 5	Chores Are Stupid!	1350	Good Sports	2167	White Water	2711
Book 6	Storm Warning!	1393	Outback Adventure	2227	School's Out	3208

Recent ER Research

Compiled by Nozomu Sonda

1. Extensive Reading in English Language Teaching.
A. Cirocki (ed.) Lincom Europa 2009
Richard R. Day

(This is a book review of R. Day's work)
Richard R. Day teaches in the Department of Second Language Studies, University of Hawai'i. He is a co-editor of Reading in a Foreign Language and is the author and editor of numerous articles and books, focusing primarily on L2 reading and teacher development. Professor Day is the co-author of a three-book series on teaching reading: Cover to Cover (Oxford University Press 2007). This innovative series combines extensive and intensive reading. He is also the co-author of Impact Issues Books 1, 2, and 3 (Pearson Longman Asia 2008) that are designed to help students develop conversation and discussion skills

In this long collection, the editor and contributor, Andrezej Cirocki, writes that the volume 'constitutes an undertaking to analyse the degree to which the new investigating perspective, that is, extensive reading has influenced language education and whether it is worth implementing in the EFL/ESL classroom' (p. 20). To anyone with even a passing awareness of the robust literature on the benefits of extensive reading (ER), this might seem to be somewhat odd. However, Cirocki apparently believes that ER has not made sufficient inroads in Europe as he writes, 'I have decided to edit this book, first and foremost with a view to instilling ER in the European educational context …' (p. 21).

Extensive Reading in English Language Teaching is divided into four sections. Section 1, entitled 'Developing reading skills in a foreign or second language', has two chapters that treat second or foreign language (L2) reading in general and are not concerned with ER. Section 2, 'Promoting literacy through extensive reading', is the longest of the four sections, with 24 chapters. The aim of the four chapters in Section 3, 'The efficacy of extensive reading: insights from the research', is 'to demonstrate the numerous benefits which can accrue from extensive reading' (p. 21). The fourth and final section, 'Extensive reading in the EFL/ESL classroom: teaching tips', has seven chapters that are descriptions of activities.

2. Extensive Reading Program Which Changes Reluctant Engineering Students into Autonomous Learners of English
Nishizawa, Hitoshi; Yoshioka, Takayoshi; Itoh, *Kazuaki*
Journal of Japanese Society for Engineering Education, Volume 58, Issue 3, pp. 3, 2010.

Abstract
This article introduces extensive reading (ER) as an approach to improve fundamental communication skills in English of reluctant EFL learners: average Japanese engineering students. It is distinct from concurrent translation approach from a perspective that the learners use English instead of Japanese to grasp the meaning of what they read and enjoy reading. In the ER program at Toyota National College of Technology, many students developed more positive attitude toward English, increased their reading speed, and achieved higher TOEIC scores, which was compared to those of the students before this ER program was introduced. Comparison between three groups of the students showed strong correlation between their TOEIC scores and the reading amount.

3. *Extensive Reading Conjoined with Writing Activities as an Effective Component of English as a Second/Foreign Language.*
Jeong-eun Han
A Master's Thesis, University of Wisconsin-River Falls, 2010.
http://minds.wisconsin.edu/handle/1793/39198

4. On the Effectiveness of Applying English Poetry to Extensive Reading Teaching.
Fanmei Kong
Journal of Language Teaching and Research, Vol. 1, No 6 (2010), 918-921, Nov 2010.

Abstract
English poetry plays an important role in fulfilling the goals of extensive reading teaching, but English poetry teaching is less than satisfactory in extensive reading teaching due to learners' attitude and traditional teaching methods and so on. Therefore, this thesis makes a study of the effectiveness of applying English poetry to extensive reading teaching from two aspects: the characteristics of English poetry and the functions of English poetry in extensive reading teaching. And in the end, this thesis puts forward some suggestions for how the teacher appropriately makes use of English poetry in extensive reading teaching.

5. Extensive graded reading in the liberal arts and sciences.
Joseph Poulshock
Reading in a Foreign Language, October 2010, Volume 22, No. 2.

Abstract
For this research, learners did extensive graded reading (EGR) with traditional graded readers, and they also interacted with short graded stories in the liberal arts and sciences (LAS). This study describes the purpose and format of the LAS stories used by hundreds of university students and adult learners in Japan. It summarizes the results of two semester-long pilot projects done with 10 students in 2008 and 24 students in 2009, and it compares how both these groups perceived their experiences of doing EGR with traditional graded readers in combination with graded stories in the liberal arts and sciences. Lastly, this study examines how students learned vocabulary from the LAS stories that they used. The results support the idea that learners enjoy, are motivated by, and can gain vocabulary knowledge through using short graded stories in the liberal arts and sciences.

6. From a WebQuest to a ReadingQuest: learners' reactions in an EFL extensive reading class
Ana Claudia Barros, Ana Amelia Amorim Carvalho
Digital Education Review, No 15 (2007).

Abstract
Most students do not like reading in a foreign language. They find it a difficult task, mainly due to the high number of unknown words they encounter when reading a text. They consider reading classes boring and uninteresting and as a result our students are poor readers. Concerned with this situation, we conducted a study on the impact of a learning environment based on the WebQuest, a ReadingQuest, and on student engagement in an extensive reading task. The results show that the ReadingQuest is a valuable environment for teaching extensive reading, in contrast to traditional reading classes, as it can enhance motivation and promote constructivist learning.

7. Investigating Teacher Attitudes to Extensive Reading Practices in Higher Education: Why Isn't Everyone Doing It?
John Macalister
RELC Journal, April 2010 vol. 41 no. 1 59-75.

Abstract
This paper reports on interviews conducted with 36 teachers involved in university preparation courses at language teaching centres in New Zealand. The interviews were designed to investigate teacher attitudes to extensive reading in higher educational contexts, and current practice ER such contexts. While teachers expressed positive beliefs about the language learning benefits of extensive reading, these beliefs did not generally result in the inclusion of extensive reading in the classroom programme. This may reflect the realities of the wider educational context. If extensive reading is to be more widespread in higher educational contexts, it needs to be promoted through teacher education, new research, changes in course design, raising awareness among administrators and managers, and improved resource provision.

8. The Practical Study of "Zero Class Hour" for English Extensive Reading from Perspective of Constructivism Instruction.
Li Ke
Journal of Chongqing University of Arts and Sciences (Social Sciences Edition) 2010-04.

Abstract
This paper, consolidating the "student-oriented" and "teacher-directed" instruction conception, sheds light on the current problems of "Zero Class Hour" for English extensive reading and discusses the further reforms of this course with the help of Constructivism.

9. Schema Theory and English Extensive Reading Teaching in Higher Vocational Colleges.
Li Feng
Read and Write Periodical 2010-01.

Abstract
Based on the Schema Theory, the paper proposes a new model for teaching extensive reading in higher vocational colleges. The new model consists of three phases: pre-reading phase, while-reading phase and post-reading phase. The practice of the new model aims to stimulate, establish as well as enrich three schemas affecting the reading process. The new model proves to be of great help to students' reading ability, reading skills and the practices of teaching extensive reading in colleges.

10. Extensive reading in the lower grades.
Renner, Elisabeth-Maria (2010).
Thesis. University of Vienna, 2010. Download from http://othes.univie.ac.at/10133/

Abstract
Reading is a crucial part of every foreign language classroom and usually students are taught various reading techniques and strategies. But these strategies are usually part of what is called intensive reading and serve mainly the purpose of analysing texts according to linguistic, structural or content features. Unfortunately the pleasure and fun reading can produce are hardly ever encouraged in the classroom and in the course of time reading becomes for the students just a means to an end, part of the course, something they have to do no matter if they want to or not. Extensive reading is an approach that tries to work against this development by reducing reading to what it is. Reading for the sake of reading is the slogan of this approach. The students are told how much they are supposed to read in a given time frame, but they are free to choose what they want to read, when exactly and where. This is not only meant to encourage the pleasure of reading but also to strengthen the students' linguistic competences. Especially reading fluency is encouraged by this approach. This thesis presents the concept of Extensive Reading and shows how it can, on a didactic basis, be integrated in the Austrian Curriculum for second language learning in the lower grades. Furthermore the benefits such an approach can have on the various levels of second language learning are introduced. The main focus is on the development of reading fluency in such an Extensive Reading Program. The following field study serves the purpose of pointing out the positive effects Extensive Reading can have by comparing a test group to a control group. The conclusion drawn in this field study is that Extensive Reading can encourage reading fluency already at an early stage of second or foreign language acquisition. Due to the benefits and the flexibility of Extensive Reading I would argue that this approach should be part of every language classroom and spread more widely among language teachers.

11. To Explore "One-stop" English Multimedia Networking Teaching Based on Google: A Case Study of English Extensive Reading.
SUN Kun
Modern Educational Technology, 2010-04.

Abstract
The paper explores "one-stop" English multimedia networking teaching based on Google which is supported by Site as backboned, as well as main tools such as Doc, Notebook, Calendar etc. English Extensive Reading, as a case, is exemplified to display the steps of establishing "one-stop" teaching. Such "one-stop" teaching not only saves hardware consumption, but integrates multimedia teaching with net learning, which is able to form learning community based on web easily, so as to improve teaching effect significantly. Being user-friendly, such "one-stop" teaching based on Google, is expected to play an important role in future teaching.

12. Improving Students' Reading Skill Through Intensive And Extensive Reading.
Endratno Pilih Swasono
Nobel, Vol. 1, No 1 (2010).

Abstract
Students of History and Islamic Civilization of the Department at the State Institute for Islamic Studies Sunan Ampel Surabaya have limited reading skill, especially comprehending in English texts. In this case the students have little knowledge about how to improve their reading skills because of their lack ability and the weak of their reading habit through reading texts written in English. Although reading skills is very important to improve their knowledge, the important thing is that they must read independently and develop their reading habit. In line with the background of the study, the formulated research problem is How to improve Students' Reading Skills Through Intensive and Extensive Reading at the State Institute For Islamic Study Surabaya.

13. Come to an Enjoyable Class: EFL Extensive Reading.
Arwijati Wahjudi
TEFLIN Journal, Vol. 13, No 2 (2002).

Abstract
This paper argues that an Extensive Reading Class is not a place for reading only, where students read and, therefore, may become better readers. In fact, lots of interaction among students, between student(s) and teacher, can happen, and this happens in an EFL natural situation. The students have something to talk about and are ready to share with the teacher and the other students what they have read. Questions asked are real questions, not comprehension or leading questions. Higher level questions, asking for opinions and feelings, are asked without the students being told to ask these kinds of questions. Students' opinions and feelings are expressed simply because they are necessary. Because of its potential as a place where students can exercise somewhat real language with little burden, if any, the writer suggests that Extensive Reading courses be offered at all levels in the English Department, starting from the first year.

14. Impact of Extensive Reading on Literacy Perceptions and on EFL Writing Quality of English Major Students at the Islamic University of Gaza.
Basema A. Abu Saleem
Thesis. The Islamic University, 2010. Download from http://library.iugaza.edu.ps/Thesis/90263.pdf

Abstract
This study explores the impact of extensive reading (ER) in English language on students' perceptions of literacy activities in terms of their preferences for these activities, expectations of their abilities, and their experiences in writing. This present study also examines and analyzes the influence of ER on writing quality in terms of content knowledge, critical thinking, and language use. The study employed a quantitative and qualitative research design, embracing, to some extent, a program evaluation. For conducting this study, the researcher taught a college writing course- Writing 2- during the second semester, in the Islamic University (IUG), 2008. Two groups, control and experimental, of 83 participants were involved in the study. The experimental group included 44 participants; the control group consisted of 39 participants. ER was utilized and implemented as a supplementary technique for teaching the essay writing course. The data were obtained from a pre and post treatment questionnaire to investigate their literacy perceptions and pre and post treatment essay writing tests to evaluate their writing. Descriptive analytical approach was used for

analyzing the data in the light of the constructivist theory in the scholarly literature. The findings revealed that the teaching program was successful in many ways. First of all, the students' distorted perceptions were positively changed into the right track to be good ground for literacy behavior. Most importantly, the students' writing skills in English improved in that they achieved enhanced control of the several types of target genres, especially the argumentative genre. They started to employ their writing schemata and to exploit different aspects of qualified writing under the influence of ER as a supplementary approach. More significantly, they wrote at greater length, with clear organized structure and improved use of content knowledge and various linguistic resources to enrich their writing. The improved use of evidence, information, and negotiating of meaning in support of their arguments also indicated their development in critical thinking.

15. Extensive reading: An empirical study of its effects on EFL Thai students' reading comprehension, reading fluency and attitudes.
Tamrackitkun, K
PhD thesis, University of Salford, 2010. Download from http://usir.salford.ac.uk/11924/1/Thesis.pdf

Abstract
This study investigated reading comprehension, reading fluency and attitudes of students after exposure to extensive reading (ER), an approach to teaching and learning foreign languages without using a dictionary or focusing on grammar, but aiming to get learners to read extensively by choosing books on their own, for general comprehension, good reading habits and enjoyment (Day and Bamford 1998; Prowse 1999). It was conducted in the Thai context with English as foreign language (EFL) students at Rajamangala University of Technology Thanyaburi (RMUTT) in Thailand during a period of four months, one academic semester. The teaching procedure conformed to the principles of ER with a wide-ranging selection of graded reader books. Multiple measurements used to assess comprehension with three narrative texts were written recall protocol, and translation tests; multiple choice questions with twelve texts in timed reading to assess reading fluency; and a survey questionnaire as well as an in-depth interview to gather data on attitudes towards extensive reading. The study employed a double-control pre- and post-test (Solomon) design: two experimental groups (N = 52 and 50) and four control groups (N = 46, 48, 42, and 46) of which two are excluded from the pretest to separate out the effects caused by using the same instruments. The findings suggest positive effects of ER on the learners reading comprehension and provide conclusive evidence of reading fluency improvement together with a positive attitude towards ER. The study also revealed that credit or score is a key factor to encourage students to read and they preferred reading in a controlled situation in class including taking the tests of timed reading. The thesis discusses the possibility of using testing as a pedagogical tool for the improvement of reading skills. Implications drawn from the findings suggest that in order to maximize the benefits of ER, an adjustment of procedures is essential prior to the integration with language courses in the Thai and other similar contexts.

16. The Effectiveness of the SSS (Start with Simple Stories) Extensive Reading toward the Comprehension of the Low Achieving Students of the First Grade at PGRI Lawang Senior High School.
Halaman Awal
Thesis. State University of Malang, 2010.

Abstract
Most students still have reading problems such as difficulty to understand the texts, low mastery of vocabulary, low speed of reading, and low habit of reading. These problems could result from many factors. They could derive from the teaching strategy, the students' intellectual competence themselves, or the students' socio and economic condition which force them to be lack of school facilities and eventually causes low interest of studying and low scores of English. To provide solution to these problems the writer proposed what so called the SSS Extensive Reading Program. The SSS Extensive Reading Program is a kind of reading strategy in which the learners are introduced with the reading activity using a variety of short illustrated stories.

The aim of the study is to verify whether the first grade students of PGRI Lawang Senior High School taught using the SSS extensive reading perform better in reading comprehension than the students taught reading using the conventional way. The study intended to obtain a logical and reliable information whether there was a significant difference between students' reading comprehension of the experimental and control groups.

The subjects of the study were 61 students of the first grade of PGRI Lawang Senior High School. Thirty students were assigned as the experimental group and the other thirty one students were assigned as the control group. Of the two groups, those who get UAN scores below the school passing grade will be compared and analyzed in terms of the post test given after the treatment.

The design of the research is quasi-experimental with non randomized control group post test. It is called quasi-experimental because of two reasons. First, the researcher could not fully control the scheduling of the experimental condition. Second, the researcher could not assign subjects randomly. The research instrument was in the form of 30 multiple choice-test items which covers English reading comprehension of the first grade students of PGRI Lawang Senior High School. The experimental group was taught reading using the SSS extensive reading while the control group was taught reading conventionally. Afterwards, both groups were simultaneously given the same post test.

Further, since the two groups were homogeneous, the data analysis for the post test scores was computed using the t-test. The average scores of reading comprehension of the control and the experimental group were compared. The result of the computation shows that there is a significant difference between the scores of the students taught using the SSS extensive reading and the scores of those taught using the conventional way with the average score 66.67 for the experimental group and 48.94 for the control group.

Based on the findings of the research, it is recommended that English teachers apply the SSS extensive reading program to obtain better students' achievement in reading comprehension. In addition, the SSS extensive reading could provide such a pleasant feeling of reading that at the proper time it could improve the students' habit of reading. To support the efficacy of the triple "S" extensive reading program smoothly at school, it is strongly recommended for English teachers to provide a small classroom library which contains various reading texts with different levels of difficulty, some administrative forms required to monitor the extensive reading program. To maintain students' motivation and interest in reading, cooperation with the students' parents in a conducive situation is of great importance. Teachers or parents can give information about the progress of their students in conducting the extensive reading program. The school librarians could endow the school library with a large number of readers as a supplement for students in learning English extensively. To provide sufficient reading materials for the library, it is advisable for them to build cooperation with either state or private owned company to accomplish the financial budget needed in this program.

Posters to inspire your students

The American Library Association sells posters of famous people including actors, musicians and athletes. Posters are $16 each. Unfortunately shipping costs to Japan are expensive. One or two posters sent to Tokyo would cost $79.25. It might be a good idea to ask a colleague to bring back posters from a visit to the U.S. Check out all the available posters at

www.alastore.ala.org/SearchResult.aspx?CategoryID=160
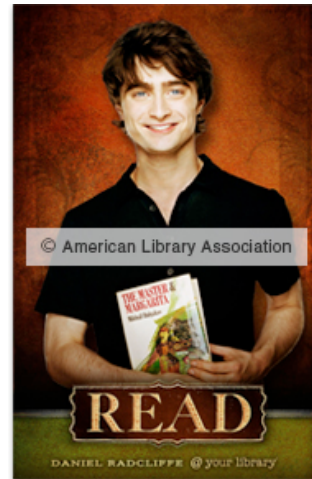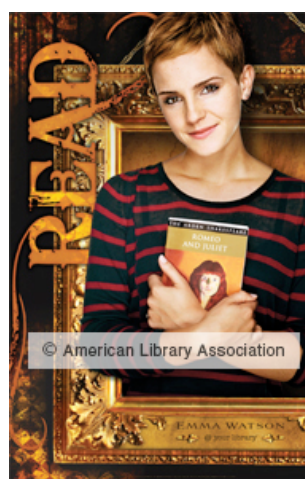
Thank you to Eleanor Kane for pointing out this resource. If readers know of other useful resources for ER SIG members, please contact the editor at stewart_reading@mac.com

The First Extensive Reading World Congress

Extensive Reading: The Magic Carpet to Language Learning

3-6 September 2011   Kyoto, Japan

The Extensive Reading Foundation announces the **First Extensive Reading World Congress**, to be held on the campus of Kyoto Sangyo University, Kyoto, Japan from 3-6 September 2011. The World Congress represents the first time for all those involved with the extensive reading approach - teachers, scholars, writers and publishers - to gather under one roof for a conference dedicated purely to extensive reading.

Important Dates	
Opening of the proposal application process	1 September 2010
Start of pre-registration (Earlybird)	1 February 2011
Deadline for proposal submissions	28 February 2011
Announcement of proposal decisions	1 May 2011
Deadline for presenter confirmations	15 June 2011
Announcement of schedule (subject to change)	30 June 2011
Start of regular pre-registration	1 July 2011
Close of pre-registration	15 August 2011
JERA Workshop & ERF Pre-conference Workshops	3 September 2011 (Sat.)
Congress concurrent sessions - Day 1	4 September 2011 (Sun.)
Congress concurrent sessions - Day 2	5 September 2011 (Mon.)
Post-conference workshops	6 September 2011 (Tues.)
Deadline for Proceedings Submissions	31 October 2011

Co-sponsored by
The JALT ER SIG
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http://erfoundation.org/erwc1/

Upcoming ER SIG Events

The Fourth Annual Extensive Reading in Japan Seminar
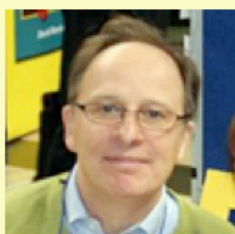
Plenary Speakers

Rob Waring
Notre Dame Seishin University
Extensive Reading at School in Japan

Atsuko Takase   Kinki University
Indispensable Extensive Reading and Listening for English Acquisition (in Japanese)

Sunday February 13, 2011
10:00 - 16:00
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http://jalt.org/pansig/2011