

## ERJ 7.1

The first thing I do when laying out an ERJ is to get the last issue and strip out all the text. Each time I do this I think back to typesetters of old, breaking bits of type out of the galleys, which were named after the ships they resembled, as they ferried media around the printshop.

When I started teaching at university I inherited a writing textbook from the previous teacher with a page of proofreading marks. These included the sign for correcting an inverted letter. That was the beginning of the twenty-first century, but printing presses where it was even possible to turn pieces of type upside down had been marginalised a hundred years earlier.

Reading Thomas's description of the *JER* publication process, I can still hear the clinking of type and the clanking of the presses in the background. The ink may have got a bit blurred as we move into the digital age, but we have at least one foot in Gutenberg's printshop. Many teachers are looking with a mixture of excitement and anxiety at the prospects of e-reading for our students, and I hope Germain's column will guide us into the future.

Meanwhile [ersig.org](http://ersig.org) makes the most of the non-linear, media-rich opportunities that digital media offers. The pages of this edition of *ERJ* will not change, but each time you visit our website, you'll find something new.

Mark Brierley

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## Reading is its own reward

A reply to Ben Shearon: 'Where is the extensive in extensive reading?'

Meredith Stephens  
Tokushima University

### Benefits of silent reading

Ben Shearon exhorts teachers not to ignore the 'extensive' in extensive reading, and not to be distracted from the essential task of reading, by their perceived obligation to provide supplementary activities. This emphasis on reading rather than supplementary activities certainly has support: "Reading is its own reward" urge Day and Bamford (1998, p. 8). Referring to a summer reading program for children in the USA, Shin and Krashen state: "We recognize the importance of students being able to discuss their reading and share their enthusiasm with others, but there must be some time each day when they can read in absolute silence and be undisturbed by others" (2008, p. 93). Ben Shearon acknowledges that supplementary activities do have a place, but nevertheless should not constitute the core of the extensive reading program.

### Background to my ER program

After reading Ben Shearon's insights I felt obliged to re-examine the rationale of the supplementary activities I set for my extensive reading program. I may have inadvertently had them spend more time on their written responses than the actual reading. I have my students read a book a week and write a short response. The topics of the response vary each week, and tend to require personal responses such as whether the students can identify with the characters and why. Sometimes I have them choose their favourite quotation from the book, and explain their choice. I can tell from the originality of the students' responses that many of them are actually reading, enjoying the stories, and thinking critically about them. Furthermore I have a particular interest in extensive listening, so I tell them to only borrow books with a CD, to first read and listen, and then to listen without reading to try and understand the story without visual support.

### Disadvantages of silent reading

Indiscriminate reading cannot necessarily be considered beneficial. Wallas (1926, cited in Krashen, 1992, p.15) warns against "industrious passive reading" because of the possible interference with the "incubation of new ideas". Green criticizes the situation in Hong Kong, in which extensive reading is conducted in a silent teacher-fronted room. Students are required to produce a book report, the purpose of which is to enforce the reading scheme rather than

solicit students' personal responses to the story. Green cautions:

Schemes which emphasize individual and largely unguided activity fail to provide a clear and direct purpose for the reading and do not exploit the opportunities extensive reading presents for the dynamic process of presenting and debating what has been read. Extensive reading left to be done silently by individuals goes against the tenets of interactionist theory. (2005, p. 307)

### What kind of supplementary activities will students benefit from?

Perhaps our duties to our students are, after having encouraged them to read extensively, to reflect on what they have read and then to develop their skills of critical thinking by forming a response. This needs to be distinguished from comprehension exercises. Closed-questions rob students of the enjoyment of the story, and are not authentic tasks. Open-ended questions, which require students to produce an original and creative answer, are likely to be satisfying to the student because responding to something one has read is an authentic activity. The relative merits of supplementary activities could be identified according to where they rank in Bloom's taxonomy of thinking skills (1956, cited in Davidson and Becker, 2006). Comprehension questions demand the exercise of

lower-order thinking skills, and this is an inefficient use of our students' time. Rather, questions could be devised which require students to produce an original response to the story, which conform to the 'Synthesis' level of the higher level thinking skills of Bloom's taxonomy. These higher-level thinking skills encompass the lower ones because comprehension is assumed to have happened before a response can be made. Tokuhama-Espinosa (2010) outlines the characteristics of critical thinking, one of which is intellectual generosity: "sharing ideas breeds greater insights than does hoarding" (p. 127). Critically exploring the literature can only extend the gains students have made from the reading.

Responding to a text may take the form of discussion or a written response. The role of expression in order to clarify thought has been long recognized. French essayist Joseph Joubert (1754-1824) notes "We only know just what we meant to say after we have said it" (Crystal, 2005, p.466). The act of responding to a text naturally fosters critical thinking skills. Krashen highlights how the act of writing helps refine thinking:

We write for ourselves, to clarify and stimulate our thinking. Writing, in other words, doesn't make you a better writer, but it can make you a better thinker. (1992, p. 16)

Writing concentrates the mind and leads writers to crystallize their thoughts. Krashen argues that writing "makes profound contributions to cognitive development" (1992, p. 11).

### Extensive reading in the context of other skills

Arguably, extensive reading could be situated in the context of the other essential language skills. Firstly, extensive reading should be valued in its own right, and certainly not be sacrificed to supplementary activities, precisely as Ben Shearon explains. Secondly, extensive reading could lead into responses which demand the use of higher order thinking skills, such as open-ended questions about characterization and plot, which prod the student to connect prior knowledge to the story, and make personal connections with the story. As Green argues:

Extensive reading, if done in interactive mode, supports the negotiation of meaning

in texts, helps prevent the fossilization of interlanguage structures, and provides contexts in which learners can encounter and debate ideas, and analyse and practise language features found in the texts. (2005, p. 311)

Clearly, as Ben Shearon suggests, supplementary activities should not constitute the core of an extensive reading program. One of the aims of extensive reading is for it to be pleasurable, so students do not need to have their pleasure disrupted with inane comprehension questions. Teachers who must assess hundreds of students each week may have to make use of such questions, when the sheer volume of marking renders responding to individual essays impossible. For those who have the luxury of smaller classes though, after students have indeed read extensively, a judicious selection of activities which require creative responses to the literature may help them consolidate what they have read, and refine their critical thinking skills.

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## A circle of extensive reading

Greg Rouault

Doshisha Women's College of Liberal Arts

To begin, I would like to thank the JALT ER SIG for making available the Presenter Grant which supported my attendance at the Second World Congress in Extensive Reading held at Yonsei University in Seoul, Sept. 13-15, 2013. At the event, I was able to present research findings into reading circles from a study conducted in a series with colleagues John Eidswick and Max Praver: *Collaborative ER activities: A study into the elements making reading circles most or least enjoyable*. Our focus followed the appeal for more research into "the what and why" of extensive reading made by Bill Grabe in his plenary address at the first ER Congress in Kyoto in 2011. We used survey responses to capture the components that our students at a private university in Western Japan felt made the in-class reading circles they took part in most or least enjoyable. Our results confirm what many teachers perceive. However, that intuition is often the basis for developing research inquiries, as Averil Coxhead mentioned in her workshop detailing the background of the development of word lists, such as her own Academic Word List. We also have frequency data on which of the reading circle roles students found most or least enjoyable and most or least useful for language learning. These findings along with their qualitative comments will be revealed in a future presentation and paper.

In addition to my own presentation, I was able to sit in on workshops, plenary speeches, colloquia, featured speaker presentations, and short papers all focused on extensive reading. The presentations ranged from research to practical applications. In the afternoon of the opening day, the plenary and featured speakers held 90-minute workshops. Under



the premise of understanding what "extensive" reading is not by exploring what "intensive" reading is, Paul Nation outlined 10 strategies for dealing with vocabulary in class as it comes up in reading. He also covered eight aspects of rationale for teachers to justify which strategy they would use for dealing with a particular word. The use of reading circles for in-class discussions may run counter to the "pure" ER that Richard Day revisited in his presentation, *Extending Extensive Reading*, which examined 38 articles on ER from the 15 years since the publication of his 1998 title with Julian Bamford. As a pedagogical task, however, reading circles do sync with the notion of reading to learn skills through multi-level integrations where assessments can be incorporated into instruction. This was a principal theme covered by Keiko Koda in her workshop. I also attended a colloquium with a range of panelists focusing on creating an L2 readability measure. The featured speaker session by Extensive Reading Foundation Chair Marc Helgesen provided techniques couched in research to scaffold sustained silent reading (SSR) and make it more engaging, which for me was the most rewarding takeaway from the congress. The concentrated focus on ER, the general collegiality, and chance to socialize with leading researchers and practitioners in the field also made the event most enjoyable.

Among the concurrent sessions, I was able to attend a presentation by Adam Gray on narrow reading. This technique provides a built-in review function where learners develop background knowledge of a genre or author while recycling style, vocabulary, and discourse. I also took the opportunity to attend presentations on titles related to my own such as *literature circles* by Kevin Maher and *reading groups* by Cheryl DiCello, both conducted in Japan. In the audience, I made contact with a researcher based in China with similar interests.

Scheduled to be held every two years, teachers and researchers interested in ER would do well to keep an eye on the Extensive Reading Foundation website <http://erfoundation.org/wordpress/> to mark the proposal submission deadline and plan to take part in 2015 once a location is decided.



## ERF 2nd World Congress impressions

Brandon Kramer  
Momoyama Gakuin University

Still new to research and academia, I was not sure what to expect prior to attending the Extensive Reading Foundation's Second World Congress on Extensive Reading last September. While I knew the popularity of ER, I was quite surprised on the first day when people were standing and even spilling into the halls to listen to the workshops. Having recently graduated from a TESOL Master's program, it was surreal to wait in line for lunch chatting about Korean food with Richard Day and Keiko Koda; listen to Paul Nation tell a joke over coffee; and discuss the nuts and bolts of ER with other people whose names I had previously only read for homework. I quickly discovered that in our field the "big names" are just as approachable as any other conference participant, willing and eager to share their enthusiasm for not only ER but for English education as a whole.

In addition to the overall excitement of an international event, there was a noticeable theme throughout the conference with presentations echoing Bill Grabe's call for stronger ER research from two years prior. In the hope of contributing to this effort, fellow grant recipient Stuart McLean and I presented on the use of the standard word unit for reading measurement, a push to improve the validity and reliability of both ER and reading rate research. As I'm still quite new to presenting, I found it exciting to participate in the discussion and to attract a reasonable number of people to come and listen, including David Beglar and Alan Hunt, whose well-designed research inspired our study.

Of course, quantitative research studies were not the only presentations to see as there were also many practical outlines of successful ER programs

and activities. While I enjoy the number crunching of quantitative research, it was very useful to see what has worked, as well as what has not, in a variety of contexts. I particularly enjoyed hearing about the ER program at Kyoto University of Foreign Studies and the reinforcing cycle of positive support that happens as students and teachers begin to see the benefits of reading. Seeing the different ways that teachers hold students accountable for their reading, either using M-Reader or through book reports and classroom activities, was also very useful. Many such activities were discussed in Marc Helgesen's session (with printouts at [tinyurl.com/MHExRead](http://tinyurl.com/MHExRead)).

Overall, this conference allowed me to meet many great people, eat a large amount of delicious food, learn a lot about ER, and add my voice to the continuing conversation at large. I would like to thank the ER SIG for generously helping me attend through the presentation grant. As a participant and presenter, I am proud to have been a part of such a quality conference. Thank you as well to the ERF and the organizers for putting together such a wonderful event.



## The first Extensive Reading and Listening Forum at Meisei University

Hana Craig  
Meisei University

Late last year, I decided I wanted to learn more about how to introduce extensive reading into the curriculum at Meisei University. Meisei already has a strong speaking and writing program, and a course dedicated to the development of learner autonomy, but the graded reader library is seldom used and reading has fallen somewhat by the wayside among all the other learning activities.

I invited Mark Brierley to visit and give a general overview of how to do ER in class. Once I had Mark on board, Andy Boon and Craig Langdon soon followed. With this type of talent already scheduled, I decided it might be worth extending the event to the public. I also wanted to learn a bit more about extensive listening, so EL was added to the theme and submission invites sent out. And thus the Extensive Reading and Listening Forum, or ERALF, was born.

It started rather dramatically with Andy, one of the morning's key speakers, unable to attend due to back troubles. However, this was somewhat of a boon as due to schedule changes, participants were given a taste of the ER experience early on in the day. A delicious spread of Japanese readers was generously supplied by White Rabbit Press, along with English readers and novels, and participants were invited to feast for at least 10 minutes, silently but enjoyably partaking in the extensive reading experience.

After the illuminating introductory session by Mark Brierley (whose notes can be seen on the blog linked below) it was good to be able to actually practice what was being preached. Even better was

when Kunihide Sakai, a key person behind the publication of the White Rabbit Press readers, turned out to be one of the attendees who was delighted to see teachers reading in Japanese.

Thereafter, followed a day of presentations that provided a broad introduction to the whats, whys and hows of ER as other presenters introduced their own research projects and university case studies.

A shared lunch proved valuable in allowing participants to digest not only delicious food provided by the Meisei catering service, but also the food for thought provided by the morning's presenters. On our return to the forum, Tokyo had a taste of its first snow for the year. A participant who had come from Indonesia was able not only to experience the amazing community of practice that is EFL teachers in Japan, but also his first fall of snow.

Gabriela Schmidt finished off an excellent afternoon and was the only presenter to take up the mantle and address extensive listening. A very entertaining and enlightening presentation ended the day with YouTube clips of a German factory and participants able to learn a valuable new phrase "ein grossen Ofen" - a large oven, or furnace. Gabriela aptly illustrated the benefits of extensive listening.

We hope that in future years, the focus on reading and listening at the ERALF will be more balanced.



## Presenters and presentations:

Mark Brierley  
(Shinshu University):  
Extensive Reading:  
What, why and how?

Jenny Morgan  
& Hana Craig  
(Meisei University):  
Experiencing graded  
reading

Satomi Yoshimuta  
(Teikyo University/Seigakuin University):  
Extensive Reading for Pleasure at a Japanese  
University

Craig Langdon (Sojo University):  
Implementing & Assessing an Extensive  
Reading Program

Germain Measureur (Keisen University): The  
Challenges of Extensive e-Reading

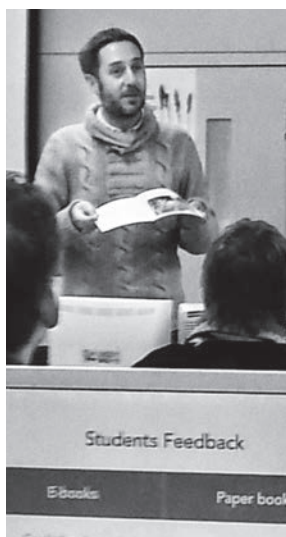
Nat Carney (Kobe College): Extensive  
reading and TOEIC reading score growth

Mark Brierley (Shinshu University): The  
ERF placement test

Satomi Shibata & Emiko Rachi (Tokoha  
University): How Japanese university  
students perceive difficulties toward  
extensive reading

Gabriela Schmidt (Tsukuba University):  
Extensive Listening in and outside the  
classroom: getting used to listening with  
prosodic  
patterns

Check out some  
of the presenters'  
slides and links  
at the blog  
below: [http://  
eralf.blogspot.  
com](http://eralf.blogspot.com)



## Write for us!

Send anything related to extensive reading or  
extensive listening, or of interest to members of  
the JALT ER SIG to [erj@jalt.org](mailto:erj@jalt.org)

- ☐ Maximum length: 4 sides of A4, around 2,500 words
- ☐ MSWord or text format (If you have any layout requests, send separately or consider the position of layout editor!)
- ☐ 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, ideally in black and white
- ☐ Put your name and part of the title in the filename.
- ☐ 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.

Back issues can be seen at [ersig.org/drupal-ersig/publications](http://ersig.org/drupal-ersig/publications)

Deadline for Autumn Editions: July 31st

## Situations vacant

The ERJ team is always looking for proofreaders  
and copy editors. Also, please get in touch if  
you're interested in any of these positions:

☐ Subscriptions manager

Get addresses from the membership chair to  
address labels

☐ Photo editor

Find and format beautiful images

☐ Layout editor

Watch out for hot lead!





# HOW THEY DO IT...

## AT SEG

### THE BEST EXTENSIVE READING PROGRAM IN THE WORLD?

Ben Shearon

Tohoku University

I had wanted to visit SEG for years, so I was delighted when the opportunity to do so came up in March 2014. I am very grateful to Akio Furukawa for inviting me, and to all the teachers and students who welcomed me so warmly into their classes.



SEG (Scientific Education Group: [www.seg.co.jp](http://www.seg.co.jp)) is a *juku* located in the heart of Shinjuku in Tokyo. It is a successful business, serving around 3,000 students a year and helping many of them toward academic success. SEG was founded in 1980 teaching mathematics and science, but in 2000 started offering extensive reading classes. These were changed in 2006 into the current format of classes split between ER and oral communication.

For extensive reading practitioners, SEG is important because of the activities of its founder, Akio Furukawa. Originally a mathematician, Mr Furukawa is perhaps best known for the YL (yomiyasusa level) readability scale and the extensive lists of word counts he publishes in the English ER Complete Book Guide (英語多読完全ブックガイド) currently in its 4th edition, available online at <http://www.seg.co.jp/sss/>.

Mr Furukawa has also been very active in promoting ER in Japan through his activities with the SSS (Start with Simple Stories) movement, JERA

(the Japan Extensive Reading Association), and his numerous publications on ER.

### FIRST IMPRESSIONS

SEG is just a few minutes' walk from Shinjuku station, just off the main street. The first hint that you might be drawing near is the various staff members wearing blue SEG armbands as they keep an eye on the students walking to and from the school.

The school is actually spread out among a number of different buildings in its neighbourhood, each holding several floors' worth of classrooms. The English classrooms are essentially mini-libraries, with each one holding around 20,000 books. The desks are standard Japanese school issue, with twenty to thirty per room.

Glancing at the shelves reveals an eclectic mix of graded readers, levelled readers, picture books, children's books, young adult, and regular fiction and non-fiction. There are two types of classrooms: one for beginners consisting mainly of *Oxford Reading Tree*, picture books, and easier graded and levelled readers, and one for more advanced students with higher level books and novels.

I saw several of my own favourite books at the school, including the *Dune* series, Heinlein's *Citizen of the Galaxy*, the *Millenium* trilogy, Nick Sharratt's *Pants* books, and pretty much all of the books I use with my students. I also managed to read a couple of new ones that I really enjoyed: *The Giver* by Louis Lowry and *The Report Card* by Andrew Clements. I was supposed to be observing the class, but the books proved too tempting. To be honest, I could have spent months there reading.

The second thing I noticed was how focused the



students were: They all had books to read, or listen to on personal CD players, and were quietly getting on with things. Between books they would fill in their reading records and consult with the teacher.

## THE CURRICULUM

SEG's English curriculum is divided into two strands: extensive reading classes taught by Japanese teachers and communication classes taught by native speakers. The ER classes are conducted in Japanese and the communication classes are conducted in English.

Classes contain up to about 15 students and are led by one teacher, occasionally assisted by trainee teachers.

The communication classes start out as speaking and listening for junior high school first-year students, and add intensive reading and writing later on. These classes use textbooks and are held in the English classroom-libraries described above.

In the current SEG system, students stay in the same classroom for both ER and communication classes while their teachers switch halfway. Both classes run for 80 minutes in a three-hour block with a 20-minute break in the middle.

During the extensive reading classes, students mainly read silently. There are supplementary activities such as listening, shadowing, and speed reading, but for much of the class there is a quiet hum of concentration. Each student reads at their own level, and can choose whether to read, listen, or listen while

following along in their book. Most of the books I saw for lower-level students had CDs to accompany the text.

SEG teaches a purist approach to ER: students read without dictionaries and stop reading if they find books difficult or uninteresting. There are no tests or book reports to write: instead students make a record of the book title and write a short comment about it.

Students record their reading in special notebooks, and many of the students I saw had incredible cumulative word counts, including one high school girl who was approaching 4 million words! Students were reading a range of books, from *Oxford Reading Tree* to compendiums of famous murder cases.

## DISCOVERY: GUIDED EXTENSIVE READING

It was not actually until the morning of the second day that I realized the significance of what I was seeing in the SEG extensive reading classes. I had been distracted by the amazing libraries, the orderliness, and the student achievement.

The real point of interest, however, is the teaching method. It does not say much for me that I had read about SEG, talked to teachers at SEG, and observed half a dozen classes, and still had not realized what was going on.

At SEG, students do not choose books. Instead the teachers, based on their knowledge of the students'



level, their interests, and the books, suggest books that they think are appropriate for the students to read next.

This method is similar to what Donalyn Miller describes in her book *The Book Whisperer*. An experienced teacher can make better recommendations than students can choose for themselves, because they have actually read all the books and know which books have appealed to which students in the past.

A skilled teacher can push students to read a little more, to read something a bit more difficult, or to take a break and read something easy if they are tired or low on energy.

Seeing this in action is impressive. Teachers flit around the classroom chatting with students as they finish reading, grabbing specific titles from the shelves in passing and dropping them in front of students. Occasionally the teacher will look at a student's comments in their reading record, or pause to write something in their own notes.

I talked to a couple of the teachers about this central aspect of their classes, and they confirmed that it was not as effortless as it looked.

Teachers keep detailed records of what each student has read, including notes on whether they liked it, found it difficult, or gave up. They spend time before class mentally preparing and lining up possible books. One teacher I spoke to spends most of her 90-minute commute thinking about and making notes about which books to recommend to each student.

The students are not passive in this process, but are involved in a constant dialogue with their teachers, both through their reading notebooks and also by talking about each book as they finish it. Students are free to stop reading books if they find them boring or difficult, and often make requests or

suggestions. One student in a class I observed asked his teacher for a book featuring water polo, a request that had both of us stumped!

Teachers at SEG try to balance graded and non-graded material to maximise the benefit to students. While graded readers are often a better fit in terms of accessible language, levelled or native materials tend to be more attractive and interesting. A judicious mix of books allows students to get the best of both worlds.

The other key ingredient in the ER program is in-class reading (sustained silent reading), which means that the students do at least 70-80 minutes of reading in English a week. Many students also take books home with them, and of course starting them in class makes it much more likely that they will finish them as homework.

Mr Furukawa told me that roughly a third of his students attain high proficiency in English (as measured by independent test scores). As a point of reference, I would say that maybe 10% of mine go on to master English and make it a part of who they are.

## CONCLUSION: LESSONS TO TAKE AWAY

My visit to SEG blew me away. The size and success of the school, the richness of the resources, the achievement of the students, and the skill and knowledge of the teachers changed my view of what is possible.

I don't think I will be able to adopt guided extensive reading in my university classes. With over 40 students per class, I just won't be able to give each student enough attention, but I can certainly try to increase the number of interactions I have with students. I have resolved to contribute more to students' reading choices by recommending books



and giving advice.

Mr Furukawa and SEG welcome visits from teachers, and I recommend that any teacher interested in extensive reading or English teaching consider giving them a visit.



## ER SIG grants

The JALT Extensive Reading SIG has revised the grants criteria and systems for 2014. We now invite applications to support Extensive Reading Outreach. Outreach may include giving workshops in support of Extensive Reading to local chapters or other local teacher's groups, helping to create ER libraries, and presenting vetted presentations on ER at conferences.

Applicants should be ER SIG members and/or JALT officers in charge of programs for a local chapter or SIG which is inviting an ER SIG member to present.

Applications should be tied to specific costs related to the outreach, for example, transportation costs or materials costs.

Applications should be made via the linked form and indicate what specific expenses this grant is requested for and why funding is needed.

Grant proposals will be assessed as received, and once available grant funds have been allocated, this will be announced on the website and proposals will no longer be accepted. The following criteria and process will be applied when assessing applications.

### I. Criteria:

A. Grant monies still being available. (Annual grant budget: 100,000 yen. Individual grants limited to 20,000 yen.)

B. Meeting basic criteria of the announcement.

C. Promotion of Extensive Reading and/or Extensive Listening.

1. How well do the contents of the proposal appear able to promote ER and/or EL?

2. For a workshop or presentation, how significant an audience is it likely to reach?

3. For a workshop or presentation, how likely is it to present new or useful ideas to this audience?

4. For materials, how well do they appear able to support ER practice.

D. Additional merits or demerits the evaluators encounter.

### II. Process:

A. The SIG Coordinator or other designated officer receives applications made via the link below. If the budget is insufficient for a proposal, the SIG Coordinator will inform the applicant and also announces this to other officers. If an application is received but does not pass the basic criteria of the announcement, the SIG Coordinator announces this to other officers, who may request to see details (oversight), and then to the applicant. Applications which meet both the A and B criteria are passed on, blinded, for further evaluation.

B. Three officers evaluate each proposal based on potential to promote ER and/or EL and other relevant information. These evaluators then make a recommendation to accept or reject the proposal. Applications receiving two or more recommendations to accept are then passed to the next stage.

C. Any grant award must then have approval from a simple majority of ER SIG officers. Once a determination is made regarding awarding a grant or not, the SIG Coordinator will announce the result to the applicant. Granted awards will also be announced on the ER SIG website.

D. Grant recipients will be expected to provide a signed receipt for the funds received. Funds in support of a presentation will, in principle, be disbursed at or after the event. Funds for materials will be disbursed after receiving a receipt for the purchase of the materials.





# ER ACTIVITY

Kevin Stein

Clark Memorial International High School

Most of us, at one time or another, have had to deal with ER-induced AAD (Administrative Anxiety Disorder). In my experience, the viewpoint of most administrators is that ER is not teaching. I have given reports to the administration in two of the schools at which I have worked. Both times I drew heavily on papers by Mason and Krashen (1997), Bell (2001), and Pigada and Schmitt (2006). While these three papers offer ample evidence that ER leads to gains in reading speeds, writing ability, vocabulary acquisition, and attitudes towards reading itself, in the end, no amount of evidence seems to quell an administrator's anxiety. The only way to truly deal with AAD is to institute an ER program and wait for the students to show the gains that come through ER. Unfortunately, to convince a school to institute an ER component, we usually have to include extensive activities which give a more active role to the teacher. The real trick is finding activities which do not undermine the goals of ER in the first place, primarily creating a low-stress environment where reading in a foreign language becomes not a task, but a source of enjoyment. One of the most effective extension activities in my ER program is read/think/write.

Setting aside ten to fifteen minutes for read/think/write at the end of an ER session allows students to easily see changes in how they read. A steady increase in the average number of words between slashes is a clear sign that they are developing an ability to work with larger chunks of language. But it perhaps has even more value as an evaluative tool. If students are putting slashes in the middle of syntactic groups (those groups of words that hang together naturally in a sentence), it is often an indication that something odd is happening with how students are processing a text. Reviewing their read/think/write notebooks can highlight students who are reading at an inappropriate level. In addition, spelling errors for high frequency words which are already a part of a learner's spoken vocabulary can allow a teacher to identify students who are having trouble with spelling and sound relationships, and allow the teacher to provide basic reading instruction when needed.

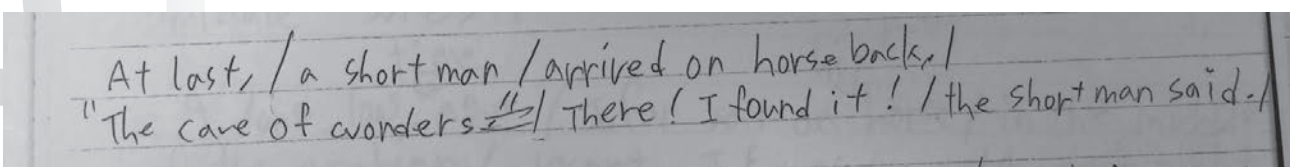
Read/Think/Write provides the kind of clear role for a teacher and evidence of reading progress that many administrators need to lower their AAD. But this activity, by regularly highlighting improvement, reduces student anxiety as well. And that's important, because as much anxiety as an administrator might have around extensive reading, I find it often pales in comparison to the anxiety students are feeling. For a majority of our students, learning English has

been a story of struggle. They've been forced to read texts in which they have minimal interest, littered with language they cannot understand; even worse, once the text is read, it is usually only reviewed for the purpose of preparing for the test which looms at the end of the semester. So for many of our students, reading classes are by nature joyless and stressful. A well-structured extensive reading program combined with an unobtrusive extension activity like read/think/write can convince students, slowly but surely, that this doesn't have to be the case. And that's a pretty good thing, seeing as how a classroom free of ADD and SAD (student anxiety disorder), is a classroom where everyone can settle into a good book, secure in the knowledge that the joy of reading is very much the joy of learning.

Kevin blogs at <http://theotherthingsmatter.wordpress.com>

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# READ/THINK/WRITE

Read/Think/Write is a variation on an activity called "Read and Look Up" developed by John Fanselow (n.d) in an unpublished booklet titled "Albabka Fur!" This activity was an extrapolation of an autonomous learning technique promoted by Michael West, ER pioneer and creator of the General Service List.

## RECOMMENDED FOR

Any students in an ER program with basic level writing skills

## NEED

The students simply need the book they are reading during ER time, a bookmark, a pencil, and a notepad. The teacher should have a stopwatch or timer.

## TIME

10 to 15 minutes

## PROCEDURE

The teacher gives the following instructions to students.

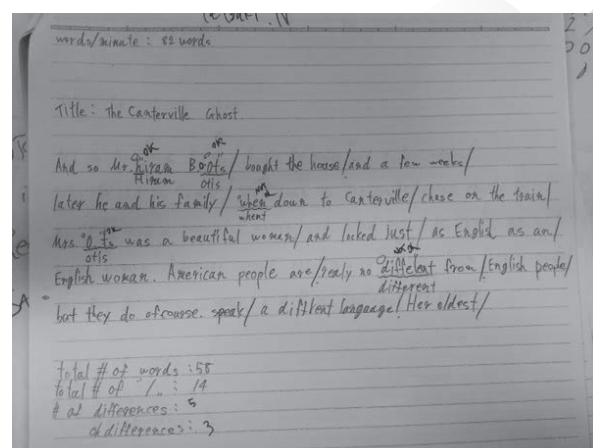
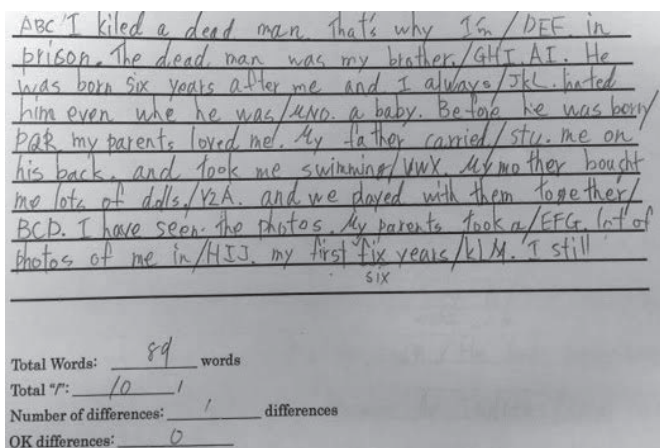
1. Read from the start of your ER book
2. Remember as many words as you can easily hold in working memory
3. Close your book, placing the bookmark inside.
4. Write what you remember on paper.
5. Draw a slash.
6. Repeat the process for the set time. I have found 7 minutes to be long enough to obtain a useful sample of student work without significantly impeding student enjoyment.

Below are samples of students read/think/write work.

## TEACHER FEEDBACK

Invariably students will make slight alterations to the original text as they are writing. Sometimes these changes will be minor spelling errors. Sometimes students will omit or replace a word with a synonym. In any case, students often feel a need to check what they have just written against what is in the text. But they are not to worry about what they have written down in their notebooks. They are just to read, write, and draw a slash until the seven minutes is up. Then students count up the total number of words they wrote, the number of slashes they made, and divide the total words by total slashes to get their words per slash ratio, which is a fair measure of the number of words students can hold in their working memory.

The final step in the read/think/write activity is to have the students compare what they wrote with the text and circle any differences between the two. Some of those differences will be perfectly acceptable, such as a student who wrote down "the very pretty girl was loved by her father" instead of "the most beautiful girl was loved by her father". The teacher collects the notebooks and marks each difference as "OK" or "not OK". This feedback helps students recognize how some substitutions and paraphrasings are acceptable, while others are not. It can help students not only develop good summary skills, but also develop the ability to use the read/think/write activity autonomously outside of class, as well as to become more accurate editors of their own writing.





# Testing the claims of extensive reading advocates against the findings of second language acquisition research

Daniel Worden  
Tamagawa University

Extensive reading has been touted as "the single most effective way to improve language proficiency" (Maley, 2005, p. 354). More specifically, in their experience with this approach Day and Bamford (1998, p. 33) have found that "Students increased their reading ability in the target language, developed positive attitudes toward reading, had increased motivation to read, and made gains in various aspects of proficiency in the target language, including vocabulary and writing". With regard to reading in general, it has been argued that "Reading . . . must be developed, and can only be developed, by means of extensive and continual practice. People learn to read, and to read better, by reading" (Eskey 1986, p. 21).

These are impressive and wide-ranging claims for a language teaching approach that, when put in the most basic of terms, simply amounts to reading a lot of easy, interesting books. As responsible and caring language teaching professionals, we owe it to our students and ourselves to look at these bold statements with a critical eye before we make the decision to invest the time, energy and money required. To help us make this decision, this article will first address the issues of materials simplification, incidental vocabulary acquisition, and frequency exposure with reference to the benefits that supporters of extensive reading claim and also to their recommendations in how extensive reading should be utilized. It will then test these claims and recommendations against findings from second language acquisition research.

## ER: What the advocates say

### Materials simplification

Day and Bamford (ibid, p. 53) claim that "second language students need to read interesting, understandable materials that are basically at the i minus 1 level" in contrast to Stephen Krashen's  $i + 1$  recommended in his input hypothesis. Furthermore, Nation (2009) makes the claim that for extensive reading to be successful in its goals, learners need to understand 95-98% of the words in a text. Therefore, "it is essential that they read graded readers that have been specially prepared for learners of English" (Nation, ibid, p. 51). The use of simplified texts is one of the key features of extensive reading. It is claimed that texts written for native speakers are too difficult

and contain too many unknown items for learners to comprehend them. Apart from aiding in the comprehension of individual words, simplification also plays a key role in comprehension because it reduces the cognitive load placed on readers and allows them to read fluently, which is important because "slowing down and paying conscious attention to recognizing words interfere with the construction of meaning . . . [and] the link between the decoding process and the comprehension process may be severed" (Day & Bamford, 1998, p. 15). In simple terms, if a reader has to pay conscious attention to individual words, by the time they have reached the end of a sentence, they will have to go back and read it again in order to comprehend the meaning of the sentence as a whole. Ultimately, after considering the arguments for both authenticity and simplification, Day and Bamford (ibid) conclude that the main feature of authentic texts is the aim to communicate a message in a way that is understandable to the intended audience. Therefore, they prefer the term 'learner literature' and argue that "simplicity detected in such writing is not something gained at the expense of authenticity but is the very expression of authenticity itself."

### Incidental vocabulary acquisition

Nation (2009) states that "one way an extensive reading programme can contribute to proficiency development is through vocabulary growth" (p. 54). Day and Bamford (1998, p. 18) elaborate that learners must read vast amounts to both "learn words from context through multiple encounters and to become better readers so that incidental vocabulary learning



becomes easier". Furthermore, Coady (1993) claims that "The incidental acquisition hypothesis suggests that there is gradual but steady incremental growth of vocabulary knowledge through meaningful interaction with text" (p. 18).

#### Frequency exposure

Nation (2009) notes that, as much learning during extensive reading is incidental and therefore fragile, "it is important to have quantity of input with substantial opportunities for vocabulary repetition" (p. 50) to reinforce learning. Nation recommends that learners read at least 25 graded readers per year and that this should continue for several years. Nation also states that "these repeated opportunities should not be delayed too long" (p. 51) because, as Waring and Takaki (2003) found, over time, learnt vocabulary was forgotten when such opportunities desisted.

### ER: Findings in SLA research

#### Materials simplification

Leow (1993) conducted a study to determine the effect of simplified texts on learner intake of grammatical structures. Participants in the study were 137 Spanish language students. Leow hypothesised that 1) learners exposed to simplified written input will take in significantly more linguistic items contained in the input than those learners not exposed to simplified written input; 2) Learners will take in significantly more present perfect forms than present subjunctive forms in the input; and 3) learners with more language experience will take in significantly more linguistic items in the input than learners with less language experience exposed to the same input. Of these hypotheses, only Hypothesis 3 was supported by the results of the study. Leow concluded that "Simplification does not appear to have a facilitating effect on learners' intake of linguistic items contained in the input" (p. 345) and that any benefits are so insignificant that it could be argued that it is more practical to use authentic materials when we consider the "amount of time, effort, and expertise needed to modify texts for the classroom" (ibid, p. 344).

Conversely, in their study on the effects of simplified and elaborated texts on learner comprehension, Yano, Long and Ross (1994) found that modified forms of text increased comprehension. The participants in the study were 483 Japanese university undergraduate students who represented a

wide range of English language proficiency levels. The learners all took a general proficiency test and were then put into three groups with each group containing an even mix of learners from different proficiency levels. Each group then took a reading comprehension test with one group given authentic, native speaker texts, one given simplified texts, and one given elaborated texts. The test results were then analysed and the mean score for each group was calculated. In the subsequent data collected, Yano et al. found the results to be statistically significant, showing that both simplification and elaboration led to higher reading comprehension test scores.

#### Incidental vocabulary acquisition

According to Stephen Krashen's input hypothesis, for acquisition to occur, "a number of conditions have to be satisfied: learners need to be exposed to large amounts of L2 input which is meaningful, interesting or relevant, not grammatically sequenced, and this in a tension-free environment" (Hafiz & Tudor, 1989, p. 4). This would appear to be in line with the recommendations of extensive reading advocates who stress that learners should be presented with a high volume of interesting and easy material in order to promote enjoyment, and that formal testing should be avoided so as not to cause anxiety. One difference between Krashen's hypothesis and the views of writers such as Nation (2009) and Day and Bamford (1998) is that the former suggests input slightly beyond learners' means ( $i + 1$ ) while the latter advise that it be well within learners' present proficiency level ( $i - 1$ ). Many second language acquisition researchers view the input hypothesis as extreme because it claims that all other methods of vocabulary learning are inferior.

Ellis (1994, p. 447) notes that "a number of studies have shown that incidental learning of vocabulary does take place" but that there is debate as to how effective incidental input actually is. Ellis elaborates that studies such as Hulstijn (1992) give strong evidence that intentional learning yields higher learning rates. Ellis goes on to add that Hulstijn (2003) concluded that both approaches have value and that it is unlikely that either will come to be seen as methodologically superior.

One weakness of extensive reading that researchers have identified is its inefficiency in promoting language acquisition. "Studies of extensive reading's impact on vocabulary have found very small

gains in terms of the number of new words learnt, and the amount of reading required for substantial vocabulary gains to be made is simply unrealistic", states Brown (2009, p. 239). Moreover, Huckin and Coady (1999) note that studies such as Nagy, Herman, and Anderson (1985) and Herman, Anderson, Parsons, and Nagy (1987) have estimated that the probability of learning a word from context after just one exposure is between .05 and .15.

It should be noted, however, that findings such as Brown's (2009) refer only to sight vocabulary and do not take into account depth of knowledge. Additionally, as will be shown in the next section, frequency exposure can answer for the bulk of the shortcoming put forth by Nagy et al (1985) and Herman et al (1987).

#### Frequency exposure

In her study on the effects of frequency exposure on vocabulary knowledge, Rott (1999) found evidence that increased exposure of words did increase both receptive and productive vocabulary knowledge. Participants in her study consisted of 95 learners of German as a second language at the University of Illinois. The participants were split into two groups, each with a different set of target words (TWs), then each of these groups was split into three groups (six groups in total) with two groups being exposed to the TWs twice, two groups being exposed to the TWs four times, and two groups being exposed to the TWs six times. At the end of treatment "the participants received three post-tests: the first on the last day of treatment to measure acquisition, and the second and third 1 week and 1 month, respectively, after the last day of treatment to measure retention" (ibid, p. 597). While the results showed that there was little difference in the scores of the participants who received two or four exposures, "Six encounters, on the other hand, resulted in significantly more receptive as well as productive word knowledge" (ibid, p. 604).

A study conducted by Saragi, Nation, and Meister (1978) also found that that words encountered at least six times were more likely to be learned with 93% of words encountered at this frequency being learned.

These examples provide some evidence in support for Nation's (2009) aforementioned recommendations.

## Conclusion

The views and evidence in this paper have often been conflicting.

#### Materials simplification

With the conflicting findings from Leow (1993) and Yano et al (1994), it is difficult to determine the effectiveness of materials simplification. It could be that the quality of the texts is a significant determining factor in learner comprehension. This is the view of Day and Bamford who state that the bad reputation of simplified texts is mainly due to impressions gained from poorly written texts, with common complaints being that they are "stilted, unnatural, unreal, bland, and a pedagogical dead end" (1998, p. 56).

#### Incidental vocabulary acquisition

On the subject of incidental vocabulary acquisition, if we look solely at the ability of extensive reading to promote vocabulary acquisition, it appears from the studies mentioned that it is less effective than explicit instruction. However, it should be noted that advocates of extensive reading such as Nation (2009) admit that the approach should be supported by language-focused learning in order to supplement incidental acquisition. Nation (ibid, p. 54) recommends "making the vocabulary learning more deliberate and less incidental". Additionally, Brown (2009, p. 239) comments that

there is no doubt that for simply learning the meaning of words, direct intensive methods are far more efficient than extensive reading. However, the gains from extensive reading even in the area of vocabulary are wider than this and . . . extensive reading does result in vocabulary learning, while also aiding in the consolidation of partially learnt items and in deepening learners' knowledge of items.

However, with these points in mind, Waring and Nation (2004) urge that the various research findings "should not be seen as a competition between incidental and intentional learning. Rather, a well balanced language programme should make good use of both types of learning" ( p. 106).

#### Frequency exposure

With regard to frequency exposure, the findings presented by Rott (1999) and Saragi, Nation and

Meister (1978) were largely in agreement with the claims and recommendation made by Nation (2009) and it does seem that higher frequency of exposure to lexical items does result in increased receptive and productive knowledge of these items.

The evidence presented in this paper has shown, with the exception of areas where SLA research findings are conflicting, that extensive reading methodologists promote sound recommendations that appear to take second language acquisition research into account. With the widespread acceptance of extensive reading and numerous accounts of successful programmes, it appears that the claims of its supporters are, to a large extent, warranted.

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## The graded reader e-book revolution: To be held in the library in the event of rain

Germain Mesureur  
Keisen University

As we have all noticed, students make extensive use of their phones and tablets, often in the classroom. Therefore, one of the future challenges faced by language teachers will be to get language-learning material into the students' portable devices. Vocabulary flashcards apps, podcasts and extensive listening content are natural candidates for this, and some e-learning providers are already exploiting these technologies to give students more opportunities to practice and learn. Getting them to read books on their devices, and using these e-books as part of our ER programs, are the next natural steps in this development.

Recent trends show a dramatic increase in the availability and consumption of e-books. This market is expected to continue growing, and recent studies project that the number of e-books will surpass the number of paper books sold per year as early as 2017 (Figure 1). This trend is not limited to traditional printed books; English graded readers are becoming increasingly available as e-books, with the majority of publishers already offering at least part of their catalogue in digital formats.

E-reading can be done using e-readers such as the Amazon Kindle or Rakuten Kobo series of devices, or by installing on a phone or tablet a free e-book reading app such as the Kindle App or Apple iBooks App. Some publishers are offering a few titles in the form of self-contained apps, which include

enhancements such as audio tracks, glossaries, images, or videos. As prices drop and screen technology improves, the number of devices that e-books can be read on is increasing. An informal poll of 100 first year Japanese university students revealed that over 70% of them own a smartphone or a tablet, and are thus able to read e-books without having to purchase an additional dedicated e-reader.

So, with all the new devices, and an increasing number of book titles being made available for consumption on these devices, what is stopping widespread adoption of e-books in ER? Cost is actually the first problem. There is currently no comprehensive e-book rental system available in Japan, which means that students need to buy e-books in order to read graded readers on their phones. They may be cheaper to buy, but still not as cheap as borrowing them from the library for free. In addition, even though Japan has a very well established second-hand book market, there is currently no way to resell an e-book. It seems unreasonable to expect students to purchase more than a couple of graded readers titles.

How, then, can e-books be used in ER, when one of the goals is to read many books quickly? Until the issues of rental or resale mentioned above are addressed, one way forward may be for libraries to lend the e-reader themselves, rather than the e-books only. E-books do not deteriorate, nor do they get annotated by students, which means that their intrinsic value does not diminish over time. Lending a reader pre-loaded with a few titles would address this challenge. In the long term, e-book rental companies will surely make their services available in Japan. Once subscription models are adapted to the local market, students will be able to borrow books from their school library, remotely, on their own device.

In the next issue, I will report on student-centered aspects of Extensive e-Reading, and explain how e-books can motivate students to read more.

STOP PRESS: Japan's first e-book rental system has recently opened its doors and Xreading VL ([xreading.com](http://xreading.com)) will be reviewed in an upcoming issue of ERJ.

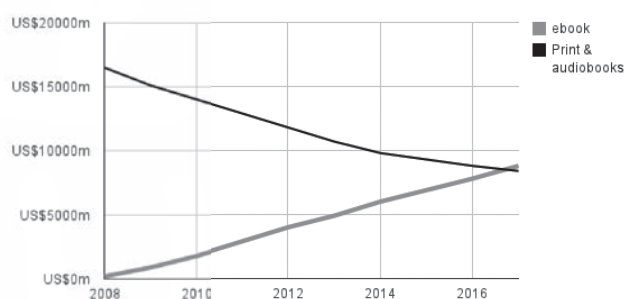


Figure 1: Projected size of US e-book market share. (PriceWaterhouseCooper, "Global Entertainment and Media Outlook 2013")

# INNOVATIONS IN ER

## Taking extensive reading mainstream



Daniel Stewart  
Kaisei Academy

### THE WAY IT HAS BEEN

Anyone who has done ER knows it works. Unfortunately decision makers such as English department heads are often reluctant to assign resources to ER because they don't know about it. ER is unknown to the general public, so an administrator who commits staff and funding to ER is going out on a limb. In these days of declining student enrolment, taking a chance is dangerous. It would be easier for those with the power to sign off on ER if it were more widely known. For example if a government entity promoted ER.

### WHAT'S NEW?

NHK is getting involved in ER. Producer Yoichi Ugawa initiated the project after being inspired by the work of the Start with Simple Stories (SSS) group. He put together a team to create a daily 5-minute radio program. The main goal is to give listeners the opportunity to improve their English by reading and listening to stories that use English any Japanese person can understand. Hence the name of the program—Enjoy Simple English. At this point I should mention that I am one of the people creating this program.

### HOW DOES IT WORK?

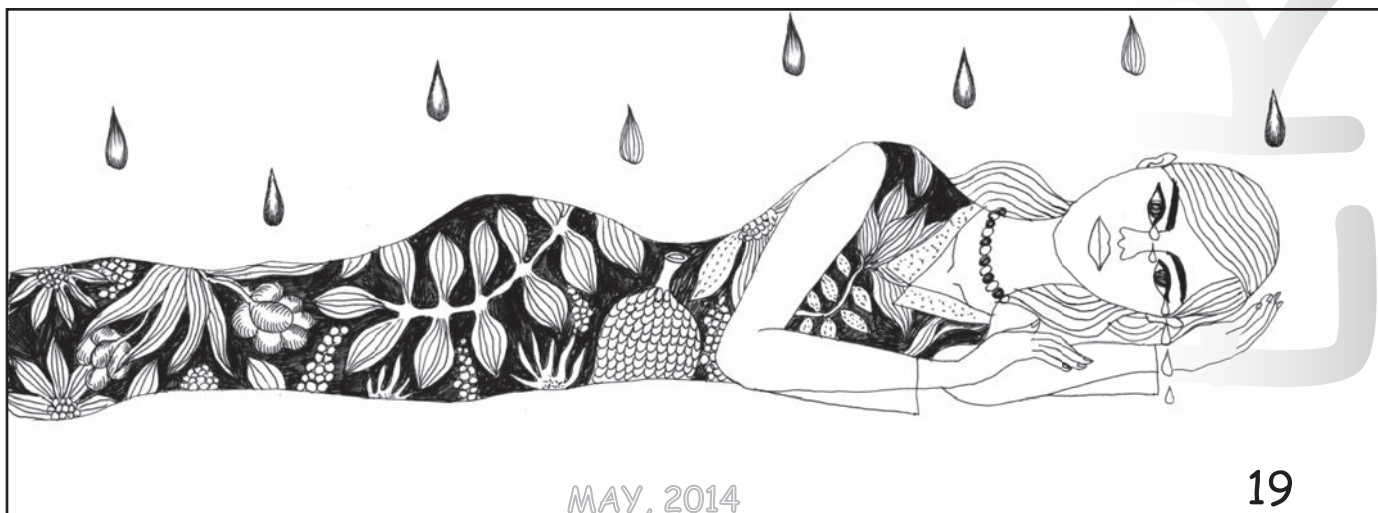
Each episode consists of a story and... nothing else. There are no content questions. There is no grammar review. It is just a story to enjoy. The stories are written using vocabulary and grammar that is common to

all Japanese board of Education approved junior high school textbooks. The word list developed by Yoshiki Takayama of Tokyo Gakugei University consists of 617 words which appear in all six official texts. An additional 628 words that appear in at least three of the official junior high school textbooks are used when they are easily understood by context or through pictures. So both the grammar and vocabulary of the stories should be quite reasonable for the average Japanese high school graduate. Each story is approximately 500 words in length and is complete by itself with the exception of the Friday stories which are episodes in a much longer story. Each day of the week presents a different theme:

- |           |  |
|-----------|--|
| Monday    | Short Stories—These are simple funny stories.  |
| Tuesday   | Learning from the Giants—These are biographies of famous people such as Steve Jobs and Audrey Hepburn. |
| Wednesday | Japanese Folklore—These are old Japanese stories such as Omusubi Kororin and Momotaro.                 |
| Thursday  | Enjoy Japan—Here Japanese culture such as Maid Kissa and Sumo is seen through the eyes of a foreigner. |
| Friday    | Classics with a Twist—This is an ongoing story. It is a modernized version of Romeo and Juliet.        |

### WHAT IS GOOD ABOUT IT?

First of all, the stories are written for a Japanese audience. Most graded readers are written for a



worldwide market. As these stories are meant only for the Japanese, high-level English words that happen to have a katakana equivalent can be used. This allows the stories to include more complex plotlines than 600 word-level stories in other series. Secondly, the stories come in two lengths. Most of the stories are 500 words long, but at the end of the week there is a serialized story. The individual episodes are still 500 words long, but the story goes on week by week and month after month. Not only does this give readers the chance to read something much longer, but it is very likely they will go back and reread previous episodes when a new one is released. In addition, this project might help promote Extensive Listening. Currently EL is not as common as ER, but the familiarity of NHK programs might get more people to try EL. Another good point is the cost of NHK materials. Each monthly journal contains the twenty stories for that month for about the same cost of one graded reader. As this is a radio show, the audio for each story is free. Lastly and most importantly, this is an NHK project. Everyone in Japan is familiar with NHK radio shows. If you tell the department chief you want to have your students do an NHK program for homework, they are unlikely to

disagree. Likewise if you ask students on the first day of class to do it, they would consider it reasonable.

## POTENTIAL WEAKNESSES

The only real weakness with this concept is there is only one level. Normally with ER you want students to move up levels often. All the Enjoy Simple English stories are roughly the same level. The biographies tend to be more difficult because of specialized vocabulary and the Friday episodes are more of a challenge, but there is no distinct difference in levels. This is not a concern if you look at the series as a way to get students to start doing ER. Hopefully it will get them interested in reading and then you can follow up with graded readers of other levels. Even if your students do not have access to other level books, reading at one level will help them with their fluency. They can increase their reading speed as they grow accustomed to the vocabulary.

## CONCLUSION

Could this be the project that brings ER into the mainstream? It's too early to tell, but the potential is there. Please check the program out if you have the chance. It runs from April to September and then repeats from October to March.

2014 3/31-5/3

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Friday  
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C1  
B2  
B1  
A2  
A1  
A0

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4 NHKネットラジオ  
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## BROADCAST TIMES

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Saturday (all five episodes)  
09:05 - 09:30  
16:30 - 16:55



## New graded readers releases

Bjorn Fuisting



A new financial and school year has begun and there are plenty of new graded readers coming out. There are four brand new EFL series, new original kids' stories and a host of new titles adding to existing series. There is a total of 286 new titles, 207 of those in exciting new series. Overall the graded readers trend in Japan is positive with more and more choices being offered both in terms of the publication format, type of books and more levels with less of a jump in between them.

### Cambridge Discovery Education Interactive Readers



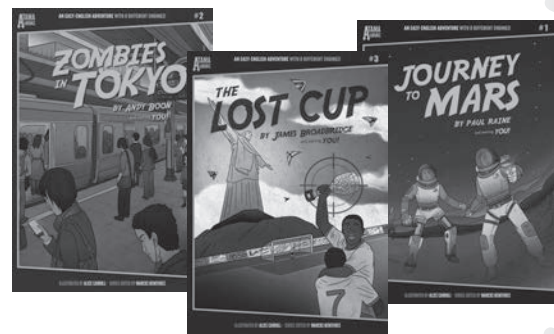
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www.cambridgejapan.org

Cambridge University Press has teamed up with Discovery Education to create a series that integrates books and online content. We can choose from books with online access, online only, or buying the titles through an App (iOS and Android coming soon). There are 8 levels (400-2000

headwords) and 94 titles in this non-fiction series. The idea is to provide the students with highly engaging content and the teachers with practical management options. Students can register to a class or do self-study on the internet. The online quizzes and videos both supplement the books and expand on the topics with additional information that is at a suitable language level. The series is a promising new development in the graded readers' field. The samples I read were well done and soon everyone will be able to test the interactive samples online.

### Atama-ii Books

The publisher of this series is a newcomer on the scene but has experienced editors and writers involved. The e-books are in 'an interactive gamebook format' where the reader can choose what happens next. Although the sample I read was written at the 300-word level it was very engaging and the impulse to read it again but choosing a different path impossible to resist. Currently 3 titles of the planned 10 titles for 2014 are available in Kindle format with other versions and titles coming throughout the year.



### Oxford Read and Imagine

This is an extension and expansion of the Oxford Read and Discover series. The top six levels are the same as the sister publication but this series has additional levels starting at the very low level of 150 headwords. The titles have reoccurring characters and are aimed at younger readers (age 4+) but have strong enough storylines to be suitable for older children as well. Currently 6 titles are available but more are planned as well as various teacher support material, including free downloadable audio for the lowest levels.



### Read Smart Readers

This non-fiction series from Macmillan LanguageHouse has been developed to match the levels of Eiken (1000 headwords-unabridged) and especially help Japanese students improve their English through reading. It comes in two different strands, Read Japan and Read the World with 10 titles already available and more coming soon. The titles could be used for either independent ER or in-class more intensive reading activities.







## Penguin Kids Original Stories

Pearson are continuing to expand their Penguin Kids series both with more Disney/Pixar titles, non-fiction content language integrated learning books and new original fiction stories. Again starting at the 200-word level these titles are very colorful and a great way to get children to start reading in English.

## In other news...

There are also a few new series being introduced to Japan by Scholastic USA that are mainly aimed at ESL learners, as well as plenty of new titles from many of the existing series in Japan. The full list of new readers is available on the ER SIG website: <http://www.ersig.org/drupal-ersig/new-releases-graded-readers>



# ERF LLL Awards 2014

Judges' Choices and  
Comments

## Young Learners

The Heron and the Hummingbird

Retold by: Rachel Bladon

Illustrator: Gianluca Garofalo

Oxford University Press (Classic Tales)

ISBN: 9780194239738

Judges' comment:

The book retells a Native American folktale. The prose is clean and not unduly repetitive. Diction and syntax level are nicely consistent. Good illustrations and kid friendly animal characters are always welcome features of a children's book. The overall difficulty of the text is well suited for the target readers, and it sticks to the standard proven formula when it comes to the design and typography of the book.

Skater Boy

Author: Maria Cleary

Illustrator: Lorenzo Sabbatini

Helbling Languages (Helbling Young Readers)

ISBN: 978-3-85272-526-0

Judges' comment:

The book has a familiar story arc, but it invests it with energy and humor. Builds on adult disapproval of some activities that kids enjoy, even though the kids have good motives. Diction level is good, and sentence structures are nicely but manageably various. The illustrations are engagingly off-beat.

Time Jump: Back to the Stone Age

Author: Paul Shipton

Illustrator: Andy Elkerton

Scholastic ELT (Popcorn Readers)

ISBN: 9781908351647

Judges' comment:

Time travel has always been one of the most interesting, although somewhat overused concepts in science fiction stories. Fortunately, this book is able to keep the story fresh enough so that it doesn't feel like just another time machine story. The jump between the past and the future and staying true to the concept of time-space continuum was a nice touch to see in a children's book.

The sentences are simple and well suited for young readers. The illustrations could be better, though.

## Adolescent & Adult: Beginner

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The Sorcerer's Apprentice

Retold by: Bill Bowler

Illustrator: Kanako Damerum and Yuzuru Takasaki

Oxford University Press (Dominoes)

ISBN: 9780194249607

Judges' comment:

This enchanting retelling of the old tale is given a new 'twist' set in the fascinating country of Japan. The author tells of a young boy who finds misfortune through idleness and impatience. The story is written in the 3rd person present tense giving the beginning reader a stress-free reading experience. The illustrations are brilliant, clearly interpreting the magic of the story.

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The Tomorrow Mirror

Author: Nicola Prentis

Illustrator: Christian Bienefeld

Pearson Education (Active Reading)

ISBN: 9781447938057

Judges' comment:

This original writing is a fantasy/horror story set in modern UK. The main character is a young boy who finds out that there is something mysterious about a mirror in his home because it reflects what will happen the next day. The story grabs the reader right from the beginning and keeps their interest all the way through the book culminating with a surprise ending. The illustrations are a creative representation of the storyline.

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## Adolescent & Adult: Elementary

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Anne of Green Gables

Author: Lucy Maud Montgomery

Retold by: Michael Lacey Freeman

Illustrator: Gaia Bordicchia

ELI (Teen Readers)

ISBN: 9788853615763

Judges' comment:

This excellent book simply, but engagingly retells the story of Anne and her relationships with Marilla, Matthew and the community and environment around her. Readers will get a good sense of the charm and scope of the original. The cute illustrations are aimed at younger readers, but older readers will equally enjoy the story and look forward to reading the original.

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The Caribbean File

Author: Richard MacAndrew

Illustrator: Paul Dickinson

Cambridge University Press (English Readers)

ISBN: 9788853615763

Judges' comment:

Readers of all levels will enjoy this simply, but well-told thriller. You get to know the characters surprisingly well for such a short book, and a question or two about reasons/motivations won't stop you from enjoying the action. Excellent illustrations enhance the mood of the story and fill out the reader's understanding of key situations.

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War Horse

Author: Michael Morpurgo

Retold by: Alex Raynham

Illustrator: Martin Impey

Oxford University Press (Dominoes)

ISBN: 9780194249829

Judges' comment:

In this engaging book, Joey the horse tells the story of his life—from England to the battlefields of World War I, and back again. Animal lovers especially will respond to the trials Joey experiences and the friends (both horse and human) who help him along the way. Beautiful water color illustrations set the stage for each key scene, supporting understanding of this simply-told tale.

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## Adolescent & Adult: Intermediate

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Bob Marley

Author: Vicky Shipton

Scholastic (ELT Readers)

ISBN: 978-1-908-35198-2

Judges' comment:

This book is non-fiction that reads like a story. It takes the biography genre and makes it interesting. It also deals not only with the life of a popular figure but also gives insights into the lives of real people and places connected to him. It brings this 1970s iconic figure to life for all students who may not know reggae music. Students also learn about the history of Jamaica, Rastafari, and other famous Jamaicans. The images include a lot of personal

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All LLL finalists are available as individual books, or in sets through official ERF bookseller Language Teaching Professionals ETJ Book Service

[etjbookservice.com](http://etjbookservice.com)

family photos that really add to the book.

**The Cellist of Sarajevo**  
 Author: Steven Galloway  
 Retold by: Annette Keen  
 Illustrator: Jonathan Burton  
 Pearson  
 ISBN: 978-1-4479-3807-1  
 Judges' comment:

The publisher has taken a risk away from the sanitized world of ELT publishing to share stories that really matter. The story takes place during the four-year siege of Sarajevo, the capital of Bosnia and Herzegovina. These are difficult topics but written with sensitivity and intelligence. The level of language is appropriate and never sounds simplistic. Good illustrations that help the reader with any difficulty understanding the story. The original is cleverly retold and will keep the reader turning the page.

**Time Games**  
 Author: Victoria Heward  
 Illustrator: Alfredo Belli  
 Black Cat (Reading & Training)  
 ISBN: 978-88-530-1328-6  
 Judges' comment:

This book mixes a number of plot elements between the video game and time travel and will appeal to young readers and players, who sometimes have the sensation that their characters have a life of their own. For such a complex plot, the writer manages to keep all the strings together and the writing sounds quite natural. This book will especially appeal to young readers and the illustrations live up to expectations.

## Adolescent & Adult: Upper Intermediate & Advanced

**A Dangerous Sky**  
 Author: Michael Austen  
 Cambridge University Press (Cambridge English Readers)  
 ISBN: 978-1-107-69405-7  
 Judges' comment:

This original story by Michael Austen tells the story of Francesca, an independent young woman from Italy who comes to England to pursue her dream of learning to fly a plane. Although her lessons with a small private flying school start well enough, problems with her flying instructor Doug cause her to lose her confidence and

question his real motives. This is a well told and written story that touches on many interesting themes including facing life abroad, following your dream, romance(both wanted and unwanted) and facing your fears. The language used is never too complex though it feels very natural and "ungraded". Truly a good addition for any library!

**Dracula: The Graphic Novel**  
 Author: Bram Stoker  
 Based on a script by Jason Cobley  
 Illustrators : Jo Wheeler and Carl Andrews.  
 James Offredi (Coloring) and Jim Campbell (Lettering)  
 National Geographic Learning (Classic Graphic Novel Collection)  
 ISBN: 978-1-111-83849-2  
 Judges' comment:

Although most people are familiar with Bram Stoker's famous 1897 novel about vampires, the length and complexity of the language has kept this masterpiece beyond the reach of most second language learners... until now. This graphic novel version of Dracula has been beautifully illustrated and the script by Jason Colby does a wonderful job of rendering the characters, plot line and spirit of the original novel in a way that is both very easy to read and yet never feels "graded". The back of the book is filled with many useful extras including a large glossary in easy English, a short background piece on Bram Stoker and an interesting step-by-step explanation of how the story was illustrated.

**Oscar's Journey**  
 Author: Fiona Joseph  
 Illustrator: Redbean Design Pte Ltd  
 National Geographic Learning (Page Turners Reading Library)  
 ISBN: 978-1-4240-4893-9  
 Judges' comment:

This original story by Fiona Joseph tells the story of Oscar, a young man whose dreams do not include taking over his father's business. However, an unfortunate and surprising series of events cause Oscar to question the honesty and integrity of his father's business. This leads Oscar to take a dangerous journey to uncover the truth, which, in the end, changes the rest of his life. This well-told story is set in London at the beginning of the 20th century. Although the work world and means of travel were different at that time than they are today, the author expresses in accessible modern language topics that are as relevant today as in the past.



# PANSIG2014 ER PRESENTATIONS

**Saturday, 10th May**

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**12:45 - 14:45**

2F Tamokuteki Hall

The Case for Narrow Reading

Hugh Graham-Marr

Abax ELT Publishing, Japan

Narrow reading is extended reading within a single genre, on a single topic or of a single author. It is how reading in L1 is commonly approached. This poster session looks at the benefits of L2 learners taking a narrow reading approach. Among the benefits: help with schematic scaffolding, lexical scaffolding, natural exposure to recycled lexical items, gains in lexical knowledge, learner motivation and reading comprehension as well sustained interest in reading. Also presented will be one reading series, Fiction in Action, that uses a narrow-reading focus along with a task-based approach as a way to bridge into extensive reading.

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Koryu center meeting room  
Exploring ER in Japanese Universities

Thomas E. Bieri

Nanzan University

In the spirit of sustaining communities of practice through active reflection, this interactive presentation will engage participants in a discussion of the principles and practices of Extensive Reading. A survey was sent to approximately 200 self-identified ER practitioners in Japan to attempt to determine commonalities and differences in their concepts and practical application of ER. The responses generated some description but also further questions for research. This interactive presentation may be of most interest to instructors not yet using ER, those relatively new to it, or to people interested in pursuing descriptive research into ER practices.

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**16:00 - 18:00**

Koryu center meeting room

Sustaining a publication stream from ER research

Greg Rouault

Doshisha Women's College of Liberal Arts

For many college and university educators, professional development typically goes beyond classroom teaching to include research and writing for publication. However, such projects can take a long time to execute. This interactive poster presentation looks at the learning history of one extensive reading (ER) teacher-turned-researcher and author. The story follows an initial pilot study of an in-house ER program into collaborative studies with

colleagues, conference presentations, and publications in peer-reviewed and internationally-refereed journals. Using Reading Circles and ER as the content, participants will take away ideas for both teaching and targeting research writing for multiple types of publications.

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**16:15pm - 17:45**

Room 103

Lexica, CALL and Vocab SIG Forum includes:

Research and case studies showing how online vocabulary study improves all four skills

Guy Cihl

Lexica

This presentation will introduce the research asserting that explicit and decontextualized study of vocabulary is highly efficient and effective. The presenter will review several case studies and examples showing how proficiency and outcomes in all four skill areas are improved by an online vocabulary supplement that adjusts to each student's lexical needs. The presenter will demonstrate an online vocabulary supplement designed to quickly teach each student their missing high frequency words for specific purposes including: TOEIC, TOEFL and graded/extensive reading.

**Sunday, 11th May**

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**9:30 - 11:30**

2F Tamokuteki Hall

There must be something better than a book report!: Alternatives in analysing literature

Frances Shiobara

Kobe Shoin Women's University

Although reading and literature are taught in many schools and universities, analysis and evaluation of the students' reading still focuses mainly on discussions and book reports. I have found that when using these activities, my students did not really engage with the literature. In this poster presentation I will introduce more exciting alternatives to traditional book reports. These include posters, picture books, comic books, and storyboards. I will explain how I set up the projects in my classes, with ideas that can be implemented in many different classroom situations. I will also display a variety of real student examples.



# PANSIG2014 ER PRESENTATIONS

**Sunday, 11th May**

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**10:00 - 11:30**

Room 103

The ER Forum

**Creating Lifelong Readers: Programs, Resources, and Research**

This forum aims to support teachers in creating sustainable ER programs which encourage the development of long-term reading habits in their students, requiring a multi-faceted approach. Our panel of invited guests will cover ER programs from start-up to sustainability, including: the creation of ER programs, the maintenance and oversight of these programs, the variety of ER materials, and finally advice on publishing these experiences so the community as a whole can grow and learn. With a question and answer session included, participants will be welcome to share their own stories of ER sustainability as well.

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**Setting up sustainable ER systems**

Mark Brierley

Shinshu University

ER has been defined: "Reading a lot of easy, enjoyable books" (Helgesen, 2005). For a successful programme, students need books, time to read and permission to enjoy reading. Providing books is relatively easy, but bigger challenges lie in orientation and assessment of students, and institutional support for teachers.

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**Student Voices: Moodle Reader vs. other forms of ER assessment**

Barry Keith

Gunma University

Student assessment is a sticky problem when implementing an extensive reading program. Ideally, we would like students to read for pleasure, but teachers are usually required to assign them grades. This paper reports on survey data of about 60 first-year Engineering students who participated in a one-year extensive reading program of a required English course. In the first semester, many participants were assessed by book reports, reading logs, and reading response journals. In the second semester, all students took Moodle quizzes. They were asked which do they prefer and why and also if they would continue ER in the future.

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**ER resources and materials**

Thomas Bieri

Nanzan University

The presenter will provide guidance on the wide variety of ER material available in Japan for those looking to build or expand on an ER library. The presenter will describe and

show some examples of graded readers, leveled readers and other authentic printed materials, as well as digital resources. One freely available resource for leveling your own materials will also be introduced.

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**Publishing your experiences: Insights and possibilities**

Greg Rouault

Doshisha Women's College of Liberal Arts

With increasing competition, researchers understand that publications are a necessary evil. This forum presentation draws on feedback from international journal editors for authors submitting to academic journals. Guidelines for getting published with details on acceptance rates and response times in the reviewing process will be covered. Attention will be given to the aims and scope of a journal, meeting APA requirements by structuring research articles and papers, as well as avoiding plagiarism. The content will be of interest to and useful for participants in planning and writing up ER research studies targeted for publication in domestic, regional, and international journals.

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**10:00 - 11:30**

Room 102

OLE SIG forum includes:

**Using a holistic approach on teaching listening to 2FLs of German**

Gabriela Schmidt

University of Tsukuba

Listening comprehension is an important part of language acquisition. Yet, in classroom instruction, listening exercises take only a few minutes or less. This is intensive listening, where students have to focus on every single sound. As languages are originally based on sound, the input should be in various exercises, helping learners develop true listening comprehension skill. To make these learning efforts last, extensive listening plays an important role. Listening is not only passive, and special exercises fostering the awareness of prosodic sound patterns can help improve the student's listening skill. Learning with all senses balances all language skills required.

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**13:30 - 15:30pm**

Koryu center meeting room

**The need for the Standard Word unit of reading measurement**

Brandon Kramer

Momoyama Gakuin University

The current standard of counting words for reading measurement is problematic because the average word length can vary widely between materials depending

# PANSIG2014 ER PRESENTATIONS

on characteristics such as text difficulty. The adoption of the Standard Word unit, defined as 6 characters of text including punctuation and spacing (Carver, 1990), would increase measurement accuracy. This presentation will first discuss the possible variation between reading samples and the correlation between text difficulty and average word length. We will conclude with the results of a pilot study examining the effect of text difficulty, and therefore word length, on the reading rates of L2 learners.

2F tamokuteki hall  
Two resources for extensive reading in Japanese

Matthew Coomber  
Kyoto Sangyo University

A key benefit of extensive reading is that it can be undertaken independently by learners outside the

classroom, and is thus particularly effective as a sustainable long term learning strategy. However, while learners of English have the luxury of hundreds of graded readers to choose from, locating suitable extensive reading materials can be more problematic for learners of other languages. This presentation introduces two Japanese language magazines, 'News ga Wakaru' and '中上級のほんご', compares various features of their design and content, and explores the presenter's own experiences of extensive reading in Japanese.



## New SIG officers

### Domestic Associations Liaison

Hiroko Kaneko is the principal at HRK English, a private English school located in Konan City, Aichi. She graduated from Chubu University with a BA in International Studies. During this time she travelled to Australia and completed an internship with the New South Wales Department for Women and also volunteered at an aged care centre in Sydney. After completing her BA, Hiroko continued her studies with a master's degree in applied linguistics at Nagoya Gakuin University. She is currently studying literacy and reading skill development in early childhood. She is especially interested in developing an ER program for beginners.



### Treasurer



Ken Kobayashi is a skilled English Language teacher and researcher with over 12 years experience at the tertiary level. Born and raised in Australia to Japanese parents, he decided to trace his heritage and study communication and languages in Japan. He has a special interest in ICT and regularly uses teleconferencing in his classes so that university students can exchange opinions directly and form friendships with people around the world. Based in Nagoya, he is determined to one day work as an English teacher trainer so he can guide future teachers to be the best educators that they can be.

### Programs Chair

Brandon Kramer is a fresh face to the university scene working at Momoyama Gakuin University in southern Osaka. An alumnus of the Temple University Japan Master's program with 7 years of experience at various Kansai high schools, he is eager to help the ER SIG in any way possible and encourage the growth of ER throughout Japan. His academic interests are focused on reading and vocabulary measurement, believing that solid research is the key to building a good learning environment at all levels, from the curriculum to the classroom. Brandon also enjoys less academic activities such as hiking and beer-tasting.



# Extensive Reading Seminar

Keisen University, September 28th



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## Charles Browne

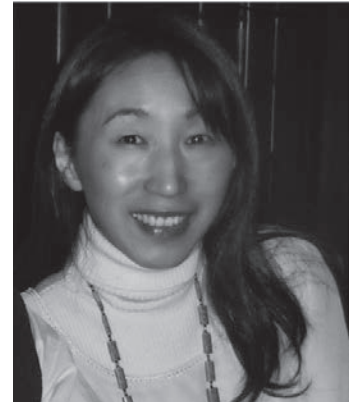
Covering your bets: The connection between reading and high-frequency vocabulary

This presentation will review and discuss some of the literature on the importance of high frequency vocabulary in helping to improve reading comprehension and introduce several free word lists, online tools and websites that the presenter developed in order to help students and teachers to work towards this goal.

Dr. Browne is Professor of Applied Linguistics & TESOL, Director of the EFL Teacher-Training Program at Meiji Gakuin University. He is a specialist in Second Language Vocabulary Acquisition and Extensive Reading, especially as they apply to online learning environments, and has written dozens of research articles, books, and textbooks over his 29 years in Japan. In addition to his recent work in creating two important new corpus-based word lists for second language learners known as the New General Service List (NGSL) and the New Academic Word List (NAWL), he has also helped to create a wide variety of research-based language learning and analysis software such as the OGTE (Online Graded Text Editor), ER-Central, EnglishCentral, WordEngine, V-Check, and GoFluent, and works hard to share this knowledge with teachers, researchers and software developers through countless presentations, seminars and hands-on workshops.

## Junko Yamashita

Reciprocal relationships between vocabulary and reading comprehension



語彙と読解の相互関係

語彙は読解を支える重要な要素です。それと同時に、私たちは読解を通して語彙力を高めます。このように、語彙と読解にはお互いを高めあう相互関係が成り立ちます。この講演では、語彙と読解の相互関係について考察し、多読による語彙力の向上について考えたいと思います。

Junko Yamashita is a professor of Language Education Sciences at Nagoya University. Born in Hiroshima, she spent her childhood and adolescent years in several nearby prefectures until her family settled there. She spent one year at University of Michigan, US, as an exchange student in her final undergraduate year at Hiroshima University. She also studied at Lancaster University, UK, and completed her MA and PhD in Linguistics there. She visited Georgia State University and Carnegie Mellon University, US, during a one-year study leave from her current institution. Her research has been conducted mainly in the fields of second language (L2) reading and lexical processing; her current research interests include factors affecting L2 reading comprehension, cross-linguistic influence on L2 processing, and L2 literacy acquisition. Her publications have appeared in several journals such as *Language Learning*, *Reading in a Foreign Language*, and *TESOL Quarterly*. She teaches English language courses to undergraduate students and applied linguistics courses to graduate students as well as serving as an advisor for MA and PhD theses. She enjoys dancing, listening to music, and living overseas; and is now a proud auntie of her adorable young niece.

## Roles and process in peer-reviewed publishing

Thomas Bieri  
Nanzan University



As one of the founding editors of the *Journal of Extensive Reading*, I have had to learn a lot about the process of publishing a peer-reviewed article and the roles of people involved in bringing an article to print. I would like to share some of what I have learned in hopes of encouraging more SIG members to get involved and to aid in understanding how to get your own articles published. Here I describe the roles of authors, reviewers, editors, copy editors, layout editors, and proofreaders in the process.

There is no article without at least one author. In our field that means someone who chooses to write about and share the results of their teaching and research experiences. In a research-based article they will be expected to have invested considerable effort in defining a research question, reviewing related literature, and developing a model for how to gather data. They also spend time collecting and analyzing data before ever sitting down to write. Once they have results, they describe them using clear language and structure that is appropriate to the conventions of the field. After completing a draft, they should ask at least one person to read it and give them comments, and then they write new drafts as necessary. The authors should aim to have a submission that is perfectly ready for publication, from clarity of the arguments down to commas and spaces. Then they need to identify an appropriate publication and submit the article.

A journal editor will then receive the submission and make a preliminary evaluation of the article. If it is clearly not appropriate—in some way does not meet the basic criteria for publication in this particular journal—the editor may at that point reject it out of hand. Ideally, the editor explains to the author the reasons for this rejection and perhaps offers suggestions for submitting elsewhere or for improvement before resubmitting. In the case of the *Journal of Extensive Reading*, an editor may ask for a confirming opinion from other editors before rejecting an article, but this is not always the case. Often a submission passes this initial inspection, and then any identifying references to the author are removed and the paper is assigned to peer-reviewers.

The editor selects two reviewers whose expertise seems most closely aligned to the topic and then requests they review the article within a short amount of time. The blinded submission is sent along with this request. Reviewers may decline for reasons ranging

from not having time to knowing who the author is, and an alternate reviewer must be asked. Those who are able to review then make an effort to read and evaluate the submission carefully in a timely manner. In the case of the *Journal of Extensive Reading*, they are asked to fill out a checklist which asks them to rate the paper as excellent, satisfactory, or unsatisfactory on several criteria and to give a recommendation whether the paper should be published, revised, or rejected. They are also given the opportunity to make written comments to share with the author anonymously, but are not required to do so. Generally, when revisions are suggested or required, the reviewer will make detailed comments about what they feel these should be.

The editor next takes the recommendations of the reviewers and decides on the next step. If the reviewers are in agreement to accept or to reject, this is fairly straightforward. The editor records that decision and notifies the author. In the unlikely case that one reviewer says reject and one says accept, the policy of the *Journal of Extensive Reading* is to request a third blind review and follow the majority decision. In a case where revisions are either suggested or required by one or more reviewer, the editor will need to share this feedback with the author along with the results as to publication status. Once it has been decided that a paper is accepted or provisionally accepted, the editor then assigns it to a copy editor.

The copy editor oversees the writer getting any necessary revisions done. This may be a combination of suggested content revisions from the reviewers, revisions based on editorial concerns such as length or compatibility with other items to be published, and error correction if needed. If the authors have done their work properly, there should be little of this, especially the latter. This may be a period of sending revisions back and forth and there may also be a secondary copy editor asked to double-check for



spelling and grammar errors before it is passed on to the next stage. However, it is really considered the author's responsibility to assure that this level of error is not present at each stage.

Once the author and copy editor agree an article is ready for publication, it is sent to the layout editor. The layout editor is in charge of making sure it all gets on the page properly and looks good. This usually requires specialist skills and software, and once started the paper cannot undergo any significant revisions. When layout is done, three people proofread it. These are the author, the copy editor, and at least one proofreader who is ideally a fresh set of eyes. The aim of this proofreading is to find any minor errors that might have occurred in the conversion to the final format. In practice, there are usually some of the author's errors that have made it to this stage. Once any errors found in proofreading are corrected, the paper can then be published. In the case of the online *Journal of Extensive Reading*, this means it can be released online immediately.

So, do you have some extensive reading or extensive listening research results you would like to share? Then write them up and submit them to the *Journal of Extensive Reading*. Are you well versed in the field and willing to share your expertise by reviewing articles? Then please sign up to be a reviewer. Would you like to help authors get their submissions through the editing process? Then please let us know. For any of these roles, the first thing you should do is register for the journal on OJS. You can find details to get you started at this link: <http://jalt-publications.org/access/index.php/JER/index>. When you register for the journal, at the bottom you can check boxes to be a reader, author, and reviewer. For other roles you are interested in, please send us an email at [jer@ersig.org](mailto:jer@ersig.org) and we can add other roles for you in the system.



ERS  
2014



Proposals for short papers and poster presentations on the theory and practice of extensive reading and listening are welcome for the seventh ER seminar. Deadlines 15th June and 15th July. Details on [ersig.org](http://ersig.org).

## Recent research in extensive reading and listening

Laura Huston and Stuart McLean

Brierley, M., Niimura, M., Sumi, A., & Ruzicka, D. (2014). The extensive reading Foundation placement test: Teacher interface. *Extensive Reading World Congress Proceedings, 2*, 61-67.

The Extensive Reading Foundation's online placement test is designed to find the appropriate reading level for ESL learners who intend to engage in an extensive reading programme. The test employs reading passages extracted from the opening chapters of published graded readers. The teacher interface allows teachers to see students' skill levels. Teachers can create questions and add them to the test. The test currently has 33 activated texts and the developers are hoping to add others. The more texts the test contains, the better its performance will become.

Chang, A., & Millet, S. (2013). Improving reading rates and comprehension through timed repeated reading. *Reading in a Foreign Language, 25*(2), 126-148.

EFL students read 26 passages five times each. Students answered comprehension questions after the first and fifth readings. Another group read the same number of passages but without repetition and answered comprehension questions only once. Both groups were tested for reading rate and comprehension before and after treatment. The repeated reading students increased their speed by 47 and 45 words per minute in practiced and unpracticed texts respectively, but the non-repeating students increased their reading rates by only 13 and 7 words per minute. The comprehension levels of the repeated reading students improved 19% and 17% for the practiced and unpracticed texts, but 5% and 3% for the non-repeated reading students.

Horiba, Y. (2013). Task-induced strategic processing in L2 text comprehension. *Reading in a Foreign Language, 25*(2), 98-125.

Strategic text processing was investigated for EFL learners who processed and recalled a text when they read for expression, for image, and for critique. Although the amount of content recall was similar among the three purposes for reading, the relative contributions of L2 proficiency and general comprehension skill differed between task conditions. Think-alouds produced during reading indicated that the amount of resource allocation to word analysis, reaction and evaluation, and self-monitoring differed between task conditions. Thus, while task instructions may induce strategic L2 text processing,

where L2 proficiency and general comprehension skill intervene in the comprehension processes differently depending on the reading goal.

Kirchhoff, C. (2013). L2 extensive reading and flow: Clarifying the relationship. *Reading in a Foreign Language, 25*(2), 192-212.

Interest is growing in questions about learner motivation to read. The psychological theory of flow has been suggested to influence motivation and engagement in reading. This study examined Japanese learners of English in extensive reading classes to see whether they experienced flow, the conditions that enabled flow, and whether the experience of flow influenced their motivation to spend more time reading. The findings showed that these learners often experienced flow while reading graded readers. However, greater frequency of flow-like experiences did not correlate with greater amounts of time spent reading.

Komiyama, R. (2013). Factors underlying second language reading motivation of adult EAP students. *Reading in a Foreign Language, 25*(2), 126-148.

Characteristics of English for Academic Purposes students' L2 motivation were examined by identifying underlying motivational factors. A survey was developed and administered to 2,018 students from 53 English language programs in the U.S. Survey responses were analyzed through exploratory and confirmatory factor analyses. Results indicate that a five-factor structure was best for interpreting the data, accounting for approximately 44% of the total variance. The identified factors included one intrinsically-oriented factor (Intrinsic Motivation) and four extrinsically-oriented factors (Drive to Excel, Academic Compliance, Test Compliance, Social Sharing). The results support the multidimensional nature of L2 reading motivation and the importance of intrinsic motivation in explaining L2 reading motivation.

Lake, J. (2014). Curious readers and interesting reads: Developing a positive L2 reading self and motivation through extensive reading. *Journal of Extensive Reading, 2*, 13-27.

This study empirically demonstrates how gains in reading fluency, motivation, and a "positive second language (L2) reading self" can improve over the course of a semester based on a program of extensive reading. Increases in L2 reading interest, L2 reading self-efficacy, and reading speed were found for students in classes reading at least a book a week. The positive L2 reading self borrows constructs developed from the relatively new field of positive psychology and applies them to the field of foreign and second language reading, thus serving as a potential bridge between these fields.

Malmeier, E., & Araghi, S. (2013). The Impact of Extensive Reading Programs on the Pronunciation Accuracy of EFL Learners at Basic Levels. *Theory & Practice In Language Studies, 3*(8), 1434-1439.

In this experimental study, the proposed hypothesis predicted that the use of an extensive reading program, while nurturing a lifelong reading habit, leads to fossilization of incorrect pronunciations at basic levels. One hundred EFL students were selected. Pretests were administered before the application of experimental and control treatments, followed by a posttest. The equivalence of the groups was provided by random assignment of subjects to experimental and control treatments. Based on the use of descriptive and inferential statistics, it was concluded that the use of extensive reading programs leads to the fossilization of incorrect pronunciations at basic levels among EFL learners.

McLean, S. (2014). Evaluation of the cognitive and affective advantages of the Foundations Reading Library series. *Journal of Extensive Reading, 2*, 1-14.

This paper provides criteria and methodology for an evaluation of graded readers. Books are evaluated for cognitive strength (encouragement of the automatization of reading, dual coding and generative use) and affective strengths (comprehensibility, interest to readers, and reading support). Proficient users of English may be unable to assess the level of interest that simplified text may provide. Literary merit was established through Japanese readers' opinions, which follows Hill's (1997) recommendation that in such assessment, we should simply ask: Are they a good read? The Foundations Reading Library series was found to be highly suitable for Japanese university students with little or no extensive reading experience.

Rahmany, R., Ali Zarei, A., & Gilak, S. (2013). The Effect of Extensive Reading on Iranian EFL Learners' Motivation for Speaking. *Journal Of Language Teaching & Research, 4*(6), 1238-1246.

The participants were 60 students from different levels (i.e., 20 elementary, 20 intermediate and 20 advanced) at an English institute in which there was a library. The participants did ER for twelve weeks (two semesters)



and studied three books (graded readers) in one week. To meet the aim of the study, a 155-item questionnaire (Gardner's 104-item AMTB questionnaire, 1985) and 51-item questionnaire developed by Schmidt et al., 1996) were administered to the participants. Data were analyzed using ANOVA. Results indicated that ER did not have a significant effect on EFL learners' motivation for speaking across the three levels.

Reynolds, B. (2013). Comments on Stuart Webb and John Macalister's 'Is Text Written for Children Useful for L2 Extensive Reading?'. *TESOL Quarterly*, 47(4), 849-852. The article cited in the title reports on corpus-derived analyses comparing texts written for children, language learners, and older readers to make claims regarding their relative value in extensive reading programs and language pedagogy. Although the commentator finds the authors' results sound and practical, he argues that (1) drawing parallels between first language (L1) and second language (L2) literature must be done in a direct manner; (2) before conducting future corpus-driven studies on vocabulary, the concept of a word must be elucidated; and (3) future vocabulary research should investigate whether variability exhibited by morphologically related tokens in extensive reading texts affect acquisition outcomes.

Ro, E. (2013). A case study of extensive reading with an unmotivated L2 reader. *Reading in a Foreign Language*, 25(2), 213-233.

This study uses a pattern matching, single case study research design to examine an adult reader's motivation and anxiety shifts towards L2 reading. Motivation and anxiety were measured through three self reported questionnaires, three interviews, and observations in 24 extensive reading sessions over an eight-week period. A total of 174 minutes of interviews were audio recorded, transcribed, and examined through content analysis. Results suggest that pleasure reading lowered the participant's fears while increasing motivation towards L2 reading. The contributing factors for anxiety

reduction (confidence, comfort or ease, and enjoyment) and motivation enhancement (convenience or accessibility, satisfaction, comfort or ease, enjoyment, and usefulness) are discussed.

Robb, T., & Kano, M. (2013). Effective extensive reading outside the classroom: A large-scale experiment. *Reading in a Foreign Language*, 25(2), 234-247.

The researchers report on a large-scale implementation of extensive reading (ER) in a university setting in Japan where all students were required to read outside class time as part of their course requirement. A pre/posttest comparison between the 2009 cohort of students who read outside of class and the 2008 cohort who did no outside reading shows that the implementation of ER resulted in highly significant gains. A plug-in module for Moodle called "MoodleReader" was used to hold the students accountable for their reading. A new distinction between replacement ER and additive ER is introduced.

Tabata-Sandom, M. (2013). The reader-text-writer interaction: L2 Japanese learners' responses toward graded readers. *Reading in a Foreign Language*, 25(2), 248-263.

This paper investigates graded readers (GRs) as meaningful input for learners of Japanese as a foreign language (JFL), and JFL learners' responses to GRs. Most participants welcomed lexical simplification in the GRs, and their think-aloud protocols indicated that they experienced an effortless reading process with the GRs. In the affective domain, the less proficient participants tended to react favourably to the writers' communicative intent, whereas advanced participants demonstrated negative perceptions toward reading the GRs. The paper argues that the potential of GRs as meaningful input for learners of JFL is maximized when their efficacy is explicitly taught.

Yamashita, Y. (2013). Effects of extensive reading on reading attitudes in a foreign language. *Reading in a Foreign Language*, 25(2), 248-263.

Although many attempts have been made to describe in detail the impact of ER on L2 development, there is a paucity of investigation into the affective domains of reading. The current study examines the effect of ER on L2 reading attitude. Participants were 61 EFL students at a Japanese university. Five attitudinal variables were measured using a 22-item questionnaire scored on a Likert scale in the categories of Comfort, Anxiety, Intellectual Value, Practical Value, and Linguistic Value. After the removal of Linguistic Value because of a ceiling effect, the result showed increases in Comfort and Intellectual Value and a decrease in Anxiety, with no effect on Practical Value.

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