

ERJ

Extensive Reading in Japan
The Journal of the Extensive Reading SIG
of the Japan Association for Language Teaching

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Message from the editor

I need to ask a favour of you. Usually I look for writers for *ERJ* at conferences. When I see a good presentation, I ask the speaker to write it up for *ERJ*. The problem is there will be so many presentations at the ER World Congress that there is no way I can pick the best. There will be over 150 presentations and sometimes 11 will be happening simultaneously. It is going to be quite a show. The ER SIG has played its part by being in charge of the materials exhibit and by sponsoring Paul Nation as a featured speaker. Now I hope you as a reader of *ERJ* will help out as well. If you see a presentation you think would be of interest to all SIG members, please let me know in person or by email so I can talk to the speaker about writing something up.

For those of you who couldn't make it to the World Congress, I look forward to seeing you at JALT in November.

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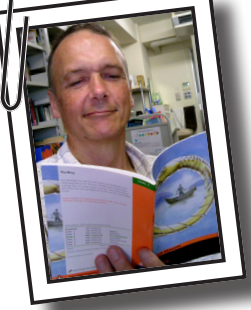
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Introducing the ERF Graded Reader List

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The ERF Graded Reader List is an ongoing project of the Extensive Reading Foundation (ERF) in cooperation with publishers of EFL/ESL-targeted graded readers, and is available through the ERF website <<http://www.erf.foundation.org/>> (click on "Graded Readers"). The goal is to provide a reasonably comprehensive, online database of graded readers providing a range of useful information that will be a valuable resource for language educators and learners around the world. In this article, I outline the rationale and development of the list, describe access and features, and offer suggestions for practical use.

Picture 1 Part of the list

Background

Because a central goal of extensive reading (ER) is processing large quantities of engaging, comprehensible input, the amount of reading being done is an important factor in research on ER and second language acquisition, and in ER program administration. Responding to the longstanding requests of educators and independent learners, many (but not all) publishers now make available running word counts for their graded readers. This has been a great aid in conducting and reporting on ER research, has dramatically simplified administration of ER programs which award credit based on reading amounts, and has made it easier for independent learners to track their own reading accomplishments. But locating and gathering word counts from various publishers can still be a time-consuming and occasionally frustrating process.

In early 2010, while he and I were soliciting word counts for several graded reader series, Daniel Stewart of the JALT ER-SIG <http://www.jaltersig.org> suggested that we produce a centralized database of word counts, hopefully with publishers taking an active role in its development and maintenance. Rob Waring of the Extensive Reading Foundation

(ERF) suggested that we make it an ERF project and expand the scope to include data on level, genre, ISBNs, and other helpful information. Beginning with data sets from Tom Robb, coordinator of the Moodle Reader Module project <http://moodlereader.org/index.html>, Akio Furukawa of Scientific Education Group (SEG) <http://www.seg.co.jp> and others, work began in mid-2010. A preliminary format was set and Excel worksheets for each publisher were produced. These, along with a request for cooperation were sent out, and participating publishers responded with updates and corrections. The lists were then uploaded as Google docs spreadsheets, allowing anyone with a browser to view, search through and download the data for personal use, while also allowing direct, online editing by publishers and list administrators. This editing and updating is an ongoing process.

List structure and access

The ERF Graded Readers List actually consists of three list types:

- a. a set of individual, publisher-specific lists.
- b. a Combined Reader List that automatically gathers data from the individual lists.
- c. a Various Readers - Odds and Ends list

containing old graded reader series, as well as books not specifically targeted at EFL/ESL, but still appearing in some ER collections. This list is a late addition and still requires a great deal of work. It will be further organized and divided into 2-3 more focused lists as time and resources allow.

A gateway website allows click-through access to each list, as well as background information and tips for use. It is accessible through a link on the ERF website <http://www.erfoundation.org> (click on "Graded Readers") or directly at <https://sites.google.com/site/erfgelist>.

List features

Each list contains the following fields (columns), grouped as shown:

Basic Information

- **ERF code:** Provides a unique code for each reader series and level.
- **Publisher:** Only appears in the Combined and Odds and Ends lists. This column is hidden in the publisher-specific lists.
- **Title:** ERF Language Literature Award winners are highlighted in red print, finalists in blue.
- **Author(s):** For simplified versions; most publishers only list original authors.
- **Series:** (e.g., Macmillan Readers, Helbling Young Readers)



- ERF Graded Reader List - Access
- ERF List - Q&A
- Participate!
- Disclaimer
- Links
- Contributors

ERF Graded Reader List - Access

The graded reader lists below are provided by the Extensive Reading Foundation and cooperating publishers as a service to educators and learners. Before accessing the list(s), please read the "ERF List Q&A," "Participate!" and "Disclaimer" pages (sidebar on left). Click on the links to access Google docs spreadsheets for **individual publishers** and the **Combined List**, including all readers in our database.

List links (click to open)	Notes: (major series, verification status, alerts, publishers' website links, etc.)
Publisher-specific lists	
Black Cat - Cideb	(not yet verified by publisher)
Burlington Books (Spain)	
Cambridge U. Press	(not yet verified by publisher)
Cengage/Heinle	
Compass Media	
Egmont Easy Readers	
ELI - European Language Institute	
Express Publishing	(not yet verified by publisher)
Helbling Languages	
Hueber Verlag	(not yet verified by publisher)
IBC Ladder	(not yet verified by publisher)
Macmillan ELT	
McGraw Hill Asia	
MM Publications	Asia: Bridge Learning
MPI - Matsuka Phonics Institute	
Oxford U. Press	(not yet verified by publisher)
Penguin ELT	
Richmond Publishing	
Scholastic ELT	Japan: R.I.C. Publications, Latin America: Richmond Publishing , UK: Mary Glasgow
Combined Reader List	Gathers data from all publisher-specific lists.
Various Readers - Odds & Ends	Old graded reader series and non-ELT titles that appear in some ER collections.

Level Info

- **Publisher level:** Most series are divided into levels (e.g., Level 1, 2; Beginner, Elementary).

- **Headwords:** (e.g., 400 words, 1,000 words) Indicates the vocabulary size required for easy reading. Headwords for each level of a series are set by the publisher. Words necessary to the story, but falling outside the set list, are typically glossed or assumed guessable from context.

- **ERF level:** Provides a common level system across publishers, based on headwords. See “Graded Readers” on the ERF website <<http://www.erfoundation.org/>> for details.

- **Common European Framework (CEF) level:** Numerous publishers tie their materials to the CEF.

- **Yomiyasusa level:** From the Start with Simple Stories (SSS) Extensive Reading Study Group in Japan <http://www.seg.co.jp/ssss>, providing another independent assessment of reading level.

Word count/Length

- **Word count (body only):** Critical for accurate tracking of learner reading.

- **Additional material word count:** For supplemental reading materials (e.g., background information, author profiles, extra articles), not including exercises and glossaries.

- **Actual or estimated count:** Counts are actual word-by-word counts (usually software-based) or estimated (involving counting words on an average page, etc.).

- **Book length:** Number of pages in the book.

Moodle Reader

Moodle Reader Quiz availability: The Moodle Reader Module <<http://moodlereader.org/index.html/>> provides quizzes on over 1600 graded readers and books for young readers to aid teachers in assessing their students' work. New quizzes are added regularly.

Genre & Audience

- Fiction or nonfiction
- Genre: (e.g., mystery, adventure, love, horror)
- Target age group: (e.g., children, teen, adult)

Publication Data

- ISBN A: (without CD/CD-ROM)
- ISBN-B: (with CD/CD-ROM)
- Copyright year: For the most recent edition.
- Year first published

- In print?

Further Information

- This field is a catch all containing notes on publishing history (e.g., series reassignments), awards, special features, etc.

Although all sheets contain the fields above, the data available vary from publisher to publisher and series to series. Some publishers are satisfied with the current data set; others plan to fill in more fields as time allows. Cooperating educators are also providing data. New titles and series will be added as they are published. Out-of-print or reassigned titles will not be removed from the lists, thus aiding administration of reader collections containing older titles.

Suggestions for use

There are many ways to use the ERF GR List data. Here are a few:

- **Search:** Search the lists for titles, authors or genres of interest at appropriate levels (command/control F). The Combined Reader List can be especially helpful for locating specific titles or authors. For example, Oscar Wilde's *The Picture of Dorian Gray* is available from nine different publishers at various levels.

- **Find Language Learner Literature Award winners and finalists:** Find the best of the best by searching for the string “LLLA” to find all winners and finalists, as noted in the “Further Information” field.

- **Create your own database(s):** Copy desired portions or download entire lists in a variety of formats (Excel, CSV, PDF, etc.—select “Download as” under “File”) to create your own reader database(s). Then sort and format the data in any way you like. Create a catalog for your reader collection, create lists for students to track their own reading, build a system to track borrowed and returned books, or create an online rating system. Use the ERF GR List to save hours of work.

- **Establish a publisher-independent level system:** Publisher-designated level systems from different publishers do not correspond well. Use the ERF Level, Common European Framework Level and/or Yomiyasusa Level data to establish a consistent level system for your students.

- **Track actual words read:** Use the “word

count” and “additional material word count” values to accurately award credit for student reading and calculate reading totals for research purposes. Word counts also help participants in independent learning programs to track their progress toward reading goals.

- Order books: Compiling large book orders—including publishers, titles and ISBNs—can take hours. Use the ERF GR List to quickly find books meeting your criteria; then copy and paste to quickly compile your book order.

How to participate

We invite users to share with us new uses, make suggestions for improving the lists, and contribute data to help fill out our offerings. Publishers whose EFL/ESL-focused readers are not yet included are also encouraged to contact us. If you have data or suggestions to contribute, please see the “Participate!” page on the ERF GR List gateway site <https://sites.google.com/site/erfgelist>.

Conclusion

We hope that with continued help from publishers and other colleagues, the ERF Graded Reader List will serve as an up-to-date and useful tool for educators and learners, alike. We also hope the list will be an effective way for publishers to present their products and provide value-added service to users.

Acknowledgements

Special thanks to Rob Waring, Daniel Stewart, Tom Robb, Akio Furukawa and our publishing colleagues for their generous efforts in developing the ERF Graded Reader List. See the list gateway site <https://sites.google.com/site/erfgelist> for a more complete list of contributors.



NEW! ER FOR YOUNG LEARNERS MAILING LIST

Send a subscription to ER_Young_Learners-subscribe@yahogroups.com.

Another mailing list, the Extensive Reading List <http://groups.yahoo.com/group/ExtensiveReading/> is a Yahoo group for teachers, researchers, writers and teachers-in-training interested in exchanging information and views on ER. Moderated by Rob Waring since 2002, the list has proved to be an invaluable resource and now has over 300 members around the world.

Interested individuals can apply to join by accessing the group homepage and following the instructions there. Members can post messages anytime, and receive messages individually or by daily digest. Anyone can visit the group page to browse and search the complete archives for discussion on specific issues.

An Introduction to IATEFL for JALT ER SIG Members

Fiona MacGregor

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If you are reading this, you have probably been to at least one JALT conference. This article is to let ERJ readers know about another conference they might enjoy and because of timing, 2012 is the perfect year to go.

From 15-19 April 2011, I attended the 45th IATEFL (International Association of Teachers of English as a Foreign Language) annual conference in Brighton, a resort town on England's south coast. This was my first time since it is traditionally held just before Easter, convenient for Britain- and Europe-based teachers during their holiday but more problematic for teachers in Japan, where the start of the school year usually makes attending an international conference in April impossible. However, next year Easter is early, and the 46th IATEFL conference will be held from 19-23 March 2012 in Glasgow, Scotland. It should therefore fall within spring vacation in Japan, making it possible for JALT members to attend. For those who might be interested, this is to give you an idea of what to expect.

If the JALT conference is big, IATEFL is enormous, with over 100 countries represented by more than 2,300 delegates from Europe, Africa, Asia and North and South America. In 2011, there were five plenary sessions, four signature events and around 500 sessions consisting of talks, workshops, posters, symposiums, panel discussions, SIG open forums and more. In fact, the conference overflowed from the modern Brighton Centre into the Old Ship Hotel a couple of blocks east, where sessions were held in elegant ballrooms. This allowed for a stroll along the seafront between sessions and the summer-like weather certainly helped create a feeling of wellbeing. There was a friendly and relaxed atmosphere, with plenty of opportunities to network, discuss and socialize with other ELT professionals. In addition to the 80-minute lunch break, there were 20-minute morning and afternoon breaks with free tea and coffee, plus snacks provided by publisher sponsors. These allowed time for visiting the exhibition or poster presentations without missing sessions. Social activities included daytime guided walks around Brighton, coach tours to historic sites



(including two local castles), a wine tasting at the University of Brighton, and a variety of evening entertainment including quiz nights, story telling and the hilarious and over subscribed 'Comedy night with Mrs Hoover' billed as 'Brighton's leading landlady for overseas students, delegate to the host mothers of Great Britain and *the woman who put the hospital in hospitality*'.

All fourteen Special Interest Groups put on pre-conference events: that of the Literature Media and Cultural Studies SIG - the nearest to an Extensive Reading SIG (I was surprised to discover that IATEFL has no ER SIG) - was on 'Travel in literature and travel literature'. The LMCS SIG also sponsored a day of sessions on poetry, animation, photojournalism, culture, and reading circles. Every day had some ER-related sessions. The first, on Saturday morning was by Linda Jeffries of Universita di Modena e Reggio Emilia, on 'Extensive Reading in an EFL university context', which was a comprehensive introduction to the topic and provided plenty of opportunities for participants to share experiences. Also based in Italy, Rob Hill, from Black Cat Publishing, who some may remember seeing at JALT in 2008, gave a presentation entitled 'Texts and contexts: where reading can take us' demonstrating his theory of 'expansive reading' with a variety of pre-, during and post-reading activities. The highlight of the day was the 'Writing Language Learner Literature symposium', with Alan Maley as convenor. Jennifer Bassett opened with a talk entitled 'Oliver, Molly and Krishna: Adapting fiction for Language Learners', followed by 'He said, she said:

writing dialogue for original learner fiction' by Sue Leather. Antoinette Moses' talk 'Putting the lit into language learner literature' stressed that the story must come first, and 'simplicity of language should never be equated with impoverishment of content.' Julia Newsome's focus was ideas and techniques for developing plot and character in 'How do Reader writers find their ideas and develop them?' Alan Maley closed the session by relating how a group of teachers from developing countries came together to write their own stories. The symposium was followed by the Extensive Reading Foundation's Language Learner Literature Awards Ceremony and Reception, at which the first John Milne Lifetime Achievement Award was presented to David R. Hill, and the short list for the 2011 awards was announced.

I was unable to attend David R. Hill's talk on Sunday morning, entitled 'Questioning four concepts accepted in education and language teaching', the fourth of which was 'that extensive reading is an optional extra for language learners' but I feel sure that readers of *ERJ* would also question such an assumption. The afternoon 'Picture books in ELT symposium' attracted a larger than expected audience, making it impossible for me to get in. Four presenters (Sandie Mourao, M.Teresa Fleta, Annett Schaefer and Janice Bland) were from European universities and one (Gail Ellis) from the British Council in France. Topics were 'The what and why of picture books', 'Evidence of English L2 learning through picture books', 'From reading pictures to understanding a story in the L2', 'Promoting diversity through children's literature' and 'Picture books in ELT: bridging primary and secondary'.

On Monday, in her presentation 'Getting students into extensive reading painlessly: a threefold solution', Sue Parminter proposed first using class readers, then reading circles and finally a library of graded readers to gradually increase confidence and nudge reluctant readers to independence. Her method reduces the reading circle to five members per group from the six members exemplified in Mark Furr's OUP Reading Circle methodology book. In one of the final sessions on Tuesday, Verissimo Tosti introduced a new non-fiction series *Oxford Read and Discover* in his talk, 'The thrill of discovery: reading to learn'. These titles are aimed at eight to twelve-year-olds and cover a wide range of topics, beautifully illustrated. There are ten titles at each of the six levels, although currently only

Levels 3 to 6 are available (600 - 1050 headwords), too high for most Japanese students in that age group. However, Levels 1 and 2 should be forthcoming soon. This looks like an excellent series and probably usable with older students.

I have concentrated here on topics that should interest readers of *ERJ* although I also attended sessions on vocabulary, alliteration, visual art and more. Some idea of the diversity on offer throughout the conference can be seen from the plenary sessions: Peter Grundy on Meaning and Language Teaching; Sue Palmer's introduction to her book *Toxic Childhood*; Tom Farrell on Reflective Practice; Catherine Walker on Grammar (whether and how we should teach it); and the lively closing session by popular Liverpool poet Brian Patten in which he read a variety of his poems for children and adults. You can view videos of these and other sessions at <http://iatefl.britishcouncil.org/2011/sessions/videos>. Transcripts of many other sessions can also be found, listed by day or alphabetically by presenter.

Attendance at the IATEFL conference is cheaper if you are a member, and there are other incentives to join. Membership benefits include six issues per year of its newsletter *Voices*, free membership of one SIG, conference selections from the previous year, discounts on ELT events, reduced rates on selected periodicals and access to scholarships. For more information, go to <http://www.iatefl.org>. IATEFL's mission is to link, develop and support English Language Teaching professionals throughout the world. In addition to its annual conference, it does this through a range of publications as well as support for teacher associations worldwide (including advice on how to set one up). JALT is one of over a hundred associate members, as is JACET. IATEFL also supports individual teachers: at this conference there were twenty-seven scholarship winners from countries as diverse as Argentina to Zimbabwe. I urge you to attend next year's conference, if at all possible – you won't be disappointed.



MoodleReader for Everyone

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Rob Waring
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MoodleReader is a free online graded reader assessment system that assesses whether students have read their books. It has quizzes for over 1700 graded readers for all the major publisher including some young learner quizzes. MoodleReader is designed to be an easy to use and administer assessment scheme for busy teachers who need a system to track the progress of dozens or hundreds of students. The system has now been around for about three years and has gained popularity as one method that teachers can use to ascertain whether their students have really read the books that they claim to have read.

It can take the place of, or supplement, book reports or other kinds of assessment which are often a burden both for the students to produce and the teachers to assess. It also has a strong motivational factor for students since they can slowly amass a "stamp collection" of the covers of each book that they have read and have successfully passed the quiz on. Also, they can monitor how well they are doing over a long period of time.

This article provides a brief background to the project and then describes how schools can set up MoodleReader for use with their classes through a specially designed website. The system only requires one person to follow the simple set-up instructions for an entire institution.

Books read this term



Reading Report For: Azusa Yoshikawa

Date	Book Title	Level	Status	Words	Total words
19 Apr 2010	Mystery in London	Starter[RL 3]	Passed	1450	1450
26 Apr 2010	Ghost Of Genny Castle	Level 2[RL 3]	Passed	4514	5964
10 May 2010	Three Short Stories of Sherlock Holmes	Level 2[RL 3]	Passed	9179	15143
22 May 2010	A Little Princess	Stage 1[RL 4]	Passed	5840	20983
29 May 2010	Love or Money	Stage 1[RL 4]	Passed	6010	26423
09 Jun 2010	Walkabout	Level 2[RL 3]	Passed	8436	34859
15 Jun 2010	Dragonheart	Level 2[RL 3]	Passed	9770	44629
24 Jun 2010	King Arthur & The Knights Of The Round Table	Level 2[RL 3]	Passed	10369	54998
Total Words Read this Term: 76675				Total Words Read All Terms: 76675	



Your current level: 4

You can take 5 more quizzes at level 4 before being promoted. You can take 3 more quizzes at Level 3 and 3 more quizzes at Level 5. You can take a quiz now.

The Student Record Screen

Background

MoodleReader is a software module of the free Moodle online course management system which is used by thousands of institutions worldwide. It was created for use within the Kyoto Sangyo University online Moodle course management system because it already had a robust system for logging in and tracking

student access, as well as a system for generating randomized quizzes from a larger bank of questions. The MoodleReader software adds to Moodle a way to control which quizzes students can take, according to their current reading level, the frequency with which they can take quizzes and the time allowed to take quizzes. It creates a unique test for each student because the system randomizes the selection of test

items from a larger bank of 20 questions or more. The system keeps track of how many books (and which books) have been read and how many words they have read over a period of time.

Teachers can look at a student's performance and access detailed student records either online or by downloading them as an Excel file. The system now contains quizzes for over 1700 books, both graded readers and "youth literature" normally used by native speaker children. These quizzes have mostly been contributed by teacher volunteers although a number of publishers including Oxford, Heinle Cengage, Compass, ABAX, mpi and R.I.C. have all found funds to have quizzes created for the system. A quality control team at Kyoto Sangyo University regularly analyzes the quiz results and improves quizzes with defective questions.

The MoodleReader system developed at Kyoto Sangyo University is also available online for other institutions to use at <http://www.moodlereader.org> at no cost. For those institutions already running a Moodle system, the KSU MoodleReader module can be installed on any institution's own internal computer system. For institutions running MoodleReader locally, the administrator is automatically notified of any new or improved quizzes and can download them via a simple interface. The software currently runs on Moodle 1.9.x but a version for the new Moodle version 2.1 will be available soon. MoodleReader has been developed with research funds from Kyoto Sangyo University as well as the Ministry of Education's "Kakenhi" system and has the support of the Extensive Reading Foundation who will soon take the project under its own wing.

Expanding the program to other schools

From the program's inception the Kyoto Sangyo University staff realized that cooperation of teachers from other institutions, as well as the help of the various publishers was needed in order to build up the quiz bank to include as many graded readers as possible. This required us to make use of the program as user-friendly and transparent as possible. To this end MoodleReader 2.0 will have a redesigned interface. Teachers and students log in with a simple login panel that is tailored for their own school, and are brought directly to the student's individual screen. Teachers have access to the reports and other required functions directly from the student screen.

Setting up

One representative of each school, here termed the "manager", will set up the required courses for the entire school using a user-friendly interface. The interface walks them through four steps.

- 1) Entering the basic details of the school – name, geographic location, time zone, etc. A short but unique prefix, such as "KSU" is also selected to identify students from that institution. This will appear before all student IDs and course names so that they will remain unique within the system.
- 2) Managers will have the option to customize the interface. A simple drag and click interface allows the manager to select colors that match their own school's theme. The school logo can also be easily uploaded and displayed at the top of the student pages.
- 3) Creating the courses and classes – The manager can create levels such as "Year 1", "Year 2", etc. and

Put the following events in the right order.

Drag and drop the items into the correct order.

a. Wilder goes to Australia.

b. Holmes and Watson find bicycle tracks.

c. Holmes and Watson meet the Duke.

d. Holmes and Watson find Heidegger

e. Holmes and Watson meet Reuben Hayes ↑

f. The Duke tells the true story to Holmes and Watson.

Ordering Question Type – Specially made for MoodleReader

then within each one, create a separate grouping for each class. For example, they can create an Oral Communication course which has several individual classes (e.g. OC1a, OC1b etc) run by different teachers. The data for each student in each institution, course or class can be monitored as a whole or individually.

4) Enrolling students and teachers – Student data can be input manually on a simple interface to create each student's individual login page. Optionally, teachers can easily enroll their students in seconds from a spreadsheet through a bulk upload function. The spreadsheet should contain each user's ID, name and optionally their email addresses and passwords. Once this is done teachers can quickly assign students to courses and classes.

Once the students have been enrolled, the manager or each instructor can set various parameters unique to the class or institution. These include setting the graded reader starting level for the students; the target goal in words-read for the course or within a date range; how frequently students can take tests; and the duration of the time students have to take tests.

Moodlereader 2.0 will have many walk-through help screens. Additionally, we plan to create "how-to" videos to further ease the process and make them available on the ERF's YouTube Channel: <http://www.youtube.com/user/TheErfoundation?feature=mhee>

Using MoodleReader

Once MoodleReader 2.0 is released, the students log into the system with a simple URL such as: <http://moodlereader.org/ksu-xxxx> where "ksu-xxxx" represents their own user id. They then enter their password and are taken to their personalized page. Managers can look up usernames or passwords in their "admin area" if they are forgotten.

Once in the system, the students then select the publisher and series of their reader (e.g. Oxford University Press Bookworms), then they select the book itself (e.g. The Elephant Man) and, click "Take quiz". This presents them with a variety of questions which are designed to test whether they have read that book. The quiz is time restricted to prevent students from looking up all of the answers as they see the questions – usually set at about 8-10 minutes. When done, they respond to one question on how

well they liked the book and then are told whether they passed or failed. In the spirit of the extensive reading approach, students are not informed of their exact score, just whether they have been deemed to have read the book (i.e. passed the test). Note that the quizzes are NOT designed to directly assess how well they comprehended the finer points of the book, but to check if the book was read.

The system incorporates some measures to promote honest use. If a story (e.g. Anne of Green Gables) is available from different publishers, each one has been marked to prevent students from taking quizzes of the other versions so they can't gain points without additional reading. The records of books read in one school term are retained so that work cannot be duplicated in future classes. Furthermore, the system also has an advanced tracking system to alert teachers and students if it senses students are cheating. The teachers can view a list of students who have taken the same quiz at the same time in the same location and flag them as "cheated" if desired. Despite these measures, the determined student can always "beat the system" but the above measures do help to minimize the problem.

Conclusion

The MoodleReader program may not be the answer for everyone. A teacher with small classes who can be personally involved with each student has other means to ascertain whether books have actually been read, but for those with large classes who are currently relying on time-consuming book reports for assessment, and lack class time, the system has clear advantages.

The online MoodleReader website is easy to set up and administer for each institution. Once the students know how to use the system (usually only after they have taken one quiz), there is very little maintenance (usually only lost passwords). At the end of the course there is a detailed report on what each student has read. This data can be used to form part of the institution's assessment of each student as well as track their progress over many years at the institution.

Take a look at www.moodlereader.org. You'll be surprised how easy it is to use.



Note from the editor

Each issue of *ERJ* contains a How We Do It... article to show our readers different ideas of how to run an ER programme. Instead, in this issue Joseph Poulshock and Marc Menish share their idea of how to make use of an ER existing programme to help teach speaking as well.

Media English Dialog Interactive Activities with Information Gaps

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Marc Menish

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Many readers of *ERJ* are skilled practitioners of extensive reading. They know and have seen how ER can help the reading, lexical, and grammatical ability of their students. This article will show how various ER texts and materials can be used to help improve students' speaking ability. English learners often show the desire to improve their speaking ability, but at the same time they often lack confidence for taking risks and moving beyond their comfort zone for speaking in English. Many of them also have trouble with fluency and the skills that help them string together longer phrases of discourse. These same learners, especially in Japan, usually exhibit stronger skills with vocabulary and reading than with listening and speaking. Fortunately, these kinds of students can begin to leverage their reading skills to improve their speaking skills, and after using reading-based speaking activities, they can do less controlled practice, moving beyond text-based speaking activities and using richer forms of media such as pictures and video as a springboard for improving more natural oral communication.

Background and Technique

These activities have been used successfully with hundreds of Japanese university students. In essence, the activities employ a reading and shadowing technique. Student A reads a phrase from a chosen paragraph, and student B repeats it. Then they work through the chosen text in a call and response kind of pattern. We designed our activities to work in a classroom with a projector, large screen, and a computer equipped with media presentation software such as PowerPoint. Other paper-based variations are possible, but the media version is our focus here. In our approach, the teacher takes a story and puts it into the slideshow format outlined below. However, the story can be an excerpt of any graded reader or text that matches the ability of students. In our case, we use stories taken from the extensive reading website BeeOasis.com. The following describes a text-based activity that we call Media English Dialog Interactive

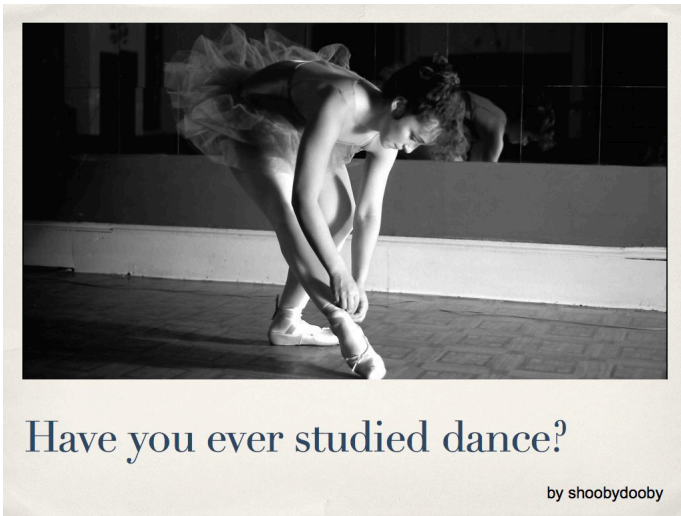
Activities with Information Gaps, or MEDIA Gaps for short.

1. Show the title slide (Example: *Dancer Extraordinaire: Fred Astaire*). See Photo #1.



2. Show attention getting slides (with pictures from the Creative Commons).

- a. Photo of a ballet dancer. See Photo #2.
- b. Subtitle question: Have you ever studied dance?



c. Show similar additional slides with attention getting questions.

3. Show optional Video (downloaded from YouTube)

- a. Example: show a brief clip of Fred Astaire.
- b. Ask students what they saw and what they thought about it.

4. Explain the purpose of the activity (see details in the REALISM section below)

5. Give instructions to students.

- a. Partner A, you face the screen. Partner A, you read a paragraph of a story to Partner B.
- b. Partner B, you face Partner A with your back to the screen. Partner B, you repeat what Partner A says.
- c. For example, Partner A, speaks a phrase. Partner B, repeats the phrase. Partner A can speak short phrases or longer phrases. So, if a long phrase is too difficult for Partner B to repeat, then Partner A should speak shorter phrases.
- d. Continue speaking and repeating back and forth until you finish the first slide.
- e. Then you will see the Q/A slide. Partner A, you will see a list of questions. Ask the questions to your partner. Partner B, you answer the questions.
- f. Continue until you finish all questions.

6. After giving the overview in #5, begin the activity by previewing potentially challenging vocabulary. Use a slide for this.

7. Then do the first paragraph of the story as described in #5 above. Partner A reads. Partner B shadows.

8. Do the Q/A slide. Partner A reads the question. Partner B answers.

9. When done with the Q/A, the teacher checks the answers with the class.

10. Repeat steps 6-9 with the next slide and the next paragraph of the story.

During this time, Partner B has her back to the screen. She only listens and responds to Partner A. After one slide (usually a paragraph) and one Q/A slide, the learners switch positions and repeat the process (steps 6 through 9). Note: this activity can also be done with a group of three students. For example, Partner A speaks, and Partners B and C repeat. See Photo #3.

As mentioned, this kind of activity has been done many, many times with hundreds of Japanese university students. Anecdotally, the majority of the students appear highly engaged and animated when doing this activity. Students are fully focused during this activity, using gestures as they speak, and giving each other high-fives when one partner answers a question correctly. This positive energy suggests that this approach to text-based speaking activities may have considerable potential and merit for future research to see how students actually perceive it and if it actually helps them improve their speaking ability.

Educational rationale

Before discussing the media-based activities where students move beyond texts, we need to discuss the educational rationale that supports this kind of text and media-based conversation simulation. We base this rationale on ideas summarized by the acronym REALISM. The following list presents the rationale as it is explained to students.

- Rhythm. Set the speaking rhythm with your partner. Since this is a shadowing activity, the speaker and listener need to match their conversational timing. This simulates a real conversation in that we need to get a good rhythm in normal conversations. This also relates to the point about "amount" below.
- Elocution. Improve your pronunciation. Students need to intelligibly pronounce what they read. If they do not, listeners will not be able to repeat what they hear. The teacher may roam the

room and note problems while listening to pairs. When a slide is done, the whole class can polish weak spots in pronunciation with the teacher.

- Amount. Practice giving “just enough” information. This relates to the point on rhythm, and it is also one of Grice's famous conversational maxims. The amount needs to be just right, not too much and not too little. Like the point on rhythm, giving the right amount also simulates real conversation.
- Listening. Improve your listening and note taking. This activity also serves to improve listening skills. Shadowing is a practical listening skill, and if the pair does it well, the listener can learn to chunk more and more bits of information into fewer chunks. For example, initially a listener might chunk this 13-word sentence into 4-5 chunks: " If you watch/Fred Astaire dance/, you will be amazed/at his grace. As she improves, she might be able to do it in 2 chunks.
- Idioms and Words. Learn and use important words. For these activities, teachers choose stories that are graded into bands of lexical frequency that are appropriate for the level of the students, so the lexical learning load is light, but students have a chance to preview and use words that might be new to them. They also can be tested on these new words at a later date.
- Signals. Use gestures to speak better. This is perhaps the most intriguing part of this activity in that it provides an excellent means for students to improve their gesturing as they speak. As they do this, students realize that gestures help them speak better, and they help listeners understand more.
- Message. Communicate a real message to your partner. Though this is an artificial conversation, it still mimics a real conversation. Moreover, people actually do read to each other at times, and this activity requires speakers to convey an interesting message while listeners understand and respond to it.

Using visual media: Video and photos

For this activity, a demonstration is better than a verbal explanation; nevertheless, the explanation helps clarify the rationale and the benefits that this text-based simulation provides. The following section

describes how teachers can use this same MEDIA Gap format with visual media such as photos and video. These photos and videos can come from the Creative Commons <http://search.creativecommons.org>, or they can come from graded readers. For example, readers in the Cengage Footprint Reading Library series come with photos and videos that could be used. The format is the same in that Partner A faces the screen, and Partner B has her back to the screen. Partner A explains what she sees, but instead of shadowing, Partner B can ask questions and paraphrase what she hears. The following explains and exemplifies the MEDIA Gap process with media.

As opposed to text-based MEDIA Gaps, using pictures and short videos allows students to practice free or less-controlled conversation. The format is the same as above.

1. Here is the format for MEDIA Gap activities with photos and video.
 - a. Partner A, you face the screen. You will describe a picture or a short video to Partner B.



- b. Partner B, you face Partner A with your back to the screen. You will listen and ask questions about the picture.
- c. Partner B, you can shadow Partner A, but this activity works fine without shadowing.
- d. When pairs finishing talking about the picture, the whole class can look at the picture. If the picture is good, the "reveal" can be a fun moment in the class.
- e. To summarize one photo, the teacher may choose one Partner A to explain what she saw in the picture.

f. Then students switch places and repeat the process with a new picture.

MEDIA Gap activities with photos and video work best when they are combined with the text-based activities mentioned above. This puts the pictures into a context and narrative, and the pictures and video also provide a hook for doing the text-based activities. Teachers can use the pictures and videos before the text-based activities, as a hook for example, and teachers can use the videos and pictures after doing the text-based activities. Either way, planning is needed in order to make all the text and visual elements work together smoothly.

Regarding planning, obviously lessons need clear objectives. For the Fred Astaire story mentioned above, the teacher may set objectives as learning about arts, American culture, and high frequency vocabulary. The teacher might also set communicative objectives, such as, to be able to communicate clearly about a cultural topic. For this activity, the writer had these objectives in mind, and he found relative visual media on Creative Commons and on YouTube. Creative Commons allows content creators to use and adapt photos and videos under a Creative Commons license for non-commercial or commercial purposes (depending on the version of the license attached to the media). This is important if the content creator wants to publish these materials legally online. Materials used in these activities were based on visual media under a Creative Commons license.

Besides gathering the relevant and interesting media, the teacher also needs to plan how the media fits with the linguistic goals of the lesson. If students simply explain visual media to each other through this

MEDIA Gap activity, this will give them a good way to practice fluency skills. Thus, if the media serves as a hook for the text-based activity and as a means to practice fluency, that may be enough. However, with visual media, the teacher can plan more carefully, using media to get students to learn and practice various grammar points and linguistic functions. For example, a student can describe a scene in a picture in the present tense and in the past tense.

Conclusion

MEDIA Gap activities are a modern variation of traditional information gap activities. Perhaps one novel aspect of this technique is this. We use texts designed for extensive reading and leverage our learners' reading skills to help them improve their speaking skills. Teachers can employ these techniques with textual, video, and photographic media using presentation software such as PowerPoint, or they can use the same kind of textual and visual media from their own graded readers. For students who lack confidence with speaking freely, this technique can serve as a bridge to help them gain confidence in their speaking and move towards creating their own utterances. It simulates a real conversation for them, and with the visual media, this technique also gives students actual practice in communicating orally and non-verbally since the use of body language and gestures is encouraged. Thus, MEDIA Gap activities make sense, and in classroom practice, students have engaged with this technique, its content, and with each other with energy and enthusiasm.

The ER Colloquium at JALT2011

Tokyo, Saturday, 19th November, 12:10 to 13:40
room 309,

Featuring: John Bankier, Mark Brierley, Emilia Fujigaki, Sandra Healy, Peter Hourdequin, Richard Lemmer, Scott Miles, Greg Rouault, Rob Waring, Mathew White... and the Great Book Giveaway.

Dealing with mixed abilities, mixed motivations and mixed goals; Listening to students' voices: Making ER effective in EFL learning; The reading preferences and habits of Japanese university students; Does reading in volume correlate to increased reading speed? Moodle Reader Quizzes: How do the students respond? Teasing publications out of reading circle research and teaching; Making graded readers: Issues for authors and users; Nurturing academic integrity in extensive listening and reading.



Innovations in ER

The future of graded readers?

Daniel Stewart
Kaisei Academy

Regular readers of this column will know it introduces new innovative ER products or services. In this issue though, a product that was not meant for ER will be discussed. It is hoped that by pointing out some of the innovations in this product, graded reader publishers will adopt them or perhaps even improve on them.

The way it has been

Electronic readers such as the Kindle, Nook and Sony Reader are becoming increasingly popular as their prices decrease and the number of books that can be read on them increases. Interestingly, for all the technology that went into creating these electronic readers, they still follow the same book paradigm that has been in place for over a thousand years. Under this paradigm a book is read in order from the first page to the last. If a word in the text is not clear, a dictionary can be consulted. Electronic books are lighter and the dictionary is now built in, but the reader is still interacting with books the way their ancestors did.

What's new?

A company called Push Pop Press has come up with a new kind of electronic book that runs on the iPad. Instead of following the existing book paradigm, they looked at what the iPad was capable of doing and created a new way to interact with media. They created a drag and drop system where a new book could be created in about twenty minutes. The writer drops in text, pictures, videos and interactive elements to create a book which runs as an app on the iPad.



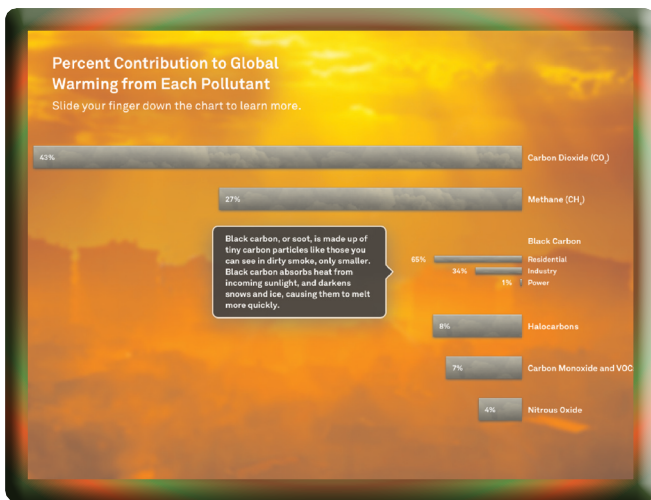
What is good about it?

With a Push Pop Press book you interact with it in a different way from a standard book. You use your fingers to swipe and pinch like other iPad apps. That opens up the opportunity to do more than just sequentially turn to the next page in the book. When you start the book you see a large picture of chapter one with smaller versions of the pages of that chapter down below as can be seen in Picture 1 (above). From there you can swipe your finger across and go to the next chapter or swipe your finger near the bottom of the page to scroll through the pages of that chapter. When you find a page at the bottom of the screen you want to see, you put two fingers on it and slide them apart. That page then takes over the entire screen as can be seen in Picture 2 (left). A page might have a photo on it as in Picture 2. Again you put two fingers on the photo and slide them apart. That photo then fills the screen as in Picture 3 (on the next page).

Putting things away again is done by pinching them.

Any object can be expanded or reduced in this way. Objects can be pages, pictures, videos and interactive objects such as charts. Note in the bar graph in Picture 3 one of the variables – Black





Carbon – has been expanded to show the different sources of black carbon and a bubble appeared with information about black carbon. This part of the bar graph expanded because I touched it with my finger. The reader interacts with the book as much or as little as they wish. It is somewhat like reading an article at a newspaper website and clicking on links on the page from time to time before going back to the main article.

Weaknesses

The most obvious weakness is cost. An iPad is not cheap. Once that investment is made though individual titles do not have to be expensive. At the Apple App Store it is \$4.99 US to buy the one book Push Pop Press has released using their new system—Our Choice by Al Gore.

Unfortunately Our Choice is both the first and last book to use the Push Pop Press book creation system. After winning acclaim, Push Pop Press has been purchased by Facebook and they will no longer create books. Instead the creative minds behind Push Pop Press will help improve Facebook. While there will not be any more Push Pop Press books, the company has shown publishers that an electronic book does not have to follow the same paradigm as print books.

Student reaction

This book was shown to children from age eight to eighteen. They all loved it. Few of them could understand the high-level English content, but this article is not about the content of the book. It is about the way people interact with books. The Push Pop Press system is intuitive so everyone could easily manipulate the book to switch from chapter to chapter

and expand and shrink down objects as they wished. The most popular object was an explanation of how wind could be used to create stored electricity. In Picture 4 (below) the blades of the windmill turn when the user blows on the windmill from the side. It is actually the sound of blowing on the iPad's built-in microphone that causes the reaction, but it seems like the blades are turning depending on how hard you blow. As the blades turn, electricity can be seen going to the house and lights turn on in the house. Extra energy charges the battery below. Once the wind stops, no electricity is coming from the windmill so electricity comes from the battery to the house and the lights stay on. This is a highly memorable display of how batteries can be used in conjunction with wind power. It is also a clear example of the power of electronic books if publishers go beyond the paper book paradigm.

Conclusion

There are going to be more and more electronic graded readers in the future. It would be wonderful if publishers of graded readers would look at the Push Pop Press system and see how that company took into account what the iPad could do and created a new experience for the person reading the book. Non-fiction books in particular could really be improved with imbedded video and interactive content. It is hoped publishers will also think about the special considerations of language learners. For example a given level two book might contain 100 words that were not in level one books of the same series. The new electronic book could include a flashcard program to practice those new words.

Electronic graded readers are going to be made. Let's hope the publishers aim high.



Recent ER research

Compiled by Nozomu Sonda

Brown, Ronan. (2011)
Incidental vocabulary learning from extensive reading: Directions for future research. *西南学院大学英语英文学論集* 51(1-3), 1-23

Chen, Chih-Neng. (2010)
The Effect of E-Book Extensive Reading Program on Taiwanese EFL University Students' Motivation, Attitude, Reading Comprehension, and Vocabulary Size. (Master's Thesis, Department of Applied Foreign Languages, Yun Tech University)

This study aimed to investigate how e-book extensive reading program effected on learning motivation, reading attitude, reading comprehension, and vocabulary size in EFL university students. The 89 participants of the same instructor, who taught both groups in regular class hours with the same edition of textbook and syllabus, were assigned as the experimental group with 46 members, and the control group with 43. In addition to a traditional curriculum including English reading selections, vocabulary and grammar exercises for both groups, a ten-week e-book extensive reading program for the experimental group was conducted weekly in their spare time after classes by encouraging them to read the materials they chose freely on web from the three e-book libraries categorized according degree of difficulty. Besides, the experimental participants were also asked to write the reading individual journal and worksheet by group weekly. In contrast, the control group was asked to do the assignments from the designated resource by the same English instructor and give the presentation done in group on the date. The data of the collected questionnaires of the Learning Motivation and Reading Attitude Scales, scores of reading comprehension test from TOFEL, and scores of vocabulary-size test, were put into analysis.

The results of the between-group comparisons for posttest and mean gains by comparing the change of pretest and posttest on Gardner's Learning Motivation scale as well as Stokmans' Reading Attitude scale showed that the experimental group demonstrated

more significantly positive learning motivation and reading attitude than the control group. In reading comprehension and vocabulary size, an ANCOVA analysis with pretest as a covariate showed no significant difference between the two groups on pretest, and manifested significantly more positive progress in the experimental group than control group on the posttest. Finally, in all levels of vocabulary size tests, except the 5000-word level which displayed no significant difference between the two groups in both the pretest and the posttest, the results indicated the significantly better performance in the experimental group than the control group on the posttest.

According the above findings, applying e-books for extensive reading could advantage the university students' learning motivation, reading attitude, reading comprehension, and vocabulary size. Furthermore, the findings in this study suggest that English instructors in Taiwan could encourage and assist students to enjoy reading and improve English proficiency by means of web-based extensive reading curriculums designed well.

Gilner, Leah; Morales, Franc. (2011)
Extensive reading and evolving student prototypes. *Journal of Bunkyo Gakuin University, Department of Foreign Languages and Bunkyo Gakuin College*, 10, 11-29

Guo-jing, C. (2011)
The Application of The Top-down Approach in Teaching Extensive Reading. *Overseas English*, 2011-05

The top-down and bottom-up are two main approaches used in teaching extensive reading and both of them should be used alternatively so that students can not only understand the details but also the main ideas of reading materials. The importance of using top-down approach is emphasized and some suggestions are given on the problem that students pay so much attention on vocabulary and grammar rather than main idea in reading.

Harris, T.M. (2011)

The role of lexical and grammatical analysis in adapting extensive reading to low-level EFL learners. *Journal of Osaka Sangyo University. Humanities & Social Sciences 11*, 35-69

The effectiveness of the language acquisition methodology known as extensive reading has been confirmed through both research results and practical experience, but the vast majority of graded readers currently available for use in extensive reading programs are simply too challenging for the lowest level students of English as a Foreign Language (EFL) in some Japanese universities. Carefully selected starter-level graded readers can be used effectively, in order to fuel language acquisition and enhance student motivation, but lower level students require much more support than higher level students, who can work more independently. The creation of support materials (pre-quizzes, vocabulary handouts, pre-reading activities, etc.) is greatly facilitated by first performing a thorough analysis of the lexicon and grammatical structures found in the graded readers chosen for use. This can also reveal obstacles to students' comprehension that might never be suspected otherwise. The author has successfully implemented an extensive reading program for his university students, which is currently in its 3rd year. The purpose of this paper is to provide a detailed report of the information gained through a methodical lexical and grammatical analysis of the graded readers used in the program, including important issues which are often overlooked, such as verb valency.

Hung, Su-Su. (2011)

Extensive reading for undergraduate EFL learners: Multimodal text vs. linear text. (Ph. D. dissertation, Washington State University)

Scholars have advocated that the literacy of multimodal text is indispensable and irreversible in this era of widespread use of Information and Computer Technology (ICT). In response to this advocacy, the current quasi-experimental study was designed to examine effects of English Internet extensive reading on the development of English proficiency of Taiwanese undergraduate learners of English as a foreign language (EFL). Because positive impact of the extensive reading of books, or linear printed text, has been established relatively firmly

by existing literature, the current study examined effects of the extensive reading of multimodal text against that of linear text. Fiction was the genre of reading text in the current study because it was used in all the reviewed studies of extensive reading of linear text. Guided by four hypotheses, three types of statistical analysis tests were conducted. The analysis of covariance (ANCOVA) test results indicated equally significant improvement in English proficiency in the experimental groups but not significant change in motivation for reading across all three groups. The multiple regression test results suggested that the extensive reading of either linear or multimodal text predicted English proficiency. The chi-square test results did not reveal significant association between extensive reading and application of several reading strategies. The discussion involving statistical findings and contextual data provided by questionnaires and participants' assignment sheets leads to pedagogical implications and directions for future research. The pedagogical implications are incorporating extensive reading of linear and/or multimodal text into formal EFL curricula and including multimodal informational text in the program. Regarding directions for future research, one is unveiling EFL learners' perception of the role of multimodal text in and the impact of their perception on their development of English literacy. Other directions include exploring effects of interacting with informational type of multimodal text and integrating reading strategy instructions in an extensive reading program. Finally, future research is recommended to identify essential elements a reliable and valid measure of motivation for EFL reading should contain to uncover the role motivation for reading plays in the development of EFL learners' English literacy.

Lithekoa, S. R. S. & Maduekweb, A. N. (2011) Pre-service teachers' apathy to extensive reading: Imperatives for best practices in Nigerian universities. *Africa Education Review 8(1)*

This article presents the result of two case studies undertaken to look in-depth at the contributory factors to the first-year university pre-service teachers' apathy towards extensive reading. The investigation involved two case studies in the Faculties of Education at the University of Lagos and Lagos State University. With a stratified randomized sampling technique, a survey

was conducted on 240 teacher trainees selected from different departmental grouping in the two Nigerian Universities. A questionnaire and focused interview schedule were used as research instruments. Data were gathered with the research instruments and were duly analyzed using percentages, t-test and analysis of variance (ANOVA). The results of the study as attested by the statistical analysis carried out showed that the pre-service teachers' apathy to extensive reading is as a result of a complex interplay of several factors, among which are: general lackadaisical attitude to academic work, distractions in the form of surfing the Internet, watching films and videos, economic considerations, emphasis on passing examination, lack of intrinsic motivation, the get-rich-quick syndrome, tight academic schedules, lack of defined priority on the part of students, out-dated libraries and difficulty in evaluating meaning. Based on the major findings, the study recommended amongst others, the establishment of Extensive Reading Programme in all Teacher Education Institutions and the use of mass media in launching advertisement campaigns needed to promote extensive reading awareness, not only as a Nigerian issue but a global one.

Nakanishi, Takayuki; Ueda, Atsuko. (2011)
Extensive reading and the effect of shadowing. *Reading in a Foreign Language*, 23 (1), 1-16

The aim of this study is to investigate the effects of extensive reading (ER) and shadowing on performance on reading comprehension tests. This study addressed the following research questions: (a) Can extensive reading improve students' reading comprehension? and (b) can shadowing enhance the effects of extensive reading? The participants in the study were 89 Japanese university students majoring in human science. Based on two experimental groups and two control groups, we examined the relationships and interactions of the two variables (ER and shadowing) over a one-year treatment (two semesters), using ANOVA. Three reading comprehension tests, a pretest, posttest 1 (after the first semester), and posttest 2 (after the one-year treatment), were administered. The results indicated that there was no statistically significant difference among groups, but a significant difference was found between the three test scores. Results are also considered in terms of an increased understanding of shadowing, and implications for

curricula and classroom applications are discussed.

Rashidi, Nasser; Piran, Marjan. (2011)
The Effect of Extensive and Intensive Reading on Iranian EFL Learners' Vocabulary Size and Depth. *Journal of Language Teaching and Research*, 2(2), 471-482

This study investigated the effect of Extensive and Intensive Reading on Iranians' EFL learners' vocabulary size and depth. To this end, 120 participants studying English as a foreign language at Omid English Language Centre were chosen based on their Oxford Quick Placement Test (2004) scores. They were divided into two groups, intermediate and advanced. Then the students in each group were randomly further divided into two groups, one receiving Intensive Reading treatment, while the other Extensive Reading treatment. Two types of vocabulary test—Schmidt's Vocabulary Levels Test (2001) and Read's Word Associates Test (1998) were administered. Each was run twice, once before the treatment (IR/ER) as a pretest and once after the treatment as a post-test to check the effects of the two treatments on vocabulary size and depth of the participants. Two-way ANOVA was used to analyze the data. The results of the study showed that both IR and ER have an impact on learners' vocabulary size and depth significantly and that the students' vocabulary knowledge in terms of size and depth had increased. Moreover, the students at the intermediate level took more advantage of IR than ER, but in the advanced group the students benefited more from ER than IR. Finally the study demonstrated that reading both intensively and extensively can lead to vocabulary development in a way that the number of vocabulary which each learner knows in terms of each word's synonym, antonym and collocation will be improved significantly.

Soltani, Rahmatollah. (2011)
Extensive Reading: A Stimulant to Improve Vocabulary Knowledge. *Studies in Literature and Language* 2(3)

Extensive reading, ER, can be considered as a good learning technique to improve learners' vocabulary knowledge. Bell (2001) states that ER is a type of reading instruction program used in ESL or EFL settings, as an effective means of vocabulary

development. The subjects participated in this study were 40 upper-intermediate and 40 lower-intermediate learners drawn from a population through a proficiency test to see if ER helps them improve their vocabulary knowledge at the above-stated levels. To this end, at each level an experimental and a control group (EG and CG) were formed each of which comprised 20 subjects randomly selected and assigned. All the conditions especially teaching materials were kept equal and fixed at each level, except for the EG the subjects were given five extra short stories to read outside for ten weeks. The results showed that EG at both levels indicated improvement in their vocabulary learning after the experiment.

Wang, Yan. (2011)

Comprehensible Input through Extensive Reading: Problems in English Language Teaching in China. *Asian EFL Journal. Professional Teaching Articles CEBU Issue. 53 (July), 61*

Target language input at the right structural level and in adequate amount is believed to be a primary condition for successful second/foreign language learning. This study was designed to investigate the issue of English language input that younger learners were likely to be exposed to through extensive reading in China. Focused-group interviews and analyses of English textbooks in use and extensive-reading books on the market revealed that these learners received rather restricted English language input in terms of quantity, comprehensibility, and variety, and that input-poor, a critical issue in learning English as a foreign language (EFL) contexts, was not addressed by the recent reform in China. The study called for urgent attention to this problem among reform authorities, school administrators, and English teachers in their efforts to improve students' learning outcomes of English and suggested the adoption of extensive reading programs as the most effective

means in the creation of an input-rich environment in EFL learning contexts. Suggestions were also given to book writers and publishers regarding ways to improve children literature, story books, and other books for entertainment reading in English. This study has wider implications for other Asian contexts in which similar issues surrounding English language teaching and learning may arise.

Woo, Jin. (2011)

A Review of Bringing Extensive Reading into the Classroom. Richard Day, Jennifer Bassett, Bill Bowler, Sue Parminter, Nick Bullard, Mark Furr, Nina Prentice, Minas Mahmood, Daniel Stewart, and Thomas Robb (Eds.). *Reading in a Foreign Language, 23 (1), 135-138*

Xue-qing, W. (2011)

Comprehensible Output Hypothesis and English Extensive Reading Teaching. Third International Workshop on Education Technology and Computer Science.

At present, in the Extensive Reading classes for English majors widely exists the "more input" but "less output" phenomenon. The Comprehensible Output Hypothesis proposed by Swain claims that language output produced by L2 learners will enhance accuracy and fluency of their language use. In the language acquisition process, the output is not only necessary but also important. With the theoretical support of Swain's Comprehensible Output Hypothesis, this article points out that Extensive Reading teaching should adhere to the "learner-centered" principle, which can provide students with more opportunities for language output, and fully tap the potential of reading classes so as to improve students' language communicative competence.

The ER SIG is happy to announce that

The 5th Annual ERJ Seminar

will be held at Sugiyama Jogakuen University, Hoshigaoka Campus, Nagoya
on Sunday July 1st, 2012.

New graded readers releases

World Windows

LEVEL 1 - SCIENCE

Book Name	ISBN	Words
Weather: Reader	978-1133492818	54
Float or Sink?: Reader	978-1133566175	53
Parts of a Tree: Reader	978-1133310822	47
Senses: Reader	978-1133492757	64
Animals Move: Reader	978-1133566137	74
Science CD-ROM Level 1 (5 titles)	978-1133492887	

LEVEL 1 - SOCIAL STUDIES

Book Name	ISBN	Words
My Friend and I: Reader	978-1133492689	45
School Rules: Reader	978-1133492733	54
Things Made of Wood: Reader	978-1133492788	80
In the Neighborhood: Reader	978-1133566212	75
Ways to Travel: Reader	978-1133492801	69
Social Science CD-ROM Level 1 (5 titles)	978-1133492894	

LEVEL 2 - SCIENCE

Book Name	ISBN	Words
Seasons: Reader	978-1133492740	85
Habitats: Reader	978-1133566205	101
Push and Pull: Reader	978-1133492726	101
Pumpkins: Reader	978-1133492719	105
Polar Bears: Reader	978-1133492702	119
Science CD-ROM Level 2 (5 titles)	978-1133492900	

LEVEL 2 - SOCIAL STUDIES

Book Name	ISBN	Words
Maps: Reader	978-1133492672	83
Jobs: Reader	978-1133492641	108
Goods: Reader	978-1133566199	104
The City and the Country: Reader	978-1133492771	106
Good Citizens: Reader	978-1133566182	118
Social Science CD-ROM Level 2 (5 titles)	978-1133492917	

LEVEL 3 - SCIENCE

Book Name	ISBN	Words
Butterflies: Reader	978-1133566144	132
Magnets: Reader	978-1133492665	149
Magnets: Workbook	978-1133493075	
Animal Groups: Reader	978-1133566120	196
Solids, Liquids, and Gases: Reader	978-1133492764	168
Taking Care of Our Earth: Reader	978-1133566151	174
Science CD-ROM Level 3 (5 titles)	978-1133492900	

LEVEL 3 - SOCIAL STUDIES

Book Name	ISBN	Words
Land and Water: Reader	978-1133492658	150
A Savings Plan: Reader	978-1133566113	171
New Year Celebrations: Reader	978-1133492696	182
Thomas Edison: Reader	978-1133492795	189
Famous Landmarks: Reader	978-1133566168	196
Social Science CD-ROM Level 3 (5 titles)	978-1133492931	

Nellie's

RED ROCKET READERS

Book Name	ISBN
Rabbit's Legend	978-1877506741
The Twin's Surprise	978-1877506758
All Aboard!	978-1877506734
Eruptions!	978-1877506727
Mighty Mystery	978-1877506796
Tricky Fox	978-1877506789
Spiders Everywhere!	978-1877506772
Wildlife Visit	978-1877506765
Bouncer Bear	978-1877506826
The Lost Reward	978-1877506833
Emperor Penguin	978-1877506802
Roadworks	978-1877506819
Beaver's Legend	978-1877506871
Ice Fishing Fun	978-1877506864
The Amazing Kangaroo	978-1877506840
Magic Maple Syrup	978-1877506857

BUILDING BLOCKS LIBRARY (PACKS OF 6 WITH CD)

Book Name	ISBN	Level	Words	Headwords
That's Life!	978-4896433364	9	3315	700
Out of Control		9	3174	700
Easy Come, Easy Go		9	3019	700
Kat's Decision		9	3223	700
White Water		9	2707	700
School's Out		9	3212	700

Cengage

PAGE TURNERS

Book Name	ISBN	Level	Words	Headwords
The Angels	978-1424046409	3	4,274	400
All About the Music	978-1424046461	4	5,209	550
Bigfoot	978-1424046454	4	5,404	550
The Stranger	978-1424048922	12	13,531	2600

Out soon!

ERJ 4.3

Deadline for submissions: October 10th, 2011