# IN THIS ISSUE

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## Message from the editor

Daniel has left a rather large pair of shoes to fill as editor of *Extensive Reading in Japan,* the newsletter of the JALT Extensive Reading Special Interest Group. In fact, they may even be ice hockey boots.

As well as thanking Daniel for starting this publication and overseeing its first four years, I'd like to thank Nozumu Sonda who has been adding listings of recent ER research to the *ERJ* for most of this time. Also I'm sure you will join me in wishing him well as Editor of the *JALT Conference Proceedings*. If you're interested in taking over this column, please let us know! This may be a good time for a change. In the beginning the column sought to list every academic article on ER. It is now only possible to list a few examples of the research as it increases in both quantity and quality.

This leads me to an editorial issue. For a long time I've puzzled whether to capitalize the "E" and "R" when writing "extensive reading". Are we talking about a special practice which has a name? Or should we treat extensive reading as a simple activity which needs no capitalisation? I have made the editorial decision, at least within these pages, that the "E" and "R" of "extensive reading" should be lowercase. We are no longer talking about a new practice that needs a formal introduction, but something that I hope will become as established a part of pedagogy as speaking, testing or cleaning the board. For the most part, of course, we shall refer to it as ER.

Mark Brierley

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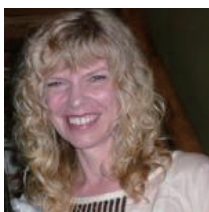Sakae Onoda
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## Note from the Coordinator

Dear ER SIG Members,

I think many of you know my name at least, if not me personally, from my Membership Chair duties over the last couple of years. I am excited to now be taking on new responsibilities as the ER SIG Coordinator. I see this as an interesting challenge, a great opportunity to learn, and a chance to try to make a contribution to the SIG and ER. I look forward to serving you and working with you over the coming months.

Some of you may not have had a chance to meet many of the officers who have joined us over the last year or so, so I would like to take this chance to 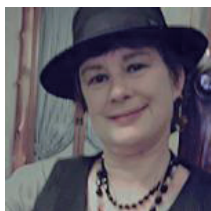briefly introduce all our current officers. First of all, let me mention our three newest officers. Shannon Kiyokawa, Heather Doiron, and Sophie Muller have all taken on new official positions in the SIG. All three are based in Nagoya and started with working on various aspects of the upcoming ER Seminar, and Shannon and Heather have recently taken over my previous Membership Chair duties as a team. Besides our shared commitment to ER, Shannon is interested in curriculum design and coordination, learner independence, and bilingualism; Heather is interested in historical novels, 1920s-1940s jazz, and hiking; Sophie is interested in student motivation, intercultural communication, and sustainable development.

Also fairly new to officerships are Leslie Chivers, Mathew White and Peter Hourdequin. Leslie and Mathew are also both here in Nagoya, Peter is close by in Shizuoka. Leslie is our We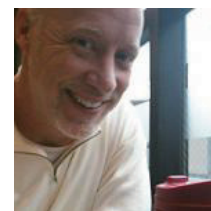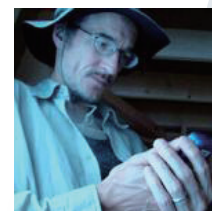bsite Chair, and is also interested in Electronic Frontier, convergence cultures, swimming, and skiing. Mathew has taken on a new position known as Outreach Chair, looking after projects you can read about elsewhere in this issue, and is interested in human rights, environmental issues, world Englishes, and running. Peter is our Publications Chair and his interests include ER communities of practice, his children, and surfing.

Our more veteran officers are Marc Helgesen, in Miyagi, Mark Brierley, up the hill in Nagano, and our western Japan contingent, Hudson Murrel in Shimonoseki and Richard Lemmer in Okayama. Marc is our Member at Large, and his interests lie in positive psychology in ELT and materials design. Mark has taken over the ERJ Editor position and his interests include dialects and world Englishes, low energy house building, and music. Hudson is our Treasurer and he is interested in developing lifelong learners, a holistic approach to language learning, and swimming. Richard is our Program Chair and is also active in CALL and PALE SIGs.

Lastly, let me say we are all here to try to make a contribution to the SIG and to ER in general, and welcome your questions, requests, and contributions. Our SIG is only as productive as our members are, so we encourage you to be active as practitioners, researchers, and volunteers!

Thomas Bieri

# ER Outreach Project: Planting seeds in Mexico

Sophie Muller & Mathew White

At the First Extensive Reading World Congress, held in Kyoto in September of 2011, we had the pleasure of meeting Aurora Varona Archer, who was presenting on her extensive reading action research done at the Language School, University of Veracruz (Mexico).

Originally, we had planned to be in India in February of 2012 to start an extensive reading program for Tibetan refugees in McLeod Ganj. Due to administrative complications, this program has been postponed until 2013 and expanded into a teacher development program as well.

Aurora arranged for us to come to Mexico in order to provide a series of teacher development workshops on extensive reading at the University of Veracruz in Xalapa and at the Benemerita Universidad Autonoma de Puebla (BUAP).

After presenting the workshops, we will introduce the details of a visit to the indigenous bilingual primary school of Chapultepec and of various extensive reading class observations and presentations that we believe deserve the attention of the extensive reading community.

## Teacher development workshop

At the BUAP, a conference on the benefits of extensive reading for students and teachers preceded the teacher development workshop. Approximately eighty audience members attended. The three-hour workshop was then held on two separate days so that more teachers could attend. The workshop focused on explaining what extensive reading and graded readers are and how to engage learners through their use. Thirty-one people out of the eighty who attended the conference participated in the workshop and all thirty-one had positive responses.

At the University of Veracruz, we began with a conference in French on the pedagogic implications of extensive reading. Fifty-six francophones attended, which persuaded some of them to join the seventeen-hour workshop series that followed. Twenty-one enthusiasts joined the marathon extensive reading training that also includes a follow-up assignment requiring approximately eight hours of independent work.

Along with her colleague and mentor Professor Rebeca E. Tapia, Aurora had already given an introductory lecture on extensive reading in December of 2011, with the ultimate goal of establishing an extensive reading organization in Latin America. As part of this evolution, Professor Neil Anderson is scheduled to come in June of 2012 to support and develop research on extensive reading. Furthermore, in February of 2013, Aurora is hoping to have Professor Richard Day come to assess the action research projects.

With this overall picture in mind, we prepared ten workshops totaling seventeen hours to help teachers in Mexico implement extensive reading at the academic level. The workshops covered: understanding what ER is; its benefits; graded readers and the integration of varied grading schemes; helping students find their reading levels and discover quality readers; activities to facilitate independent reading and accountability; the benefits of class readers for vocabulary acquisition and in-depth discussions of texts; extensive reading and vocabulary; extensive listening; extensive reading and reading aloud; graded readers as springboards for content-based instruction.

The workshops were action-based, designed to introduce quality materials and engaging activities for teachers to experience from the learners' perspectives. For this reason, there is both a "Learner Hat" and a "Teacher Hat" set of handouts comprised of forty-five pages. These handouts and workshops should help teachers and administrators set up and adapt for success their own extensive reading programs. In addition, we are hoping to have the workshops assessed by the Extensive Reading Foundation and/or the JALT Extensive Reading SIG so that it might be officially endorsed.

## Indigenous bilingual primary schools

Under the tutelage of Rebeca E. Tapia, students from the BUAP teach every Friday, for two hours at the Escuela Primaria Bilingule Indigena Ninos Heroes de Chapultepec, a Nahuatl primary school, as part of their teacher training. They teach English to students, whose first language is either Spanish or Nahuatl.

We went to the school with two aims: to donate ninety-two graded readers (both in Spanish and English) in order to help promote reading, and to conduct a class observation.

Upon arrival, we met Mr. Juan Alfredo Juarez Rodriguez, the principal. The book donation led to a general school assembly, attended by the Town Secretary of Education and the Town Secretary of Ecology. At the assembly, the principal gave a speech explaining our visit and elaborating on the value of reading, before handing the books out to nine children representing the different classes at the school.

After the formal ceremony, the ninety-two books were laid out on a table, and the excitement of the students who gathered around the table was palpable. Many students began selecting books and reading to themselves, some aloud. Others brought the books they had selected to us and had us read to them (see cover photo). The experience consolidated our belief that children do love stories and that there is value to access, self-selection, and the support of a fluent reader to instill a love of reading!

After the assembly and recess, we observed a second grade English lesson conducted by Julisa Deyaneri Linares Penafort, one of the teacher trainees from BUAP. Overall, we were very impressed with Julisa's ability to maintain English throughout the class and conduct a very well organized and engaging lesson, which included the telling of a story in English to the students. The class observation showed us that the teacher trainees were not only passionate but also competent. They also were quite ecstatic about the graded readers, as they believed they would help a lot.

In fact, the school is participating in the *Libros del Rincon* (Book Corner) initiative (Catalogo de los Libros del Rincon, 2012). This is a national reading program in which each classroom has a corner with monolingual books in Spanish and English, as well as bilingual books in Spanish and one of the indigenous languages spoken in the country. The aim is to promote reading and multiculturalism.

While the aims of the program are praiseworthy, in actuality, the book corners we saw had very few books, and none of the books were in English. This is a school with 283 students, so if we were to apply the formula provided in the Extensive Reading Foundation's Handbook (*The Extensive Reading Foundation's Guide to Extensive Reading*, 2012), the

school should have three books to select from for each student, suggesting 849 books. Our donation of 92 books (62 in English and 30 in Spanish) was a small contribution, and we hope the Extensive Reading Community will continue to support their efforts.

Reading is definitely a high stakes endeavor for these children. According to the 2000 Census, no group of Nahuatl speakers has attained general literacy in Nahuatl, and their literacy rate in Spanish is much lower than the national average (*Perfil sociodemografico de la poblacion hablante de Nahuatl*, 2012). Economically speaking, 51% of Nahuatl speakers are involved in the farming sector and six in ten receive no wages or less than the minimum wage (*Perfil sociodemografico de la poblacion hablante de Nahuatl*, 2012). We strongly believe that ending their cycle of poverty could start with more access to reading material.

## Extensive reading in Mexico

Increasing access to reading material is one of the great achievements of Hugo Maldonado Figueroa (pictured with us, left). Hugo is one of the Extensive Reading advocates we met in Mexico during our seventeen-hour workshop series. Hugo teaches ninety-three teenage workers at the Escuela Secundaria para Trabjadores de Jose Azueta in Veracruz. The teenagers work from seven a.m. to two p.m. before attending school from three p.m. Some of the students are in charge of providing full income to their families.

During our workshop on book access, Hugo reported on his extensive reading program and how he facilitates greater access to reading material for his students: he purchased 70 books with his own money and carries them to the school in a wheeled cart, one that can make its way across very uneven terrain. Students can have access to the books outside of class as well as in his class. However, the books are to be used within school boundaries. While the books are not graded readers, Hugo selected children's books in English that are easy to read and that should help them deal with personal issues, such as skin color and poverty. In addition to helping students develop stronger senses of identity, one of the main aims was to lower the level of stress caused by English texts.

Hugo posts book lists in every classroom and students can choose to read anything they like. The students complete reading report charts and some write short reports telling their favorite part of the book and whether they would recommend it or not.

Once students have read five books they receive a bookmark, and if they complete a full chart by reading 25 books, they are able to select goodies, such as crayons or markers, from Hugo's treasure chest.

Hugo has had some promising results. Students who once told him in Spanish that they hate to read or don't know potatoes about English now ask him to let them take books home. Other students are asking for books in order to kill the boredom in time spans that were once devoted to sitting at the cafeteria, texting each other, or watching birds getting fat on mangoes.

Considering Hugo's achievements and personal involvement, we would like the extensive reading community to provide him with the financial means to purchase a variety of graded readers at levels appropriate for his students.

At the university level, we were able to observe two teachers in Veracruz who were implementing extensive reading after the initial orientation that was provided by Aurora Varona and Rebeca Tapia in December of 2011.

The first lesson we observed was conducted by Myrna Asuncion Arroyo Martinez at the Self-Access Center of the University of Veracruz. Myrna is conducting research into how extensive reading is used by learners in the Self-Access Center, located in a beautiful building which also hosts the library. The design provides lots of light and an oasis for reading.

One of our immediate observations about the Self-Access Center was that the weekly recommendations for graded readers in English and French were displayed prominently, a lesson that we hope to emulate here in Japan.

Myrna was conducting her first lesson in a course called Reading Comprehension III, with students from different faculties who receive six credits for the course and have enrolled because they are interested in learning how to read in English.

Ten students attended the first lesson. Myrna had laid out a considerable number of graded readers (level one) from various publishers on top of several tables in the Center. She had also positioned the chairs for students to sit in, around these tables.

Students then took turns introducing themselves and explained what they liked reading in Spanish, what their experiences had been with reading in English, including any problems, before Myrna explained about the benefits of reading.

Students then completed questionnaires to determine what kind of readers they were. They afterwards paired up and did an activity in which they read explanations of five different types of reading to determine which type of reading they did: to discover/explore, for fun/recreation, for information, scientific, or for research. When Myrna asked the students about reading for pleasure in English, none of them had ever done it or had ever bought a book in English.

Myrna's next step was to focus on reading for fun. She had students complete a questionnaire reflecting on their recent experiences reading for pleasure and asked them to browse through the books on display to choose as many as they liked. During our observation, it was interesting to note students' processes for selecting books. In general, students first looked at the cover for the theme, next opening the book and reading the beginning to see if they liked it. We were surprised not to see any reading the blurbs or teasers on the back of the books.

After the students were seated once again, Myrna asked them to explain why they selected the books they had. Some chose them because they had seen the movies. Some selected famous stories that they wanted to know more about. Some chose the books based on the genre. As might be expected, the student who spoke of liking sports ended up selecting graded readers on David Beckham and football.

Myrna then asked them what they felt when reading in English. The students replied that they were somewhat comfortable because they could recognize some words. She explained to students about how graded readers were designed to help students read fluently by limiting the amount of unknown words and levels of grammar. She then had students make a record of the books that they had selected so that she could have them available at the next session.

In our next class observation, we witnessed the charismatic Copernico Fernando Pereyra Centella in action. Copernico's class consisted of highly motivated English learners with English levels around C1, according to the scale provided by the Common European Framework. The majority of students in this class hoped to be either translators or teachers. Copernico conducted his class completely in English. He first had students write their own definitions of extensive reading, and then he called on students to report their answers to the class before providing

them with a handout. We were pleased to see that Copernico had with him *Extensive Reading in the Second Language Classrooom* (Day & Bamford, 1998) and *Extensive Reading Activities for Teaching Language* (Bamford & Day, 2004), two excellent teacher resource books.

Students completed a reading questionnaire and in small groups discussed their answers to the questions related to extensive reading. In general, students do not read for pleasure, but merely complete required reading for specific study purposes, and they do not usually read in English. After group discussions, representatives from each group reported back to the class. Student attitudes toward extensive reading were overwhelmingly positive. This was as far as the lesson on extensive reading went, as the class then moved on to the unit in the textbook (Evans & Edwards, 2003), which students need to cover as they will have two achievement tests based on its content.

We did have a chance to hear more about Copernico's extensive reading plans for the class. As he meets the class four days a week for two hours at a time, he intends to use each Friday class for discussing books read and implementing extensive reading activities. He also plans on working with reading diaries and dictionaries. One of the most memorable things about Copernico's aims for extensive reading were his focus on its ability to foster both professional development (as future teachers and translators) and human growth by having students read materials that teach values such as tolerance, respect and empathy.

Copernico did note that one challenge for his extensive reading project was the access to materials due to financial constraints. He is thinking of asking teachers and learners to donate materials as well as negotiating with publishers for giveaways and discounts. With the backup of an extensive reading organization, such negotiations might bear more fruit. We also noted that the existing materials on campus were quite dated and worn. We wondered if a trade-in program in which publishers or bookstores give discounts when old books are returned at the time of purchase of replacement copies might be possible.

## Conclusion

For extensive reading to take root and grow, it requires the collaborative efforts of the entire academic body. Students, teachers, and administrators need to be fully aware of what it is and how to sustain it. We believe that the majority of actors in Puebla and Xalapa are now fully aware, if not engaged with extensive reading, and we hope that the extensive reading community in Japan will extend its help to the different projects we have described. We look forward to hearing about how the participants in the workshops implement extensive reading in their own context.

This article describes just one offshoot from the First Extensive Reading World Congress. We believe that the upcoming Extensive Reading Seminar in Nagoya (July 1st) and Extensive Reading World Congress in Korea in 2013 will provide more opportunities for practitioners to network, for support groups to form, and for people to exchange ideas and innovations.

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# HOW WE DO IT...

## ...at Obihiro University of Agriculture and Veterinary Medicine

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The English Resource Center (ERC) is the hotspot for graded readers and other English materials at Obihiro University of Agriculture and Veterinary Medicine (OUAVM) in Hokkaido. It was officially established in 2009 with a grant from a graduate school program to enhance English use in the university's curriculum. Prior to that, I alone had been stocking a bookshelf with 200 to 300 graded readers that were purchased either with my own research money or a university grant. I even received a gracious donation of 150 readers from the high school where I had previously worked. Today, the ERC contains over 2,200 books—about 75% graded readers; 20% non-fiction titles encompassing topics such as biography, geography, and science; and 5% bilingual texts for general English or tests such as TOEIC and TOEFL (Figure 1).

### Origin and structure

I would like to describe the evolution of the ERC, so that readers can see how working closely with administration is so vital to such a program. Keeping your eyes open for free things like used furniture is also very helpful, and making your program as visible as possible is important in spreading the word. I hope you will see what I mean after you read below.

When I started offering readers on a shelf outside my office (Figure 2), I formally requested money from the university to buy full sets of the standard Penguin and Oxford readers. Like the science teachers on campus, I had to present my case to a panel of administrators. Two of the three had never heard of graded readers, but luckily the third one had, and he was the one in charge of the panel. A year later, he became the director of the ERC itself, and with money from a graduate school improvement grant,



Figure 2. Books outside my office (right) in a common space. This was the origin of the ERC that later relocated across the hall to a whole room unto itself. Students who borrowed from this early setup signed a paper notebook on an honor system, and whenever I saw them browsing, it was easy for me to come and assist.

he procured the use of a science laboratory for us to move into. The money paid for furniture, carpeting, television, two computers, and more books. Since the university was undergoing a lot of remodeling of many buildings at that time, we also salvaged some additional furniture to add to the décor while saving money. There was enough in the grant to allow us to hire students as part-time staff, too, so checking materials in and out became their responsibility and lessened my workload.

At that time, we were still using a crude paper notebook system to record borrowed books. I asked the director to use more of the grant money, which was available for a total of three years, to purchase a barcode scanner system. After receiving the green light for that, I spent three to four months researching on the Internet and collaborating with



Figure 1. The book collection of the ERC. Fiction titles are on the left in rotating carousels. Non-fiction titles and magazines are on the shelves along the wall.

Figure 3. ERC student staff using ResourceMate barcode scanner to check books in and out.

Daniel Stewart (Kaisei Academy, Tokyo) for the best option. Discussions with Daniel and the information he has published (Stewart, 2009) were invaluable in my search. I summarized this sourcing in a paper presented at the 2010 ER Seminar in Sapporo. Eventually, I ended up with a Canadian software package called ResourceMate® (Jaywil Software Development, Inc., Guelph, Ontario), which included scanner, barcode labels, software, manual, and training video. This streamlined our operations enormously, as you might imagine, much to the students' delight, too (Figure 3).

The grant paid for three computers in all, and we inherited two older computers from a teacher who retired (Figure 4). Four of these are for student use, and one of the new computers sits on the staff desk for checkout and administrative functions. The money also allowed us to purchase a flat-screen television
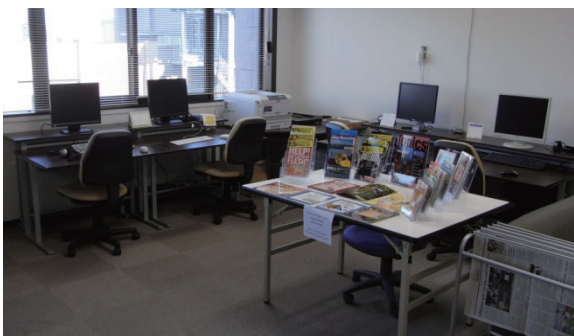
Figure 4. Four computers (3 Windows, 1 Mac) with Internet access and color laser printer. Students search for book titles that have quizzes, take online MoodleReader quizzes, or do e-learning exercises. Each computer has headphones and an easy-access USB port. ERC staff maintains antivirus and anti-spyware security updates. Special course topics table and Daily Yomiuri newspaper rack are also visible.

and DVD player (Figure 5). My university allows us to use its shared corporate account for CNN. The grant has since expired, but we were fortunate enough to be labeled as an official entity on campus before that happened, so we get a modest annual budget. Most of it goes to paying student staff salaries, and we supplement those funds with money we make from proofreading papers for the Japanese teachers, students, and staff. This latter point is something we lobbied for; previously, English teachers got no money or recognition for their efforts, and people got free proofreading from us, or paid higher costs for off-campus translation work that couldn't guarantee quality of service like we could.

Our budget has been too small to allow us to buy audio recordings for most books, so it's nice to see things like the Page Turners book series (Cengage)

Figure 5. Student watching CNN with subtitles in English. DVD player can be used for Footprints readers videos, too, and for NHK programs in English. Headphones (not shown) ensure privacy.

offer audio narrations of the books that can be downloaded in MP3 format for students to listen as they read along (http://elt.heinle.com/japan/en_us/index.html). Increasing the amount of such listening materials is high on our list of things to do.

Early photos of the ERC can be viewed courtesy of Rob Waring at his site: http://www.robwaring.org/er/ER_programs/Obihiro/Obihiro.htm. The four carousel racks contain our fiction readers, and the shelves along the wall are where we store all the non-fiction books. We purchased some plastic label holders to identify the category of books in each section of the shelves (Figure 6). The big table gets a lot of use for study, lunch chats, seminars, and meetings (Figure 7). The computers provide access to Moodle, so students can look up which books have quizzes, or they can

Figure 6. Shelves with labels that identify the category of books in each block. The labels are L-shaped with sticky pads that hold the label in place when books slide on top of them.

take the quizzes right there. Our TV and DVD player don't get much use, but we occasionally show DVDs with subtitles from the Footprints series to stir interest.

## Coursework integration

At my university, the only majors are agriculture and veterinary medicine, with various specialties, of course. About one-third go on to graduate school, where reading scientific articles in English is pretty much a way of life. Even undergraduates in their third and fourth years are required to join *zemi* (seminar) courses, in which once a month each student must report (orally in Japanese) on a journal article they have read in English. Despite the obvious need for these students to be able to read well in English, the vast majority never return to the ERC after first year. In a typical class of 240-250 freshmen, only one or two students come back on their own to continue reading. These are reasons we have tried to put reading as a component into so many of our English courses. Below, I have described the way that five courses use graded readers (Table 1). In addition, a master's degree four-skills communication course for science in English is being considered for graded reader use

in 2012-13. Only that course is mandatory.

Initially, the extensive reading (ER) program was limited to the one reading skills course that is offered at OUAVM, and how I taught it has changed over the last three years. On the first day of the semester, students take a 30-minute EPER half-test to determine their reading levels. In the next class they are told to follow the list of books based on their scores as they match reading levels that I adapted from the EPER ladder scheme and ER Foundation Graded Reader Level Scale (http://www.robwaring.org/er/scale/ERF_levels.htm). Currently, students select books from the ERC in their free time, then spend 30 minutes reading silently once a week in class, and then spend 10-15 minutes discussing in Japanese some aspect of their reading. They are required to read further outside of class in order to accumulate points from MoodleReader online quizzes (moodlereader.org) for a certain percentage of their course grade.

I also have convinced another native English teacher to implement ER practices in his oral communications course. While there is no in-class reading, students still have to pass MoodleReader quizzes for a certain number of points. He and I are experimenting with ways to place students at appropriate levels. Aside from the EPER placement test, we have used some of the publishers' (e.g., Penguin) level tests.

That same teacher has a low level group of students on a two-year agricultural studies program. Their reading level is very weak, so they are limited to the Foundation series of books from Cengage, and MoodleReader quizzes are used only for bonus points to give them another option to pass the course.

A third native speaker English teacher, teaching the Current English content course on life science, food hygiene, and human nutrition, has only recently joined the ranks using graded readers. Starting in

### Table 1. Courses at OUAVM which use graded readers

| Course name | Total no. of students/semester | Year in school | Grading scheme* |
|---|---|---|---|
| Reading Skills | ~160 | Mostly first-year | online quiz |
| Oral Comm. II | ~120 | Mostly first-year | online quiz |
| Bekka** | 20-25 | Mostly first-year | online quiz*** |
| Current English I & II | ~170 | Mostly second-year | online quiz or book report |
| Int'l Coop. Studies | 10-13 | Third-year | online quiz |

* online quiz = MoodleReader, accessible via Internet

**Bekka students are on a two-year agricultural studies program.

***Quizzes in this course are for bonus points only, not a regular course requirement.

fall 2010, he required students to read three to five books per semester, and then to write a small book report or summary for part of their grade. In these courses, students are in their second or third year of university, so the point of reading is merely to support topics from his lessons and to encourage students to continue reading. Because of the nature of the courses, most books are non-fiction. In 2011-12, most of his students read many of the National Geographic Footprints readers.

Finally, I teach a small group of third-year students who take a content course in international cooperation studies as a minor to their university degree. The course is team-taught with two Americans and a Japanese teacher, and the focus of lessons is agriculture-related problems like water shortage, poverty, food labeling, and genetically modified crops. These students must read ten Footprints readers. Initially, we required them to pass the quizzes at the end of the books, but later that was changed to MoodleReader quizzes because it was easier to grade them.

## Feature attractions

The doors to the ERC are open twice daily (noon to 1 pm and 2:30 to 5:30) from Monday to Friday to take advantage of the times when most students are not in class and when they are not likely to be tied up with club activities. Moreover, we English teachers have tried to advertise or otherwise attract students and staff to the ERC just so that they can see what is available even if they don't take a course that requires reading. It is hoped that by visiting for regular weekly lunch chats and monthly travelogue presentations, and by using the ERC for special classes or seminars, people will look around and appreciate the books, magazines, and newspaper as well as the access to learning via DVDs, e-learning, and other computer-related media. Of course, we also tell students to just come for a break, and the warm atmosphere of the wooden furniture and carpeted floor is very appealing.

We have slowly made our presence known on campus since the ERC became official. The university has helped by reserving a small place for us on its homepage, including a listing for a regular newsletter that we put out, and the ERC is mentioned in the university's annual pamphlet.

As the chief administrator of the ERC, I spend a lot of time there, partly due to my personal devotion and partly because it is directly across the hall from my office. Some people might feel that responsibilities for lending English books would best be left in the hands of the university library, but in a small school like ours, with only about 1,150 undergraduates, I think that it is better to show up in the ERC to counsel students on course reading objectives and anything else that they feel comfortable discussing. Our student interns are a boon to the ER program, too. All of them speak good enough English that visitors to the ERC will hear nothing but English when we talk to the staff, and we hope that it rubs off. The student staff also help us directly by passing along reading advice we ask them to share when students come in to select books for their course requirements, and by explaining how to find the MoodleReader quizzes on the ERC computers.

One barrier that we and many other universities constantly fight is the lack of willingness to read, as I mentioned earlier with the low rate of student return after courses are done. Another is the great deal of time that students spend on science experiments, lab research, and club activities, all of which take away time for reading outside class. While we are unable to change the latter, we do our best to overcome problems with the former, and integrating ER into as many classes as possible is just one step.

## References

Edinburgh Project on Extensive Reading (EPER). http://www.ed.ac.uk/polopoly_fs/1.67910!/fileManager/EPER%20Publications%20and%20Prices.pdf

Stewart, D. (2009). Automating book sign-out with a barcode reader. *ER Journal, 2*(1), 12-16.

Figure 7. A typical weekly lunch chat in session. Students of all ages and English abilities attend, as do some university staff. Such events are intended merely as attractions so that people might realize the surrounding books and develop an interest in borrowing them.

# INNOVATIONS IN ER

## A flashcard website to support ER

Daniel Stewart

Kaisei Academy

A key reason that Extensive Reading helps students is that they come across new vocabulary repeatedly. Unfortunately, students do not always read enough to see the same word before they forget it. One way to deal with this problem is to support ER by having students read in conjunction with direct vocabulary study. This article will look at a website that is used for direct vocabulary study - studybuddy.jp.

### The way it has been

There are a lot of ways to directly study vocabulary. We've all seen students studying vocabulary on the train with cards such as the ones shown below. They have the target language on one side and the L1 on the other.



Another method is to have a list of words on a paper written in black ink with the equivalents written in red ink. When a red plastic card is held over the paper only the words in black ink can be seen. Both of these methods are quite effective, but the word cards are superior as the order of the cards can be changed so students are memorizing the meaning of the words rather than the order in which the words appear. Recently there are many computer programs and websites that copy the word card concept.

### What's new?

*Study Buddy* is a website that follows the word card concept, but takes it further in two ways. First it uses pictures in conjunction with the L1. Secondly students are required to type in the answers. Actually producing the word is more difficult than simply recognizing it so the students end up internalizing the new language quickly.

### How does it work?

A student goes to the *Study Buddy* website and logs in with a username and password. At first they are just shown flashcards to study and then later they are tested on them. As can be seen below, each flashcard has an English word, a picture and a Japanese definition.



Later they will be shown the card for 'nurse' again, but a space is left for the student to type the English word.

nurse

Oh, so close, Sample. Check your spelling, and you'll get it right next time.

看護師、看護婦
nurse

Show   Next

摘み取る、採取する、つつく
pick

Show   Next

11 cards left

If the student types the word correctly they are shown the entire flashcard with their correct answer at the top (above left). If they make a mistake, they are shown the entire flashcard with an encouraging message at the top (above right). In this case, the username of the student was Sample.

Once the student logs out, their teacher can see the work they have done. For example below are the results for one of my students. He has studied 269 words and has 13 new words waiting for him when he next logs in. The vault is for words you know well. The website uses spaced repetition so a word comes back for review and testing after a day, week or month so you see it again before you forget it. He currently has no words in the vault as he has not used the website long enough yet.
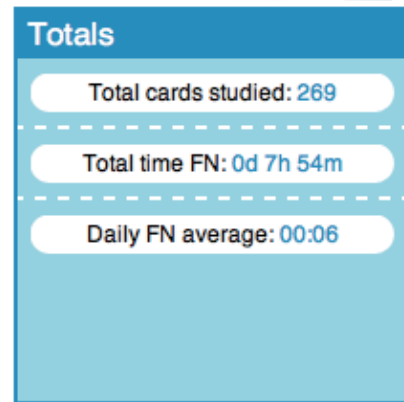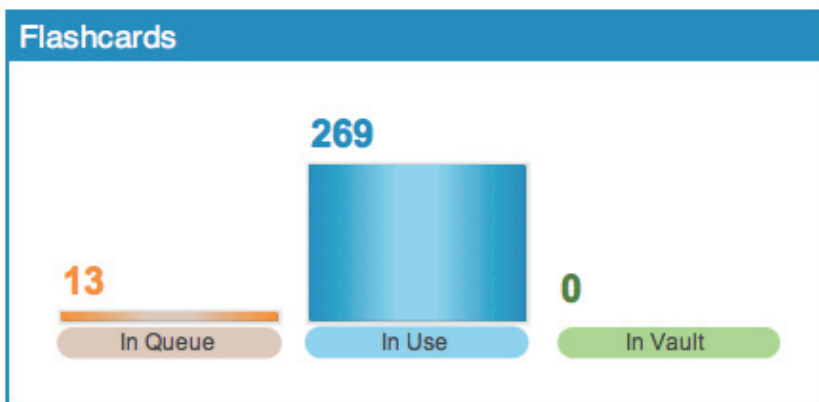
Additional information is also available to the teacher (bottom right). "Total time FN" refers to time using *Flashcards Now*. That is the name of the flashcard program at the *Study Buddy* website. Likewise "Daily FN Average" refers to how long *Flashcards Now* has

been used on average. Therefore this student has spent almost eight hours studying those 269 words by using the website for an average of six minutes per day.

## What is good about it?

First of all the creators of the website have made it so it is very simple for a teacher to assign a vocabulary list to an entire class. The lists they have are organized by chapters of common textbooks used in Japan. So with a few mouse clicks a teacher can give their students the vocabulary list for their textbook to study for homework over the next week. They did not have the textbook my students were using, but they very kindly added it within two days of me asking. The site was created by a few people in Japan and they are very willing to listen to requests and suggestions for improvement.

Second, the website uses pictures for the flashcards, but the creators are careful to avoid the pitfalls of pictures. It is quite possible a student would link the target word to a picture instead of to the L1,

**Flashcards**

269

13

0

In Queue    In Use    In Vault

**Totals**

Total cards studied: 269

Total time FN: 0d 7h 54m

Daily FN average: 00:06

so *Study Buddy* uses several pictures for the same English word whenever possible.

Notice the Japanese is the same despite the different pictures. This forces the student to read the Japanese as well. In addition sometimes no picture at all is shown when the student is prompted to type the English word.

Finally as stated above, students have to type the word. Often websites show a word and ask the student to click on whether they know it or not. Or a website shows a word and students have to pick the correct multiple choice response. Neither of these methods is as effective as having the students produce the word or chunk.

## Potential weaknesses

### Definitions

The Japanese definitions include all the most common usages. This puts a heavier load on students than if only one usage was taught as a time. For example the Japanese definitions for the word 'catch' in Figure 8 include among other things the ideas of catching a ball and catching a cold. For beginners in particular it might be better to just study one meaning at a time. That being said, not one of the 300 students I had use this website for two months ever mentioned the definitions being a problem.

### Reports

The statistics that the website collects are available both to the student and their teacher. The data can be very effective for helping a specific student, but unfortunately the statistics for each student can only be examined one at a time. This is fine for small classes where you might have time to open the file for each student each class, but it does not work well for larger classes. For example at the end of term I wanted to give a grade for each of my 300 students based on the number of words they had studied and the amount of time they had used *Study Buddy*. The only way to get that data was to open up 300 separate files and copy those two numbers into Excel. The website is already collecting the data, so it should be quite straightforward to have the data exported as an Excel file by class. In addition to speeding up grading, it would allow teachers to quickly look each week at which students have been using the website so advice could be given as necessary. The website creators are currently working on a solution to provide class sets of data. Hopefully it will be in place by the time you read this article.

## Student reaction

From January to March of this year I had 300 junior high school third year students use Study Buddy for homework. Each week another 20 words were added to their list of words to learn. They were told to use the website 5-10 minutes a day. The results were overwhelmingly positive. About ten percent of the students were hesitant to try the website at first, yet once I had them do it in class they could see it was useful and started using it. Many students asked for permission to continue using the website after the end of term in March. Basically they found it both useful and enjoyable.

## Conclusion

Ideally our students would all spend enough time doing ER that they would come across the same words often. Unfortunately that is not always possible. In addition, when students are reading higher level graded readers the new words are going to be ones that do not come up very often. Some sort of direct vocabulary study should enhance your ER programme. *Study Buddy* is an effective website for giving your students this opportunity. To find out more, please visit studdybuddy.jp.

## ER Presentations at Pan SIG 2012

## "Literacy: SIGnals of Emergence"

## Hiroshima University, Saijo

SATURDAY, JUNE 16TH

Andrew Boon (Toyo Gakuen University), Matthew Claflin (Kyoto Sangyo University), Heather Doirion (Nanzan University Nagoya), Jonah Glick (Compass Publishing Japan), Glen Hill (Obihiro University of Agriculture and Veterinary Medicine), Rieko Matsuoka & David Evans (National College of Nursing), Ben Shearon (Tohoku University, Sendai) and James Venema (Nagoya Women's University)
SUNDAY, JUNE 17TH

Mark Brierley & Richard Lemmer (Shinshu University & Chugoku Junior College), Jeffrie Butterfield (McGraw-Hill Education), Aaron James (Temple Univeristy)
Rory Rosszell (Meiji University), Mamoru Takahashi & Stephen Shucart (Akita Prefectural University), Mathew White & Sophie Muller (Nagoya University of Foreign Studies & Chukyo University)

Plus presentations from 19 other SIGs.

See: www.pansig.org for more information

# The ER Colloquium at JALT2012

Saturday October 13th, (time tbc)  Act City, Hamamatsu, Shizuoka

## ER resources & motivation: Student & teacher perspectives

This ER Colloquium features brief summaries from speakers followed by breakout poster-like presentations. Attendees can listen to a number of different presentations. Topics include Book Group Day, online extensive reading resources, choosing a graded reader: plot-driven versus character-driven stories, understanding motivation in extensive reading, reading preferences in early learners, investigating extensive listening with graded-reader CDs, ER triage: helping readers find the books they need, and MoodleReader quizzes: How do the students respond?

Featuring: Michael Furmanovsky (Ryukoku University), Sandra Healy (Kyoto Women's University), Stephen Henneberry (The University of Shimane), Jeffrey Huffman (St. Luke's College of Nursing), Stuart McLean (Temple University), Scott Miles (Daegu-Haany University, South Korea), Michael Parrish & Andrew Sowter (Kwansei Gakuin University Language Centre), Thomas Robb (Kyoto Sangyo University), Stephen Shucart & Mamoru "Bobby" Takahashi (Akita Prefectural University), Atsuko Takase (Kansai University), Justus Wallen (Ritsumeikan Junior High School), Rob Waring (Notre Dame Seishin University, Okayama), Mathew White & Sophie Muller (Nagoya University of Foreign; Chukyo University), Akiho Yamamoto (Kyoto Bunkyo University), and Miyuki Yonezawa, Yuka Kurihara & Jeffrey Durand (Tokai University).

Rebecca King

Osaka Seibo Jogakuin is a small, private junior and senior girls' school with a long tradition of giving native teachers autonomy in the classroom. Our graded reading programme of 1440 books has been in operation since 2007. As expected, the vast majority of our new seventh-graders can't read English yet, so they start with the 8-10 headword Sight Word Readers (Scholastic). Naturally, they are daunted by the library and the goal that they will read 100 books every year.

Despite the fact that some ER champions find reading-based activities "an odd concern" (Mason, 2005), and although our senior high students are able to do Sustained Silent Reading for up to 30 minutes per week, a different approach is needed to instill a love of reading English books in our junior high students. My goal is to use fun, meaningful activities to supplement rather than replace class graded reading time whilst laying the foundations for the autonomous approach that develops naturally as they progress through the school.

Mason, B. (2005).  Extensive reading; Why do it, how to do it, how not to do it. <http://www.eltnews.com/features/special/2005/06/extensive_reading_why_do_it_ho.html>

# 15 books in 15 minutes

## SUITABLE FOR

Eighth-graders, anytime.

## NEED

One series with at least 20 different titles. Students should be able to comfortably read each book in less than one minute. The Clifford the Big Red Dog Phonics Fun series (Scholastic) is ideal.

## TIME

20 minutes or 35-40 minutes if follow-up activities are also done.

## PROCEDURE

1. One book from the series is read together as a class.

2. Attention is then drawn to a timer displaying 15 minutes and the teacher explains that they must read 15 more books before the timer runs out.

3. Each pair is handed a book but told not to open it. Students are told they must share the book with their partner, but they can choose whether to read aloud or silently or whether to take it in turns to read a page aloud each.  After finishing a book, they pass it on to the next pair so the books snake around the class and the teacher should collect the books from the final pair.

4. The teacher says, "Go!" and starts the timer.

5. After completing the task, the teacher asks the students to open their notebooks and write 1-10. The teacher writes a couple of examples on the board such as, for the Clifford series, "Clifford is bigger than T-bone and Cleo" or "Cleo is cute" and gives the students five minutes to write ten "facts" about the books they have just read.

6. Whilst the students are writing, the teacher divides the board into three and writes 1-10 in each section.

7. After the timer has sounded, the students are told there will be a race to see which team can write ten facts on the board first.

8. The students are given a few minutes to read through their facts and then must close their notebooks.

9. In three lines, students take it in turns running to write on the board.

10. The teams are given ten, eight and six points to reflect their finishing position but then have a two-minute chance to add to their points by correcting errors they can spot in the other teams' facts.

## POTENTIAL PROBLEMS

As some pairs will read faster than others, the teacher must stand by and hand out spare books. Alternatively, slower pairs may need some of their books passed on to prevent discouragement.

## EDUCATIONAL RATIONALE

Raises awareness of how many books can be read in a relatively short time. Recycles the language. Exploits eighth-graders' energy, but keeps them focused. Raises enthusiasm for a neglected series: you can almost guarantee those books will be selected next time.

# A reference style for graded and leveled readers

Joseph Tomei and Richard S. Lavin

As the practice of Extensive Reading becomes more, well, extensive, the range and depth of research associated with it likewise continues to increase. And sometimes, a bit of thought and proactivity can avoid future problems, even though they may not be on the top of anyone's list. So, in this short note, we'd like to take a look at the problem of how to reference graded and leveled readers used in Extensive Reading.

If we take an unreflective approach to referencing readers, we might enter them into our reference list along these lines:

> Harmer, J. (1999). *The double bass mystery.* Cambridge, UK: Cambridge University Press.

Here is another example:

> Shakespeare, W. (2006). *Romeo and Juliet.* London, UK: Usborne.

In this case, the author and the play are sufficiently well-known that readers will realize that we're dealing with some kind of adaptation, and the publishing date gives us another clue, but it would be dangerous to assume that they will know in all similar cases. We could try to avoid the problem by referring to the adapter or rewriter instead of the original author:

> Claybourne, A. (2006). *Romeo and Juliet.* London, UK: Usborne.

This of course raises other questions: Is this a straight retelling of the story, or is it an original novel that is inspired by the Shakespeare work? And if by any chance you did not know Shakespeare's play, you would have no idea at all what kind of work the above reader was. Clearly, the problem with both of the above examples is that we haven't found a way to get across the fact that the works are, respectively, a graded reader for non-native learners of English and an adaptation written for children.

## Referencing Principles

Principles for referencing sources include full address principles and other minimum content principles (Martin, 2011). The above examples satisfy the full address principles, in that it would be possible to track down the books with just the information given. The problem lies in the area of other minimum content principles, because, without actually taking the trouble to locate the book, it is impossible to evaluate the book as a source.

*The Publication Manual of the American Psychological Association, Sixth Edition* (henceforth APA6) makes use of both brackets and parentheses. (Note that we consider the 5th edition, now a decade old, to be obsolete.) Nonroutine information, usually information on the form of a work, is put in brackets, e.g.: [Letter to the editor], [Special issue], or [Audio podcast]. Brackets are also used for translations of titles, e.g.:

> Real Academia Española. (2001). *Diccionario de la lengua española* [Dictionary of the Spanish language] (22nd ed.)

Parentheses, by contrast, tend to be used for items integral to the reference and important for identification, such as year of publication, edition, and translator. Here is another example (p. 204) of use of parentheses:

> Piaget, J. (1988). Extracts from Piaget's theory (G. Gellerier & J. Langer, Trans.). In K. Richardson & S. Sheldon (Eds.), …

Clarifying this distinction helps us deal with a few interesting problems that arise with referencing readers. The first problem is that giving the bare minimum of information required by standard reference formats entails leaving out information that is potentially useful and may even be necessary for unambiguous identification of a work. Since a single reader is generally part of a larger collection (such as *Oxford Bookworms* or *Cambridge English Readers*), divided by a level system that is unique to each publisher—and it is necessary to know the level to judge whether a book is suitable for a particular student—it is important to include that level information in the reference.

A second problem is that, not only do publishers share the same title, some reader series have the same title at different levels. For example, Macmillan offers one version of Jules Verne's *Round the World in Eighty Days*, while Oxford offers two and Penguin offers

three different versions. In a standard APA6-style reference, ones offered by the same company would be indistinguishable, while ones offered by different publishers would not be amply clear.

Another vexing problem that we alluded to above is whether the author or the rewriter should get primary recognition for the work. One way of thinking about it is that the author should, as it is his or her original creation. On the other hand, this tends to not only obscure the important work of simplifying the text, but also prevent the researcher from doing things like discussing a particular rewriter's style. This also makes books that are based on things like the Grimm brothers' fairy tales and other traditional sources difficult to reference. A format that notes both the series level and other authors who may have had a hand eliminates this ambiguity.

## The road to references

We came to this topic in part because we have asked students to post book reviews to their blogs for a second-year writing class and asked them, in order to help prepare them for third- and fourth-year papers, to give an APA6-style reference to the book at the end of their post. As is often the case, what seems simple and straightforward to the teacher (or the native speaker) is actually quite complicated for the student or language learner. We then brought up this issue with Mark Brierley, who is working to edit the Proceedings of the recently held First Extensive Reading World Congress, and he brought Richard Day, Tom Le Seelleur, and Daniel Stewart into the discussion. We've been inspired by their input and discussion, but we do not mean to imply that they agree with our specific proposal nor with any of our specific points here. We certainly hope that they or others will suggest refined or rival formats.

## A suggested format

So then, our suggested format for readers is as follows:

Original Author. (adapted/retold/etc. by Rewriter or Reteller). (Year). *Title* [Series Name, Level]. Place of Publication: Publisher.

This brings us a number of benefits. First, it helps identify the adapter/rewriting author as key information; using regular parentheses identifies the information as it would for a translator as set out in APA6. Second, it helps identify the series under whose umbrella the book is advertised and reflects the APA6

instruction that square brackets be used to present "nonroutine information in titles" (p. 186). The name of the series and level information are separated by punctuation (we have opted for a comma, but we have also seen colons used for this purpose), but contained within the brackets because many publishers have separate lists for each level in addition to an umbrella list for whole series. Note that we italicize the title, but not the series information.

Our proposal still leaves some methods for presenting key information undefined. However, to illustrate how we have addressed them, let's return to the example of *Round the World in Eighty Days*. We have seven readers at hand for this title and we will present them here in our suggested format:

Verne, J. (adapted by Bruce Rogers). (1983). *Around the world in eighty days* [Yohan Ladder Edition, 2000 World (sic) Level]. Tokyo, Japan: Yohan.

Verne, J. (adapted by Jane Bingham). (2004). *Around the world in eighty days* [Usborne Young Reading, Series 1]. London, UK: Usborne.

Verne, J. (text adaptation by Bill Bowler). (2008). *Around the world in eighty days* [Dominoes, Starter Level]. Oxford, UK: Oxford University Press.
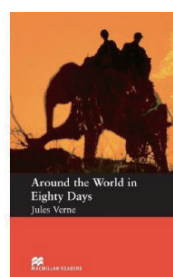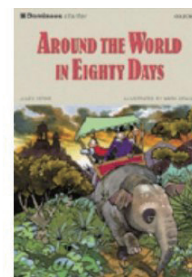


Verne, J. (retold by María José Lobo and Pepita Subirà). (2008). *Around the world in eighty days* [Macmillan Readers, Starter Level]. Oxford, UK: Macmillan Heinemann ELT.



Verne, J. (retold by Michael Dean). (2008). *Round the world in eighty days* [Penguin Readers, Level 2]. Harlow, UK: Pearson Education.
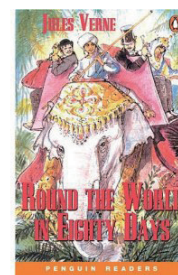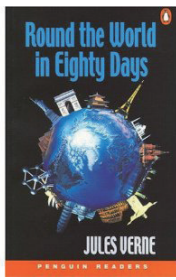
Verne, J. (translated and retold by H. E. Palmer). (2008). *Round the world in eighty days* [Penguin Readers, Level 5]. Harlow, UK: Pearson Education.

Verne, J. (retold by Michael Dean). (2011). *Round the world in eighty days* [Penguin Active Reading, Level 2]. Harlow, UK: Pearson Education.

Readers will note that we have opted to include information on retellers as included in the book itself. This is because "retold by", "adapted by", "simplified by", and so on, may all have slightly different meanings, and we don't think it would be justified to collapse all those wordings into something like "Ed.". We have adopted the level information listed by the publisher. This information is in title case, because each publisher uses its own proprietary names for the levels, such as "Stage 1", "Level 1", or "Starter". However, we do not italicize that information so as to separate it from the title. Publishers can and do rearrange and rename their series from time to time, so it is possible that two books whose content is identical would be referenced differently.

## Conclusion

We've only dealt with physical books in this short note. APA6 does make provision for ebooks and digital versions and we feel that our suggestions given above would be equally applicable. We do think that it is important to make a good-faith effort to identify the source as closely as possible, and we hope that our proposed format will help in accomplishing that goal.

## References

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Martin, P. W. (2011). Introduction to Basic Legal Citation. Retrieved from http://www.access-to-law.com/citation/basic_legal_citation.pdf

# Reading marathon

## SUITABLE FOR

Eighth- and ninth-graders, late into the programme

## NEED

A pre-drawn chart on the board with a goal that is achievable but won't discourage students.  The week of the school Sports Day is ideal.

## TIME

30-45 minutes

## PROCEDURE

1. Students naturally ask what the chart is for or what "R_____ M_____  Goal: 300!" means and the teacher elicits ideas. A student is likely to ask, "We're not reading 300 books, are we?" to which the teacher should reply, "What a great idea!"

2. Students are put into teams, for example based on school sports club membership, such as the volleyball team, tennis team, basketball team or I love art team.

2. Students self-select books and read as in shorter reading sessions (either alone or in pairs, either silently or aloud).

3. On completing a book they fill in a blank on the chart with their team name's initial and aim to reach the goal before the allotted time runs out.

## PROBLEM AREAS

Students over-estimate the amount of reading they will have to do, so should be given an indication such as ten books per student so they don't give up.

## EDUCATIONAL RATIONALE

Provides a catch-up if tests or other school activities mean that reading has been neglected. As well as competing against the other teams, they are working as a class to achieve the goal.

# Why ER?

We have been asking people to put their reasons for doing ER into 20 words, within 140 characters. Any ideas?

Send to erj@jalt.org

# Puppet show

**SUITABLE FOR**

Seventh- and eighth-graders, mid-programme

**NEED**

Postcard-sized white heavy stock paper, chopsticks

**TIME**

Two lessons

**PROCEDURE**

1. After completing the allocated reading time, pairs select their favourite book read that day and give one or two reasons why they selected it in English or Japanese.
2. Pairs are then given one minute to select two characters from the book (non-human or inanimate ones are OK!)
3. Students are asked to write an original 30-50 word story or skit featuring those characters and told that they will perform a puppet show the following week.
4. Together, they write the story in the remainder of class.
5. For homework, they make the puppet (a simple sketch on the card is enough for non-artists) and memorise the dialogue.
6. The following week, a chopstick is taped to the card to make the puppet. After practising, each pair gives their show, and a video is taken of all the performances.
7. Students watch the video and comment on their strong and weak points. Motivated classes usually ask to be given another chance to improve their performance.

**PROBLEM AREAS**

1. Students must be given a five-minute time limit to think of the story or they will spend all lesson thinking and not writing.
2. Students are told "simple is best" and that they should be able to write 80% of the story without the teacher's help (otherwise extravagant storylines are attempted and nothing is achieved!)
3. Attention needs to be paid to what their puppet is "doing" during the video, or back-to-front, out-of-shot puppets, or a dull video will result.

**EDUCATIONAL RATIONALE**

Combines creativity, teamwork and builds interest in recurring characters and books that have yet to be read. Filming only the puppets circumvents any school privacy issues.

# Our class

**SUITABLE FOR**

Seventh-graders when students are able to introduce themselves and classmates.

**NEED**

A reader that grabs the whole class' imagination and can be seized on as the springboard for a project. In this case Our Class (Fireflies, Oxford Reading Tree) was read multiple times as the students were fascinated and amused by the photos of students in a foreign school. A similar book on family life or a hobby could also work. Postcard-sized coloured card if making the class poster.

**TIME**

2-3 lessons

**PROCEDURE**

1. The reader features pictures of foreign students' faces and information about them, for example, "Ryan is in our class. He has red hair". Students are given a card and told we are going to make a huge "Our seventh-grade class" display. They then draw their face in the middle of the card and write information about themselves around it. It can be completed for homework. The postcards are then displayed on the wall.
2. The following week, the book is re-read and then the teacher writes "(student name) is in our class..." and elicits a description, hobbies etc. of that student.
3. In pairs, students then write a 30-word description of their partner.
4. Students are told they will introduce their partner to the class but, to make it more interesting, they must include at least five gestures in their performance (i.e., "She is good at cooking" is accompanied by a cooking mime; "She likes Arashi" is illustrated by holding up an Arashi pencil case).
5. Students think of, practise and then memorise appropriate gestures then give their performance which is videoed.

**EDUCATIONAL RATIONALE**

The idea came from the students' enthusiasm for the reader, authentic practice of first and third person, an original way to do or re-do the tired self-introduction lesson. Recycling reinforces the language. Gestures, although contrived, ensure partners listen to each other and keep the class amused and therefore focused during the presentations and video.

Nozomu Sonda

## Ali Asghar KARGAR
### The efficiency of Extensive Reading Project (ERP) in an Iranian EFL context
*Theory and Practice in Language Studies, 2*(1), 165-169

The main goal of the present study was to examine the effects of Extensive Reading Project on Iranian low level learners. To find its effects, of 67 EFL students who had failed their first reading course, 40 students were selected randomly and were divided randomly into one experimental and one control group. A standard reading proficiency test (pre-test) confirmed the homogeneity of both groups. Then during a program which took ten weeks to be accomplished, participants of the experimental group were asked to read ten interesting stories in English as a part of their reading class, while the members of the control group continued their traditional reading class. At the end, the same standard reading proficiency test, as post-test, was introduced to both control and experimental groups. The obtained results revealed that there was a significant difference between the performances of both groups; in other words, extensive reading (ER) had a positive effect on the reading proficiency achievement of low level EFL students.

## Dale BROWN
### Online support systems for extensive reading: Managing the tension between autonomy and institutional education
*The Language Teacher, 36*(2), 11-16

In recent years in Japan a number of online systems have been developed to support extensive reading (ER) programmes. This paper discusses why so many similar systems have been developed concurrently. It is suggested that the underlying reason concerns the tension between autonomy and institutional education. Extensive reading programmes provide considerable opportunities for the development of autonomy. Educational institutions, however, may be uncomfortable with autonomy, particularly with regards to the monitoring and evaluation of students. The various online support systems make monitoring simple for teachers while imposing little on learners, and can thus help to resolve this tension. By helping to satisfy the demands of institutions, the systems allow ER practitioners to give learners the freedom to read independently. Online ER support systems may thus allow extensive reading to flourish within the constraints of institutional education.

> "Good things happen to students who read extensively. Reading, writing, listening, and speaking abilities get stronger, and vocabularies get richer."                                        Richard Day

## Zulfeqar HAIDER & Elina AKHTER
### Extensive reading in EFL classroom at secondary schools in Bangladesh: Current practices and future possibilities
*International Education Studies, 5*(3)

Extensive reading is being practiced in many EFL and ESL classrooms as an effective means for developing learners' reading as well as other related skills. This paper is based on a small-scale study that explores the current practices and future possibilities of using extensive reading in the EFL classrooms at the junior secondary schools in Bangladesh. The study reports the responses of 100 secondary English teachers on different aspects of using extensive reading tasks in the EFL classrooms of Bangladeshi schools. It is found that though the teachers of Bangladesh express positive beliefs about the benefits of extensive reading, the techniques they follow in their classrooms at present mostly encourage intensive reading. It is also evident that teachers who deal with extensive reading do not often follow the best practices in the classrooms. It is suggested in this study that extensive reading needs to be promoted in the Bangladeshi schools through coordinated efforts of all the stakeholders in the secondary education system. It is stressed that a combination of initiatives such as teacher training, awareness raising, curriculum reform and changing existing assessment format can promote the practices of extensive reading activities among the young learners.

## Shin'ichi HASHIMOTO, Hironobu OKAZAKI
### An extensive reading work-in-progress
*Procedia - Social and Behavioral Sciences, 34*, 88-93.

The conventional approach to implementing extensive reading involves high initial investment costs, obtaining space and a circulation management system for the reading materials. Over time, texts become outdated, worn out or lost and need to be replaced. For teachers, using time in class for timed reading activities can be logistically complex: making copies, keeping time and adjusting for students who finish at different speeds. In order to alleviate these and additional concerns, we are developing PREMA, an extensive reading software package that allows online texts to be used as reading material. This original revolutionary software allows students to utilize texts of any size that they find online. PREMA (your Personal Reading Manager) is still under development, but comes with features for automatically tracking the total number of words read, measuring students' reading speed, and rating the relative difficulty of a particular text. There are additional features we are planning for the future, which will allow for customization for ESP uses. In our presentation, we will discuss the accomplishments, hopes and challenges PREMA faces as it continues to evolve into a distributable format.

HUNG, Su-Su,
*Extensive reading for undergraduate EFL learners: Multimodal text vs. linear text*
Washington State University PhD dissertation, 146 pages

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

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"Many ways to make progress in English.

Most pay off later.

How many give pleasure while you're learning?

ER does."                                    Marc Helgesen

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Daniel JENKS & Daniel BRINHAM
The effects of text selection on student attitudes toward extensive reading
http://www.kandagaigo.ac.jp/kuis/aboutus/pdf/jkuis24/009.pdf

W. KIRINA,P. POOLSAPB,& J. PLONGTHONGB
Promoting extensive reading among Chinese students learning Thai as a foreign language
*Procedia Engineering, 32,* 1178-1182

This study explored Chinese students' reading abilities after being assigned to read Thai texts for pleasure out of class for one semester. The sample of the study was purposively selected from 44 Chinese students registering for a Thai reading course at a university in Thailand in the academic year 2010, second semester. The reading promotion activities were integrated into normal reading lessons involving such activities as an orientation, discussion about books, best readers selection and sharing of stories and language elements. The books adopted in the project were chosen on the basis of individual readers' language level, interests and choices. The purpose of reading was for global understanding thus details of texts were not emphasized or assessed. Data gathering included students' scores from pre- and post-tests of reading speed and perception surveys of reading comprehension and teacher's interview on students' reading progresses and problems. By the end of the semester, individual students added up the amounts of pages each has read; they were then divided into the high group, which read over 200 pages and the low group, which read below that. Quantitative data were analyzed through SPSS program and qualitative ones through content analysis, each of which was based on either the high or low group. Results of the quantitative analyses show that students who read more pages performed better in their reading comprehension and speed.

C. A. PAZHAKH & C. Rahmatollah SOLTANI
The effect of extensive reading on vocabulary development in EFL learners in Dehdasht Language Institute
*Practice and Theory in Systems of Education, 5*(4)

Extensive reading, ER, can be considered as a good learning technique to improve learners' vocabulary knowledge. ER is a type of reading instruction program used in ESL or EFL settings, as an effective means of vocabulary development. The subjects who participated in this study were 40 upper-intermediate and 40 lower intermediate learners drawn from a population through a proficiency test to see if ER helps them improve their vocabulary knowledge at the above-stated levels. To this end, at each level an experimental and a control group (EG and CG) were formed each of which comprised 20 subjects randomly selected and assigned. All the conditions especially teaching materials were kept equal and fixed at

each level, except for the EG the subjects were given five extra short stories to read outside for ten weeks. The results showed that EG at both levels indicated improvement in their vocabulary learning after the experiment.

### Stan PEDERSON
### Assessing progress in an extensive reading program using a cloze test
### 熊本大学教育学部紀要 人文科学 , 60, 65-68
This paper investigated the suitability of a pre-test post-test cloze procedure as a measure of reading progress in an extensive reading class at a high-level Japanese high school. Results showed the test to be reliable, consistent with a construct of reading fluency and sensitive to improvement in reading proficiency.

### Nagwa A. SOLIMAN
### Integrating extensive reading and reading circles in ESL
### *International Journal of Global Education*, *1*(1)
Reading is one of the most important academic skills that enables students to learn new information, and find about different perspectives and interpretations. Fluency in reading is crucial to the students' academic performance in their content subjects, as they need to read the lengthy prose in text books related to their majors. Students' inability to read may often lead to their failure in their academic areas. Moreover, ESL learners need to be able to communicate with others through an authentic atmosphere that motivates them to use the language freely with no constraints. Extensive reading (ER) and reading circles (RC) are closely connected. While the former can be defined as reading great amounts of information on a wide range of topics for pleasure and general understanding (Day and Bamford 2002), the latter is to have the same readers sit in groups (circles) to discuss, analyse and answer questions related to the material that was read. This article proposes setting up a reading program that integrates extensive reading (ER) with reading circles (RC) to improve second language fluency.

### Tim STOECKEL, Nevitt REAGAN & Fergus HANN
### Extensive reading quizzes and reading attitudes
### *TESOL Quarterly*, *46*(1), 187-198
Extensive reading (ER) has become a common feature of many English as a second or foreign language (ESL/EFL) programs. There is evidence that reading large amounts of easy, interesting material may improve foreign language skills, most notably in vocabulary, reading rates, and overall proficiency. However, teacher evaluation of extensive reading has often been discouraged by ER experts because of its possible negative effect on students' attitudes toward reading. Little investigation has been done to verify this view, and with a substantial increase of available ER assessment materials as well as teachers

using them, a gap has grown between expert opinion and current classroom practice.

### YOSHINO Yasuko, NAGASAKA Tatsuhiko, FUJIKAMI Ryuji & Andrew JONES
### A practice of English extensive reading
### 実践女子大学 FLC ジャーナル 7, 11-24
The Foreign Language Center (FLC) of Jissen Women's University offers an Integrated English course required for the first-year students. The aim of this course is to enhance motivation for the students to acquire English and help the students to be autonomous learners. On a trial basis, a practice of English extensive reading project was adopted in 2006 and has been improved year by year. The reason why we focused on reading was that reading is both a thinking process and a productive activity. It is more than just receiving meaning in a literal sense. It involves bringing a greater thinking ability or cognitive effort. In our previous studies (Jones et al. 2009, 2010), we examined the significance and effect of extensive reading in learning English. The result suggested that extensive reading is an effective way to enhance students' positive attitude toward learning English. In the first semester of 2011, all students who took the Integrated English course participated in the project. The total number of the students was 701,and the students' majors were Japanese Literature, English, Food and Health Science, and Humanities and Social Sciences. In extensive reading, students do self-selected reading with only minimal accountability, writing brief summaries or comments on what they have read. This paper will show how we managed the project and analyzes the data obtained, which demonstrated that extensive reading had a good influence on learners' sense and attitude toward learning English.

### A selection from the *Extensive Reading World Congress Proceedings*

### Faisal A. AL-HOMOUD & Moneera S. ALSALLOUM
### The effects of extensive reading on the breadth and depth of vocabulary knowledge and reading speed
### *Extensive Reading World Congress Proceedings*, *1*, 65-67
The study explored the effects of extensively reading graded readers on the depth and breadth of vocabulary knowledge and reading speed. It compared the gains of 127 EFL female learners exposed to two different reading approaches for eight weeks. The results showed that both extensive and intensive reading groups made similar gains on the 2000, 3000, and academic word sections of the Vocabulary Levels Test (VLT), while the extensive group made better gains on the Word Associate Test (WAT) and on a reading speed test. We could conclude that extensive reading did a great job of improving students' abilities in the examined areas.

Matthew CLAFLIN
How can I get extensive reading into my local library? Background, challenges and possible approaches
*Extensive Reading World Congress Proceedings, 1,* 48-51

Understanding and use of extensive reading (ER) in English education is rapidly spreading through secondary and tertiary education in Japan. The growing stress on lifelong education and the need for large numbers of books would seem to make it ideal for public libraries as well, but it is proving difficult to persuade the average local library to invest in such a program. This paper attempts to explain the reasons for this through an outline of the history of Japanese public libraries and a discussion of related management and purchasing issues and staff beliefs, while outlining one success story.

Myles GROGAN
Pronunciation activities in extensive reading classes
*Extensive Reading World Congress Proceedings, 1,* 172-175

Extensive Reading can be used as input for classes that focus on language production. This approach has achieved some degree of success at the presenter's institution. On the premise that phonemic awareness (the "voice" of a text) is an important part of the reading experience, this paper looks at introducing structured pronunciation activities into Extensive Reading activities. In general, the activities use a graded reader as a basis for pronunciation practice. In this way, reading activities can be used to highlight language use for other areas of the students' English development, and to help students find authors' voices and their own

HE Mu & Christopher F. GREEN
Challenges in implementing extensive reading in Shanghai senior high schools
*Extensive Reading World Congress Proceedings, 1,* 34-36

Over the past decades, extensive reading has become increasingly popular worldwide. However, the implementation of extensive reading involves challenges from various related parties. In this one-year extensive reading program implemented in a Shanghai senior high school, the researchers detected four challenges either noted or not noted in previous literature: reluctant readers, the change of teachers' role, the change of the classroom culture, and students' academic pressure from the context. The solutions to the challenges suggested by the researchers are discussed. The findings from this program help the researchers gain deeper insight into the Chinese context, where the researchers continue their investigations.

LIN Lin & LI Min
Book leveling for Chinese extensive reading in primary schools in singapore
*Extensive Reading World Congress Proceedings, 1,* 138-140

This article is to generalize practical approaches to help Chinese teachers select books that match students' ability levels and reading interests for extensive reading in Singaporean primary schools. With quantitative analysis, teachers can use Chinese readability formulas to judge the readability levels of books. Alternative way is to compare the overlaps between book texts and government-authorized word and character lists. As for the qualitative aspect, text-related factors, content and language structure affect students' understanding and reading interest. Relevant discussion is provided for both quantitative and qualitative judgment on Chinese book leveling

Rieko MATSUOKA & David EVANS
Analysis of an extensive reading approach with Japanese nursing college students
*Extensive Reading World Congress Proceedings, 1,* 131-134

This paper analyses an Extensive Reading approach conducted as a part of reading course for Japanese nursing college students. How students perceive this approach is examined through a questionnaire. The questionnaire has two parts: evaluation and feedback. The evaluation part was developed based on Day's (2002) ten principles for Extensive Reading. The feedback revealed students' in-depth reflections about their experience with Extensive Reading. A vocabulary test of 3000 words level written by Nation (2010) was administered before and after three months' Extensive Reading to measure the effects on their vocabulary size. Pedagogical implications are discussed related to the findings.

Emiko RACHI, Satomi SHIBATA & Peter HOURDEQUIN
The longitudinal development of an extensive reading program in a Japanese university
*Extensive Reading World Congress Proceedings, 1,* 75-78

This paper describes the development over four years of a Japanese university's extensive reading (ER) program. We demonstrate the impact of cultivating extensive reading as a practice in various school settings both inside and outside of the classroom. We also present reading word count data from successive year student cohorts to show how programmatic changes have affected reluctant readers and students with low reading ability, as well as their more advanced and motivated peers.

Kyoko UOZUMI & Atsuko TAKASE
Teachers' motivation to implement extensive reading in class
*Extensive Reading World Congress Proceedings*, *1*, 62-64

The purpose of this study is to investigate teachers' attitudes and motivation toward extensive reading (ER). A survey was conducted with ER practitioners and non-practitioners at various seminars and conferences from 2010 to 2011. The results were also compared to those of the previous surveys conducted in 2006 and 2008. The latest survey revealed a large gap between what the practitioners found in practice and the non-practitioners' expectations. In addition, while the non-practitioners were more worried than before about the practice of ER, especially in terms of class management and teachers' work, inflated expectations on improvement in students' proficiency became apparent in their responses. To avoid possible disappointment and frustration of new practitioners after the implementation of ER, the researchers conclude that teacher training is necessary for a successful ER program.

Koji YOSHIDA
Bridging the gap between extensive reading and intensive reading: English education in Japan
*Extensive Reading World Congress Proceedings*, *1*, 90-92

This paper is one of four presentations that made up a colloquium held at the ERF World Congress entitled Bridging the Gap between Extensive Reading and Intensive Reading. The aim of the colloquium was to answer the two fundamental questions: "Why Intensive Reading?" and "Why Extensive Reading?" All the presenters are currently teaching at Kinki University and sharing some experience of teaching, which makes it easier to uniformly assess the different approaches to college students, though, of course, it is not easy to get clear answers to the questions mentioned above. This paper will first compare Intensive Reading with Extensive Reading, followed by a review of the situation of English Education in Japan, concluding with some suggestions for making ER work in this situation.

> "I want to reach all my students. I want to give them choice. I want them to achieve. I want them to enjoy. I want them to come back for more."
> Bjorn Fuisting

> "Massive input, subliminal collocations, interesting stories, easy words and grammar, and FUN to do. Why *not* ER?"                    Hudson Murrell

# ER Outreach Grant

As part of its outreach program, the ER SIG is happy to announce two library seed endowments, one for within Japan, and one for overseas. To be eligible a recipient must demonstrate a need for or benefit of acquiring specific ER materials for their teaching context, a reasonable likelihood of these materials providing ongoing support to reading education and potentially being a seed for a wider establishment of a program, and not currently have access to a budget adequate to purchase the required materials. The application procedure and other requirements can be found on the ER SIG website. It is intended that each year at least one recipient for each endowment (the overseas and the domestic) will be selected, provided that SIG funds are adequate and that qualified applications are received. We also look forward to working with our Associate Members in seeing how they also can support this mission.  To that end the ER SIG is sponsoring a round table, Building libraries, at the 2012 PanSIG discussing how publishers, teachers and the ER SIG can work together to get graded readers into libraries.

# Write for us!

Deadline for submissions ERJ 5.2: July 31st

⌨ Anything related to extensive reading or extensive listening, or of interest to members of the JALT ER SIG

⌨ Maximum length: 4 sides of A4, around 2,500 words

⌨ APA6 style

⌨ No footnotes

⌨ Headings and subheadings sentence-capitalised (only the first letter of the heading and the first letter of proper names capitalised—like this list!)

⌨ Photos, graphs and graphics submitted as separate, clearly named files

⌨ MSWord or text format (If you have any layout requests, send separately or consider the position of layout editor!)

⌨ In English or Japanese, but not both (No Japanese characters within English text)

Authors should prepare a photo, relatively close-up with good contrast and ideally reading something. Add your academic affiliation if you would like that to appear in print.

Send to erj@jalt.org

# New graded readers

<div align="right">Bjorn Fuisting</div>

I am glad to say that there are simply too many readers being released in Japan for them to all be listed in our journal any more. In fact we have close to 800 new titles from 12 different publishers. Not to worry, the full list can be found on our brand new website: http://www.ersig.org/drupal-ersig/new-releases-graded-readers

We try to make it easy for you to find books for your students so on the same webpage you will find all publishers, distributers and e-book providers listed, as well.

Among the new releases there are, in addition to true and tried series such as Oxford Bookworms, Cambridge Readers, Macmillan Readers, Penguin Readers and Scholastic Readers, also several new offerings. No less than 8 new series have been released in Japan since our last issue. A trend that is emerging is that there is more graded material for kids and young learners, such as the Penguin Kids series and Graded Comic Readers, as well as Young Learners Classic Readers and My First Classic Readers.

In the past we have seen many series for native speakers that have been targeted towards ESL learners, with mixed results. Anyone who has tried to read children's books in Japanese can testify it is not always that easy in terms of vocabulary and structures. Most of these new offerings seem to actually be graded in different vocabulary levels and written for the EFL learner. Our advice is to only select series with clearly stated headwords or ask the publisher or distributor for more information about the vocabulary or language level if you are unsure.
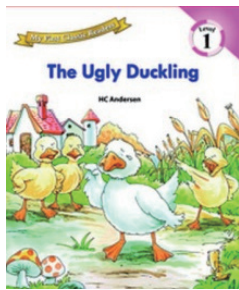
## My First Classic Readers
### BY ENGLISHBOOKS.JP

300-1000 headwords in 4 levels. A total of 60 titles and free downloadable audio, introducing the wonderful world of classic fairy tales.

## Phonics Fun Readers
### BY ENGLISHBOOKS.JP

25 titles divided into 5 levels that should "make learning how to read fun". These are easy readers for absolute beginners. 788 yen each.

## Penguin Kids
### BY PEARSON

From 200 headwords to 1200 in 6 levels. Stories and pictures from well-known Disney/Pixar movies that aim to appeal to children. 23 titles and more coming. 525-788 yen. Downloadable audio for free.

## Young Learner Classic Readers
### BY COMPASS PUBLISHING

400-1200 headwords in 6 levels with 10 titles per level and free downloadable audio. 788 yen each.

## Graded Comic Readers
### BY ENGLISHBOOKS.JP

200-800 headwords in 3 levels. Richly illustrated original comic style readers aimed at children and teenagers. 18 titles 725 yen each.

## PYP Readers
### BY ENGLISHBOOKS.JP

72 titles in 6 levels, with "natural speech between children that is age appropriate." Encourages children to "explore, reflect and apply through literature".

## Art Classic stories
### BY ENGLISHBOOKS.JP

30 titles in 3 levels. No headwords given but richly illustrated in the style of famous artists. 1418 yen each with a CD.

## Choose Your Own Adventure
BY MCGRAW-HILL
PUBLISHING

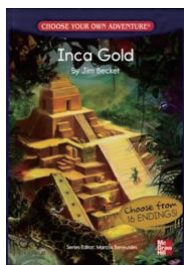5 titles with 500 headwords. A further 25 coming soon. Based on the popular *Choose Your Own Adventure* books but re-written for the EFL market.

Also making news is that more and more ebooks are becoming available. At Pandabooks.jp another 175 titles have been transformed into ebooks this year alone, with more coming online. Will we one day all read from tablets? That question is raised in one of the many presentations on offer at the ER Seminar in Nagoya on July 1st where I am looking forward to seeing all the new series and titles. 15 publishers, retailers and online providers are taking part so you will have a chance to see all the new series mentioned above and much much more. Until then I hope you enjoy the sample of the ELI reader from englishbooks.

"The real reason extensive reading succeeds might be because pleasurable activities cause dopamine release, the neurotransmitter crucial for permanent learning."                                         Curtis Kelly

"Extensive Reading exposes students to comprehensible language and different cultures while helping expand general knowledge through enjoyable stories."                          Richard Lemmer

"I want my students to understand that reading in any language can be enjoyable and informative, and help them make reading a habit."
                                                            Thomas Bieri

"Extensive reading is the cheapest, fastest, most effective, and most interesting way to learn English in Japan."                                          Ben Shearon

"When we read stories we interact with the characters in them and become participants in the English speaking world."                    Mark Brierley

# ER SIG
# Presenter Grants

The ER SIG is proud to announce the 2012 ER SIG Presenter Grant. This grant is intended to help encourage the presentation of research related to Extensive Reading at the JALT National Conference through offsetting costs of attending and presenting. The ER SIG aims to present 20,000 yen to one qualified recipient.

To be eligible a recipient must:

a. Be attending the JALT National conference and the ER Colloquium.

b. Be presenting a vetted presentation about ER at the JALT National conference.

c. Be a fully paid ER SIG member in good standing.

d. Not be receiving funds from a home institution to offset costs of attendance.

e. Submit an application, including the title and abstract of the accepted presentation, via the link found on the JALT ER SIG website no later than July 15th.

The announcement of the award will be made at the ER Colloquium and the recipient must be present to receive it. Also, official receipts for transportation and/or accommodation will be required.

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Sugiyama Jogakuen University

## Stephen D. KRASHEN 2:00-2:50
### The route to academic language proficiency

I present a simple hypothesis: We develop academic language by reading. Nearly all of the conventions of academic language, its special vocabulary, grammar and discourse style are subconsciously absorbed, or acquired, from reading texts written in the academic style that are relevant to us. If this hypothesis is true, it means a profound reorientation of the field of English for Academic Purposes.

## Junko YAMANAKA 11:00-11:50
### ER— 成功のカギは教師が握る
### (ER—Teachers are the key to success)

Research shows the more we read, the more language development. The success of ER thus depends on how much our students read. The presenter's experience as an ER teacher over 25 years tells, however, that it is not easy to make students keep their initial interest and motivation in ER throughout the year or longer. The presenter is going to provide some practical advice on how to "hook" the students and have them "go up the ladder," hopefully making L2 reading their life-long habit. She believes teachers are the key.

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## Marcos BENEVIDES 1:15-1:45
### Why choose your own adventure?

Short Paper
Sponsored by
McGraw-Hill
Education

The *Choose Your Own Adventure™* series from McGraw-Hill consists of simple adventure stories told in the second person. You, the reader, are the hero, and must make choices leading to one of many possible endings. Based on the best-selling original series, *CYOA* is especially engaging to many otherwise reluctant readers. In this presentation, series editor Marcos Benevides will highlight some of the reasons why.

## Thomas J BOUTORWICK 5:00-5:30
### Productive vocabulary acquistion through extensive reading

College and University Education    Short Paper

This study examined the effects that extensive reading has on the incidental acquisition of productive vocabulary knowledge. Learners read 10 graded readers and were tested on productive knowledge of 50 words. The words tested were nouns and verbs, and for analysis were also divided into bands according to frequency of occurrence. The tests that were administered included a written spelling test, cued recall of form-meaning test and a free recall of form-meaning.

## Charlie BROWNE 4:00-4:30

See Rob WARING & Charlie BROWNE

## Kyung Sook CHO 10:00-10:50
### Using reading to make aural (movie) input more comprehensible

College and University Education    Long Paper

Films in English are extremely challenging for those studying English as a foreign language. In a series of studies, an attempt was made to make an English film more comprehensible by asking subjects to read the book the film was based on before seeing the film. In all three studies, a comparison was made between how well intermediate students understood movies in English without subtitles, and how well they understood the same movies a few weeks to two months later, after reading a short novel based on the film. In all studies, reading the book increased the comprehensibility of the film, but seeing the same film twice did not make it more understandable. Students also showed increased interest in reading. The reactions of the subjects were very encouraging. This research shows that reading can provide valuable background information that makes aural input more comprehensible, and thus more useful for language acquisition.

## Matthew CLAFLIN 1:00-1:50
### Extensive reading and the Pandora's box of English literacy

College and University Education Poster Presentation

Simply providing books, making students read and training teachers does not ensure a successful extensive reading program. Student beliefs about language learning and the value of reading books, along with study habits, literacy and education in their own language all affect how effective a program will be. This presentation seeks to outline the challenges an established extensive reading program faces in terms of student values, concerns and educational background at the university level in Japan.

## Heather DOIRON 10:00-10:50
### Using Reading Theatre to encourage extensive reading

College and University Education    Long Paper

Readers' Theatre can provide a dynamic and interactive learning experience for the ESL/EFL student. This presentation will focus on using Readers' Theatre in the ESL/EFL classroom as well as how it can be applied to an extensive reading program.

## Ann FLANAGAN 5:00-5:30
## Avoiding potholes on the road to extensive reading implementation

Junior and Senior High School Short Paper

A six year journey over a rocky road on the way to a successful junior high school Extensive Reading Program will be the theme of the presentation. Undertaking an ER Program might seem intimidating, while maintaining a successful ER Program at times can be frustrating. The presenter will illustrate some rewarding outcomes as well as some potholes that were encountered. This is her story.

## Akio FURUKAWA 10:00-10:50

Junior and Senior High School Long Paper

３年から６年にわたり長期間に多読を継続して行うには、1) はっきりとした目標 2) 明確な指導方法 3) はっきりとした成果が必要である。これらがなければ、生徒・保護者・学校当局の理解は得られない。今回は、この原則に基づく私達の指導方法の特徴と成果について報告する。

## Paul GOLDBERG 10:20-10:50

Short Paper sponsored by Xreading

Xreading is an internet-based service that provides support for extensive reading programs. The system, which tracks students' reading and features over 500 downloadable quizzes, has been operating for several years. A new version, coming shortly, will include a searchable database with detailed information for thousands of graded readers, and the ability for instructors to send quizzes to students' cell phones. The presenter will discuss how these features can benefit any ER program.

## Jason GOOD 5:00-5:30
## New trends in extensive reading

Workshop Sponsored by BookSmart

This workshop will highlight the changing trend in the educational publishing world from print to digital. With announcements being made daily in the IT world of new developments in technology teachers need to keep pace with this fast world and be able to meet the needs of their students. We will talk about these changes and about Japan's first dedicated e-book store pandabooks.jp and what it consists of. Do come along as it will most definitely change your life!

## Trevor HOLSTER 10:00-10:50

See Bill PELLOWE & Trevor HOLSTER

## Leander S. HUGHES 1:15-1:45
## Just doing extensive reading raises TOEIC scores

College and University Education Short Paper

This presentation discusses the results of a study on a university course in which extensive reading was the sole focus of the course. Not only did most learners thoroughly enjoy the class, but a contrast of pre- and post-TOEIC reading half-test scores indicated a significant improvement in their English reading proficiency. This presentation discusses these results in detail and also includes an analysis of the most (and least) popular graded readers for this particular group of learners.

## Lesley ITO 4:00-4:50
## Instant book reports = ER success for kids!

Teaching Children Long Paper

A private language school for young learners with an Extensive Reading program realized the need to make students more accountable for what they had read without overly infringing on the enjoyment of reading. The solution? Instant Book Reports! Initially created for high-level returnees, a wide variety of Instant Book Reports has evolved for all levels. Examples of the different styles will be shown, in addition to authentic examples of students' work.

## Patrick (PJ) JUDGE 1:15-1:45
## Using ER to reach shy and reserved students

Junior and Senior High School Short Paper

The presentation examines variation in willingness-to-communicate, linguistic confidence, and anxiety among participants in a long-term, multi-case study examining motivations of avid readers in an extensive reading program at a Japanese high school. The project explores nine participants' motivations for reading and what English study means for them. The variation in WTC, linguistic confidence, and L2 anxiety among the participants speaks to the power of ER to reach learners that traditional communication classes may not.

## Eleanor KANE 1:00-1:50
## SSR for emerging EFL readers

College and University Education Poster Presentation

This poster considers practical interventions for emerging EFL readers: phonics training, buddy reading, and many reading tasks which will be available for teachers to take away. While Sustained Silent Reading secures time to read, simply allocating time and books is not effective. This presentation shows tried and tested activities from a large-scale university SSR programme for you to use in your own programmes. It shares the successes and pitfalls of implementing SSR.

## Haruko KATO 3:00-3:30
## Vocabulary acquisition through extensive reading: A review of recent trends with reference to my working context

College and University Education Short Paper

The purpose of this presentation is to offer an overview of significant literature published on the topic and seek implications for classroom practice. Through this review, I would like to identify some strategies which work well with the students at the universities where I teach. In

particular, I am interested in enabling my students to acquire vocabulary through extensive reading.

## Cheryl KIRCHHOFF                                     5:00-5:30
## Applying flow concept to ER

College and University Education               Short Paper

Flow experience is described as an intense focus on a task in which a person's energy and ability 'flow' unhindered. Becoming absorbed in a book is a common experience of flow. The characteristics of flow are similar to the aims of many ER programs. Conditions that enabled flow will be explained. Japanese learners, who are accustomed to intensive reading instruction, can benefit from learning about flow to understand the aims, methods and benefits of ER.

## Shinji KOBORI                                        1:00-1:50
## Effective ways to introduce Sustained Silent Reading to junior high classrooms

Junior and Senior High School      Poster Presentation

英語学習における多読の有効性について多くの研究、実践が進められている。しかし、中学生での実践は少なく、特に1年生から始める多読はほとんど例がない。この研究においては公立中学校で1年生の3学期から始めた半年間の多読活動について報告し、効果的な教室内多読の導入方法について考察していく。

## Sy-Ying LEE                                          1:00-1:50
## Extensive reading as a means of language acquisition and language teaching  Long Paper

Three important studies done in Asia and one international comparison (PIRLS, 2006) demonstrate that self-selected reading and access to books are the crucial ingredients required for successful EFL/ESL acquisition. In addition, storytelling as a means of providing interesting and comprehensible input for non-readers (reluctant readers or poor readers) has been shown to be effective for vocabulary development. The results of these studies confirm that when truly compelling reading material is made available, students do read them, and literacy development takes place.  They also confirm that reading is the single most important factor for ESL/EFL development, far more effective and efficient than explicit instruction.

## Miki MAEBASHI                                        4:00-4:30
## 多読における新たな流れ

Workshop Sponsored by RIC Publications

**R.I.C. PUBLICATIONS**
www.ricpublications.jp

今回のワークショップにおいて、教育関連の出版のトレンドが、紙から電子へと移り変わっていること明らかにします。IT業界では新たな技術開発が日々発表されており、教師も生徒のニーズに応えられるべく時代の流れに乗り遅れないようにする必要があります。RIC出版からは前橋が、この変化について語り、日本初の英語教育向けイーブックストア

pandabooks.jp について詳細に紹介します。新たな扉を開くきっかけとなるはずです、是非ご参加下さい。

## Beniko MASON                                         3:00-3:50
## Efficient language acquisition from reading and listening                                          Long Paper

This presentation will report on the efficiency of comprehension-based methodology (CB) on foreign language learning/acquisition, that is, methodology based on the comprehension hypothesis (e.g. Krashen, 1985). The issue of efficiency has been a serious concern. Some have declared that CB is inefficient. Others have suggested that an "eclectic" approach is preferable, including both direct instruction and comprehensible input.  Our field has made significant progress since 1985: The skill-based direct approach is now viewed not as an axiom but as a hypothesis to be tested. We have, however, still not accepted the hypothesis that a strong version of the comprehension hypothesis is correct, that CB produces superior results not only in the short term, but that comprehensible input can enable acquirers to reach the highest levels of competence.  In this presentation I will present several studies that strongly suggest that CB methodology is efficient, and that comprehensible input alone can indeed enable acquirers to reach very high levels of competence.

## Michael McCOLLISTER                              10:20-10:50
## Student assessment in university ER programs

College and University Education               Short Paper

A bit of a conundrum seems to exist regarding the place of assessment in ER programs. Much ER literature says don't: no tests, no reports. But most teachers want some proof that assigned work is in fact being completed. This presentation will introduce two test bank projects from Taiwan that were undertaken with the cooperation of local publishers, and were designed with the basic tenets of ER firmly in mind.

## Stuart McLEAN                                        5:00-5:30
## ER speed: Its importance for research and homework

College and University Education               Short Paper

As part of a year-long study that looks at the impact of extensive reading on reading speed it was first necessary to establish how many words students would read over 30- and 60-minute periods.  Students were free to select any book they wished. The books were displayed in their reading Yomiyasusa level.  Additionally, it was established if the number of words read correlated with personal *hensachi* scores, TOIEC scores and vocabulary size.

Why ER? Can you put it into 20 words, within 140 characters? Send *your* reason to erj@jalt.org

## Kunitaro MIZUNO 4:00-4:50
### Oxford Bookworms Library シリーズの "Graded" の言語的分析とその教育的価値の考察
Long Paper

Oxford Bookworms Library において「同じレベルの本に共通した表現上の性質や特徴はなにか」「レベルが上がるに従い，英語の表現がどのように変化し発達して行くか」を、lexical chunk の観点から分析しその教育的価値について考察する。

## Miwa MORISHITA 1:00-1:50
See Yukiko YASUDA & Miwa MORISHITA

## Tatsuhiko Paul NAGASAKA 4:00-4:30
### 'ER Bookshop: How can I help you?'
College and University Education Short Paper

Our project at a private women's university offers an integrated English course required for the first-year students. The aim of this course is to enhance motivation for the students to acquire English and help the students to become autonomous learners. On a trial basis, a practice of English extensive reading project was adopted in 2006 and has been improved year by year.

## Harumi ONIMARU 3:00-3:50
### 中高で取組む多読多聴
Junior and Senior High School Long Paper

持続可能な読書活動に向けて学校図書館における英語多読多聴シャドーイングとその支援。中学高等学校一貫教育の中で英語の多読を継続させるためにはどのような改善を続けてきたか。また、それにより生徒たちにどのような変化が現れたか。生徒が自主的に取組める持続可能な読書活動に大切なことを研鑽。

## Bill PELLOWE & Trevor HOLSTER 10:00-10:50
### Using a mobile system to monitor extensive reading
College and University Education Long Paper

Extensive reading (ER) requires comprehension of large quantities of interesting text of appropriate difficulty. The presenters developed an open-source mobile survey system to collect data from students about ER. This workshop demonstrates the system, and how it generates data for multi-faceted Rasch measurement software, not only helping teachers monitor students' ER, but also informing text recommendations and future purchasing decisions. No previous experience with the demonstrated software is assumed.

## Joseph POULSHOCK 4:00-4:50
### The affective benefits of ER
College and University Education Long Paper

This study focuses on the affective aspects of ER, regarding learner attitudes before and after a period of extensive reading. Besides looking at basic positive and negative attitudes, this study also looked at complex "love-hate" feelings. Thus, students also responded to statements like this: "I didn't like reading extensively, but I'm glad I did it." Summary discussion will deal with how teachers can help students improve their attitudes towards doing ER and learning English.

## Kris RAMONDA 3:00-3:30
See Paul SEVIGNY & Kris RAMONDA

## Jonathan ROBINSON 3:00-3:30
### Blended learning and extensive readers
Short Paper Sponsored by Macmillan LanguageHouse

This session will explore ways of using blended learning with extensive readers. New Macmillan Readers titles like Owl Hall, an original story written specially for our library, gives learners a chance to interact with the story in a whole new way. Owl Hall is a new type of Macmillan Reader that integrates a website into the story: along with the main character, students are encouraged to visit and make entries on the Owl Hall website.

## Akio SAKAMOTO 5:00-5:30
### Fluency first
Junior and Senior High School Short Paper

多聴多読と併行して多話 (ES) と多書 (EW) を行い、授業アンケートと試験結果を検証して判明した点は以下の通りである。
①多読は多聴と併行して行う方がよい
②多聴多読は多話多書と併行して行う方がよい
③多読量と共にモチベーションが高まる
④多読量だけでなく Average Word Count Per Book を見るとよい

## Paul SEVIGNY & Kris RAMONDA 3:00-3:30
### Extensive reading for large university classes
College and University Education Short Paper

University EFL students need guidance to find their reading level and become familiar with ER materials. About 350 low-intermediate Japanese students participated in a pre-treatment survey and reading assessment. The treatment group read one level 2 Penguin 600 headword graded reader per week for six weeks. Students formed reading circles of four students. Follow up surveys and post-tests determined changes in reading speed and affective variables. Results with pedagogical implications will be discussed.

## Ben SHEARON 1:15-1:45
### 多読入門：学生・同僚・職場でのこつ
Short Paper

多読法を使う授業を始める際には、学生や同僚への説明、職場の許可を得る事が必要になりますが、それぞれの対応にはこつがあります。この初心者向けのプレゼンテーションで

はそのこつを紹介します。

## Naoya SHIBATA 1:00-1:50
## Student voices: What keeps us reading

College and University Education Poster Presentation

One of the ultimate goals of any extensive reading program should be to help students develop a reading habit, or better yet "love" of reading. Are three years of required extensive reading classes the secret to transform students into bookworms? Two Japanese students in their fourth year of university will share their stories on how they developed their reading habits, and why they keep reading in English now that they are no longer enrolled in classes requiring them to do so. The presenters will also share data collected from other fourth year students about their English reading habits or lack thereof.

## Ken SMITH 4:00-4:50
## Robust and consistent effects of SSR with junior college students in Taiwan

College and University Education Long Paper

A series of studies conducted at Wenzao Ursuline College of Languages in Taiwan over the last several years has produced data that solidly confirms the efficacy of free reading in the form of sustained silent reading. In most of these studies, traditional skill building and reading groups had similar treatments, except for time set aside for self-selected reading. Results favored the readers in tests of reading comprehension, most tests of writing, and cloze tests. The studies revealed (1) supplementary book reports following reading did not increase the power of reading, confirming results found in Mason (2004), and (2) similar results as other studies; i.e. SY Lee (2007) in that readers outgained their peers in all aspects of writing except for mechanics, where no difference was found. An additional Wenzao study investigated the potential of student-written stories. Students liked the stories written by their peers, but stories written by professional authors were more popular.

## Noriko TAKARA 1:00-1:50
## 大学の講読授業における多読指導の例

College and University Education Poster Presentation

大学では伝統的に精読中心の講読授業が行われることが多いが、学生の動機づけや fluency 向上のために多読指導の導入が注目を浴びている。この発表では、大学の講読授業への多読導入から今日までの 4 年間の指導概要を報告し、昨年度の多読指導において 16 週目と 30 週目に行った語彙テストの結果について考察する。

## Atsuko TAKASE 1:00-1:50
## The impact of extensive reading on EFL learners' overall English proficiency

College and University Education Long Paper

The presenter will show how Japanese learners improved overall reading proficiency through extensive reading, 45-minute SSR, in particular. Two groups of university students participated in 45-minute SSR, another group 10-15 minutes of SSR, and the other group attended a regular reading class without any extensive reading for one academic year. All four groups showed improvement on the post-EPER test, however, the two 45-minute SSR groups showed the most significant improvement on the post-test.

## George TRUSCOTT 10:20-10:50
## Goal setting & accountability in extensive reading

College and University Education Short Paper

Many students participating in an ER component were not reading throughout the semester. Instead, they fulfilled the required ER component in short bursts. A larger problem concerned motivation as many students were completing only the minimum ER requirement. This presentation will discuss an action research study addressing these concerns, demonstrating how students committed to an ER goal, how they were held accountable for their stated goal, and the end results.

## Rob WARING & Charlie BROWNE 4:00-4:30
## Graded reading online. What is out there?

Short Paper

The presentation starts by reviewing the cases for and against online graded reading. It continues by listing currently available graded reading resources and electronic devices for reading. It then outlines some of the difficulties with current content and methodologies. The presentation closes by proposing several solutions as well as a research agenda for creating and presenting high quality graded reading materials online.

## Jeremy WHITE 3:00-3:30
## ER for Japanese elementary school learners

Teaching Children Short Paper

This presentation will give an example of a current extensive reading program with children aged six and under, demonstrating its effectiveness for sight words and vocabulary acquisition for young students. This presentation also hopes to create a discussion on ways to implement effective ER programs with young learners.

## Yukiko YASUDA & Miwa MORISHITA 1:00-1:50
## 図書館留学：授業との連携による多読支援とその効果

College and University Education Poster Presentation

本学では 2011 年度より、教職協働学習支援として図書館における多読事業が展開されている。その一環として、授業内で多読を推進する英語教員と連携し、図書館を「教育の場」として明確化する取り組みが行われている。多読に取り組んだ 35 名の学生に対する予備調査では、事前・事後テストのスコアに有意な伸びが見られた。