



## Extensive Reading in Japan

ERJ

Brand new shelves: The beginnings of an extensive reading journey	
Joanne May Sato	3
Integrating ER into a communicative English course	
Paul Dickinson	7
Promotion of extensive reading: Scattering and sowing	
Natacha Sakamoto and Caroline Kocel-Ross	11
7th annual ER Seminar	
Kayvon Havaei-Ahary	13
New graded readers releases	
Bjorn Fuisting	15
ER with online graded readers	
Daniel Stewart	16
Recent research in extensive reading	
Laura Huston	19
Presentations at JALT2014 international conference	20
The ER Colloquium	22

## ERJ 7.2

*ERJ* often features a *How we do it* column, but in this edition we have three stories of ER programmes that have been set up recently. Joanne May Sato tells us how they filled their brand new shelves at a university in Sendai; Paul Dickinson talks about using ER in a communication class at a university in Niigata; and Natacha Sakamoto and Caroline Kocel-Ross write about promoting ER in a joint junior and senior high school in Tokyo.

You can also hear from Kayvon Havaei-Ahary about this year's ER Seminar. In his Innovations column, Daniel Stewart focuses on Xreading. Bjorn Fuisting and Laura Huston contribute their regular roundups of the latest graded readers on the shelves and the best pieces of ER research.

We hope you enjoy this edition!

Keep checking [ersig.org](http://ersig.org) for more.

Mark Brierley

Published by the JALT ER SIG [ersig.org](http://ersig.org)

October, 2014

ISSN 2187-0527

Printed on 100% recycled paper by [mojoprint.jp](http://mojoprint.jp)

### ERJ Staff

Editor

Mark Brierley

Copy Editors

Eleanor Kane

Myles Grogan

Atsuko Takase

Photography

Sophie Muller

Subscriptions

Shannon Kiyokawa

Rose O'Loughlin

Proofreaders

Thomas Bieri

Chau Meng Huat

Leslie Chivers

Cheryl DiCello

Doreen Ewert

Brandon Kramer

Stuart McLean

Andrew O'Brien

Greg Rouault

Meredith Stevens

Daniel Stewart

Joe Tomei

Brought to you with the support of:



**CAMBRIDGE**  
UNIVERSITY PRESS

## Brand new shelves: The beginnings of an extensive reading journey

Joanne May Sato

Miyagi Gakuin Women's University



The brand new shelves were all set up in preparation for an ER library in a cosy room close to the hub of the English Department library. My colleague John Wiltshier had set up the shelves with the vision that this homely room would become the focal point of ER in the department. With simplicity of use for both students and teachers firmly in mind, it was time to start the job of coding the books and transferring them from the English Department library to the new shelves. This was in preparation for ER becoming a first-year required class from 2015, and fully integrated into a new curriculum from 2016. Currently ER is part of a required second year reading class—one semester is spent on intensive reading and one on ER. Just like those shelves this is a brand new area for me. Here I describe the first few months of teaching the ER section of the reading class and filling the new shelves with books and bright slashes of colour.

### A collective sleep fest?

As a teacher and researcher I am interested in collaborative, cooperative learning, and most of my current research is in discourse analysis of the "instructional conversations" (van Lier, 1996, p. 164) that take place within speaking classes in the EFL context. I am especially interested in identifying potential learning moments in co-constructed, co-adapted discourse between teacher and student and between students. Thus, the thought of Sustained Silent Reading (SSR) in class was really quite disturbing for me. The class was scheduled on a Friday afternoon and I envisioned myself wandering around encouraging students to prod comatosed neighbours drooling into books in a collective sleep fest. As I stood there giving my enthusiastic and excited introduction, trying to heed the words of Ben Shearon on the importance of creating "student buy-in" (JALT Sendai ER Colloquium, January 2013), I had one of those out-of-body teaching moments, listening to myself as if I was floating somewhere near the ceiling. As I spoke, Shearon's words of warning on the first few classes echoed in my head, "get them wrong,

and you could well spend the rest of your classes trying to undo the damage" (Eichhorst & Shearon, 2013, p. 81). I set out the aims: 100,000 words read to pass, 250,000 to get an A grade. Wiltshier had assured me this class could reach those numbers, but without having any experience it seemed high to me. Still, I ploughed on with my explanation and expectations. Was it achievable? Those first weeks I clung to *ER@TU, The Tohoku University Extensive Reading Manual*—a valuable and practical guide, full of advice about setting up ER programs—and hoped that the "high expectations" would indeed lead to "truly outstanding results" (p. 3).

Then it happened, the moment I knew that the word counts would be achieved, a moment I never really envisioned in a class: the silence. I realised as I listened to the silence, it was not silence at all; it was full with the sound of pages turning and reading diaries being filled. The silence was a comfortable warm quiet. As I watched the quiet unfold, I saw the students intently focused on books, I saw that it is possible to see reading, to feel the beginning of this reading community as it formed before my eyes.





After 15 weeks, 100% of the students passed the class, 36% read 250,000 words or more, the highest word count was 333,831. Watching the students rise to the expectations when I had not believed they were achievable has been a wonderful journey for all of us.

### The books

Wiltshier had built up quite a collection of books in the English Department library. Altogether there were 1200 books and most were carefully labeled with the word count and Yomiyasusa level (YL). Many of them were written for native-English speaking children, for example the Oxford Reading Tree series. The problem was that they were hidden in a mass of dictionaries, reference books, and classic literature. There were two trolleys each with six plastic book boxes to get the books to the classrooms. The boxes were organized using the YL, split into sections within the boxes, labeled 0.1, 0.2, 0.3, 0.4 and upwards; the books were labeled on the front cover, thus making it a big job to re-organize them if they got mixed up in the boxes. Following another great tip from ER@TU, I decided to use coloured strips of vinyl tape on the spine, for durability and for ease of identification when exchanging the books on the trolleys with different ones from the shelves as the students progressed in their reading. We were looking for something simpler than the YL coding system in place, a three-tier leveling system like red, yellow and green traffic

lights. I used the ER Foundation Grading Scale created by Rob Waring (erfoundation.org) as the base of our scale (see Table 1). I simply banded the Upper Intermediate, Advanced, Bridge and Near Native together into a blue level. None of the blue level books are in the boxes which go to the classrooms to prevent students from struggling through books that are too difficult. Eventually, as ER becomes a longer journey throughout the four years of study, students will progress through to the blue books and I can add the higher levels back into the system.

### Building a reading community with labels

A month into the semester I arranged to meet four students who had volunteered to spend a day labelling and organizing the books and getting them onto the new shelves. Two students were part of the ER class and two were taking the intensive reading class and would be taking the ER class during the second semester. Armed with the coloured vinyl tape, rulers, an eye for neatness, and a determination to get the job done in one day, we started our task. What struck me most throughout that intense eight hours of work was how much I learned about the way the students felt about the class, their engagement with certain books, and the great satisfaction they garnered from filling up their reading diaries. I was also thrilled to watch the students taking the ER class teach the others about what ER is and why they liked it and, most importantly, why they felt it was helping them improve their English. I watched as they remembered reading certain books, describing how the books made them feel, about the pictures and the stories, about how proud they were to have seen increases in reading speed (we used their smartphone timers to check this at intervals throughout the semester). The students who were taking the ER class helped decide which colour some of the borderline books should be. For example if a book had a YL of 1.8-2.2 we had to decide if it was red or yellow. Equipped with first-hand,

ER Foundation Scale	MGU Colour Code	Yomiyasusa Level (YL)	Number of Books
Beginner	Red	0.1-1.0	442
Elementary	Yellow	1.0-1.8/2.2	360
Intermediate	Green	2.2-3.8/4.5	149
Upper Intermediate, Advanced, Bridge, Near Native	Blue	> 4.5	217

Table 1: MGU’s colour code for ER books

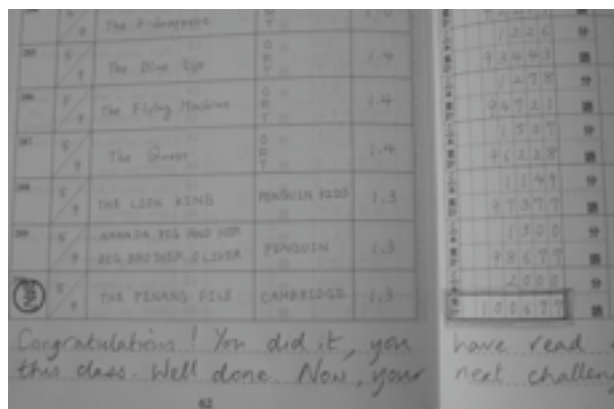


second-language learner knowledge of the books, the students were able to help make those choices. "That's definitely a red," they confidently stated; "That's too difficult to be yellow." I bought plants and colourful bookends to finish off the shelves; we stood back at the end of the day, pleased with our efforts. The bright neatness of the vinyl tape creating slashes of colour so straight we laughed at our work. We found placing the tape five centimetres above the bottom of the spine prevented hiding the barcode on almost every series, with the view that one day we will use the barcodes to check the books in and out. It is so much easier to see the books we have now, taken away from the mass of thick reference books, so the students can get a feel for what kind of books we have. The books are easier to touch, easier to flick through, easier to read!

### The Orange Book

The students are using the Orange Book (*Dokusho Kiroku Techou*) reading diary or logbook from SEG (Scientific Education Group <http://www.seg.co.jp/sss>). The Orange Book comes with an introduction to ER in Japanese and also has the word counts and YL levels for many of the books in our collection. I buy the Orange Books with my research funding and have made sure the students know they can have as many as they want for free. This method of documenting reading is very popular with the students. The students write down the title, the series, the YL, and most importantly the word count. One student commented, "I feel satisfied to count the words, to make progress... to see accumulation of points, words, number of books."

After the students have reached 8,000 words in the red level (YL 0.1-1.0) they can then chose to move on to the yellow level books. Many did go on to the yellow books but still enjoyed popping back to the red level for an occasional fix of super-easy. Until



this point in the semester I had not mentioned the collection of 4,000 graded readers in the main library to the students because I felt they would choose difficult books from the beginning. For the first fifteen minutes of the fifth class we all went down to the library and I introduced the collection. The collection has eight levels and the books are numbered with the oldest books having the lowest numbers. I explained to the students to keep within the lower levels with books that have the highest numbers. Their task was to get two or more library books a week, read them and bring them to class to show me. We also got permission for the students to write the word counts into books that did not have a count already on them. This will help future ER students spend less time finding word counts and more time reading.

### Instructional conversations in the ER classroom

In the Orange Book they make a comment about the book. I often use these comments as starting points for the conversation we have about the reading they have done during the week. This is where the instructional conversations happen. Every week I sit down next to each student, stamp their Orange Book, check word count, number of books, and read the comments. If the student has had a particularly productive week of reading I make sure to write a comment (especially when they hit targets such as the passing mark word count of 100,000). During my time with each student I ask about the books they are reading, I check that the students are not struggling with books which are too difficult. I find out which series they like and why (this helps me plan future book purchases). Most students read the books from the boxes in class and read the library books outside the classroom in their own time. I allow those students who want to read their library books in class to do so as I think they need that choice. The choice of genre is much greater in the

main library than the English Department collection. I have students tell me about the book they are reading, summarize the stories and give their opinions. This time spent with each student is essential for me to make sure the students are going to hit targets, and that they are enjoying the books they are reading, and perhaps most importantly that they are "buying in". I introduce books they might like based on books they have said they enjoyed, and sometimes students will recommend books to each other. This interaction is what makes this class such a pleasure to teach, it is a quiet calm Friday afternoon interaction in which I show I care about what they are reading, how much they are reading and how much they are enjoying it. In this interaction I am able to offer encouragement to those students who are not quite as confident in reading or propose even greater goals to those students who need the stimulus of a challenge. I have come to know the students as readers this last semester.

### The Reading Club

In the second semester I will be starting a Reading Club in the cosy ER room every Monday for two one-hour sessions. This will be a space where those students who have come to love ER can come and interact with me about what they are reading. It will be a continuation of our interactions and instructional conversations in class, plus more. I plan book readings, book displays, poster design and other reading-related events. I have started producing a newsletter for the Reading Club. In it, students write short book reviews, and I share information about ER, for example the Oxford reading competition. I hope that this club will act as another way our department shows it cares about each student's educational journey with us. In our fairly small context (average 90 students in each

year) we are able to offer that to the students, provide them with the best support we can for their efforts to become masters of English.

On a beautiful day I came across a student sitting on a carved stone seat. She was in the middle of greenness, a deep blue early summer sky, the hum of the university. She was also in the middle of the book she read. I was about to go and talk to her, then decided I didn't want to invade her reading space. As I slipped by unnoticed, I smiled at the image of her there intently and contently reading. It was one of my this-is-why-I-teach moments in the busyness of the day-to-day of being a teacher. The more students I see reading books in their own time, the more I see that I did it: I created student buy-in, and I too am bought in to the world of ER. I look forward to the continuing journey with the students and the books.

---

### References

- Eichhorst, D., & Shearon, B. (2013). *ER@TU The Tohoku University Extensive Reading Manual*. Center for the Advancement of Higher Education, Tohoku University.
- van Lier, L. (1996). *Interaction in the Language Classroom: Awareness, Autonomy and Authenticity*. Harlow, England: Longman.

## Situations vacant

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

📖 Subscriptions manager

Get the *ERJ* to those who need it

📖 Photo editor

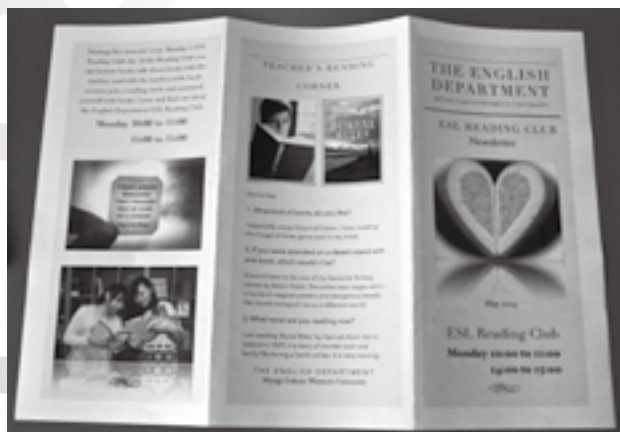
Find and format beautiful images

📖 Listings editor

What ER events are happening?

📖 Layout editor

Watch out for hot lead!



# Integrating ER into a communicative English course

Paul Dickinson

Niigata University of International and Information Studies

In less than two years the role of extensive reading in the Communicative English Program (CEP) at Niigata University of International and Information Studies (NUIS) has grown from being non-existent to being an integral part of the curriculum. Following the success of two small-scale programs in the second semesters of 2012 and 2013, the use of ER was expanded from the start of the 2014–15 academic year. The implementation of a new curriculum provided an opportunity to integrate ER and other self-directed learning activities into a coordinated first-year communicative English course. In this article, I describe how ER has been integrated into the first semester of the course.



## The setting

The setting is a small, private university comprising of two departments: International Studies and Information Culture. All International Studies students must pass the first-year communicative English course before graduating. The proficiency levels of students vary from beginner to upper-intermediate.

## The first-year communicative English course

The compulsory year-long communicative English course is part of a coordinated program taught by three teachers. It is semi-intensive, with one 90-minute and four 45-minute classes held Monday through Friday. At the beginning of each semester students are streamed into one of six classes. As the main goal of the first-year CEP course is to develop oral communicative proficiency little attention had been given to reading. Before 2014 the only reading done in class consisted of the intensive reading of a short text once a week.

## Rationale

Prior to 2014 the first-year CEP syllabus was based on a multi-level, global ELT textbook. It was very much a top-down approach with little scope for autonomous learning. Although most students improved their scores in proficiency tests taken three times throughout the year, it was felt that student engagement and active participation could be increased using a different approach. A desire to develop students' self-directed learning abilities was another factor in integrating ER into the new

course. The two small-scale ER programs in the second semesters of 2012 and 2013 had been successful in achieving these aims. It was hoped that fully integrating ER into the new curriculum would have similar, yet longer lasting outcomes.

## ER program structure

The ER program implemented in the first semester of the first-year CEP course had three stages. The first was an orientation stage. This was followed by a class reader stage. Finally there was the individual reading stage, which made up the bulk of the program. The following sections describe the different aspects of the program, beginning with the orientation stage.

## Introducing ER

Several lessons were dedicated to introducing ER and graded readers. First, the students did a questionnaire activity on reading. Students completed questionnaires in class before discussing their







answers in small groups. Over the next few classes the CEP lecturers introduced ER through various activities. While doing these activities, students were able to look at various easy graded readers as well as learn how ER differed from the intensive reading that they were accustomed to. An introduction to our ER program written in Japanese, including a description of ER as well as the specific details of the program, was also provided. Once students had a sufficient understanding of the principles and practices of ER it was time to get underway.

### Getting underway

To successfully launch an ER program it is essential that the first book that learners read together is one that can be read easily by everyone (Waring, 2011). At the beginning of the program each class used a book easy enough for all of its members to read as a class reader. Over about three weeks the learners read the book and completed various pre- and post-reading activities. It was found that this was the first time that most students had completed reading a book in English.



### Individual reading requirements

After completing the class reader, the individual reading stage began. It has been claimed that to get any benefit out of ER, learners need to read books at a rate of about one graded reader per week (Nation, 2009). In the first semester of 2014, students were required to meet minimum weekly and total reading requirements. Students had to read at least one Level 1 or above graded reader or two Starters per week from the Cambridge, Penguin, Oxford Dominoes, or Oxford Bookworms series. The reading amount was worth 10% of the total course grade.

To help ensure that students did not attempt to read above their ideal level, everyone began with a Starter or Level 1 book regardless of reading proficiency. Students had to read at least three Level 1 books before they could read books from Level 2. This was not a problem, even for the most proficient readers. In fact, a few students who tried to read Level 2 readers after reading only three Level 1 books found them difficult and went back to reading Level 1 readers for a while.

### Graded readers

Our graded reader collection is kept in the library, although teachers also occasionally lend personal copies of books to students. When it was decided to integrate ER into the new curriculum it was apparent that we would need many more graded readers, especially at the easier reading levels. With the cooperation of our library we were able to substantially increase our collection of graded readers by the beginning of the 2014–15 academic year. We currently have at least two copies of each Starter to Level 3 reader in the Cambridge, Penguin, Oxford Dominoes, and Oxford Bookworms series. Also with the assistance of the library, we were able to organise the books by level, whereas previously they had been shelved according to publisher. This makes it much easier for students to browse for books at their reading level, as books of the same level are now all located together.

### Selecting individual graded readers

At the beginning of the individual reading phase we took each class to the library to select their first graded readers. We reserved a large room in the library and gained permission to remove the books we wanted



from the bookshelves and spread them on tables around the room. The students looked through the readers and chose one or two books. In line with the requirement to read at least one book a week, students were told that if a book was too difficult (for example, if they could not understand more than a few words a page) or not interesting that they should exchange it immediately. Students were also shown the section of the library where the graded readers were located, so that they knew where to go to borrow their next books.



## Monitoring reading

Our main aim for monitoring reading was to help ensure that students were reading enough to benefit from it. In 2012 and 2013 we used a reading diary system, where students had to write a daily summary of what they had read and bring it to class each day. This had several benefits, including helping students learn how to summarise their reading and helping them prepare to talk about their books. However, it was felt that doing it for an entire semester would become tedious and take too much focus away from the goal of reading for its own sake.

Instead, in the first semester of 2014 students kept a simple reading log and wrote a weekly book report in class. The reading logs were checked regularly by the teachers. If students were not reading enough they were encouraged to read more. Teachers also asked students about the books in their logs, both to give learners an opportunity to talk about their reading as well as to check that the books had actually been read.

Every Monday, around fifteen minutes of class time was allocated to writing a book report on a recently finished book. Having students write the book report in class helps ensure that they read at least one book a week (or receive a lower grade); that students do not spend too much time writing it outside of class; and reduces the possibility of cheating. The book reports were collected, commented on and returned to students the following day, when they were also sometimes used in a follow-up communicative activity.

## Activities

The ER activities were intertwined with the rest of the first semester communicative English course. Students did almost all of their reading in their own time, leaving class time to be used for communicative

activities. However, the language and knowledge that students gained from their reading was often used in class. For example, if a learning goal was describing people, then students could use language they had learned from descriptions of characters in the stories they were reading.

While the main aim of our ER program was to have students read as much as possible, a few extension activities were used in addition to the book reports. Examples include oral book reports and 4/3/2. Another activity we call Book Talk, which, as the name suggests, involves students talking to each other about their books with the support of a set of question prompts. The interactive nature of these activities ensured that participation levels were high. The opportunity to talk about books students had chosen themselves in a relaxed environment also seemed to contribute to the high levels of active participation and enthusiasm observed.

Although learners should be encountering only a few unknown words per page if reading at an appropriate level (Bamford & Day, 2004), graded readers can be a good source of vocabulary (Nation, 2009). As part of their self-directed learning activities students kept a vocabulary log. This required them to record at least 20 new vocabulary items that they encountered in their learning each week. Based on an idea from Anderson (2012), for each item students drew a picture that would help them remember the item, wrote the nearest Japanese translation for it, wrote an example sentence using the item, and cited where they encountered it (e.g. book title and page number, song title). As well as using the logs for self-study, they were also used in class for vocabulary learning activities. Although students were not specifically directed to use graded readers, most of the vocabulary recorded in their logs came from their reading.

A final ER-related activity was a poster presentation festival held as the culmination of the course. Students prepared posters on their favourite graded reader for the semester. In order to ensure that a wide variety of books would be represented each student in a class had to choose a different book. The poster presentation festival took place during the final two classes of the semester with students taking turns to look at each other's posters and to present about their favourite books.

## Conclusion

Integrating ER into our first-year communicative English course has so far proven very beneficial. Through their reading many students realised that reading L2 books is not necessarily difficult and could, in fact, be both very enjoyable and useful for learning. The student-centred learning opportunities facilitated by the combination of ER and the self-directed learning activities has, while proving challenging for some students, allowed learners to have more control over their language learning and helped develop their independent study skills.

However, as can be expected on a compulsory course with around 120 students, not all learners took full advantage of such opportunities. Around 8% of students did not meet the required minimum reading

amount for the semester and a few attempted to submit book reports for books that they had obviously not read. However, the vast majority of students did meet expectations and a quite a few far exceeded them in both their reading and enthusiasm for the program. The results of an exit survey also revealed that 93% of students enjoyed the ER activities. In addition, the number of students who stated that they enjoyed reading in English increased from 45% pre-ER at the beginning of the semester to 87% post-ER.

Several factors have been crucial to the success of the program so far. The support and cooperation of our library in both the purchase and organisation of graded readers has been vital. If students had encountered problems accessing books, it is likely that they would not have engaged with the program as much as they have. Having three teachers who believe in the benefits of ER and who were able to transfer that belief to the learners has also been critical. As almost all students were unfamiliar with ER, teachers played a key role in sparking students' interest and in getting them on board with what we were trying to achieve. Setting clear and attainable short and long term goals and having monitoring systems in place to follow students' progress towards meeting them has also been invaluable. The continued presence of these factors would seem essential if ER is to continue to be an important part of our communicative English program.




---

## References

- Anderson, C. J. (2012). Utilizing student-generated pictures for formative vocabulary instruction. *Vocabulary Learning and Instruction*, 1(1), 37–43. doi: 10.7820/vli.v01.1.anderson
- Bamford, J., & Day, R. R. (Eds.). (2004). *Extensive Reading Activities for Teaching Language*. Cambridge: Cambridge University Press.
- Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Waring, R. (2011). Extensive reading in English teaching. In H. P. Widodo & A. Cirocki (Eds.), *Innovation and Creativity in ELT Methodology* (pp. 69–80). New York: Nova Publishers.



## Promotion of extensive reading: Scattering and sowing

Natacha Sakamoto and Caroline Kocel-Ross  
Nakamura Junior and Senior High School for Girls



At the Meisei University Teacher Development Forum in June 2011, we received a handful of graded readers from Rob Waring's Foundations series. At that time we did not know what they were, so they landed in a "to be dealt with later" pile. Although we were unable to attend Waring's April 2012 presentation "Managing an Extensive Reading Program", he posted the presentation slides onto his website, providing a perfect introduction for ER novices. It had taken almost a year, but we finally understood about graded readers, and were lucky enough to already have some in our possession.

In the following months we tested the waters. We were informed that there were some graded readers scattered around the school, including some in the library, and others well hidden in a cupboard in the teachers' room. We began offering our minimal selection of readers and some students kept returning for more. Encouraged by the students' motivation, we made a formal proposal to the English department to explain about ER and ask for funding to develop an English library. We were given the go ahead to purchase 30 graded readers in July 2012.

ER was developing at Nakamura School. By October 2012 it was apparent that there were not enough books at the levels appropriate for junior students and we were given permission to buy 60 lower level readers. We developed a formalized system for borrowing books and began stamping, numbering, and listing books, with the aim of launching one mini-library for each year group by April 2013. We'd heard about the Moodle Reader Module and were enthusiastic about the idea of students collecting images of books they had read. However, we decided that a paper-based system would be more readily accepted by both our students and colleagues. We copy-pasted digital images of book covers, reduced them to sticker size, and filled one A4 page. We printed, numbered, and filed each sheet corresponding to the number of the book the image represented. A student who completed a simple

book summary—in either English or Japanese—could add that book cover sticker to their personal reading challenge sheet.

In April 2013 we proudly unveiled four mini-libraries, each consisting of one shelf of graded readers, bilingual posters detailing how students should select their level, three Golden Rules of ER, page excerpts for level-checking, and signing in and out sheets. Each junior high year group now had their own conveniently located, easy-to-use ER mini-library.

Our satisfaction did not last long; students were not using the libraries and dust gathered on the books. The motivation for reading books in English seemed to have evaporated. We felt we had laboured hard to sow ER seeds in our school, but nothing seemed to be taking root. We referred back to Waring's slides, and felt that we had provided firm evidence of his belief that an attitude of 'do the reading if you have time, it's not as important as other things' will likely lead to failure. We therefore attempted to make ER compulsory by introducing it within our weekly conversation classes and setting summary writing as graded homework. This was not enough to promote independent use of the libraries.

We discussed possible causes for the students' lack of interest in using the ER libraries. In addition to student life already being extremely demanding, we felt that students associated the ER libraries exclusively with native teachers. Weekly conversation classes with native teachers constitute 20% of students' English grades, which may endorse the stance that the "serious" work of English is carried out by the Japanese English teachers. Perhaps students were failing to see the relevance of ER when it was only being promoted and talked about by the native teachers? Again confirming Waring's claims, we realised it was essential to get everyone on board for the ER programme to succeed.

We brainstormed initiatives to improve the ER programme for the 2014-2015 school year and gave a short PowerPoint presentation to the English



department to promote the benefits of ER. During the first weeks of the semester, we co-taught one ER lesson with the Japanese teacher for each junior class, which resulted in every student having at least one book cover sticker. This was part of the Nakamura Reading Queen challenge, building upon and formalizing our previous attempt at a school-wide reading competition. At the end of each semester, the Principal presents a prize to the student who has collected the most book covers. By the time you read this, one junior and one senior student will have been crowned the first ever Nakamura Reading Queens.

Currently we feel that some fresh shoots are finally appearing. Students from various year groups are independently borrowing books, writing summaries and participating in the Nakamura Reading Queen challenge. We were also delighted to notice some teachers using the libraries. Could this really be the beginning of a flourishing ER community?

We are now cautious with our optimism; our ER journey demonstrates that new hurdles emerge as the programme develops. The majority of senior students remain uninitiated to ER, and it is doubtful that those students to whom ER could be most beneficial would voluntarily read an English book. Moreover, we are both dispatch teachers, and as such, our positions are

unstable. As Waring notes, if the ER enthusiast leaves the school, the programme may be left unsupported and possibly abandoned entirely. The books may once again accumulate dust until the decision is eventually made to return them to their inaccessible cupboard. Although we have been creating complete guidelines and resources for a future ER successor, it is undoubtedly daunting to undertake such an assignment when beginning a new job. The only way to ensure continuity is for the understanding, responsibilities, and promotion of the ER programme to be widely shared amongst the entire English department and school.

Finally, we would like to ask you to consider the difference between scattering and sowing seeds, regarding the promotion of ER. Readers of this journal are likely already ER enthusiasts, promoting it with various methods and in diverse contexts. When scattering seeds, there is a high element of chance involved; indefinite time may pass, seeds may successfully take root where they land, or do nothing at all. You may be unaware of scattering seeds, and you may never learn of any results. By contrast, sowing seeds is a deliberate and planned process, with appropriate organization and equipment. This requires significant effort and regular checking. Reflecting upon our ER journey, we detected stages of both scattering (receiving a few graded readers) and sowing (preparing our own ER programme). Other phases represent a combination of both; Waring's presentation deliberately sowed seeds to promote ER, but the information presented was freely scattered online. Think back to your first encounter with ER: was it by chance? Was it from an ER enthusiast? Can you think of a time when you have introduced ER to someone, either haphazardly or deliberately? If your employment situation changes, what will become of any ER programmes you are involved with? What are the most effective steps to take to scatter and sow, promote and support the sustainability of extensive reading?

---

## Reference

Waring, R., (2012). *Managing an ER Program*. <http://www.robwaring.org/presentations/index.html>





## 7th annual ER Seminar

Kayvon Havaei-Ahary  
Tomioka High School



The 7th annual Extensive Reading Seminar was held on Sunday, 28th September at Keisen University in Tama city, Tokyo. It was an informative, enjoyable, and well-organized event thanks to all those involved, particularly the ER SIG staff and student volunteers from Keisen University.

The seminar provided a wide range of information and research about ER that made it accessible to both those new to ER and those still searching for answers. The two plenary speakers, Charles Browne and Junko Yamashita, shared a common theme, reminding us of the role vocabulary plays in language learning and how it can benefit Extensive Reading.

Charles Browne highlighted the importance of informing ER text vocabulary through corpus-based research. He demonstrated this through a text study that he conducted through his New General Service List (NGSL) and the 2 billion word Cambridge English corpus, which showed that the first Harry Potter book was statistically easier to read than the average textbook a Japanese student uses. This eye-opening statistic means that Japanese students are failing to learn the core vocabulary of English that would enable them to comprehend most English texts. Browne concluded that unless the vocabulary students learn in schools is changed in accordance with corpus-based statistics, they will never be able to get a greater understanding of texts. In addition, he provided a plethora of useful and innovative online and mobile app resources for both ER and vocabulary training (e.g. xreading.com, beeoasis.com).

Junko Yamashita provided an overview of the relationship between vocabulary learning and reading comprehension. She discussed the merits of incidental reading through ER as a way of reinforcing prior knowledge and acquiring new vocabulary, but she also defended explicit vocabulary training as a way of quickly building up a large bank of vocabulary. This led to a discussion on finding a balance between the two. Another important point that she raised during the discussion was whether the often quoted 98% level of coverage for reading comprehension was extensive enough for learners to read for pleasure, as some studies (e.g. Carver 1994) suggest that a 99% coverage of texts is more desirable for pleasure reading. More studies will need to assess the differences of comprehensibility between 98% and 99% level of

coverage, and how this gap can be bridged through extensive reading texts.

Other presentations from the seminar offered a different variety of ER discussions, which highlighted contextual and psychological issues that need to be considered when promoting ER: Forster and Poulshock looked at the role of positive reinforcement and activities to develop learner's enthusiasm for reading. For example, one activity entailed students taking creative pictures of themselves reading, as a way of making them reflect on the benefits of reading. Gillis-Furutaka looked at L1 and L2 interactions when reading graded readers. She conducted a study with 2,464 university students and found through a survey that they switched between L1 and L2 while they were reading texts. While many teachers in an EFL setting try to suppress the use of L1 in the classroom, Gillis-Furutaka claimed that this was restricting the learning process and was unnatural, as language learners will always switch between the two. She also claimed that the L1 can be a powerful resource for students and that they should be allowed to utilize it (e.g. when analyzing data or storing data).

Although it has often been stressed that ER needs to be introduced at the early stages of language learning, it has often been isolated to the realm of university studies and research. However, the poster presentations at the seminar showed signs that ER is finally being introduced into junior and senior high schools.

Yoko Yamashita exhibited the success of ER at Ohyu Gakuen Girls' junior and senior high school. Their innovative program encourages students to develop their reading over a two year period through published books and self-made materials (materials made by past students), in which they are then expected to create their own stories. The program demonstrates the potential of ER as not only a tool for language acquisition, but also as one for fueling creativity.

Another example at the infancy of its research was presented by Barry Keith, Amy Russo, Kyoko Takemoto and Michio Take. The project is designed to initiate an ER program into a public school (Maebashi Girls High School in Gunma). The results of this project could be important in raising the awareness of ER to the Ministry of Education and ultimately influence the scope of ER in Japan.

Overall the seminar offered new thoughts for ER and provided a variety of research and resources for the continued development of ER. Thanks to the contributions of those at the seminar and all those involved in the ER SIG, ER has the potential to grow in Japan and positively influence Japanese students' English studies. It will be interesting to see the developments in research and innovations at the next ER Seminar.

## ER SIG grants

The JALT Extensive Reading SIG invites applications to support extensive reading outreach. Outreach includes giving workshops in support of extensive reading or extensive listening to local teacher groups, helping to create ER libraries, and giving vetted presentations on ER at conferences.

Applicants should be ER SIG members 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.

Visit [ersig.org](http://ersig.org) for more details

The LLL Awards are given by the Extensive Reading Foundation, a not-for-profit organization that supports and promotes extensive reading in language education. Each year these awards are conferred on books that are selected for their outstanding overall quality and likely enduring appeal. The winning book in each of five categories is chosen by an international jury, taking into account the internet votes and comments of students and teachers around the world.

## ERF Language Learner Literature Award winners 2014

---

Young learners

### Skater Boy

By Maria Cleary

Illustrated by Lorenzo Sabbatini  
Helbling Languages (Helbling Young Readers)

---

Adolescents & adult: Beginner

### The Tomorrow Mirror

By Nicola Prentis

Illustrated by Christian Bienefeld  
Pearson Education Ltd (Penguin Active Reading)

---

Adolescents & adult: Elementary

### Anne of Green Gables

By Lucy Maud Montgomery

Retold by Michael Lacey Freeman  
Illustrated by Gaia Bordicchia  
ELI (Teen Readers)

---

Adolescents & adults: Intermediate

### Bob Marley

By Vicky Shipton

Photo research by Pupak Navabpour  
Scholastic (ELT Readers)

---

Adolescents & adults: Upper intermediate & advanced

### A Dangerous Sky

By Michael Austen

Cambridge University Press (Cambridge English Readers)

For comments from the judges and readers, please visit the erf website.

<http://erfoundation.org/>

## New graded readers releases

Bjorn Fuisting

Ritsumeikan University



If you are looking for new readers for your younger learners for the fall semester, you are in luck. During the last six months, four new children's series have been brought to Japan by Macmillan LanguageHouse and McGraw-Hill Education, and activity books have been added to the Read and Imagine series from Oxford University Press. For older learners, there are fewer new offerings but newcomer Atama-ii Books are continuing add e-readers with 3 new Kindle titles and will have the first six titles available in paperback in November. There are also new titles from both Garnet Oracle Readers and New ELI Readers through englishbooks.jp, as well as two new titles in the recently launched Read Smart Readers series from Macmillan. See the full list on the ER SIG website: <http://www.ersig.org/drupal-ersig/new-releases-graded-readers> and make sure to visit these publishers at the Educational Materials Exhibition at JALT2014 in Tsukuba in November.

---

### Macmillan Children's Readers

This series contains 6 levels with 53 titles and is originally aimed at L1 primary school children. It contains three different strands: fun stories that encourage students to read, culture stories from the English speaking world that both inform and entertain, and books that mix topic-based factual text with a fictional story on the same theme. The books are colourful and engaging, and if care is taken to match the level of difficulty and theme, they could work with older L2 students as well.



---

### Macmillan English Explorers and Macmillan Explorers Phonics

These series contain an eight-level reading scheme, complemented by a four-level phonics scheme with 48 and 16 titles respectively. It is originally aimed for L1 children learning English in kindergarten and primary school but also has an edition for use in international classrooms. The series is supported with extra material and teaching notes available for free download. The nature of the stories and pictures together with the support material means these series could also be used with bilingual children to help them learn to read and write.



---

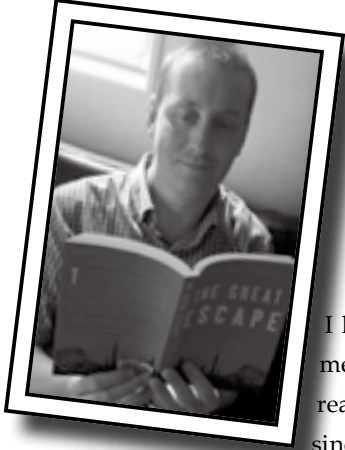
### Joy Cowley Stories (McGraw-Hill Education)

This series brings 60 titles from the renowned and celebrated New Zealand children's author Joy Cowley to Japan. As with many of these series that are originally written for L1 children, in this case kindergarten and early primary school students, they can be hard to use in the same way as graded readers since they are not graded in the same way, but the titles contain loveable characters and entertaining stories that would be a worthwhile addition to international schools and bilingual homes.



---

Correction: In issue 7.1 of *ERJ* we said that Read Smart Readers from Macmillan LanguageHouse was a non-fiction series. However, it contains both non-fiction and fiction titles such as the highly recommended *Haircuts and Another Japanese Tale*.



## ER with online graded readers

Daniel Stewart  
Kaisei Academy

I have been wanting to write this innovations article for some time. A few years ago an ER SIG member, Paul Goldberg, told me about his amazing idea for an ER website: putting published graded readers online and tracking reading progress. It is a huge undertaking and he has been working on it since then. I have been waiting for the project to be established enough to review it. The website is not perfect yet, but it is very clear now that Xreading is going to be a major asset to anyone doing ER.

---

### The way it has been

Most ER programmes use graded readers. While paper books are an excellent tool for learning a language, they do have some drawbacks. Some sort of a sign-out system is needed for students to borrow the books. Preparing the books for a library is a major job and once they are ready, keeping track of the books can be a big headache for teachers. Some books don't come back and those invariably seem to be the best books as they are the ones that are signed out the most. Similarly, it is the best books that get worn-out first. A few publishers such as Oxford have found a solution to this by selling electronic versions of their books, but each publisher has their own system.

Another issue is knowing if the students have read the books. Websites such as m-reader and my own Booktests site provide simple tests to see if students have actually read the books. These can be used with a publisher's e-books, but that is cumbersome as it involves switching between two websites.

Finally, some programmes don't have enough books or enough copies of certain books. It would be ideal if those problems could be solved.

### What's new?




Xreading allows students to read well-known graded readers online and to take simple tests on the same website. It keeps track of what students have read so both they and their teachers can monitor their progress. The amazing thing is you can read graded readers from various publishers including Macmillan, Cengage, Oxford and Cambridge. So instead of signing up for accounts to get e-readers from several publishers, you only have to sign up with Xreading.

### How does it work?

A teacher signs up at the Xreading website and pays for all their students, or has them pay for themselves by buying access cards. The teacher uses a simple interface to create a class and then add students to that class. For small classes students can be registered one by one, but there is also a group signup function so you can register entire classes or schools by uploading an Excel file of names and student numbers. Personally I would use nicknames for students rather than their real names so you would not have parents worrying about privacy.

Once the classes are set up, students can log in with their username and a password. The student part of the website is very clear. Students can choose to read any of the over 500 books Xreading has the rights to. Once they click on a book, it shows up on their screen and they click on the NEXT button to see the next page. The books are a pleasure to read. They often look better than the hard copy versions as the pictures show up bigger on a computer screen and graded readers are often made with thin paper. Font size can be changed with the click of a button. Almost all of the books have an audio file as well. You just need to click on two buttons to hear it. After they finish reading the book, students can rate it and take a quiz on it. Neither option is mandatory, but I recommend both. Rating the books is useful for creating a community of readers. Meanwhile in my own experience I have found simple quizzes to be very motivating for students. Teachers can decide whether or not they want students to do both of these activities after reading a book. It is a simple matter to assign them when you are setting up the course.



Checked Out	Returned	Book	Level	Words	Words Read	Percent Read	Read Time	Read Speed	Xreading Quiz	Rating
Aug 31, 2014	Completed Return	 Shooting Stars Macmillan	3	701	701	100%	00:04:30	175.3	Take Quiz	Rate
Aug 31, 2014	Aug 31, 2014	 The Umbrella Macmillan	3	529	529	100%	00:02:30	264.5	80/100	★★★★★ Read review
Aug 31, 2014	Aug 31, 2014	 Ski Race Macmillan	3	640	640	100%	00:03:00	213.3	80/100	★★★★★ Read review

What the student sees

Above is a screenshot of what the student sees. Notice students can easily see what books they have read and how fast they have been reading in words per minute. Again this information is very motivating.

For teachers, they can see the above information for each student or a summary of a class as in the screenshot below

This information is invaluable as it helps a teacher make sure a student is reading books at the correct level. If a student's test scores are too low, the teacher can recommend easier books. In addition, teachers can watch for students who rate the books low. It would be worthwhile to talk to those students so the teacher can suggest books they might like.

### Potential weaknesses

I tried accessing the website on a Mac desktop, a new Mac laptop and an iPad. In all cases the website worked fine most of the time. I did have one book that failed to open, but after talking with Paul Goldberg, I found out it was a known issue. That book was

one of the first added to the system. At that time the pictures and text were being loaded as one big picture instead of separate text and picture files. The current uploading system works well and those early books are being updated now.

The only real complaint I have with the current website is when a book appears on your screen, it only shows the top 80 percent of the page. You have to scroll down to read the rest of the page regardless of whether you are using a big desktop monitor or an iPad. It would be nice if the page automatically fit your screen. This also becomes an issue when you want to click on the PREVIOUS or NEXT screen buttons. It is inconvenient to have to scroll up or down to see those buttons. A simple workaround on a desktop or a laptop is to use the arrow keys on the keyboard to advance the page.

Other minor issues will come up such as some quiz questions being better than others. Some questions are too specific when the purpose of the test is just to see if the student has read the book. This type of issue is very simple to fix, but a lot of users are

Student Data		Class Profile		Class Info		Export Data to Excel		Add Student(s)			
Student	Student ID	Classes	Number of Books	Avg-Book Level	Total Words	Words Read	Percent Read	Reading Time	Reading Speed	AVG Quiz Score	Average Book Rating
Thisisatest Stewart	8501684	ER for High School 1s	6	3.0	3279.0	2546.0	83.3	00:14:00	235.1 w/m	80/100	★★★★★
Thisisatest Stewart 2	8501685	ER for High School 1s	8	4.0	5421.0	5006.0	92.3	00:30:00	166.9 w/m	80/100	★★★★☆
<b>Average</b>			<b>7.0</b>	<b>3.5</b>	<b>8760.0</b>	<b>7552.0</b>	<b>86.8</b>	<b>00:44:00</b>	<b>201.0 w/m</b>	<b>80/100</b>	<b>★★★★☆</b>
<b>Total</b>			<b>14</b>		<b>4530.0</b>	<b>3776.0</b>					

What the teacher sees

needed to find such weaknesses. As more people use the website and give feedback this type of problem will become rare.

It should be noted that I have only used the website with individual students. I have not tried it with large groups doing SSR. According to Paul Goldberg the site can easily handle large groups. I confirmed this with two teachers who are currently using the system with hundreds of students.

### Xreading VL Library: Comparison with M-Reader Levels

The Xreading level system is based on the level system used by the ER Foundation. However, because many schools are using M-Reader, we have created this table to show how many books are available at each M-Reader level.

Level	Books	Series/Level/Titles	
5	29	Foundations Level 1 (6) Foundations Level 2 (6) Foundations Level 3 (6)	ELI Young Readers Stage 1 (6) ELI Young Readers Stage 2 (5)
1	39	Foundations Level 4 (6) Foundations Level 5 (6) Oxford Starter (14)	Page Turners Level 1 (3) MacMillan Level 1 (10)
2	52	Foundations Level 6 (6) Foundations Level 7 (6) Page Turners Level 2 (3)	ELI Young Readers Stage 3 (5) Macmillan Level 2 (12)
3	26	Cambridge Starter (11) Page Turners Level 3 (5)	Helbling Level 1 (10)
4	64	Oxford Stage 1 (20) Cambridge Level 1 (12) Page Turners Levels 4 (4) Page Turners Level 5 (3)	Helbling Level 2 (13) ELI Young Readers Stage 4 (7) ELI Teen Readers Stage 1 (3) ELI Young Adult Readers Stage 1 (2)
5	55	Oxford Stage 2 (22) Cambridge Level 2 (14) Page Turners Level 6 (3)	Helbling Level 3 (10) ELI Teen Readers Stage 2 (4) ELI Young Adult Readers Stage 2 (2)
6	71	Oxford Stage 3 (8) Cambridge Level 3 (15) Page Turners Level 7 (2) Page Turners Level 8 (3)	Macmillan Level 3 (20) ELI Teen Readers Stage 3 (4) ELI Young Adult Readers Stage 3 (4) Helbling Level 4 (15)
7	57	Oxford Stage 4 (6) Cambridge Level 4 (14) Macmillan Level 4 (20)	Helbling Level 5 (10) Page Turners Level 9 (3) Page Turners Level 10 (4)
8	43	Macmillan Level 5 (22) Oxford Stage 5 (1) Cambridge Level 5 (13)	Page Turners Level 11 (3) ELI Young Adult Readers Stage 4 (4)
9	31	Macmillan Level 6 (13) Oxford Stage 6 (2) Cambridge Level 6 (11)	Page Turners Level 12 (3) ELI Young Adult Readers Level 5 (2)

© 2014 - July

Since the information is projected, there may be some variation in the actual library.

### Conclusion

Xreading is an elegant solution for teachers doing ER. You no longer need to spend your time preparing books, carting them to class and tracking down missing books. Instead you can help students pick appropriate books and chat with them about what they have read. Xreading has secured the rights to over 500 books at levels from 100 headwords to 3,600 headwords. As the chart below shows, there is

already a good variety of titles at each level and more are being added as contracts are signed with other publishers. The Building Blocks Library has been added since this chart was made so that greatly increases the number of lower level books.

The cost of using the website is quite reasonable. For about the cost of buying two graded readers, your student can read as many graded readers as she wants for six months.

The website is new so it is not perfect yet. This is to be expected with such a complex system that is constantly adding more functionality. So my recommendation is to start with a small group of students as soon as possible. Try it out with an ESS group or a few keen students and you will quickly see the power of the system. Then you will have a good idea of whether you want to adopt in more widely next year. As can be seen in the chart, several major publishers and several smaller publishers such as Helbling and ELI have decided this website is the right solution for them. Please check out [www.xreading.com](http://www.xreading.com) and perhaps you will find it is the right solution for you as well.

## Recent research in extensive reading

Laura Huston

Beglar, D. & Hunt, A. (2014). Pleasure reading and reading rate gains. *Reading in a Foreign Language*, 26(1), 29-48.

This investigation of high-achieving, lower-intermediate Japanese university EFL students found that the greatest gains in fluency resulted from reading an average of over 200,000 standard words per year, most often in simplified texts of 1,600 or fewer headwords. This paper is the first to provide empirical evidence for 1) the greater effectiveness of simplified texts over unsimplified texts in the improvement of Japanese students' EFL reading rate and 2) the minimum amount (200,000 standard words) EFL learners need to read in one year in order to experience significant gains in English reading ability.

He, M. (2014). Does extensive reading promote reading speed? *The Reading Matrix* 14(1), 16-25.

This study investigated the longer-term effects of extensive reading on first-year high school students' reading speed at a school in Shanghai. Two groups of readers were exposed to two different types of treatment in extensive reading—free reading, in which students are encouraged but not required to read outside class, and the integration reading treatment, with daily reading requirements in addition to out-of-class reading. Researchers investigated students' daily reading records for reading speed development and found a "positive relationship between extensive reading and students' progress in reading speed."

Jacobs, G. (2014). Selecting extensive reading materials. *Beyond Words: A Journal on Language Education, Applied Linguistics and Curriculum and Instruction* 2(1), 116-131.

This five-part article serves as an introduction to extensive reading as an educational technique. First is a description of ER for educators, with explanation of benefits for students who practice ER. Second, the article provides guidance and criteria for teachers' selection of ER materials. Third is advice for teachers and students on sources of ER material. Fourth, the writer offers guidance specifically for students in their choice from among available ER materials. The fifth section advises educators on the integration of ER

into conventional L2 English curricula, especially its relationship to intensive reading.

Nakanishi, T. (2014). A meta-analysis of extensive reading research. *TESOL Quarterly*. doi: 10.1002/tesq.157.

This meta-analysis investigated the effectiveness of extensive reading in relation to learner age and time on task. Meta-analysis included 34 empirical studies—32 research articles and two PhD dissertations—comparing control groups and experimental groups or comparing single groups before and after treatment. Together, they yielded 43 different effect sizes and a total sample size of 3,942 participants. "The available research to date suggests that extensive reading improves students' reading proficiency and should be a part of language learning curricula."

Rodrigo, V., Greenberg, D., & Segal, D. (2014). Changes in reading habits by low literate adults through extensive reading. *Reading in a Foreign Language* 26(1), 73-91.

Unlike other research discussed here, this study included both native and nonnative speakers of English among its participants, 181 adults reading English at grade levels from 3 to 5.9. This research investigates the effectiveness of two types of treatment, ER and direct instruction, on participants' reading habits. Participants took a Reading Pattern survey at the start of treatment, at the end of treatment, and six months after treatment. ER group members were found after treatment to read more and to finish more books, and this improvement was still evident six months after treatment.

Romly, R., Maarof, N., & Badusah, J. (2014). Extensive reading on the internet among Malaysian ESL students. *International Journal of Education and Research* 2(5), 123-134.

This study investigates "the nature and extent of" internet-based ER among L2 English students at a secondary school in Malaysia. Researchers adapted a questionnaire from items originally developed by Crawford Camiciottoli (2001) and by Kymes (2007)

and administered it to 155 students, then randomly selected 4 students for interviews. Results showed average levels of L2 English reading motivation on the internet, and no "significant relationship between level of motivation and the variables gender and English language academic performance."

---

Song, J. & Sardegna, V. (2014). EFL learners' incidental acquisition of English prepositions through enhanced extensive reading instruction. *RELC Journal*, 45(1), 67-84.

This study examined an enhanced form of extensive reading and its contribution to the incidental acquisition of English prepositions. EFL students at a Korean secondary school were given enhanced instruction in extensive reading. Pre- and post-treatment test scores on English prepositions showed gains for the treatment group in noticing and correcting prepositions in error, and on producing correct prepositions. Similar tests administered to a comparable group not receiving this additional instruction revealed smaller gains only in identifying incorrect prepositions at the sentence level. "Results suggested that enhanced extensive reading can effectively contribute to EFL secondary school students' incidental acquisition of English prepositions."

---

Uden, J., Schmitt, D., & Schmitt, N. (2014). Jumping from the highest graded readers to ungraded novels: Four case studies. *Reading in a Foreign Language*, 26(1), 1-28.

This study investigates whether books from the highest level of the Cambridge Readers graded reading series can bridge the gap between simplified and unsimplified literature in L2 English pleasure reading. Cambridge Readers and unsimplified novels were compared for vocabulary coverage and for cognitive and affective effects on readers. The overall results revealed that L2 English pleasure-reading can progress from the highest level of the Cambridge Readers to unsimplified novels, but learners "are likely to experience a reduction in vocabulary coverage from over 98% to around 95%."

---

## Presentations at JALT2014 international conference

### Saturday, 22nd November

---

11:00 - 11:25 AM	Rm 404
Hung Nguyen - Kanazawa Institute of Technology	

FROM WRITTEN TO ORAL BOOK  
REPORTS AND BOOK CHATS

---

11:00 - 12:30 PM	Rm 101
Lesley Ito - BIG BOW English Lab	

USE GRADED READERS IN  
CONVERSATION CLASS AND MORE  
(FEATURED SPEAKER WORKSHOP)

---

11:35 AM - 1:35 PM	1st Floor Atrium
Mamoru Bobby Takahashi and Stephen Shucart - Akita Prefectural University	

PLOT-DRIVEN VERSUS CHARACTER-  
DRIVEN STORIES (POSTER)

---

12:10 - 12:35 PM	Rm 407 A
Hung Nguyen - Kanazawa Institute of Technology	

STUDENTS' PERCEPTIONS ON THE USE  
OF SQ3R

---

1:55 - 2:20 PM	Rm 407 A
Ann Mayeda - Konan Women's University	

SUPPLYING BOOKS AND EXTENSIVE  
READING IN NEPAL

---

3:35 - 4:20 PM	Convention Hall 200
Extensive Reading SIG AGM	

---

4:30 - 6:00 PM	Convention Hall 200
Extensive Reading Colloquium (see page 22)	

---

6:15 - 6:40 PM	Convention Hall 200
Mitsuko Tanaka - Ritsumeikan University	

FACTORS AFFECTING ER MOTIVATION

---

6:50 - 7:15 PM	Convention Hall 200
Thomas E. Bieri - Nanzan University	

EXTENSIVE READING AT ONE JAPANESE  
UNIVERSITY



## Sunday, 23rd November

2:10 - 3:10 PM Rm 202 B  
Paul Goldberg - XLEARNING SYSTEMS  
XREADING: A POWERFUL TOOL FOR  
DOING RESEARCH IN ER

2:45 - 3:10 PM Rm 201 A  
Catriona Takeuchi - One World  
Ann Mayeda - Konan Women's University  
GRADED READERS: PASSION, SKILL,  
AND OPPORTUNITY

2:45 - 3:10 PM Rm 404  
Miyuki Yonezawa, Yuka Kurihara, and Jeffrey  
Durand - Tokai University  
EXTENSIVE LISTENING WITH GRADED  
READER CDS

4:30 - 6:30 PM 1st Floor Atrium  
Barry Keith - Gunma University  
ER FOR BETTER FLUENCY AND  
COMPREHENSION (POSTER)

5:40 - 6:05 PM Rm 403  
Barrie Matte - Momoyama Gakuin University  
USING MREADER IN AN EXTENSIVE  
READING PROGRAM

## 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

## Monday, 24th November

9:15 - 9:40 AM Rm 101  
Douglas Forster - Japan Women's University  
Joseph Poulshock - Tokyo Christian  
University

BEYOND EXTENSIVE READING:  
COMMUNICATIVE ACTIVITIES

9:50 - 10:15 AM Rm 407 A  
Hitoshi Nishizawa and Takayoshi Yoshioka -  
Toyota National College of Technology  
NONLINEAR AFFECT OF ER ON TOEIC  
SCORES

9:50 - 10:50 AM Rm 302  
Cheryl DiCello - Sugiyama Jogakuen  
University

HOW STUDENTS WANT EXTENSIVE  
READING MANAGED

12:10 - 12:35 PM Rm 401  
York Weatherford - Kyoto Notre Dame  
University; Jodie Campbell - Kyoto Sangyo  
University

STUDENT ASSESSMENT PREFERENCES  
IN AN ER PROGRAM

12:45 - 1:45 PM Rm 303  
Thomas Robb, Aaron Campbell - Kyoto  
University of Foreign Studies; Gordon  
Bateson - Kanazawa Gakuin University  
MOODLEREADER/MREADER PROGRESS  
AND USER SHARING

1:55 - 2:55 PM Rm 303  
Rob Waring - Notre Dame Seishin University  
WRITING ONLINE GRADED MATERIALS

- ☐ 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)

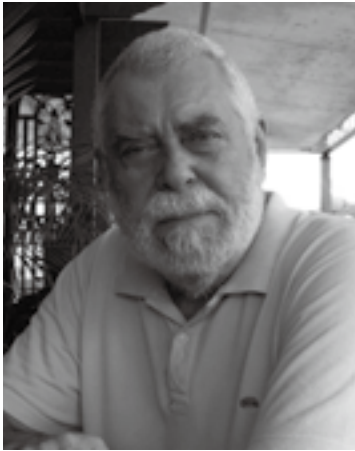
Deadline for Spring Edition: February 28th

## JALT2014 ER Colloquium

Saturday, 22nd Nov, 4:30 - 6:00 PM

Convention Hall 200

The Extensive Reading Colloquium is an annual event that combines multiple presentations and the Great Graded Reader Giveaway.



### The role of extensive reading in raising global awareness

ALAN MALEY

Alongside its purely language learning benefits, ER can also be a valuable resource for developing life skills and critical thinking, and this can be done even at low levels of proficiency. To illustrate my point, I will give a short reading from an unpublished reader at Level 2. Awareness is growing that, as language teachers, we need to be more than passive technicians for delivering a package. In Kumaravadivelu's terminology, we need to become 'transformative intellectuals' (2003). That is to say that, as educators, we have a responsibility for raising our students' awareness of the world they live in.



### Defining extensive reading

ROB WARING & STUART MCLEAN

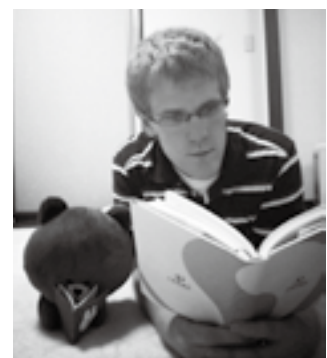
There is little consensus on a definition of Extensive Reading. Some people assume that the reading of graded readers is extensive reading. Others assume that a purist view of ER is the only valid form, and yet others take a more integrative view. This presentation will go over some of these definitions and distinguish an "ER as process" definition from a "pedagogical ER" definition. The implications of this will be discussed in light of their impact on both ER practice and ER research.



### ER start-up in junior & senior high: Taking on the challenge

CORY KOBAYASHI

Secondary school is typically one of the most challenging environments in which to establish an ER program, but it can be done. The presenter will discuss the development process undertaken thus far in his ongoing effort to create an original program that is gaining acceptance, in varying degrees, within his school. The presentation will highlight the particular needs of young learners, and the unique levelling system devised to address these needs.



Don't miss the ER SIG AGM. It will be held just before the ER Colloquium, chaired by Brandon Kramer.

Come to Convention Hall 200 at 3:35 pm.

## Benefits of using multiple-path stories in the reading classroom

MARCOS BENEVIDES

The multiple-path story format, sometimes referred to as "choose your own adventure" after the popular book series, is different from linear narratives in that it involves the readers themselves as 2nd-person protagonists, and then presents them with plot choices at various points in the story, which lead to one of several different endings. This allows for a range of beneficial reading and extension activities, including re-reading, vocabulary recycling, information-gap discussions, and a variety of structured writing tasks. This presentation will outline how some of these activities have been used in a mid-level university general English reading program.



## Literary genres: A tool to encourage extensive reading

HEATHER DOIRON

This paper focuses on materials used to introduce literary genres in the L2 classroom. Aebersold and Field (1997) believe that through the teaching of genres students will be more eager to formulate their expectations of a text, will be more open to the conventions of a genre and better able to understand the text. By introducing genres to students, students are more prepared to select texts that they may have interest in reading, which may lead to greater motivation to read. This paper concludes with the recommendation that the introduction of literary genres, supports the promotion of extensive reading.



DO YOU GET THE ERJ?

**Subscribe now!**

2000 yen per year

### Where to pay:

Shinsei Bank, Honten, Bank Code: 0397

Branch Code: 400, Account Number: 2237144

Account Name: Kenichiro Kobayashi (If you need kana: ケンイチロウ コバヤシ)

Account type: FUTSUU (普通)

Include your name, address and "ERJ Subscription" in the notes.

Also, please send your name, address, and email address to [erj@jalt.org](mailto:erj@jalt.org)

To pay by paypal contact: [ersigtreasurer@gmail.com](mailto:ersigtreasurer@gmail.com).

JALT members: join the ER SIG! Get the ERJ and much more for 1500 yen

To join JALT, visit: [jalt.org/main/join](http://jalt.org/main/join)