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Letter from the editor

A wise man once said the first job of a JALT officer is to find their own replacement. Fortunately I have found my replacement as this will be my last issue as editor of *ERJ*. Mark Brierley will be taking over from *ERJ* 5.1. He has some great new ideas and I look forward to seeing them. I started *ERJ* four years ago and it has been quite a ride. Now I want to see what I can do with what I have learned. Thank you to all the writers and editing staff I have had the pleasure to work with.

This issue has a report by Thomas Bieri on the first ever ER World Congress and two new series. Most of you are familiar with the Extensive Reading Foundation's Language Learner Literature awards. Page seven is for publishers and might be interesting for people who want to know how the awards are decided.

There is a new very practical column created by Mark Brierley and another new series highlighting ER around the world. Laura Macfarlane shows us how she does ER with young children and we have our regular innovations, new book releases and recent research columns. Thank you for reading.

Daniel Stewart
ERJ Editor
stewart_reading@mac.com

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ERJ Staff
Editor
Daniel Stewart, Kaisei Academy
Copy Editor
Eleanor Kane, Shimane University
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Report from the First Extensive Reading World Congress

Thomas Bieri
Nagoya College

As many of you will already be aware, the First Extensive Reading World Congress was held over the first weekend of September, 2011. This event was sponsored by the Extensive Reading Foundation (ERF) with cooperation from the Japan Extensive Reading Foundation (JERA) and the Japan Association for Language Teaching Extensive Reading Special Interest Group (JALT ER SIG) and it was hosted by Kyoto Sangyo University. This was the first ever ER-focused international congress, according to the welcome notes in the conference handbook from Richard Day, ERF Chair. This article aims to give a brief overview of the conference for those who could not attend and for anyone who wishes to reflect on the event.

A large typhoon passed over the area just before the congress and delayed, and maybe even prevented, the arrival of some participants. However, neither it nor the lingering rain seemed to dampen the enthusiasm of those in attendance. Nevertheless, the event was well attended and all the presentations I saw were lively with listeners generally engaged. There were over 400 attendees, including many overseas visitors and students. On Saturday, the JERA Conference had seven presentations and then from late afternoon on Saturday to the evening on Monday, the ERWC had three pre-congress workshops, a schedule of 127 regular presentations, a colloquium and six other panel presentations, eight poster presentations, a keynote address from David R. Hill and a plenary session with an address from William Grabe. With so many choices and a range of eight to eleven different presentations happening concurrently in every time slot, it was usually very difficult to settle on which presentation to go see at any given time. There was also an extensive materials exhibition from 17 different resource providers throughout the day on both Sunday and Monday. Following this report, you can see a brief description of the providers who not only helped make this congress better with their support, but also help us in our ER teaching by providing resources.

Besides the knowledge and inspiration available from this range of presentations, another valuable resource at this conference was The Extensive Reading Foundation's Guide to Extensive Reading, which was handed out to all attendees. This is an excellent handbook which addresses what ER is, why it is important in language learning, what graded readers are, as well as explains some ER activities, and advises on how to get an ER program up and running. For anyone just beginning to use ER or who would like to expand ER into a larger program, this is an invaluable resource. It also happens to be available in electronic form on the ERF website (www.erfoundation.org/erf/) so please have a look if you were unable to attend the conference.

I would now like to briefly address the contents of a very small sampling of the many worthwhile sessions that were available. I found myself drawn to three presentations which fell under the general umbrella of publishing graded readers. Given that there are some materials I wish I could find but aren't out there, I have thought of trying to put them together myself and get them published. Wondering what was involved in doing that led me to these presentations, each of which gave valuable information to aspiring materials developers.

First I attended a discussion by a panel of publishers' representatives who answered questions and gave advice on "How to Get a Graded Reader Published". There were four basic steps they said virtually any graded reader follows from idea to publication. The first is the submission of a proposal, for which most publishing houses will have a set format, and an accompanying sample. This proposal then has to be vetted by many agencies, including

Colin Bethell from OUP, Russell Willis from Eigotown and Robert Habbick from CUP

Rob Waring

by the sales and marketing arm to determine if it is a viable proposal from a business standpoint. Next, an author will be asked to submit more of the work by specific deadlines, and there will be an editing process which includes settling on the form the work will ultimately take. Finally, deciding on artwork and sorting out all the rights and other contractual elements takes place prior to printing. From proposal to printing can easily take years, rather than weeks or months. Included in the advice they gave to aspiring authors was that being able to write to deadlines was vitally important. Also, authors need to think about their product from the standpoint of the publishers, including what makes your proposal unique or better, how it fits with what the publisher is already doing, and whether you can prove it is attractive to students and educators. They also mentioned that publishers prefer people who can self-promote and who are known quantities, either known in their field or who have a proven track-record in publishing. I think a large number of us left the room feeling that it was a lot more challenging to publish a reader than we had thought prior to the presentation.

Rob Waring's presentation on "Writing Graded Readers—The Inside Story" similarly outlined the process, noting the elements of a proposal, of the development and production stages, and of printing and launching a reader. He then went on to describe the essentials of a great graded reader and characteristics of graded reader writing. He also addressed issues related to a creating a series syllabus and wordlist as well as the editing process. As for the contents of a great reader, he said that a strong concept, a high-stakes situation, great characters and settings, real conflict, and a good payoff are all essential. He concluded with a description of elements of graded reader writing, including "show, don't tell", using dialogue to make the text more readable, and using a linear time frame. If you would like more details, you can find the presentation on his web site.

John Spiri approached the issue somewhat differently in his presentation, "Designing and Creating Readers". He focused on the nuts and bolts of book design and production. He addressed the pros and cons of different software, such as Microsoft Word and InDesign, for creating your files. He talked about a variety of methods for binding your own desktop-published readers and also addressed other options for volume printing, print-on-demand, and for creating and distributing digital books. He gave interesting alternatives to the traditional publishing model prevalent in the other two presentations and ideas for teachers who are perhaps most interested in better presentation of materials designed for their own specific situations.

These three presentations were just a small piece of what was available and by no means should be construed as a "best of" or a thorough overview. There were presentations on a wide range of other general themes such as technology and ER, motivation and ER, outcomes of using ER, ER methodology, issues in developing an ER program, and even on Extensive Listening. As of this writing, the full program of presentations and abstracts is still available on the ERF website noted above, under the "First World Congress" link. I encourage you to look there for a comprehensive list: erfoundation.org/erwc1/course/view.php?id=10.

I turn now to a brief overview of the keynote and plenary sessions. David R. Hill gave the keynote address at the opening ceremony, and he focused on the idea that language teaching must be about both the code and the culture: that for any meaningful language learning one needs to learn about the culture of that language's speakers as well. He noted that languages are studied to train mental acuity, to allow communication with other speakers of that language, and to help understand foreign peoples. However, simply knowing the structure and lexis of a language is not enough to allow us to communicate or gain understanding in any significant way. Yet, he asserts, teaching of culture is neglected for several reasons. One is that our language teaching tradition developed from studying Greek and Latin through translating without delving into the meaning. He also noted that in English language teaching there have been the ideas that English is without culture or that English is multi-cultural, so there is no need to address culture specifically. A further reason for its neglect is the perception

David Hill

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that teaching culture can prevent social harmony. A final reason he proposed is that many native speakers are unaware of their own history and culture and therefore are unable to teach it effectively. He went on to discuss combining language and culture teaching and made several suggestions. For example, he suggested that L1 and L2 teaching should be basically the same, and that in teaching a language we should be focused on themes, progressing from early to later in a narrative form, that we should be addressing areas such as history, customs and religion so as to develop better understanding of other peoples. He also asserted that by teaching both the mechanics of a language and the culture behind it we might lead to both a higher interest in language learning and a higher status for the profession. Finally, he tied this to extensive reading, noting that reading is an important source of cultural information. He declared that therefore ER is not an optional exercise or merely for pleasure, but an essential element of language learning.

In the plenary session William Grabe asked the question, "Extensive Reading: Why isn't Everyone Doing It?" He explained reasons how and why ER works, noting that spending considerable time on "deliberate practice" reading is the only good way to develop necessary skills such as automaticity in sentence processing, having a large number of sight words, and fluency in reading. Extensive Reading works through implicit learning, he explained, and this is most effective when time constrained. Since reading assessments are most often not time constrained, implicit knowledge gains are not assessed, and this is one reason ER is not as valued as it should be, he asserted. He also addressed research in ER. While noting several studies from both L1 and L2 research that support ER, he conversely raised problematic issues with some ER research that may be

William Grabe, and fellow panelist Jeong-Ryeol Kim

Richard Day

preventing ER from being accepted as effective. Among his many points, he suggested that methodology research in ER is limited, that research often describes what is being done but does not delve into what could be done, that there is limited research on group-work in ER. He also raised questions about doing ER as SSR, doing it as homework, and if either alone is effective or not. Besides the perceived lack of testing results and research support for doing ER, he also noted barriers to implementing ER such as the financial and time investments required; the absence of developing advanced L2 readers as an explicit goal in L2 curricula; lack of teacher training on how to effectively guide students in ER; and problems in assessing whether learners actually read what they claim to have read. Finally, he offered many suggestions for ER teachers, the foremost of which were to make other professionals around you aware of the research and arguments which back up ER gains and to" build an effective library of graded readers" and make the most of them. He also presented "an alphabet of suggestions" that will not fit in this brief summary but which I hope he will make available online or in a future article.

Paul Nation

For the final event of the conference, Professors Hill and Grabe joined with featured speakers Richard R. Day, Jeong-Ryeol Kim, and Paul Nation for a final panel discussion on future directions for extensive reading. Sadly, since I was one of the videographers for this session, I don't have any notes on what was said. However, videos of this session and several other presentations are, or will soon be, available on the ERWC YouTube channel. I can say that in addition to some of the ideas I already noted above being reiterated, I also recall suggestions that we need to document and take the stories of how we've implemented ER in the places where it is fairly established and share them with others to assist them in doing the same. In addition we need to promote and engage in good research into ER, and we will have to look at advances in technology to see how they can help us and our students. And finally, of course, we need to prepare for the second ERWC. I am already looking forward to it!

There were nine different traditional publishers exhibiting at the congress and I briefly talked to representatives from each.

Publishers

Name and Website	Notes
ABAX ELT Publishers www.abax.co.jp	Refer to themselves as, “An Indie Publisher of Fine EFL/ESL Materials” and stated they have over 40 ELT Graded Readers available.
Cambridge University Press www.cambridge.org/asia/	Publishers of a wide range of materials and stated they have over 100 ELT Graded Readers with some online audio plus children’s titles available. Some materials available in Spanish, French, etc.
Cengage www.cengageasia.com/	Publishers of a wide range of materials and stated they have over 300 ELT Graded Readers, audio files online, plus over 3000 titles made for use in Australian or American schools available. They do have some ER materials in Spanish and Chinese, as well.
Macmillan Language House mlh.co.jp	Publishers of a wide range of materials and stated they have approximately 200 ELT Graded Readers, many of which also have downloadable audio.
McGraw-Hill Education www.mheducation.asia/Japan www.elt.mcgraw-hill.com	Publishers of a wide range of ELT and other educational materials. They have a series of 16 Graded Readers which contain 16 stories in each book and that are also connected to a series of 48 video episodes.
Oxford University Press www.oupjapan.co.jp/	Publishers of a wide range of materials and stated they have over 600 ELT Graded Readers, including 80 online, plus children’s materials. They also have online support activities.
Pearson Longman ELT www.pearsonelt.com Penquinreaders.com	Publishers of a wide range of materials and stated they have over 800 ELT Graded Readers, plus a variety of children’s materials.
R.I.C. Publications - Asia www.ricpublications.com	Publishers of a wide range of materials including a reading series for younger learners and the Scholastic ELT Readers series for Japan.
Scholastic www.scholastic.com/home	Publishers of a wide range of reading materials, generally for children and distributed to schools and libraries. Have over 1000 different Leveled Reading products in their catalogue.

In addition, there were three providers of electronic support materials.

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Providers

Name and Website	Notes
BeeOasis BeeOasis.com	Provides extensive graded reading online. Short readings and graded readers available and stated they are in the process of setting up tracking functions for classes.
Lexxica http://www.wordengine.jp	Provides online vocabulary learning support. Focuses on teaching unknown high frequency vocabulary in an individually tailored way. Has a learning management system for teachers.
Xreading xreading.com	Provides an online reading management system and book profiles to support ER. Includes quizzing, tracking, reviewing, etc. for both students and teachers.

Finally, there were five different distributors of materials.

Distributors

Name and Website	Notes
Bridge Learning www.bridgelearning.org/	Distribute textbooks, especially to international and bilingual schools. Have some sets of readers new for the Japanese market available as well as some library readers in Spanish and French.
ELTBooks.com www.eltbooks.com	Sell materials from most publishers. Have both ELT materials and materials for native speakers of English.
englishbooks.jp http://www.englishbooks.jp	Sell materials from about 70 overseas and Japanese publishers. Have ELT materials and some in other languages as well.
i.p.i./Nellie's www.indepub.com	Import works of overseas publishers. Have a variety of Graded and Leveled Readers available, including in Spanish, German, Italian and French.
SEG seg.co.jp/bookshop	Provide consultation and import from overseas publishers. Have ELT materials and some French and German titles available.

Some of the ERF Board members: (From left) Rob Waring, Marc Helgesen, Atsuko Takase, Thomas Robb, David Hill, Richard Day, Junko Yamanaka, Jeong-suk (Joanne) Park, Akio Furukawa, Paul Nation, Daniel Stewart and Scott Miles

All photographs by Matthias Reich

The Extensive Reading Foundation
Language Learner Literature Award 2012

Call for Nominations

The Extensive Reading Foundation (ERF) invites publishers to nominate individual graded readers or other material for extensive reading for its 2012 (9th Annual) Language Learner Literature Award.

Eligible material

English-language graded readers, or other text for extensive reading, copyright 2011

By graded reader, we mean an original or adapted book of nonfiction or fiction designed for second/foreign language students to read an extensive amount of text. A graded reader is often written to certain specifications--lexical, grammatical, or other--so that it is suitable for English learners of a certain level of ability. It is assumed that learners spend most of their time with the book actually reading (as opposed to doing exercises, answering comprehension questions, etc.). A graded reader may contain exercises and questions at the end of the book, or between chapters. By "readers", we are not referring to what are often called "reading skills" books.

Books published in calendar year 2011 but bearing a 2012 copyright date are not eligible for the 2012 award. Please apply in the following year.

Award categories

There are four categories of the Award for individual books for Adolescents & Adults, and one for Young Learners:

- 🕮 Beginner (up to 300 headwords)
- 🕮 Elementary (301-800 headwords; CEF A1 & A2)
- 🕮 Intermediate (801-1500 headwords; CEF B1)
- 🕮 Upper Intermediate & Advanced (1501+ headwords; CEF B2, C1, C2)
- 🕮 Young Learners (up to age 11; 6th Grade)

For Adolescent and Adult readers, see the classification on the ERF Publishers Page for guidance. If you are unsure which category to nominate in, or have other questions, please contact Marc Helgesen: march@mgu.ac.jp.

Number of books that may be nominated

A publisher may nominate up to two books in each of the five categories, i.e., a maximum of 10 books per publisher.

Judging criteria

We recognize that an award such as this is subjective. Among the criteria jurors will use in choosing the finalist books are:

- 🕮 Intrinsic interest of theme or topic
- 🕮 Readability for language learners
- 🕮 Quality of writing
- 🕮 Appropriateness and quality of illustration and graphic presentation
- 🕮 Production factors including jacket design, general design, typography, standard of editing, and physical durability of book
- 🕮 The evaluation of the book by teachers and students who provide input on the ERF LLL Award Feedback page.

Jurors are looking for non-fiction and fiction books that will engage and satisfy the learner; In short, books that are "a good read."

Procedure for nominating a book

1. Send two (2) copies of each nominated book to Marc Helgesen, Jury Liaison, by December 26, 2011 (address can be found at ERF website).
2. Establish an account on the ERF website, http://erfoundation.org. As a spam prevention measure, new accounts must be approved, which may take up to 24 hours. To expedite approval, send a message to admin@erfoundation.org, explaining the reason for your application.
3. Log into the ERF Moodle site and enter the particulars for your organization and each candidate title as instructed on the page. The URL is: http://erfoundation.org/moodle/course/view.php?id=4

When you log in for the first time you may be asked to enter the enrolment key: LLL-awards-2012

Finalist Evaluation Program

Three books in each category are selected as finalists. The publishers of these finalist books are requested to participate in the ERF Finalist Evaluation Program. For the program, 10 representative teachers from around the world are selected to receive two copies of each finalist book for reading and evaluation by their students. Publishers are requested to send their finalist title(s) to the teachers in March 2012 by air post or courier service.

An e-book Website for Japan

Daniel Stewart
Kaisei Academy

The Way it has Been

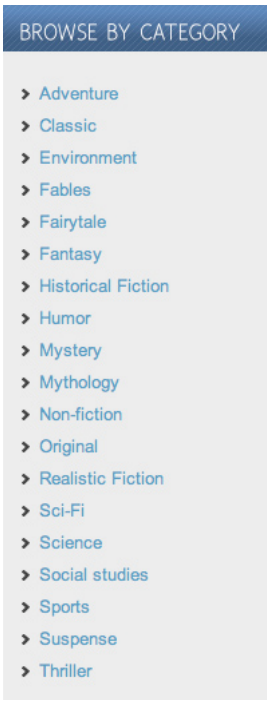
Books take up a lot of space. So the idea of having students do ER with an iPad, Kindle or on a laptop is quite appealing. Currently they can go to websites that have a huge selection of books such as Amazon.com or they can go to ESL specific sites such as macmillaneducationbookstore.com. Amazon is great for getting the newest John Grisham book in e-book format, but not so good for graded readers. They have paper editions of some graded readers, but not e-book versions. The MacMillan website is great for e-book versions of their readers, but of course they don't have graded readers from other publishing companies.

What is Good About it?

A new website has been setup by two publishers in Japan: RIC and Bridge Learning. You can find it at pandabooks.jp.

It specializes in educational e-books for Japan. The idea is to have one site where students and teachers can find educational e-books instead of searching around at different sites. It includes both graded readers and easy books written for native speakers of English. The site is well organized and has obviously been built for expansion with links set up for different categories as they get more titles.

The most interesting aspect for me is that small publishers from overseas can access the Japanese market this way. Normally it is very difficult for small publishers to sell their books in Japan because they need a local distributer. Local publishers are hesitant to take on too many new titles as they would have to maintain stock of those books and space is expensive in Japan. With e-books though, a small publisher from overseas can sell the e-book rights to pandabooks and then teachers and students in Japan will have access to those books. Expect a big increase in the number of publishers selling readers in Japan in the near future. Finally, the site is completely bilingual so easy for our students to use.



Potential Weaknesses

Number of Titles

The current number of titles available is small, but that should change quickly. The site started at the beginning of November, 2011 with about 50 titles and then increased to 80 within the first week. They expect to have 300 by the end of 2011 and thousands in the future. It takes some time to translate the description of each book as seen below for A Deadly Obsession, but when a foreign publisher makes a contract with Pandabooks they want to have every one of their books available so the number of titles will increase dramatically. For example, Bridge Learning currently carries about 30 titles for one American company even though that company has 7,000 titles in their American catalogue. It would just be too expensive to stock all 7,000 titles. With e-books though, Pandabooks can provide all 7,000 titles to the Japanese market once they are loaded onto the server.

Major Publishers

Currently there are no e-books from major publishers such as Macmillan. Because they are large international companies they tend to want one website for their books for the whole world. It will be interesting to see if this changes if Pandabooks is successful.

A Few Glitches

I signed up for the website and downloaded a few books. I got the books alright, but there were a few of those minor glitches that you get with a new site. The first time I tried loading in my billing address for the credit card details it did not work. I then switched to Japanese and it worked fine. I have seen that with online shopping sites in Japan before. It likely is because when I typed my address in English I input the street name first:

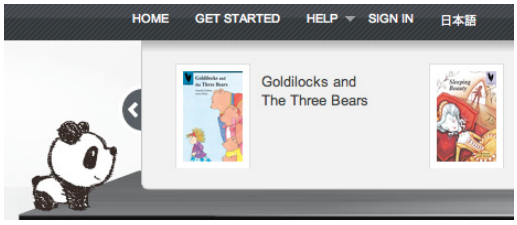
1-2-3 Kitachou, Minamiku, Tokyo.

When I put it in Japanese I reversed the order and it worked.

Tokyo, Minamiku, Kitachou 1-2-3.

This is the kind of error you would expect to see with a new site. Hopefully it will be solved soon.

Another thing I found counterintuitive was the fact that you have to buy a book to create an account. If you click on SIGN IN at the top,



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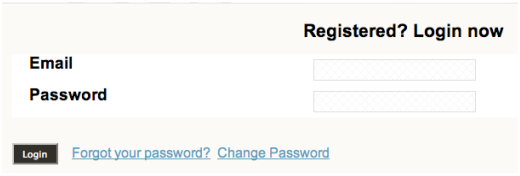


You are not given a choice of creating an account. This might confuse some people. Luckily you have read this and know to pick a book and then when you buy it you can set up an account. I have told the site owners about this and they will change it.

Finally after buying a book with my computer, I decided to try buying another one with my iPad. I logged in with my email and password and the site remembered all my billing details except my credit card number. Currently you have to type that in every time you shop at the website. I am accustomed to Amazon.co.jp where they keep my credit card details on file so this seems like an extra step to me. They are deciding now whether to start keeping track of credit card numbers or not.

Potential for the Future.

Keep in mind this is not some huge overseas company running this website. It has been set up by two people you see in the publishers area of JALT conferences. That means if you have a good idea, there is a chance they can accommodate it. For example, I could see a school asking for an arrangement where each of their students is allowed to download one book a week and the school would be charged a flat rate. The students could pick whatever they want and would not have to deal with billing. This particular example might not be possible, but these are innovative people and it does not hurt to ask.

Conclusion

I think RIC and Bridge Learning have done a great thing starting this site as we are going to be able to get books that were difficult to get before. There is no guide that tells people how to create an e-book website. They are learning as they go, but they have made a great start. The more ERJ readers try the website out and give feedback, the better the site will become.

...at EFL Club and Macfarlane English School

Laura Macfarlane

We began our extensive reading programme in April this year. Despite being well-organised in advance of the school year beginning, it ended up being a logistical nightmare. The issues we faced were due to delays caused by the earthquake, underestimating the amount of staff time required to run the programme, teachers being insufficiently aware of the procedures, and some of the procedures not having been thought out properly. A huge amount of staff time was devoted to fixing the major glitches in the first four months, and the rest are still being worked out with an expected completion date of the end of December.

Setting

We are a privately-run children's language school with two locations. The main school is staffed with two receptionists and three teachers, the other school has two teachers and one receptionist. All staff are involved in some manner in running the programme. We also have a recently opened school for adults in the same location as the main school but on a different floor. As we have no receptionist yet and just one teacher, adult students participating in the extensive reading programme use the library in the children's school. Long term plans include creating a library in the adults' school as well.

Participation in the programme is mandatory for all students in Levels 3-6 of the primary school course. Students in Levels 1 and 2 focus on learning phonics and sight words and develop basic reading skills in preparation for entering the extensive reading programme from Level 3.

We have approximately 160 primary school students who are doing extensive reading. Once all the glitches have been worked out, we will start to promote extensive reading more proactively to junior and senior high school and adult students, although about 20 people, including some parents of students, have already opted into the programme.

Materials

With most students involved in extensive reading being aged between 9 and 12, we have focused on building our library around lower-level readers. Currently we have about 800 titles, with one copy of each title at both schools. About 650 of the 800 titles are suitable for primary school students, the reading level of the other 150 being too high for them.

The readers are housed on sturdy shelves divided up into cubbyholes. The readers are divided by reading levels, then into series. We use book dividers to keep the readers standing as with so many people borrowing them, sometimes the shelves get a bit sparse, particularly at the lower reading levels where most students are at. Some readers come with CDs and these are placed into boxes and separated by dividers. Eventually I'd like to attach the CD to the reader somehow to reduce confusion.

We expect primary school students to be able to read no higher than Level 5 (see below for more details on levelling). We have purchased nearly all of the available readers in Level 0 and 1, about half of Level 2, and about a quarter of Levels 3, 4 and 5. We'll be purchasing the remainder of the Level 0 and 1 readers soon, the remaining Level 2 books before the beginning of the new school year, and Levels 3, 4 and 5 further down the track.

Rather than make a decision about which series to choose based on my own personal likes and dislikes, I elected to purchase every series available - at least at the lower levels where there are not as many titles. While I personally like Oxford Reading Tree and Springboard, I was surprised to see many of the students choosing series such as Sunshine Books whose artwork or stories seem less appealing.

While one guideline of extensive reading is to choose books that appeal to you, the students have been instructed to read from all the series without prejudice—a kind of 'eat all your veggies' approach. This is to avoid students who have not yet had a chance to develop strong reading skills from choosing books based on arbitrary factors such as number of words and availability of audio, and to ensure that they read a variety of topics, thus getting exposure to a wide range of vocabulary. Once they move up into the Level 3 range where the books are longer and more clearly divided into genres and topics, and the students themselves more capable at reading, we'll instruct the students to begin selecting according to taste.

Funding

The purchasing of readers, audio and hardware (shelves, dividers, etc.) was funded by the school. Purchasing enough readers to fill two libraries was a large investment, but ongoing labour costs have been higher in the long run. Hundreds of hours were spent prior to April in getting the programme set up, and every time a new order is made, it requires another 10-20 hours getting the order ready, cataloguing the readers, making library cards and so forth. On top of that, primary school students are too young to be able to reliably handle the borrowing and return procedures and so the staff's assistance is required on a daily basis.

We needed to find some way to offset our expenses and so we raised our students' materials fees to help cover the costs involved in running the programme. While this has helped alleviate some of our financial burden, it has not covered even half of the financial outlay on readers. Future levies will help pay off the books, but we are currently focused on lowering labour costs by reducing staff involvement. To this purpose, we are creating a database using Filemaker software. It will require a further outlay for bar code readers and terminals, but long term it will mean that students can return and borrow readers without assistance from the staff. The staff will then only be involved in returning readers to the shelves, tracking down missing readers and so forth.

Distribution method

Students are entitled to borrow two readers a week, although some students have elected to take home more readers (and pay a higher levy accordingly). Students return their readers and audio to the reader return box when they arrive at school. They choose their readers to take home before class and write the borrow date and their name on the library card kept in a pocket (a cut-off envelope) in the back of each reader. The library cards are placed in a box designated for readers borrowed that week. If audio is available students get it from the box, and both readers and audio go in their extensive reading folders—plastic A4 envelopes with a clear pocket on the outside. Once the classes have begun, the reception staff return all the library cards to their correct books after writing the return date on them, and return the readers to the shelves. Students use the folders for transporting readers and audio between school and home.

Students return and borrow readers every week they attend a lesson. We give them a week's grace, sometimes two, to account for absences from school, but they are expected to return the readers within three weeks. We follow up with emails or phone calls for late returns. The staff keep careful track of the readers and to date we have only lost two titles, which is impressive considering the number of students, staff and readers involved.

Some schools are not quite so vigilant with their

readers, and lose between 5~15% of their readers each year. Financially, there's probably not much difference in their financial loss in comparison to our labour costs, but my personal love of books, plus the difficulty in buying single copies to replace lost readers led me to choose a stricter system.

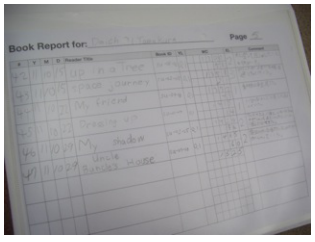
Keeping track of what they have read

All students have a reader list and a book report form. The reader list lists all the readers for their current reading level. Students are encouraged to put a tick beside the books they have read so they can keep tabs on which books they've read, although we don't monitor this.

The book report form is for recording the titles of readers they have read and their details. Students write the date read, title, reading level and word count on the book report. Primary school students also write a short comment once they've read the book, so we can monitor their compliance with the programme. The comment can be in either Japanese or English. Teachers who don't read Japanese pretend to, and the kids don't seem to notice it's all a show. Reading is presented to the students as a part of their homework, and judging by comments and parental feedback, it seems as if most of the students are reading their readers. To save time in class, we get the students to fill in their reader list and book report at home. The reader list goes in their extensive reading folder and the book report goes in the clear pocket on the outside so it can be shown to the teacher without having to remove it from the envelope.

Optional participants in the programme are free to write comments if they wish, but it's neither required nor monitored.

The primary school students read silently in most lessons each week. We use this opportunity to do three things: to check their reading accuracy, to check comprehension, and to teach them useful reading skills. The teacher checks reading accuracy and comprehension by moving around the class and asking individual students to read part of their book aloud. The teacher models incorrectly pronounced words and asks a couple of simple comprehension questions at the end. Not all students read aloud each week due to time constraints, but it's enough to help improve accuracy and to send a clear message to the students that it's important they understand the general gist of the story.



The teacher also observes the students, paying close attention to eye movement in particular. Some students look only at the words, some look only at the pictures and some are obviously just flicking the pages without really thinking about the story or taking note of the words. All of this is evident from their eye movements. The teacher steers them towards more appropriate reading skills such as both reading the words and looking at the pictures, using phonics to decode unfamiliar words and asking for help with unknown pronunciation or meaning of a particular word. The more 'particular' students are encouraged to skip over unimportant words that they're not familiar with.

We keep track of the total number of words each student reads, regardless of whether they are mandatory or optional participants of the extensive reading programme. We have blank sheets on the reading shelves on which students who have cleared a benchmark write their name, current reading level and benchmark cleared. The benchmarks are set at every 1000 words up to 10,000, and every 2500 words after that. Once the students are reading at a higher level (where readers have higher word counts), we may alter the increments for benchmarks to keep them at appropriate intervals.

At the end of each month, the new word count totals are input into the computer and a list generated which contains every student who has passed the 1000 mark. Students passing 1000 get a 'new' beside their name, and students who have passed higher benchmarks get an upward pointing arrow beside their name. The list is formatted into a poster and put on the walls around the school.

We put the first poster up a couple of months into the programme, and the response we got from the students was overwhelming. Everyone wanted to get their name up on the poster. It served to really motivate the students and six months into the extensive reading programme, we have quite a number of students who have already read 5000 words, which is a substantial increase in comparison to the amount of English they were reading previously in just classwork and homework reading activities.

Grading system

We follow the YL (*yomiyasusa* level) levelling system, but with a twist. The YL system uses decimal points (0.4, 6.5, etc.), but we have opted to use whole numbers (4, 65 etc.) to make it easier for young learners to understand and say.

There are 101 levels all together, from 0 to 100 (0.0 to 10.0 if you're a purist). All students are started from Level 1, which allows them to read any book in Levels 0 and 1. While the children are fine with that, many high school students and adults originally resist reading at such a low level. As the programme is new to us as well it's difficult to make educated decisions about the correct course of action to take, so for the time being we are following the guidelines laid down by SSS (the organisation which set up the YL system). In my experience so far I've found that most people are best suited to starting at Level 1. Most of our adult students, while they have a reasonable repertoire of receptive words, are not sufficiently familiar with their usage. Reading at the low levels gives them time to develop a deeper understanding of words in their current lexicon. They also lack the ability to read quickly, and comprehension tends to be on the low side. Our high school students have far higher reading comprehension ability and reading speed, but they still need exposure to the lexis that appears in the readers as much of it does not make an appearance in textbooks. They too benefit from starting at the bottom.

Primary school students would actually be best considered emergent readers with a fairly limited lexicon. They need a lot of exposure to a wide range of readers in order to build reading speed, their receptive lexicon and overall comprehension. We do have a couple of returnees who we moved through the bottom few levels very quickly and are now reading at Level 3, with Level 4 not far off.

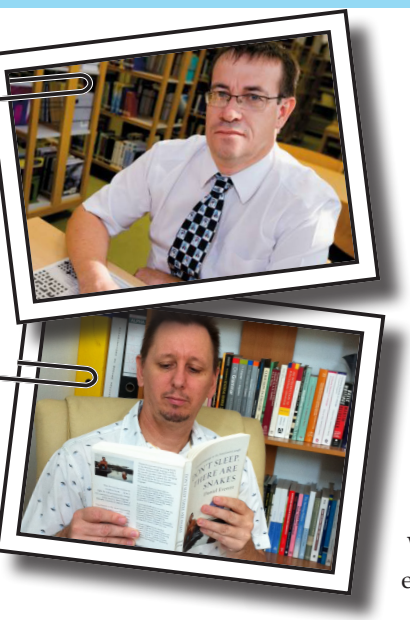
Recently we have been getting some positive feedback from high school students and adults with regards to reading low-level books, and so it seems safe to say that not only do they benefit from starting low, with time they come to recognise the benefits themselves.

Conclusion

I'm really excited about the extensive reading programme and what it's doing for the students at our school. I expected that strong readers would really enjoy the programme, but I was surprised and delighted to see our weak readers show interest in the reading.

In my experience, most weak readers (in their first language) avoid reading wherever possible, and thus the only reading they end up doing is study related. Participating in the reading programme ensures that they are reading on a regular basis, but with no attached reading-based task, and with the content of the readers being very child-friendly, I suspect that are enjoying the novelty of reading for pleasure's sake. Seeing their name up on the poster is also a positive experience for weak readers, and I feel sure that they are enjoying a modicum of success in reading that they've not experienced much to date in mainstream education.

From a school's perspective, building an extensive reading library is a large financial commitment, but there is no need to begin in a grand fashion. If you put a grade of students every year into the programme, starting with the lowest grade first, it is possible to build a library bit by bit by stocking it only with Level 1 readers first, then Level 2 a year later and so on. The benefits for the students are concrete, and many parents will appreciate the school's endeavours to give their child a well-rounded English education, resulting in a stronger reputation amongst the community for your school.



UAE - The Power of One

Tom Le Seelleur,
Co-Editor READ Magazine, Khalifa University, Sharjah, UAE
Nicolas Moore
Co-Editor READ Magazine, Khalifa University, Sharjah, UAE

How can you encourage a whole country to read? This is the challenge being taken up by a team of teachers to turn a newly-literate population into one that reads as a habit. We discuss the great strides made, and the enormous challenges that still lie ahead, in the areas of professional development, networking, publishing and the development of organisations and institutions in the 'Power of ONE' campaign, which celebrates local teacher-led initiatives with the aim of spreading "best practice" one student, teacher and school at a time until everyone becomes a reader.

Rising to the challenge of developing a reading habit in the United Arab Emirates, 'The Power of ONE' campaign was launched harnesses the energy of change through each person contributing to major change in society by making a small change in their lives. The Power of ONE Campaign has the vision to:

Create a reading culture in the U.A.E. and the Middle East through the POWER OF ONE:

One in every Emirate
One in every major city
One in every town and village
One in every community and library
One in every nursery, school, college and university
One in every classroom
One in every home
Everyone

Everyone needs to know that the U.A.E. is reading.

That is, the campaign is focussed on grass-root changes, starting from individual children, parents and teachers. This campaign does not demand large-scale government or ministry involvement, but aims to tackle the lack of reading habit from homes, libraries and schools.

Strategies

In order to carry out the Power of ONE campaign, a small team based at Khalifa University, Sharjah identified a number of strategies to reach the target audience of classroom teachers in primary and secondary schools. The main approaches are: workshops and presentations in schools and at conferences and the publication of a magazine.

Presentations and Workshops

The Power of ONE campaign has delivered more than 15 workshops and presentations to more than 1000 teachers in the space of about 18 months. These always cover topics of practical relevance to classroom teachers and focus on ways that teachers can increase how much their students read. Reflecting local conditions, the workshops are organised during the working week and are offered free to teachers, thanks to generous sponsorship by local bookshops, publishers and other organisations such as The British Council. Other presentations have also been made at major regional and international conferences.

Perhaps the most gratifying aspect of these workshops has been meeting participants from previous sessions, who then recount descriptions of successful reading programmes implemented in their own context. Without exception these have resulted in improved reading habits for their students. Many of these teachers have then shared their experiences through READ magazine (see below) in the hope that they can further inspire others to take up the challenge.

Mark Brierley
Shinshu University

Although some purists claim "no activities", there are arguments for practitioners to include some activities relating to ER or relating to books the students have read, are reading, or are perhaps going to read. One is that activities can remind students why they are doing ER by introducing, or re-introducing the rationale. Another reason is that activities may provide students with exposure to other books that they may go on to read. A more pragmatic reason is that teachers are often working within curriculums with different goals and expectations, and we may get into trouble if our students are "just reading" for the whole of each lesson.

Below are two suggestions from Dale Brown of Nanzan University and one from me. "Introductions" can be found on page 13, and "Match the Blurb" on page 18. These activities are all aimed at students in the middle of an ER programme, and have been used with university students.

If you have any other ideas for future issues, please send them to me: mark2@shinshu-u.ac.jp.

No guarantees

These activities have worked in our classrooms, although there is no guarantee that they will in your situation. Timings are rough, and different problems may arise.

READ Magazine

March 2010 saw the first issue of READ magazine. The principle aim of the magazine is to spread good practice, and to inspire teachers and readers to establish practices that will encourage the reading habit in future generations in the UAE. The magazine welcomes contributions from classroom teachers, reading champions and reading experts. Contributors include Paul Nation, Peter Viney, Alan Pulverness, Isobel Aboulhoul, Charlie Higson, and Adrian Hayes alongside inspirational teachers from across the Middle East. With the publication of the third issue, READ magazine continues to inspire and is perhaps the most successful part of the campaign to date.

Five Quotes

Dale Brown
Nanzan University

Suitable for:
Mid-program

Need:

The teacher needs nothing. The students need to have a book they are currently reading/have just read with them. Students should be in pairs.

Time:

20-40 minutes

Procedure

1. Ask the students to choose one character from their book and write down five quotes from that character.
2. In pairs, student A should read the five quotes to student B. Then student A asks student B:

   Is my character young or old?

   Male or female?

   What kind of person do you think he/she is?

   What sort of story do you think this is?

   Student B should offer guesses based on any clues in the quotes.
3. Student A should then tell student B the answer to each question, thereby giving a quick intro to the book.
4. Student A and B switch roles.

Problem areas

1. Students sometimes misunderstand that their partner has to guess, and start giving the answers to the questions immediately. Modelling the activity usually prevents this.
2. Some non-fiction books have no speaking characters, and are not in first-person narrative. Students may be able to borrow a book from another student that they have read.

Educational rationale

Provides a simple, fun and different way for students to introduce books.

Introductions

Dale Brown

Suitable for:

Mid-program

Need:

The teacher needs a book they have read. The students need to have a book they are currently reading or have just read with them.

Procedure

1. Ask the students to choose one character from their book and complete the following profile of them:

   Name:

   Age:

   Occupation:

   Family:

   Recent events in their life:

   At the same time, complete a profile yourself for a character from your book on the whiteboard. With the next step in mind, it may be easier to choose a character of the opposite sex to yourself, or a well-known character, for example E.T.
2. Point to the profile you have written on the board and allow a few seconds for the students to read it. Then approach a student and introduce yourself as the character: "Hi, nice to meet you. I'm E.T." The first student will often respond by giving their own name rather than their character's. If this happens, just move to another student and introduce yourself in character again. If this student responds successfully, ask a couple of questions about things on the profile. Then check the class as a whole follows, and ask them to stand up and introduce themselves to a few people.
3. Monitor the interaction and allow students to introduce themselves several times.
4. Optionally, ask the students to return to their desks and tell each other about who they met.
5. Round up the activity by telling the students about some of the famous or unusual people they are lucky enough to be classmates with - there will often be kings and queens, vampires and aliens along with assorted animals.

Educational rationale

Provides a simple, fun and different way for students to introduce books to each other.

Match the Blurb

Mark Brierley

Similar to Japanese game “Karuta”, where students must listen to blurbs from books, and select the appropriate book from a selection spread out across the table.

Suitable for:

Mid programme.

Need:

Several graded readers. At least two for each student. Ideally from a classroom collection. Multiple copies of the same book are possible, but only one for each group. Small pieces of paper (A6 – A4 folded into 4.) Students in groups of 4-6.

Procedure

1. Students copy the blurb from the back of each book onto a different sheet of paper. If the title of a book appears in the blurb, they must replace the title of the book with "blank".
2. Blurbs are added to a pile on each table.
3. Students spread out the books, face up, onto the table.
4. In turn, one student picks a “card” from the pile and reads out the blurb from the back of a book. Other students must grab the book relating to the blurb. If students touch the wrong book, they may be given a penalty. If two students touch a book at the same time, they may perform “janken” (rock, scissors, paper) or use some other method to determine the winner. If the student reads to the end with no winner, the “card” is put to the bottom of the pile.
5. The student with the largest number of books is the winner.
6. Extension: In each group, collect books and blurbs together. Pass along to a different group. Groups then play again using a different set of books and blurbs.

Problem areas

1. Blurbs can vary greatly in length. Choose books from one series, or limit the amount students write.
2. Patrol to check students are replacing book title with "blank".

Educational rationale

Raise awareness of books, identify book covers with stories. Practice writing, reading aloud.

Send your activities to mark2@shinshu-u.ac.jp

RECENT ER RESEARCH

Compiled by Nozomu Sonda

Bryan, Sharon. (2011).
Extensive Reading, Narrow Reading and Second Language Learners: Implications for Libraries. *The Australian Library Journal, 60*(2)

Extensive Reading is a resource heavy technique used in second language acquisition in which language learners read large amounts of texts for enjoyment, with the expectation that they will improve their vocabulary and fluency as a result of exposure to the written language. Narrow Reading is a similar technique in which the texts have a common element - such as theme or author - to expose learners to more textual redundancy. This literature review concludes that the evidence suggests both techniques can be effective and valuable to second language learners and foreign language learners. It is also suggested that librarians should be aware of these techniques in order to ensure that collection policies and advice to patrons can assist learners with creating their own Extensive Reading or Narrow Reading programmes. Libraries should also consider working in co-operation with each other to supply Extensive Reading or Narrow Reading projects to areas where there is a known need for material in a given language.

Chen, Mei-Ling; Squires, David. (2011).
Using Literature for Children and Adolescents for Intermediate Language Acquisition. *TESOL Journal, 2*(3), 312-329

This article suggests that literature written for children and adolescents is appropriate for use with intermediate-level students of English as a second or foreign language of all ages (including adults). Following a description of this literature, three instructional applications are reviewed: extensive free reading based on language acquisition theory, close reading while attending to form and function using stylistic analyses along with a language awareness perspective, and reading a story to develop essential cultural understanding of the target language. These applications are framed by a discussion of related research. Literature for children and adolescents offers a light linguistic and content load. With interesting characters, themes, insights, and styles, these texts may capture adult interest and act as a bridge to more complex texts.

Claridge, Gillian. (2011).
What Makes a Good Graded Reader: Engaging with Graded Readers in the Context of Extensive Reading in L2. Doctoral Thesis, School of Linguistics and Applied Language Studies Victoria University of Wellington

It is widely accepted in the ESOL field that Extensive Reading is good for ESOL learners and there are many studies purporting to show that this is true. As a result, the publication of Graded Readers in English today is a major commercial concern, although David Hill (2008, p. 189), former director of the Edinburgh Project on Extensive Reading, in his most recent study of Graded Readers, comments that they are being produced 'in a hostile climate where extensive reading is little valued, practised or tested.' However, anecdotal evidence from teachers and researchers claims that learners do not read anywhere near the recommended one Graded Reader a week prescribed by Nation and Wang (1999, p. 355) to provide the necessary amount of comprehensible input for increasing vocabulary. If these claims and Hill's comments are true, there may be a mismatch between the kind of reading material produced for learners of English and the nature and teaching of the texts currently recommended by teachers and librarians. Such a situation would not only be a huge waste in terms of resources; it could also lead to the alienation of generations of English learners from a potentially valuable means of improving and enjoying language learning. My study investigates this discrepancy by looking at the perceptions of the main stakeholders in Graded Readers, namely the publishers, the judges and academics, the teachers and the learners, to see how they differ and why. As each population is different, the methodologies used in the study are various, making for an approach described as 'bricolage' (Lincoln & Guba, 2000a, p. 164). At the heart of the study are five case studies of learners, set against the backdrop of data gathered from all the stakeholders. As the results indicate that the purpose of the reading appears to govern the perceptions of the individual learner, I found Louise Rosenblatt's (Rosenblatt, 1978) Transactional Theory of Reading Response was an appropriate framework within which to interpret the data.

de Burgh-Hirabe, Ryoko. (2011).
Extensive reading and L2 reading motivation in Japanese as a foreign language: A case study of New Zealand high school students. University of Otago Degree Level: Doctoral Theses

Numerous studies on extensive reading have demonstrated its positive effects on language development. However, qualitative studies that reveal L2 learners' perceptions of extensive reading are limited. Learners' motivation to read extensively, and motivational change in particular, is under-researched. Moreover, previous extensive reading research examines a narrow range of contexts, subjects, target languages and proficiency levels (e.g., predominantly studies with ESL/EFL learners) (Waring, 2001).

This study investigates how learners of Japanese as a Foreign Language (JFL) perceive extensive reading and explores change in their motivation to read extensively, as well as the influences behind any motivational change. It also looks at what separates participants who sustain motivation from those who do not.

Nine JFL learners in two New Zealand high schools participated in the extensive reading project in which they read as many graded readers or children's books as they could outside class over five to seven months. The data from interviews and journal entries were analysed inductively to build up a theory and discover important issues among the participants. Think-alouds, a motivational questionnaire, and classroom observations corroborated the data. Case studies were also presented to show the individual's perception and motivational change in depth.

Overall, the findings reveal that the participants perceived extensive reading positively. They reported a range of benefits (beliefs in a possible effect) and improvements (perception of an actual effect). They viewed graded readers as more suitable than children's books, and perceived that extensive reading was conducive to the end-of-year national examinations. However, individual differences were observed. Some participants perceived graded readers less positively than others did. Views on whether extensive reading should be voluntary or compulsory were divided.

The findings indicate that participants' motivation to read extensively was dynamic and complex. They experienced ups and downs in their motivation during the project. Numerous influences including contextual influences contributed to their motivational changes. The interplay of these influences led to change in motivation within an individual over time and individual differences. Also, negative influences were more powerful than positive influences.

Several implications are drawn from the findings. I maintain that voluntary extensive reading is desirable, but that reading should also be done in class in contexts and settings similar to this study. Graded readers with a wide range of topics and levels and glossaries need to be available to learners.

Importantly, the findings indicate that context, such as the New Zealand testing system, had a great influence on the participants' perceptions and their motivation to read extensively. Therefore, it is argued that extensive reading needs to be considered from the sociocognitive perspective.

Existing models of L2 motivation and L2 reading motivation, and a widely accepted motivation construct, were unable to fully capture the extensive reading motivation displayed in this study. Therefore, a dynamic model of motivation to read extensively in L2 was proposed.

Foorman, Barbara; Arndt, Elissa; Crawford, Elizabeth. (2011).
Important Constructs in Literacy Learning across Disciplines. *Topics in Language Disorders*, *31*(1), 73-83

Currently students who struggle with language and literacy learning are classified with various labels in different states--language learning disabilities, dyslexia, specific language impairment, and specific learning disability--in spite of having similar diagnostic profiles. Drawing on the research on comprehension of written language, we propose common language for teachers of language and literacy to use in planning intervention. The common language is based on a common set of constructs and measures rooted in research in linguistics and psychology and applied to educational science. The common constructs are knowledge of phonological structures, knowledge of the alphabetic principle, fluency in decoding and encoding, comprehension of oral and written language, and extensive reading and writing. The common language should facilitate communication between speech, language, and reading specialists in their efforts to address

intraindividual differences in individual students with evidence-based diagnostic profiles that can inform treatment.

Gilner, Leah; Morales, Franc. (2011). Extensive Reading and Evolving Student Prototypes. **文京学院大学 外国語学部文京学院短期大学紀要** 10(2), 11-29

This paper discusses the role of extensive reading in English language education. Extensive reading (ER) approaches have generated much interest over the past few decades as demonstrated by the annotated bibliography compiled by the Extensive Reading Foundation. The paper has two primary objectives: 1) to acquaint the reader with ER approaches by providing a basic and elementary characterization of such approaches; and 2) to outline how an Expert System based on evolving student prototypes can be used to better inform teachers and program coordinators about material selection and student performance.

Greenberg, Daphne; Wise, Justin; Morris, Robin; Fredrick, Laura; Rodrigo, Victoria; Nanda, Alice; Pae, Hye. (2011). A Randomized Control Study of Instructional Approaches for Struggling Adult Readers. *Journal of Research on Educational Effectiveness*, *4*(2), 101-117

This study measured the effectiveness of various instructional approaches on the reading outcomes of 198 adults who read single words at the 3.0 through 5.9 grade equivalency levels. The students were randomly assigned to one of the following interventions: Decoding and Fluency; Decoding, Comprehension, and Fluency; Decoding, Comprehension, Fluency, and Extensive Reading; Extensive Reading; and a Control/Comparison approach. The Control/Comparison approach employed a curriculum common to community-based adult literacy programs, and the Extensive Reading approach focused on wide exposure to literature. The Fluency component was a guided repeated oral reading approach, and the Decoding/Comprehension components were SRA/McGraw-Hill Direct Instruction Corrective Reading Programs. Results indicated continued weaknesses in and poor integration of participants' skills. Although students made significant gains independent of reading instruction group, all improvements were associated with small effect sizes. When reading instruction group was considered, only one significant finding was detected, with the Comparison/Control group, the Decoding and Fluency group, and the Decoding, Comprehension, Extensive Reading, and Fluency group showing stronger word attack outcomes than the Extensive Reading group. (Contains 7 tables.)

Ji, Weiguo. (2011). Application of Discourse Analysis in the Extensive Reading of College Business English. *Shanxi Science and Technology*, 1

Based on the recognized discourse analysis in foreign language teaching and the extensive reading in college business English, the paper explains the application the teaching method of discourse analysis in the extensive reading.

Judge, Patrick. (2011). Driven to read: Enthusiastic readers in a Japanese high school's extensive reading program. *Reading in a Foreign Language, 23*(2), 161-186

The paper reports on a long-term, multi-case study examining the motivations of avid readers in an extensive reading program at a private Japanese high school. Using an ethnographic approach to case study research, the project explores nine participants—their motivations for reading and what English study means for them. The two and a half year study finds strong similarities between the participants such as a love of literacy and a desire for autonomy. The findings call for greater consideration of non-cognitive factors such as affect and personal attributes in motivation research. This study adds to a growing body of qualitative literature focused on L2 reading motivation.

Li, Baosheng. (2011). A probe into a new teaching model in English Extensive Reading class in higher vocational vollege: A comprehensively integral constructivist model. *Value Engineering*, 21

Reading, as one of the most preferably employed media to the uptake for input or of information, is a principally receptive skill. In the light of new tenets witnessed in the popular theories on linguistics, pedagogy and psychology, and in consideration to

combination of observations featured in the higher vocational education system with overall objectives set in English extensive reading curriculum in HVC, the paper attempts to come up with a localized Integral Constructivist Model in the Chinese context of EFL, thereby it may trigger to promote Ss overall proficiency and performance so as to achieve personal development in individuation and professionalization.

Lyutaya, Tatiana. (2011).
Reading Logs: Integrating Extensive Reading with Writing Tasks. *English Teaching Forum, 49*(1), 26-34

Extensive reading motivates learners to read a large number of texts on a wide range of topics because the students themselves select the reading material based upon its relevance to their interests, knowledge, and experience. Students read texts that match their language level, and they choose the time and place to read. Extensive reading "is generally associated with reading large amounts with the aim of getting an overall understanding of the material." In other words, the purpose is to get the main idea of the text rather than a complete, detailed understanding of every grammatical, thematic, and discourse element, as would be done with "intensive reading" tasks. Extensive reading allows students to find pleasure in reading as they gain a general understanding of literary ideas, learn reading strategies, acquire new vocabulary, and increase their English proficiency. Since students read a large amount of material both inside and outside of the classroom, it is important for the teacher to make the objectives clear and properly monitor the students' progress. This includes knowing how to make reading interesting for students and also what assignments and assessment procedures contribute to a successful reading project. This article discusses the rationale for using extensive reading of literary texts in the English as a Foreign Language (EFL) classroom and describes how to integrate writing tasks with a reading project by using a "reading log" (also known as a reading journal, a response journal, or a reading diary) for pre-, during-, and post-reading activities. Finally, the author describes assessment procedures for the combined reading and writing tasks.

Ma, Xiao-ye; Zhang, Dong-ping; Fan, Zhen-ying; Wang, Yue-zhen; Hao, Jing. (2011).
Building up the internet-based teaching model of Extensive Reading. *Journal of Xingtai Polytechnic College,* 3

The rapid development of network and the change of reading habit lead to the teaching reform. This article explores the possibility of teaching extensive reading through Internet and proposes several teaching models based-on Internet, analyses its advantages and matters needing attention.

Meredith, Nancy. (2011).
Scaffolding extensive reading in the beginning adult education ESL classroom. Master's thesis, University of Texas at Austin. Available electronically from http://hdl.handle.net/2152/ETD-UT-2011-05-3055

Research has showed repeatedly the value of extensive reading in the L2 classroom for improved reading comprehension (Elley & Mangubhai, 1981 Mason & Krashen, 1997; Renandya, Rajan, & Jacobs, 1999). However, additional support beyond traditional extensive reading practices may be needed for very low proficiency learners. This report reviews research on implementing an extensive reading program for beginning level adult-education English language learners. It presents arguments for supporting extensive reading through shared reading, including read-alouds, use of children's literature, and strategy modeling techniques. It also discusses the benefits of student-generated texts for boosting vocabulary and comprehension skills. The report concludes with pedagogical implications for including a strong reading component in the adult education ESL curriculum and suggestions for evaluating the strength and utility of such a program.

Nishizawa, Hitoshi; Yoshioka, Takayoshi; Ito, Kazuaki; Nagaoka, Miharu; Hiroyama, Sadao; Asai, Harumi. (2011).
Critical factors in a successful Extensive Reading Program of English. *Journal of JSEE, 59*(4) 466-471

Extensive reading (ER) is proved to be an effective approach for Japanese engineering students to improve fluency in English. But it is only effective in limited conditions, and the condition in English as a foreign language (EFL) settings is widely different from English as the second language (ESL) settings,

where former ER programs are conducted. This article focuses on the critical factors that separate successful ER programs in EFL settings from failure, based on the authors' experiences of conducting a 5-year-long ER program. In a long-term sustained silent reading (SSR) program that guides students to start reading from simple stories (SSS) , reluctant EFL learners have the maximum opportunity to improve their English fluency to the required level for novice engineers.

Onaka, N. (2011).
Web-assisted extensive reading with scaffolding framework. In A. Stewart (Ed.), *JALT2010 Conference Proceedings.* Tokyo: JALT. 764-771

This paper describes the MSUERT (Multiple Step Units for English Reading Training) program developed to provide support to study-abroad students participating in a voluntary Extensive Reading program. This paper first introduces the development of the Reading Marathon program, and limitations of this program. It then discusses a trial run of the MSUERT program.

Rezaee, Abbas Ali; Nourzadeh, Saeed. (2011).
Does Extensive Reading improve EFL learners processing ability?
Theory and Practice in Language Studies, 1(9), 1167-1175

Reading experts usually agree upon the fact that Extensive Reading (ER), meaning engaging learners in reading long passages, say stories, can improve students' various aspects of proficiency. The aim of the present study is to investigate whether ER can promote bottom-up and top-down processing capacities employed by advanced learners of English as a Foreign Language (EFL) when reading second language (L2) texts. In this study, bottom-up and top-down processing capacities have been operationalized as L2 learners' ability to answer local and global reading comprehension questions, respectively. To achieve this aim, two intact advanced classes, one as the experimental group (n = 26) and the other as the control group (n = 25), were selected to be included in the present study. The learners in the experimental group participated in an ER course in which each learner was required to read four story books during four weeks (i.e., one story book per week) at their homes. The findings of the study indicated that participation in ER courses promotes Iranian advanced EFL learners' bottom-up and top-down processing capacities. The overall findings have implications for L2 reading comprehension classes and assessment.

Severino, Carol; Deifell, Elizabeth. (2011).
Empowering L2 tutoring: A case study of a second language writer's vocabulary learning.
Writing Center Journal, 31(1), 25-54

Writing center tutors play a key role in advancing L2 writers' language learning because the tutorial interaction involves the introduction of new language and vocabulary at the point of need or interest. This tutor-research case study presents a detailed, complex portrait of how a second language writer in a US writing center learned and used vocabulary; how he employed his tutor's face-to-face and online feedback on his vocabulary errors to further his vocabulary learning; and how he perceived his vocabulary learning and his college learning in general. The study demonstrates the importance of extensive reading for learning new words as well as the complementarity of face-to-face and online feedback, especially to help with learning what is termed the lexicogrammatical component of words. (Contains 1 table and 1 figure.)

Tze-Ming Chou, Peter. (2011).
Examining reading levels in ELT course books and the benefits of extensive reading.
ASEAN Journal of Teaching and Learning in Higher Education, 3(2)

This study examines the difficulty level of texts in the reading sections of the Touchstone series of ELT course books. The information analyzed in the reading section included the total number of words and sentences in each reading passage, average number of sentences per paragraph, average number of words per sentence, and number of passive sentences in each text. In addition, the Flesch-Kincaid Reading Grade was used to show the Flesch Reading Ease Level and the Reading Grade Level of each reading passage. The results showed that the average number of sentences per paragraph, for each of the reading sections, was quite low. It meant that the students were not reading material with fully developed paragraphs but instead, were reading shorter pieces, such as advertisements,

interviews, or short articles. In addition, students might be unmotivated or uninterested in the type of readings that the ELT course books offer. This paper proposes extensive readings to be added to English courses that use ELT course books. This is because studies have shown that extensive reading can be helpful in developing the student's vocabulary, reading rate, and reading comprehension. It may also increase the student's interest and motivation in learning English.

Wang, Yan. (2011).
Comprehensible Input through Extensive Reading: Problems in English Language Teaching in China. *CEBU Conference*, 3

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.

Xiang, Shi-xu. (2011).
The research on the guidance of schema theory to Extensive Reading of college English teaching. *Journal of Southern Vocational Education*, 4

It is well known that reading skill is very important in college English teaching. Schema theory is regarded as the basic theory for explaining the process of reading and directing the teaching of College English Reading. This article first mainly discusses the understanding of schema theory and then uses schema theory to direct the teaching methods to provide a practical application in the teaching of extensive reading.

Yang, Qiong. (2011).
On constructing discourse analysis model for Extensive Reading course. *Foreign Languages Department Guangxi Normal University for Nationalities*, Guangxi Chongzuo

Based on the theory of discourse analysis, this thesis tries to construct a discourse analysis model for English majors. It first analyzes the discourse analysis hierarchy of reading and then explains the model from four aspects, namely, reading skills training, article framework construction, emotional intention analysis and reading speed developing, aiming to arouse the students' subjective activity and improve their reading ability. Also an experimental study is conducted to test the validity of this model.

The ER SIG is going to be a part of
"Literacy: SIGns of emergence"
The PanSIG 2012 conference, to be held at Hiroshima University
on Saturday and Sunday, June 16th and 17th, 2012
Call for papers available on pansig.org/2012

NEW GRADED READER RELEASES

Bjorn Fuisting

Exciting times for ER practitioner in Japan! As ER is continuing to gain in popularity publishers are bringing out more and more books. There are new offerings from several publishers listed below as well as whole new series, like the ELI readers. A special mention goes to the new Readers Catalogue that Bridge Learning has brought out (included with your copy of *ERJ*). It contains 34 series and a total of 246 books that have been selected especially because they are suitable for reading programs. They are of high interest, very appealing in looks and most series are especially made for struggling readers. You have been given one of their readers as a sample and for ER SIG members only, Bridge Learning is offering an extra 8.5% off if you purchase the complete catalogue, That is an extra saving of over 20,000 yen! It is good to be an ER Sig member.

*To help people working within library budgets, list prices have been added, in yen, including tax.

Black Cat Publishing (Nellie's)

Series	Book Name	ISBN	Price*	Level
Discovery	The English Speaking World	9788853012128	1680	Step 2/CEF B1.1
Early Reads	The Haunted Castle	9788853004932	882	Level 3
Early Reads	Rapunzel	9788853012029	1575	Level 2
Early Reads	The Stars and the Colours	9788853012012	882	Level 1
Easy Reads	The Story of the Olympic Games	9788853012036	672	Level 2
Green Apple	Akron House Mystery	9788853012043	1575	Step 1/CEF A2
Green Apple	Project Vampire	9788853012050	1575	Step 1/CEF A2
Green Apple	Robin Hood	9788853012074	1575	Step 2/ CEF A2-B1
Reading & Training	Great Expectations	9788853012111	1575	Step 5/CEF B2.2
Reading & Training	A Message from a Ghost	9788853012067	1575	Step 1/CEF A2
Reading & Training	The Three Musketeers	9788853012081	1575	Step 3/ CEF B1.2
Reading & Training	The Tragedy of Richard III	9788853012098	1575	Step 3/ CEF B1.2
Reading Shakespeare	Power and Ambition in Shakespeare	9788853012104	1575	Step 4/ CEF B2.1

Mary Glasgow (Scholastic UK)

MARY GLASGOW MAGAZINES (YEAR SUBSCRIPTION)

Book Name	ISBN	Price	Level	Words	Headwords
Click	A4210	3690 yen (5 issues)	CEFRA A1	3000	300
Crown	A4310	3690 yen (5 issues)	CEFR A1-A2	3500	600
Team	A4810	3690 yen (5 issues)	CEFR A2-B1	4000	1000
Club	A4610	3690 yen (5 issues)	CEFR B1-B2	4500	1500
Current	A4700	3690 yen (5 issues)	CEFR B2-C1	13000	OVER 2000

Cengage

PAGE TURNERS

Book Name	ISBN	Price	Level	Words	Headwords
The Angels	9781424046409	730	3	4274	400
All About the Music	9781424046461	730	4	5209	550
Bigfoot	9781424046454	730	4	5404	550
The Stranger	9781424048922	770	12	13531	2600

Sterling Publishing (Nellie's)

GREAT BIG SCHOOLHOUSE READERS

Book Name	ISBN	Price	Level
Cake Soup	9781402773174	630	1
Go, Huckle, Go!	9781402773167	630	1
Hop, Hop and Away!	9781402773181	630	2
A Smelly Story	9781402773198	630	2
Ice Cream for Breakfast	9781402773204	630	3
The Mixed-Up Mail Mystery	9781402773211	630	3

Flying Start Books (Nellie's)

RED ROCKET READERS - ADVANCED FLUENCY

Book Name	ISBN	Price	Level
Rabbit's Legend	9781877506741	565	1 (Silver)
The Twin's Surprise	9781877506758	565	1 (Silver)
All Aboard!	9781877506734	565	1 (Silver)
Eruptions!	9781877506727	565	1 (Silver)
Mighty Mystery	9781877506796	565	2 (Emerald)
Tricky Fox	9781877506789	565	2 (Emerald)
Spiders Everywhere!	9781877506772	565	2 (Emerald)
Wildlife Visit	9781877506765	565	2 (Emerald)
Bouncer Bear	9781877506826	565	3 (Ruby)
The Lost Reward	9781877506833	565	3 (Ruby)
Emperor Penguin	9781877506802	565	3 (Ruby)
Roadworks	9781877506819	565	3 (Ruby)
Beaver's Legend	9781877506871	565	4 (Sapphire)
Ice Fishing Fun	9781877506864	565	4 (Sapphire)
The Amazing Kangaroo	9781877506840	565	4 (Sapphire)
Magic Maple Syrup	9781877506857	565	4 (Sapphire)

Oxford University Press

DOMINOES

Book Name	ISBN	Price	Level	Words	Headwords
Heidi	9780194249133	850	Starter	3,716	250
Mystery in Muscat	9780194249164	850	1	5,761	400
Mystery in Muscat : Multi-ROM	9780194249140	1365	1	5761	400
The Bird of Happiness	9780194249195	850	2	8731	700
The Bird of Happiness : Multi-ROM	9780194249171	1365	2	8731	700
The Curious Case of Benjamin Button	9780194249270	850	3	12618	1000
The Curious Case of Benjamin Button : Multi-ROM	9780194249256	1365	3	12618	1000
The Vesuvius Mosaic : Multi-ROM	9780194247870	1365	3	11549	1000

OXFORD BOOKWORMS LIBRARY

Book Name	ISBN	Price	Level	Words	Headwords
Bridge and Other Love Stories	9780194793681	750	1	5605	400
Formula One : CD	9780194237758	1680	3	10645	1000
Gazing at Stars : Stories From Asia	9780194794206	850	6	28539	2500
Gazing at Stars : Stories From Asia : CD	9780194794190	2467	6	28539	2500

OXFORD READ AND DISCOVER

Book Name	ISBN	Price	Level	Words	Headwords
Medicine Then and Now	9780194645065	850	5	3363	900
Medicine Then and Now : Audio CD	9780194645461	1600	5	3363	900
Earth Then and Now : Audio CD	9780194646055	1600	6	3723	1050

ABAX

HELBLING READERS (ALL BOOKS INCLUDE A CD)

Book Name	ISBN	Price	Level	Headwords
The Wonderful Wizard of Oz	9783852722894	1,491	1	400
Next Door	9783852721613	1,260	1	400
A New Home for Socks	9783852722917	1,260	1	400
The Hound of the Baskervilles	9783852721569	1,491	1	400
Black Beauty	9783852721552	1,260	2	600
Alice's Adventures in Wonderland	9783852722320	1,260	2	600
Princess on the Run	9783852721606	1,491	2	600
The Time Capsule	9783852722832	1,491	2	600
The Adventures of Huckleberry Finn	9783852722313	1,260	3	1000
The Adventures of Tom Sawyer	9783852721545	1,491	3	1000
Mr. Football	9783852721590	1,491	3	1000
The Boy Who Could Fly	9783852721583	1,491	4	1500
The Legend of Sleepy Hollow	9783852722306	1,155	4	1500
The Call of the Wild	9783852721538	1,491	4	1500
The Coconut Seller	9783852723037	1,155	5	1600
Danger in the Sun	9783852721576	1,260	5	1600
The Strange Case of Dr. Jeckyll and Mr. Hyde	9783852721521	1,491	5	1600
The Great Gatsby	9783852722955	1,491	5	1600

RIC Publications

READ & RESPOND

Book Name	ISBN	Price	Level
Each Peach Pear Plum	ST5005	1470	Age 7-11(Native)
The Mousehole Cat	ST5019	1260	Age 7-11(Native)
Room on the Broom	ST5033	1260	Age 7-11(Native)
Stick Man	ST5037	1470	Age 7-11(Native)
The Snail and the Whale	ST5041	1260	Age 7-11(Native)
Rosie's Walk	ST5058	1260	Age 7-11(Native)
Whatever Next!	ST5086	1260	Age 7-11(Native)
Can't You Sleep, Little Bear?	ST5102	1260	Age 7-11(Native)
Jack and the Beanstalk	ST5117	1470	Age 7-11(Native)
The Boy in the Striped Pyjamas	ST5139	1470	Age 7-11(Native)
The Midnight Fox	ST5152	1260	Age 7-11(Native)
How To Train Your Dragon	ST5156	1260	Age 7-11(Native)
The Demon Headmaster	ST5160	1260	Age 7-11(Native)
Revolting Rhymes	ST5190	1680	Age 7-11(Native)
The Enormous Crocodile	ST5199	1260	Age 7-11(Native)
The Magic Finger	ST5203	1050	Age 7-11(Native)
The Witches	ST5213	1470	Age 7-11(Native)
War Game	ST5233	1050	Age 7-11(Native)
The Secret Garden	ST5241	1680	Age 7-11(Native)
Diary of a Wimpy Kid	ST5275	1470	Age 7-11(Native)
The Amazing Story of Adolphus Tips	ST5294	1260	Age 7-11(Native)
The Morning I Met a Whale	ST5304	1260	Age 7-11(Native)
War Horse	ST5313	1260	Age 7-11(Native)
The Worst Witch	ST5321	1050	Age 7-11(Native)
The Railway Children	ST5325	1470	Age 7-11(Native)
The Highwayman	ST5330	1470	Age 7-11(Native)
There's a Boy in the Girl's Bathroom	ST5344	1260	Age 7-11(Native)
The Silver Sword	ST5348	1260	Age 7-11(Native)
The Hundred-Mile-An-Hour Dog	ST5352	1470	Age 7-11(Native)
Greek Myths	ST5365	1470	Age 7-11(Native)

ELI (englishbooks.jp)

NEW ELI READERS

Book Name	ISBN	Price	Level	Words	Headwords
Sophie's Dream + CD	9788853604200	1000	Young 1	340	100
Hooray for the Holidays + CD	9788853606181	1000	Young 1	360	100
Granny Fixit and the Ball + CD	9788853604217	1000	Young 1	570	100
Granny Fixit and the Pirate + CD	9788853604224	1000	Young 1	570	100
Granny Fixit and the Yellow String + CD	9788853606211	1000	Young 1	600	100
PB3 and the Vegetable + CD	9788853604231	1000	Young 2	720	200
PB3 and the Jacket + CD	9788853604248	1000	Young 2	728	200
PB3 and Coco the Clown + CD	9788853606242	1000	Young 2	780	200
Uncle Jack and the Bakonzi Tree + CD	9788853604255	1000	Young 3	970	300
Uncle Jack and the Emperor Penguins + CD	9788853604262	1000	Young 3	909	300
Uncle Jack and the Meerkats + CD	9788853606273	1000	Young 3	946	300
Peter Pan + CD	9788853604279	1000	Young 3	700	300
Harry and the Crown + CD	9788853604286	1000	Young 4	1063	400
Harry and the Electrical Problem + CD	9788853604293	1000	Young 4	1173	400
Harry and the Sports Competition + CD	9788853606303	1000	Young 4	1113	400
Alice in the Wonderland + CD	9788853604309	1000	Young 4	846	400
The Secret Passage + CD	9788853605115	1000	Young 4	1041	400
The Jungle Book + CD	9788853605122	1000	Young 4	1450	400
SET (18 Books + CD)	9784905299271	18000	Young		
Oliver Twist + CD	9788853605139	1050	Teen 1	6784	600
In Search of a Missing Friend + CD	9788853604316	1050	Teen 1	2125	600
The Egyptian Souvenir + CD	9788853605146	1050	Teen 2	2613	800
A Faraway World + CD	9788853604323	1050	Teen 2	2673	800
The Secret Garden + CD	9788853606341	1050	Teen 2	9238	800
Destination Karminia + CD	9788853605153	1050	Teen 3	3893	1000
Val's Diary + CD	9788853605023	1050	Teen 3	3349	1000
Robin Hood + CD	9788853606549	1050	Teen 3	8658	1000
SET (8 Books + CD)	9784905299288	8400	Teen		
The Hound of the Baskervilles + CD	9788853605160	1575	Young Adult 1	12153	600
Romeo and Juliet + CD	9788853605030	1575	Young Adult 2	7508	800
The Picture of Dorian Gray + CD	9788853605177	1575	Young Adult 3	14393	1000
Pride and Prejudice + CD	9788853605047	1575	Young Adult 3	15924	1000
Macbeth + CD	9788853606624	1575	Young Adult 3	11779	1000
The Turn of the Screw + CD	9788853605184	1575	Young Adult 4	18524	1800
Frankenstein + CD	9788853605054	1575	Young Adult 4	19727	1800
Wuthering Heights + CD	9788853606655	1575	Young Adult 4	24166	1800
The Great Gatsby + CD	9788853606662	1575	Young Adult 5	19993	2500
SET (9 Books + CD)	9784905299295	14175	Young Adult		

THE FAB FABLES

Book Name	ISBN	Price	Level
The Ant and the Grasshopper - Book + Audio CD	9788881487738	893	A1
The Hare and the Tortoise - Book + Audio CD	9788881487783	893	A1
The Wind and the Sun - Book + Audio CD	9788881487837	893	A1
The Dog and His Shadow - Book + Audio CD	9788881487882	893	A1
The Child and the Frogs - Book + Audio CD	9788881487936	893	A1
The Ant and the Dove - Book + Audio CD	9788881487981	893	A1
SET (6 Books + CD)	9784905299059	5355	A1
The Ant and the Grasshopper	9788853608000	630	A1
The Hare and the Tortoise	9788853608017	630	A1
The Wind and the Sun	9788853608024	630	A1
The Dog and His Shadow	9788853608031	630	A1
The Child and the Frogs	9788853608048	630	A1
The Ant and the Dove	9788853608055	630	A1
SET (6 Books)	9784905299066	3780	A1

READY TO READ GREEN

Book Name	ISBN	Price	Level
The Town Mouse and the Country Mouse - Book + Audio CD	9788881482375	893	A1
Pinocchio - Book + Audio CD	9788881482382	893	A1
Cinderella - Book + Audio CD	9788881486977	893	A1
The Emperor's New Clothes - Book + Audio CD	9788881486984	893	A1
Jungle Book - Book + Audio CD	9788881486960	893	A1
The Fox and the Stork - Book + Audio CD	9788881487004	893	A1
Goldilocks and the Three Bears - Book + Audio CD	9788881486953	893	A1
Thumbelina - Book + Audio CD	9788881486991	893	A1
The Tin Soldier - Book + Audio CD	9788881482900	893	A1
Hansel and Gretel - Book + Audio CD	9788881485437	893	A1
Snow White - Book + Audio CD	9788881485482	893	A1
Sleeping Beauty - Book + Audio CD	9788881485383	893	A1
The Little Mermaid - Book + Audio CD	9788881483600	893	A1
SET (16 Books + CD)	9784905299080	14280	A1
Little Red Riding Hood	9788853608307	630	A1
The Three Little Pigs	9788853608314	630	A1
The Ugly Duckling	9788853608321	630	A1
The Town Mouse and the Country Mouse	9788853608338	630	A1
Pinocchio	9788853608345	630	A1
Cinderella	9788853608352	630	A1
The Emperor's New Clothes	9788853608369	630	A1
Jungle Book	9788853608376	630	A1
The Fox and the Stork	9788853608383	630	A1
Goldilocks and the Three Bears	9788853608390	630	A1
Thumbelina	9788853608406	630	A1
The Tin Soldier	9788853608413	630	A1
Hansel and Gretel	9788853608420	630	A1
Snow White	9788853608437	630	A1
Sleeping Beauty	9788853608444	630	A1
The Little Mermaid	9788853608451	630	A1
SET (16 Books)	9784905229073	10080	A1
The Three Little Pigs	9788853602466	630	A1
The Town Mouse and the Country Mouse	9788853602534	630	A1
Pinocchio	9788853602473	630	A1
Cinderella	9788853602480	630	A1
The Emperor's New Clothes	9788853602527	630	A1
Hansel and Gretel	9788853602510	630	A1
Sleeping Beauty	9788853602497	630	A1
The Little Mermaid	9788853602503	630	A1
SET (8 Books)	9784905299097	5040	A1

NEW ENGLISH FICTION

Book Name	ISBN	Price	Level
New Worlds	9788853600394	1418	B1-B2
Playing the Game	9788853600400	1418	B1-B2
London Tales	9788853600417	1418	B1-B2
A Twist in the Tale	9788853600424	1418	B1-B2
Dangerous Time	9788853600431	1418	B1-B2
The Outsider	9788853600448	1418	B1-B2
SET (6 Books)	9784905299318	8508	B1-B2

ELI CLASSICS

Book Name	ISBN	Price	Level
The Spooky Bunch	9788881483846	1260	B1-B2
A Family Affair	9788881483853	1260	B1-B2
Shades of Emotions	9788881483860	1260	B1-B2
Naughty Kids	9788881484690	1260	B1-B2
Rights and Wrongs	9788881484713	1260	B1-B2
Wit and Wisdom	9788881485949	1260	B1-B2
SET (6 Books)	9784905299363	7560	B1-B2
The Spooky Bunch - Book + CD	9788881483426	1890	B1-B2
A Family Affair - Book + CD	9788881483402	1890	B1-B2
Shades of Emotions - Book + CD	9788881483419	1890	B1-B2
Naughty Kids - Book + CD	9788881484683	1890	B1-B2
Rights and Wrongs - Book + CD	9788881484706	1890	B1-B2
Wit and Wisdom - Book + CD	9788881485932	1890	B1-B2
SET (5 Books + CD)	9784905299370	11340	B1-B2

TEEN BEAT

Book Name	ISBN	Price	Level
The Expresso Project	9788853600233	1103	A2-B1
The Expresso Project + CD	9788853600240	1470	A2-B1
South Coast Blues	9788853600257	1103	A2-B1
South Coast Blues + CD	9788853600264	1470	A2-B1
Midnight Rollers	9788853600271	1103	A2-B1
Midnight Rollers + CD	9788853600288	1470	A2-B1
Home Run	9788853600295	1103	A2-B1
Home Run + CD	9788853600301	1470	A2-B1
Crash Course	9788853600318	1103	A2-B1
Crash Course + CD	9788853600325	1470	A2-B1
Spies	9788853600332	1103	A2-B1
Spies + CD	9788853600349	1470	A2-B1
SET (6 Books)	9784905299325	6618	A2-B1
SET (6 Books + CD)	9784905299332	8820	A2-B1

Upcoming Events

First Annual JALT Vocabulary Symposium
Date: March 3rd (Saturday), 2012
Organization: Vocabulary Special Interest Group, Japan Association for Language Teaching
Location: Kyushu Sangyo University, Fukuoka

Task-Based Language Teaching in Asia: Challenges and Opportunities
Date: May 19 and 20, 2012
Location: Osaka Shoin Women's University, Osaka
Organizations: JALT TBL SIG in association with University of Central Lancashire, UK, and Osaka Shoin Women's University

The 4th Annual N.E.A.R. Language Education Conference
Date: May 26th (Saturday), 2012
Call for papers due: February 17th (Friday)
Organization: Niigata Chapter of the Japan Association for Language Teaching
Location: University of Niigata Prefecture

JALTCALL 2012
Date: June 1-3, 2012.
Organization: CALL SIG, JALT
Location: Konan CUBE, Hirao School of Management, Konan University (in Nishinomiya, Kansai)

The 5th Annual ER Seminar

will be held at Sugiyama Jogakuen University, Hoshigaoka Campus, Nagoya
on Sunday July 1st, 2012.
For more information, contact: submissions.jaltersig@gmail.com

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

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ER Presentations at JALT National

Saturday, Nov. 19th

Time	Title	Presenter	Room
11:00 AM - 12:00 PM	Using ELI Readers to enrich, facilitate and grow.	Alastair Lamond	Room 305
11:00 AM - 12:00 PM	Choose your own adventure!	Marcos Benevides	Room 414
11:35 AM - 12:00 PM	Extensive Reading Plus	Sono Okabayashi	Room 408
12:10 PM - 1:40 PM	ER Colloquium: Growing extensive readers		Room 309
	Dealing with Mixed Abilities, Mixed Motivations and Mixed Goals	John Bankier	
	The ERF Online Self Placement Test	Mark Brierley	
	Listening to Students' Voices: Making ER Effective in EFL Learning	Emilia Fujigaki	
	The Reading Preferences and Habits of Japanese University Students	Sandra Healy	
	Designing ER Communities of Practice	Peter Hourdequin	
	Does reading in volume correlate to increased reading speed?	Richard Lemmer	
	Teasing Publications out of Reading Circle Research and Teaching	Greg Rouault	
	Making Graded Readers - issues for authors and users	Rob Waring	
	Nurturing Academic Integrity in Extensive Listening and Reading	Mathew White	
12:10 PM - 1:10 PM	Send ER quizzes to your students' cell phones	Paul Goldberg	Room 412
1:20 PM - 1:45 PM	Extensive reading and gains in reading fluency	David Beglar & Alan Hunt	Room 413
1:55 PM – 2:25 PM	ER Annual General Meeting	All members welcome!	Room 309
3:50 PM - 4:15 PM	Why doesn't ER become popular in high school?	Atsuko Takase & Kyoko Uozumi	Room 303
3:50 PM - 4:50 PM	An investigation into reading fluency development	Andrew Atkins, Simon Cole & Takayuki Okazaki	Room 309

Sunday, Nov. 20th

Time	Title	Presenter	Room
9:35 AM - 10:00 AM	Evaluating a new approach to literature circles	David Williams	Room 307
11:30 AM - 11:55 AM	Extensive reading high fliers and the grounded	Amanda Gillis-Furutaka	Room 300
11:30 AM - 12:30 PM	Extensive reading: Success with low-level learners	Timothy Harris	Room 302
11:30 AM - 11:55 AM	EFL Speed Reading practice: How much is enough?	Bjorn Fuisting & Stephen Dalton	Room 505
1:15 PM - 2:15 PM	Story, story, story -Writing a great graded reader	Rob Waring	Room 109