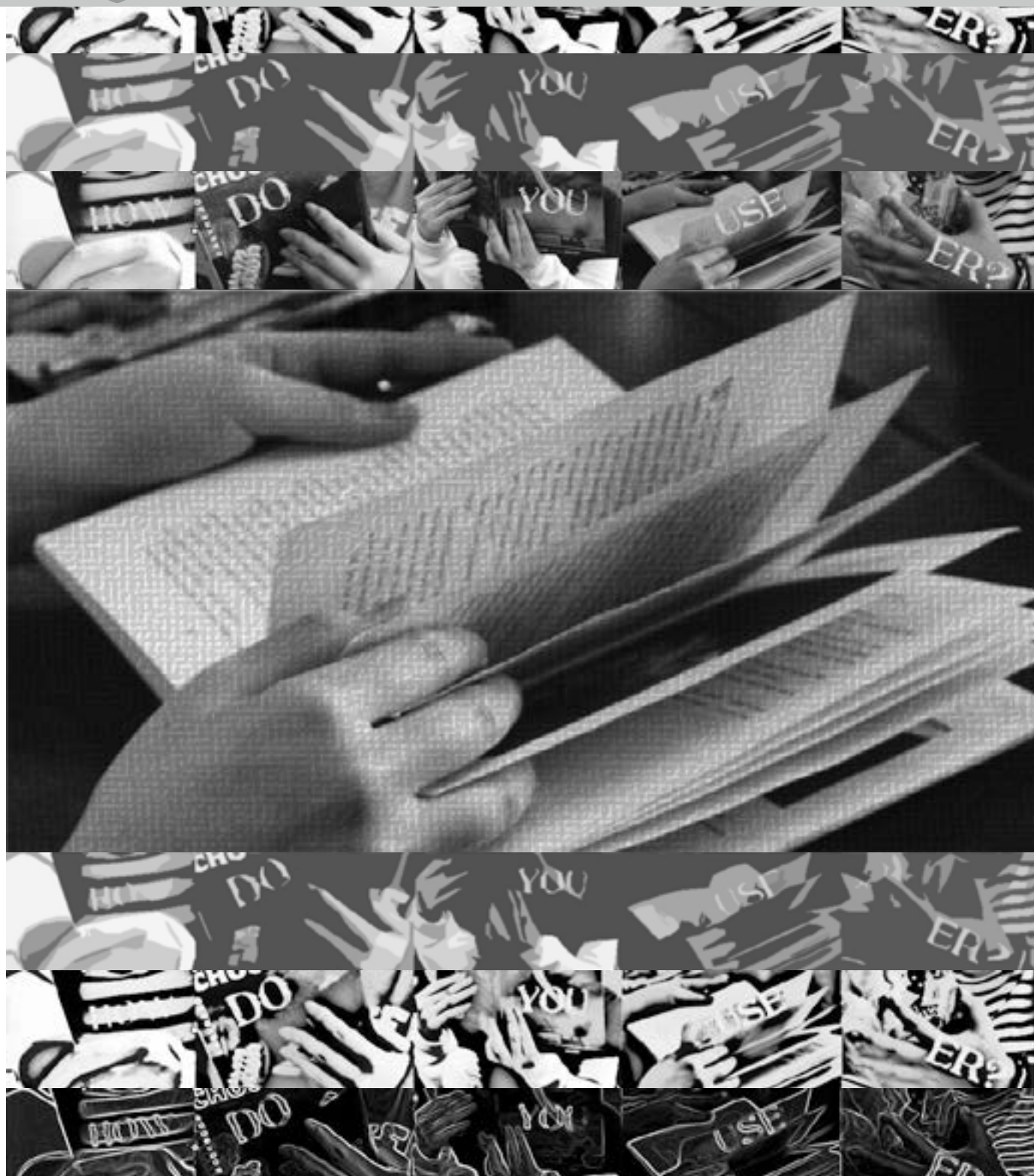


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ER SIG NEWS

Dear Readers,

I would like to inform you about a couple of things related to the Extensive Reading Special Interest Group of the Japan Association for Language Teaching.

First of all, I would like to invite interested members to get more actively involved by joining our leadership group. Due to other responsibilities and opportunities both within JALT and my work, I will be stepping down as ER SIG Coordinator from the JALT 2016 Conference in November. A few other officers also are making changes, and we would love to have you join in and help run the SIG. An ideal thing to do would be to volunteer to help out with the ER Seminar or to start shadowing an officer now and take on a few tasks. That way you can get to know the team and what kinds of help is needed. Then in November you may choose to run for one of the elected positions or take on one of the appointed ones. We look forward to hearing from you soon.

Secondly, please note that this year's Extensive Reading Seminar will be on October 1st and 2nd at Nanzan University. I am happy to be acting as this year's chair and to be hosting this at our beautiful campus in Nagoya. In addition to our many regular sessions, the materials exhibition, and some special events, we have two wonderful plenary speakers, Anna C-S Chang and Kiyomi Okamoto, joining us.

Anna C-S Chang has a PhD in Applied Linguistics from Victoria University of Wellington, New Zealand, and is a professor of the Applied English Department at Hsing Wu University, Taipei, Taiwan. Her main research interests focus on listening and reading development and vocabulary learning. She has published a number of articles on developing listening fluency and reading fluency through extensive listening and reading.

Kiyomi Okamoto is Associate Professor at the University of Kitakyushu, Fukuoka, where she is affiliated with the Center for Fundamental Education and involved in the education of science and engineering students of the Faculty of Environmental Engineering. In addition to extensive reading, her research interests include instructional design and English for specific purposes.

Thomas Bieri

JALT ER SIG Coordinator

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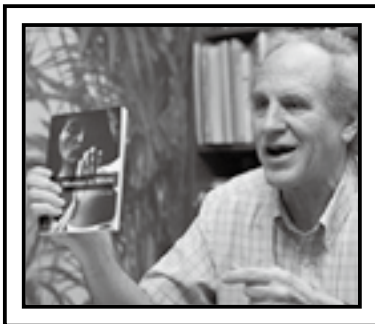
Artwork

Joanne Sato, Germain Mesureur

Proofreaders

Leslie Chivers, Hudson Murrell, Andrew O'Brien, Meredith Stephens

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The Myth of the Headword

Thomas N. Robb
Kyoto Sangyo University

True or False? – A student only needs a vocabulary of 400 words to read a graded reader labeled as "400 Headwords".

Answer: False. According to Nation and others, a person needs a knowledge of 98% of the words encountered in a text for "unassisted comprehension." A graded reader with a headword count of "400" does not mean that it contains only the 400 most commonly used words in English, but rather that it contains a maximum of 400 "word families".

The notion of 'headwords' often leads teachers astray. Take, for example, this extract from Maruyama (2009) where she misquotes Nation (2009), assuming that each new level of the Oxford Bookworms systematically adds a new set of words to those already known.

Table 1. Total New Words and Word Families at Each Oxford Bookworms Level

Level	New words	Total word families at each level
1	400	400
2	300	700
3	300	1,000
4	400	1,400
5	400	1,800
6	700	2,500

Note: Adapted from Nation (2009, p. 52)

Figure 1. From Maruyama (2009) p. 32

These word families can be anywhere in the top 2000 most frequent words of English, or perhaps even above that level. Of course, writers and publishers may not employ any specific word list such as the old "General Service List"(GSL) or the newer N-GSL (Browne, 2013). They most likely use their own in-house list in addition to applying their own "feel" for what is appropriate, and of course, what is needed to tell the story.

In order to further confirm this fact, I examined the words used in 47 graded readers from twelve series of the five publishers listed in Table 1. Most of the texts used had already been scanned for use in another study by a colleague, Kano (2015), although I supplemented it with a few more in order to round out the data. All of the examined texts had been scanned, run through an optical recognition program and then spell-checked before use.

Table 1. Graded Reader Series Analyzed

Publisher and Series	Level or Stage
Cambridge English Readers	Starter, 1
Cengage Foundations	5, 7
Macmillan Graded Readers*	1, 2, 2+
Oxford Bookworms	Starter, 1
Penguin Readers	Easystarts, 1, 2

*Macmillan's "Level 2" has been divided into two sub-series since there are two distinct types within it, with different original publication dates.

Using Tom Cobb's "Compleat Lexical Tutor" (n.d.), the number of words that fell within the first 1000 words (K1), and second 1000 words (K2) were analyzed, using the "Classic" mode. For this exercise, proper nouns were treated as falling within the first 1000 words. Here are the results (Table 2) which reveal some interesting facts concerning graded readers. The "Yomiyasusa Level" (Furukawa, 2013), hereafter "YL", is listed as a relatively accurate, subjective assessment of difficulty for Japanese readers.

Nation (2006) performed a similar exercise with The Picture of Dorian Gray (Stage 3 Oxford Bookworms), a book with "1000 headwords". He reports that the first 2,000 most frequent words plus proper nouns yields 96.75 coverage, while the first 3,000 words + proper nouns yields 98.86 coverage.

Discussion

Virtually all university students in Japan have studied and should 'know' most of the first 2000 most frequent words of English. If we look at the words used in a specific book, we find that most of the words used are, indeed, within the first 2000 words of both the JACET 8000 list and the General Service List (GSL).

For example, Penguin EasyStart *San Francisco* (YL=0.8) contains 190 headwords, and only four are not contained in the GSL, while just one is not contained in the JACET list. Comparing a higher level text, Oxford Bookworms Stage 1 *Tom Sawyer* (YL=2.0), of the 301 word families used, 25 of the words or 8%

Table 2. Results of Analysis: Averages for each series

Series	Number of Books	Average Words per Book	Running Words	Average Word Families		Cumulative Coverage (%)		Stated Headwords	Yomiyasusa Level
				K1	K2	K1	K2		
Macmillan 1	4	750	2999	138.8	22.5	90.0	97.4	300	0.8
Oxford S	4	1465	5860	233.5	22.3	93.2	97.3	250	0.8
Penguin S	2	896	1791	168.0	18.0	94.3	99.0	200	0.8
Cambridge S	4	2251	9004	244.8	24.5	95.1	98.6	250	1.0
Penguin 1	5	1814	9069	168.0	18.0	94.3	99.0	300	1.0
Foundations 5	3	1650	4951	206.7	17.7	94.9	97.9	250	1.0
Foundations 7	4	2745	10979	262.0	29.0	94.8	98.9	350	1.2
Cambridge 1	4	4113	16452	311.8	45.0	93.4	97.9	400	1.4
Macmillan 2	4	2501	10004	302.3	62.3	92.2	98.3	600	1.4
Macmillan 2+	4	6142	24566	480.7	107.0	92.9	97.9	600	1.8
Oxford 1	4	5869	23475	355.5	49.5	94.1	98.5	400	2.0
Penguin 2	4	6903	27610	383.5	60.3	96.0	99.5	600	2.4

1. All series are very close to their claimed headword count. The figures in the table do not include words above the 2000 level, some of which are probably glossed in the text.
2. All series appear to have at least 97% coverage of the first 2000 most frequent words. We shall see below, that if we had used the first 2000 words of the JACET 8000 list, the coverage figures would have been even higher.

were not within the JACET's first 2000 words, most of which are plot-specific: bat, candle, cave, clown, daylight, dig, downstairs, drown, dig, excite, fence, fireplace, flowers, funeral, ghost, graverobbers, graves, graveyard, hey, injun, jail, meow, metre, midnight, picnic, pipe, rob, schoolroom, sheriff, shovel, treasure, trousers, tunnel, unhappy, upstairs, whiskey, worse

Thus we can safely say that if the students know

the 2000 most frequent words of English, the words themselves should not present a major barrier to comprehension.

Despite our conclusion that the number of headwords, per se, might not be directly relevant for assessing difficulty, there are obvious differences in the difficulty of higher level texts, with factors such as syntax, sentence length, sentence complexity, required

Table 3. Use of syntactic functions per thousand running words

	will	going to	when	would	could	if	must	YL
Macmillan 1	33	57	3	0	0	3	50	0.8
Oxford S	2	14	14	9	0	0	0	0.8
Penguin S	0	0	0	0	0	0	0	0.8
Cambridge S	0	76	4	0	0	0	18	1.0
Penguin 1	17	35	0	0	0	0	0	1.0
Foundations 5	28	16	6	0	0	0	8	1.0
Foundations 7	69	18	13	5	12	19	6	1.2
Cambridge 1	5	22	22	1	6	1	15	1.4
Macmillan 2	124	11	6	1	3	1	24	1.4
Macmillan 2+	90	26	0	0	8	0	34	1.8
Oxford 1	0	24	14	3	13	0	24	2.0
Penguin 2	48	25	17	1	22	1	27	2.4

Shading is used to roughly group the results

background or cultural knowledge, and complexity of the plot coming into play. Table 3 shows a simple word count ratio (target word / total running words) x 1000 that illustrates how various series differ in the types of syntactic functions that they include. As a heuristic, I simply did counts of some words with syntactic functions. Naturally, the topics dealt with in the readers will also influence the syntax used. The Foundation series, for example, frequently deals with teens and their interpersonal relationships, which might influence syntactic choices.

As we can see from Table 3, there is considerable variation in which syntactic functions are included at the various levels depending on the publisher. Whether some of the functions are actually 'difficult' or not is open to question. The MReader software, for example, asks students follow-up questions after they have taken each quiz. For each of the series surveyed here, we have between 3,000 and 30,000 responses to a question concerning the book's difficulty. This data indicates that these series are indeed, suitable, and perhaps a bit too easy, for their stated level.

Conclusion

It isn't surprising to find that the coverage of the JACET list was superior to the GSL since it was designed for Japanese learners and is of considerably more recent vintage. I wish that the JACET 8000 list were included in Tom Cobb's "Compleat Lexical Tutor" so that all three word lists could be compared on an equal footing. More about that in a future paper!

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Send anything related to extensive reading or extensive listening, or of interest to members of the JALT ER SIG to erj@jalt.org.

Use APA6 style, no footnotes, MSWord or text format. If you have any layout requests, send separately or consider the position of layout editor!

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

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 should be separate, clearly named files, ideally in black and white.

Authors should prepare a photo, relatively close-up with good contrast and ideally reading something.

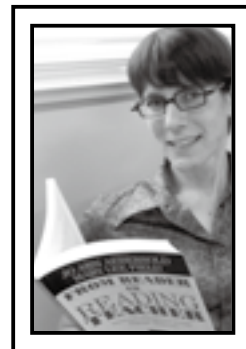
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Introducing content through reading circles

Wendy M. Gough

Tokai University Liberal Arts Education Center



In an elective reading seminar course that I teach at a marine sciences and technology university, I used a negotiated syllabus to introduce content through extensive reading and reading circles. The aim of the course is to develop reading fluency and in first day questionnaires for the 2015 course, students indicated they wanted to develop their reading speed, vocabulary comprehension, and ability to read and discuss marine and scientific topics in English. Integrating language and content is an effective teaching method because students will find the communication meaningful in both social and academic contexts (Snow, Met, & Genesee, 1989). Students are more likely to become active learners when studying content in English because the materials are designed around topics of interest to them. Students at the marine sciences and technology university currently engage with English content on a very limited basis in courses in their majors, but the students in the reading seminar showed interest in developing skills that would enable them to work more substantially with English content in the future. The reading seminar course described in this paper used elements of ER, literature circles, and content-based instruction to encourage autonomous learning and develop fluency and linguistic competence for encountering marine, technological, and scientific topics in English.

ER and literature circles to introduce content-based topics

To address student interests and develop their language skills, the reading seminar course followed a three module cycle that combined ER and literature circles (also known as reading circles cf. Roualt, Eisdick and Prayer, 2012) while introducing content-based topics to the students and promoting the transfer of knowledge between Japanese and English. It included the introduction of reading skills, discussion, and learning group work strategies. There is a clear connection between literature circles and some of the primary attributes and variables in ER and the course utilized several of those: student-selected materials that are within their linguistic competence, reading for pleasure, silent reading, and the teacher as a role model and guide (Day & Bamford, 1998). The reading circle aspect of the class built on the autonomous learning aspects of ER as students determined their reading levels and chose the reading topics. They also read the same piece of literature during the content portion of the classes, engaged in small peer-led discussion groups to share their interpretations of the pieces, and group members assigned themselves to tasks that determined their roles in the circles (Daniels, as cited in Strong, 2011). The reading activities engaged in during the reading circles follow the Integrated and Class reading Variables concepts of ER (Waring & McLean, 2015), which state that there should be a lot of self-selected reading, follow-up exercises to build

four skills, comprehension work, and students reading the same material. As a result, ER and reading circles worked together to develop a variety of useful English language skills and introduce content into the course.

Content-based topics were brought into the reading seminar through a negotiated syllabus. As a group the class brainstormed general topic areas they wanted to read and discussed the amount of time they should spend working on each topic. They were also given flexibility to decide how many weeks to spend on each of the three modules over the course of the semester. To successfully transfer their prior knowledge, the students needed to develop structural and functional language skills necessary to encounter the topics (Snow, Met, & Genesee, 1989). Therefore, the instructor's role was to act as a guide and give recommendations about the course contents as well as to help students develop the linguistic skills necessary to learn how to transfer their L1 knowledge of the content into English. In order to do this the instructor needed to assess the students' language skills and prepare them for the autonomous learning environment envisioned through ER and reading circles. Because second or foreign language students need more guidance and scaffolding of skills in reading circles (Strong, 2011), the course was organized in a three-module system that moved from guided activities toward an autonomous learning environment.

Course design

The reading seminar course took place during a fifteen-week semester in 2015. The course had three modules designed to scaffold language and reading skills and promote an autonomous learning environment. In the first class session the students completed a reading reflection survey in English. They answered questions about their reading habits in both Japanese and English, their perceived difficulties in reading English texts, goals for the reading seminar course, and the skills they wanted to develop.

An initial reading assessment was also conducted by giving the students sample pages from various level graded readers. The students read, rated, and discussed the difficulty of the reader samples with the instructor. This provided an estimate of the students' reading levels and helped the students decide which level of graded readers to choose from the school library for the silent reading portion of each class meeting. Finally, the students brainstormed and chose the topics that would be covered in the course and the class discussed the amount of time to be spent on each module. With the negotiated syllabus, the module lengths could be flexible and altered depending on student interest and the progression of their language skills. The students would be evaluated on their class participation and the development of their language skills over the semester. Each class meeting would begin with 15 minutes of silent reading using graded readers of the students' choice, then move on to content reading and discussion. When students finished a graded reader they completed a short book report form that assessed their comprehension of the text and their opinions of it.

Module 1

The first module was designed to build basic reading skills for comprehension strategies and understanding

vocabulary through context. Based on the student-selected general topics, the teacher made reading activities from articles printed from science websites. Several texts were prepared for each general topic and the students decided which ones to read. For example, for marine sports, the students were given four texts: digital SCUBA goggles, a solar kayak, boat racing, and swimming with dolphins. The students began the activity by discussing their opinions of each article based on its title then choosing which topic to read. They then completed a reading activity that included discussion questions to introduce the topic and activate prior knowledge, reading the article and answering comprehension questions, and finally vocabulary-building activities designed to teach understanding from context.

Module 2

In the second module the course moved into the first round of reading circles. In the reading circles, the students determined their individual tasks then prepared activities to teach the reading to the other group. Each general topic was covered in three class meetings. In the first class, the instructor provided several texts on the general topic, but with no accompanying activities. The students discussed the topics then divided into two groups based on the topic they liked. The groups read their article then chose the members' roles for preparing tasks and teaching the topic to the other groups. The tasks included discussion questions, reading comprehension questions, and vocabulary questions. In the next two class periods the groups explained the topic to their peers by sharing the reading and guiding them through the the reading activities. During this time the instructor acted as a facilitator in the discussion by helping the students with vocabulary and speaking strategies as they connected their prior knowledge of



the topics to the readings. This aided comprehension and helped the students understand difficult concepts in the readings.

Module 3

The third module was the longest, taking up half of the fifteen-week semester. In their end of semester surveys, the students also indicated that module three was the most interesting because it gave them the most autonomy in choosing the course contents. In this module, the students worked in pairs and in the first lesson went to the computer lab where they searched Internet science and news websites to find topics of interest based on the general topics in the syllabus. In the course of choosing the topics, the students skimmed a wide variety of articles and negotiated the desired length, difficulty, and final topic with their partners. As with module two, the pairs prepared reading activities then guided the discussion and sequence of activities to the other class members with the instructor moderating the lessons. In this module the students also began making stronger connections between information learned in their content courses by pointing out specific courses, labs, or training activities where they had learned about similar concepts that were arising in the English readings.

Results of the ER and reading circle activities

Reading circles proved a useful method for integrating core elements and variables of ER with the introduction of content into the reading seminar course. In each class the students engaged in a substantial amount of silent reading, follow-up activities, and discussion as they read authentic articles about topics of their choosing in English. The end of semester surveys showed the students felt their reading, speaking, listening, and vocabulary skills improved. They also felt that working together helped them develop strategies for using their L1 knowledge of science and marine topics to aid in comprehension of the topics covered in the reading seminar. The instructor observed the development of these skills along with substantial improvement in student self-confidence in their English speaking skills.

Another important aspect of combining ER and reading circles was that the students learned to utilize critical thinking and creative skills in English as they prepared the activities to teach the reading

topics to their classmates. They created thoughtful discussion, comprehension, and vocabulary activities that developed their language skills for working with content. They also took the initiative to develop skills that would be useful in other mediums such as standardized tests by making vocabulary activities designed to test their classmates' ability to judge meaning from context and discern between multiple meanings for the same expressions similar to those found on the TOEFL or TOEIC tests.

Overall, the combination of ER and reading circles in the reading seminar course was successful because students were able to engage with texts based on their interests and learn English that will be useful if they begin to encounter more English texts in their content courses. Silent reading with graded readers at the beginning of the class promoted increased reading speed and enabled students to judge their reading level, which was useful when they engaged in reading circles in modules two and three. By developing reading speed and a deeper understanding of their reading comprehension level the students were able to skim a wide variety of texts online and choose appropriate stories. When they found topics of interest that were deemed too long or difficult they continued searching for alternative articles on the same topic until they found something they felt was suitable. Lastly, the students were encouraged to continue reading in English on their own because they were equipped with a wide variety of online resources that can be accessed on their computers or smartphones.

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Dialogic reading aloud To promote extensive reading

George Jacobs

How can teachers motivate students to read extensively in a second language? One strategy is for teachers to read aloud to students to promote the joys of reading generally, to build students' language skills and to introduce students to specific authors, book series, genres, websites, etc. This article begins by discussing why teachers might want to read aloud to their students. Next, guidelines are given for reading aloud. These guidelines include insights from the literature on dialogic reading in which reading is enlivened by wide-ranging discussion (Whitehurst et al., 1994).

Why read aloud to students

Many benefits have been proposed for teachers reading aloud to their students. Below, some of these proposed benefits are discussed.

1. Introduces students to a wide range of available reading materials.

Many lists of reading materials are available, e.g., Extensive Reading Foundation (2016). When teachers read aloud, they allow students to sample prospective reading materials. This is a step beyond just seeing a title in a list of materials.

2. Models pronunciation.

Part of knowing a word is knowing how to pronounce the word. Too often, students can recognize a word in print, but they do not know how to pronounce it. Of course, every language has multiple varieties, including non-native varieties, and pronunciation differs across varieties.

3. Develops vocabulary.

Vocabulary is best learned in context (Nation, 1982). Reading provides context, and reading aloud supplements this, as teachers and peers can provide assistance to students when context alone proves insufficient for comprehension.

4. Teaches knowledge of the world and of books.

Schema, e.g., background knowledge, provides an essential foundation for comprehension. While reading aloud to students, teachers can build students' schema on particular topics, thereby facilitating students' future reading on those topics.

5. Teaches language elements and reading strategies.

The term *language elements* refers to grammar, punctuation, spelling, and formatting. These can, at least in part, be learned inductively (Krashen, 2004).

Reading strategies include guessing word meaning from context, rereading to increase comprehension and using visuals.

6. Builds bonds between the readers and listeners and among listeners.

Reading materials provide a shared experience, one to which teachers and students can later refer.

7. Offers a model of the joy of reading.

Reading materials, including non-fiction, have the potential to provoke a wide range of emotions, thereby making life more colourful (Trelease, 2013). Indeed, a key function of reading aloud is to counter the belief that some students may have that reading equals boredom and drudgery. As teachers read aloud, they can share their own joy and encourage their students' joy of reading. Furthermore, when discussion is added, reading can become even more enjoyable.

8. Encourages a love for reading silently and aloud.

Perhaps the key goal of reading aloud lies in motivating students to read on their own, and most of that reading will be silent reading, although now and then students might read aloud. The more students read, the more they have to discuss with others.

9. Builds thinking and communication skills.

As will be explained below, adding a dialogic element to reading aloud encourages students to think more deeply (Lane & Wright, 2007) and engage with others, as everyone seeks to communicate their reactions to what has been read.

10. Models expressing emotions.

Too often, classroom focus only on cognition, neglecting affect. By skillfully facilitating dialogue about what the class has read aloud, teachers provide students a safe place to reflect on and express their

emotions.

11. Promotes discussion of values.

Similarly, reading materials often link to values, and teachers can utilize the teachable moments that reading materials provide in order for students to recognize the values authors may consciously or unconsciously be expressing (Bailey, 2014). More importantly, sparked by what they have read aloud, teachers can enable students to clarify their own values.

12. Encourages reflection on life and actions.

Closely related to values are the actions that people take. Students can compare their life experiences and plans with the ideas in the readings and the actions and plans of the people in the texts they read (Commeyras, 1993).

Guidelines for reading aloud

Two important points bear keeping in mind by teachers who read aloud (Trelease, 2013). Firstly, the benefits, listed above, of being read to apply to all students, regardless of age and reading level. Thus, no students' language level or cognitive level is too low or too high for reading aloud; similarly, no students are too young or too old. Secondly, reading aloud is a journey, not a race. In fact, the text teachers read aloud to students is perhaps best seen not as the goal of the read aloud session. Instead, the text is secondary, serving more as a tool for the discussion it can provoke and the future reading that it can encourage.

The following general guidelines may prove useful in helping teachers read aloud more effectively. Guidelines #6 and #7, in particular, connect to dialogic reading.

1. Choose good texts.

Qualities of a good text might include:

- a. being within students' comprehension range (perhaps with assistance from teachers and peers)
- b. encompassing areas of interest to students or connecting with their experiences
- c. containing potential discussion points that can stimulate dialogue and reflection
- d. connecting to the curriculum that has been designed for students

2. Set the scene.

Provide background information that aids students' comprehension and sparks their interest.

3. Give title and author.

The hope is that students will want to reread what is read to them, or perhaps teachers will leave a text unfinished and students will finish it on their own, via silently reading. Furthermore, we hope that students will be motivated to locate more texts by the same author.

4. Read with feeling and variety. Use paralanguage.

Teachers need not be professional actors to read aloud, but they can learn from actors. For example, some voice variation can make read aloud sessions more enjoyable for readers and listeners, as well as boosting students' comprehension, e.g., teachers might want to change their tone to communicate surprise or happiness. Another tactic teachers can learn from actors is the use of paralanguage to aid communication, e.g., facial expression and gestures.

5. Perhaps, summarize slow parts and paraphrase new words.

While some parts of a text have the power to increase students' engagement with a text, other parts may leave the students bored. Teachers need not read aloud the text word-for-word. Instead they can skip or summarise parts which might decrease student engagement. Another change teachers can make to read-aloud texts involves paraphrasing words. In the case of low frequency words that students are unlikely to encounter again in the near future, it might be best to use higher frequency words to paraphrase their lower frequency counterparts.

6. Stop at interesting places to invite student participation, e.g., responses, questions, connections to life, comments, reflections.

Read-aloud sessions should not be teacher monologues. Instead, teachers should use all the tools they can find to draw students into dialogues about what is being read.

7. Encourage collaboration and thinking.

Just as read-aloud sessions should not be monologues, neither should they be a series of discussions between the teacher and individual students. In other words, the interaction pattern should not be this all-too-

familiar three-part pattern:

- a. The teacher asks a question or proposes a task and calls an individual student
- b. That student responds
- c. The teacher evaluates the student's response.

The use of groups of two, three or four students offers one of the best ways to introduce a different interaction pattern. For example, in a group of two, the interaction pattern might look like this:

- a. The teacher asks a question or proposes a task
- b. Students take turns to discuss with their one groupmate, and this turn-taking can continue over multiple rounds
- c. The teacher asks a student to share their partner's response or the response generated as a product of their interaction
- d. The teacher asks the groups to discuss this response.

Turns may be longer when questions and tasks that the students have to think about are used. To know whether a question or task involves thinking, teachers can ask themselves whether it goes beyond the information given in the text. For instance, if a question calls only for students to recall the answer in the text to which they have just listened, that is not a thinking question. In contrast, if students need to give opinions, consider values and beliefs, connect to their own lives, make predictions, or evaluate, thinking is likely to be provoked.

8. Plan and practice first.

Obviously, in order to implement guidelines 2-7 above, teachers need to spend time planning and practicing.

Specific background on dialogic reading

The roots of dialogic reading can be traced in part to the theory of social constructivism (Vygotsky, 1978). Three central concepts in social constructivism are:

1. Learning is social, i.e., we learn with and from others. Yes, everyone's knowledge is unique, but the social dimension, the similarity among people from the same background, is key. Adding dialoguing to reading enhances the social element of what can be a seemingly solitary pursuit.
2. Language facilitates learning, i.e., people use

language as they learn with and from others. Adding dialogue to reading increases the quantity and the quality of the language that students receive and produce. The quantity increases because in addition to the language in the text being read aloud, students also receive language input during the discussion. Furthermore, students also produce language output in interaction with their teachers and peers. The quantity of student language production greatly increases when student-student interaction takes place via groups of two-four members. The quality of language expands with a wider range of topic and speech acts, e.g., students can talk about their values and their own actions relative to what was read.

3. Zone of Proximal Development is Vygotsky's (1978) term for the idea that tasks in which learners engage should be doable tasks. The use of dialogue allows teachers and peers to reduce or increase the difficulty level of tasks, e.g., teachers could read aloud a text for low proficiency readers to a class of students of advanced language proficiency, yet these students could be challenged by the language and cognitive demands of the dialogue provoked by the text.

Conclusion

This article has explained why and how teachers might include reading aloud as one way to enhance their students' extensive reading and why and how reading aloud should be accompanied by dialogue that flows from the texts being read. In the experience of the author of the present article, the most enjoyable aspect of conducting dialogic reading derives from students interacting with the text. However, the most difficult aspect of conducting dialogic reading also occurs here. How can teachers facilitate an atmosphere in which students are capable of participating in the dialogue, feel a desire to participate and have an equal opportunity to participate (Jacobs & Kimura, 2013)? This deserves teachers' careful attention.

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Positive Engagement with Publishers: Ask and Ye Shall Receive

Ben Shearon

Cambridge Discovery Interactive Readers are a series of non-fiction books published by Cambridge University Press including content from the Discovery Network.

From an ER perspective it is unfortunate that a lot of the online supplementary content is set up to be accessible to a single user for a limited time. This includes video, exercises, and a learning management system. It seems the publisher assumes they will be bought by individuals and used as a kind of textbook.

Of course, this is very different to how ER program administrators look at books.

In my teaching situation I am not interested in the interactive questions or even videos (although it would be nice if they were on a public site accessible by anyone), but I am very interested in having the audio files available for students.

Last year I reached out to the Cambridge University Press rep for Miyagi, Andrew Archer, who is very thorough and approachable, and asked about having access to the audio files. He had some questions about an ER teaching situation, and armed with some answers, said he'd talk to the main office.

I assumed that would be the end of it. Few publishers understand ER as practiced in Japan (particularly with regards to the importance of word counts, etc.) and I wasn't expecting much more than 'sorry, we can't do anything at this time'.

In April I was proved completely wrong. An email arrived telling me that the audio files for most of the books have been uploaded to the CUP Japan website and can be freely used by teachers and students. Apparently the rest of them will be going up soon.

This is great. It is wonderful to see a big publisher listen to local teachers and help them with their teaching situation. Big kudos to Cambridge for making this change -please check out the series and download the audio. Positive reinforcement works wonders!

Adapted from his post on the blog sendaiben.org



Extensive reading in the junior high school classroom

Kevin Trainor

Teikyo Junior and Senior High School

Numerous studies indicate various benefits of extensive reading such as increasing motivation (Mason & Krashen, 1997), building reading fluency (Iwahori, 2008), and overall language learning (Day & Bamford, 1998). Most of these studies are at the college level. Nishino (2007) points out that very few studies involving extensive reading are at the high school or the junior high school level.

Additionally, most of the studies that have been conducted at the high school level were in special reading classes. If extensive reading is so beneficial to language learning, it should be introduced in junior high school.

A factor that may daunt secondary school native English-speaking teachers from using graded readers in the classroom is they feel that their main priority is to teach speaking. At Teikyo Junior and Senior High School, students usually have English communication classes twice a week for fifty minute periods. I begin some of my classes with SSR (Sustained Silent Reading) for the first ten or fifteen minutes once or twice a week. While teaching oral communication is important, a teacher can still find time to introduce graded readers to middle school learners.

Another obstacle in introducing extensive reading is the cost of books. Four years ago, I introduced SSR in the classroom with a handful of elementary-level Oxford Reading Tree books. At that time, some students seemed bored with the books. However, that decreased dramatically as the variety of books increased to over two hundred titles. Fortunately, Teikyo has allowed me to continue to purchase ¥15,000 worth books for each term.

Another factor that makes teachers hesitant to incorporate extensive reading into their classrooms is that they are never certain what exactly students are “learning” or if they are learning at all when they are reading by themselves. However, a study by Elley (1991) concludes that, “when immersed in meaningful text . . . children appear to learn the language incidentally, and to develop positive attitudes toward books” (p. 375). Book reports or speaking activities can be added to enhance the silent reading activity.

Extensive reading activities in the classroom

Although extensive reading should be done at home, it is important to introduce and guide middle grade students to reading in English in the classroom. Below are a handful of activities used to introduce students

to graded readers in the classroom, and keep them involved in reading extensively.

Sustained Silent Reading

The main activity done with graded readers in the junior high classroom is Sustained Silent Reading. Students are put into groups of six with their desks together. Group leaders come up and receive a stack of books. Each stack has about twenty books. These stacks are rotated from week to week. The stacks are played out in the middle of the group so that anyone in the group can easily help themselves.

Before each reading, the teacher explains three important rules. First, this time in class is to be spent silently reading. Second, students should read at their own pace. Third, if a book is too difficult or boring, students should put down the book and look for another book. For beginning readers in the first year, a book with two or more new words per page should be considered difficult.

The reading sessions run about ten to fifteen minutes at the beginning of class. It is important for the teacher to model the behavior by joining a group, sit with their own book and reading with the students.

Reading lists

Students are given a reading list where they can log the books they have read, write any new vocabulary from the book, and what they thought about the book. As teachers go around the room, they can help students by explaining new vocabulary or advising students if they think a book might be too difficult for a student. A quick glance at the number of new words written on their list can give teachers a sense as to whether students are reading books above their level.

Find me a book

At the beginning or end of a silent reading activity, the teacher asks the students to lay the books in the center

of the groups and then to find a book with something on the cover such as a dog, a girl or a duck. The first students to find the book described get bonus points.

iMovie

Another activity that was incorporated into the class was showing the students a graded reader through an iMovie. The story is narrated and music and sound effects are added. The movie created is presented on a TV screen in class. Students watch the movie a few times and they are given a sheet of paper that has sentences from the story with the pictures. Students work together to match the sentences to the pictures. Later, students practice reading the story with a partner. If you teach small groups, you can have students narrate books on iMovie.

Shadowing

Research (Hamada 2014) indicates shadowing is an effective listening technique that is becoming commonly used in Japan. In shadowing, the learner repeats what is heard almost simultaneously. In the classroom, students can repeat after the teacher or their partner. This allows students to actively listen and reproduce the sounds they hear.

Students at Teikyo are introduced to *The Snowball* by Jennifer Armstrong. Students are asked to think of words about winter. Then, they are introduced to the book. The students read along slowly with the teacher. Then the teacher reviews new vocabulary. The teachers model shadowing and then the students shadow with the teacher. Students can read the passage as they shadow the teacher. Some would suggest shadowing first without text. However, this would be too difficult for most students. The students read the story again shadowing with a partner. As a post shadowing activity, the teacher can present a word search or do a game of concentration where students have to match phrases that rhyme.

Book reports

At the end of the term, students write a book report. On the top half of a B4 paper, the students have space to draw a picture from the story. The bottom half they write the title, what the story is about, and why they liked the book. To start their writing, students are given the following phrases:

The story is about . . .

The main character is . . .

I liked the book because . . .

Students are encouraged to write their reports



in English but are permitted to use Japanese if they wish. Part writing activity, part art activity, the book report is a favorite activity for students. Students are given free rein to choose their book, draw pictures, and write their own opinions.

Materials

Day and Bamford (1998) emphasize the importance of providing variety in reading materials. Time and patience are required to build a large collection of books. Teikyo now has four hundred and eighty books available to students. About three hundred of these are appropriate at the junior high school level. Below is a list of the materials that are available to our students with one or two impressions regarding the students' interest in the materials.

Red Rocket series

Quite a variation of stories and artwork. Cheaper than other graded readers.

Oxford Dolphin Readers

What is good about these books is there are activities on every other page. Unfortunately, there are only four levels with only eight books per level.

ELI Ready to Read

These are modern updates on the classic fairy tales. The book pages unfold out and there are pictures labeled with vocabulary.

Scholastic Popcorn ELT readers

These are based on popular movies such as *Shrek*, *Madagascar*, and *Mr Bean*. Popular with high school students.

Step Into Reading

Some of these books are a little costlier but worth it. Some of these titles include Disney and Dr. Seuss characters. Very popular.

Oxford Reading Tree stages 2-7

Stories that revolve around a group of children. Students love the artwork. These books were most often chosen for book reports. Even the students in the international high school program liked reading the books. This may be because they are easy to complete and don't take too much time away from students with a heavy work load.

Future considerations

One goal is to create intensive reading activities that can help learners develop their bottom-up processing. By improving student's ability to recognize words they will become more competent and confident L2 readers.

The main challenge to our extensive reading program has been getting junior high students to read more at home. We have encouraged students to read books at home, but very few students do, however, the few that did read, read beyond what was asked of them. We have also seen a steady increase in the books being taken home by high school students.

Introducing graded readers to junior high school students can be daunting. However, I feel that it is better to get learners exposed to English graded readers at an earlier age. Hopefully, the materials and activities described above can help teachers in introducing graded readers.

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New Graded Readers Releases

Bjorn Fuisting

There seems to be a bit of a reshuffle in the graded readers market in Japan with some publishers separating their graded readers from their other material, some separating their international material from their material for the Japanese education market, and some re-branding to better reflect who is publishing what. One such move has resulted in a new company called Seed Learning. They currently mainly carry material produced by Compass but are rapidly expanding. Recently they have brought 70 new Compass Readers to the Japanese market (details below). Another example is the rebranding of Penguin Readers into Pearson English Readers, Pearson English Kids Readers and Pearson English Active Readers., to be republished with updated covers over the next two years. In addition, Oxford University Press have announced that over the next two years they will introduce downloadable audio to replace their CD-packs. The downloads can be bought and, whilst each purchased code will only give you access to a one-time download, it will be possible to share among students in the same educational institution (please check with your local OUP sales rep for details).

Finally, there are 22 new titles from Oxford University Press, 3 new titles (+14 new editions) from Scholastics UK, and 62 new titles from a variety of existing series offered by englishbooks.jp. Check out the full list on the ER SIG website: www.jalt.org/er/graded-readers to decide which ones you want to add to your graded readers library.

Compass Readers (Seed Learning)

The latest graded readers series produced by Compass Publishing and distributed through Seed Learning in Japan consists of 7 levels with 10 books in each level, sold in level packs. The number of head words range from 200 to 2500. The series comes with plenty of support in the form of picture glossaries, free downloadable audio and teacher's guides. There is a mixture of more fact-based titles and narratives. It seems like levels 1-3 would be suitable for junior high school students, whilst levels 4-7 would work well for older students. I would recommend this series for students who are just starting to read independently and for more competent students who prefer to finish books quickly.



Language Learner Literature Awards 2016 - Finalists



Extensive Reading Foundation

Very Young Learners

A Letter to Roberto

by Jon Maes
Illustrator: Glenn Zimmer
Compass Readers
ISBN: 978-1-61352-562-3

Vera The Alien Hunter 1

by Jason Wilburn & Casey Kim
Illustrators: Seungjun Park & Bioh Kang
e-future
ISBN: 979-11-5680-111-5

Vera The Alien Hunter 2

by Jason Wilburn & Casey Kim
Illustrators: Seungjun Park & Bioh Kang
e-future
ISBN: 979-11-5680-112-2

Young Learners

The Ooze

by Kyle Maclauchlan
Illustrators: Hiroki Funayama
Atama-ii Books
ISBN: 9781941140376

A Problem for Prince Percy

by Herbert Puchta and Günter Gerngross
Illustrator: Andrea Alemanno
Helbling Languages
ISBN: 978-3-99045-305-6

Vera the Alien Hunter 3

by Jason Wilburn and Casey Kim
Illustrator: Seungjun Pak and Bio Kang
e-future
ISBN: 979-11-5680-113-9

Adolescents and Adults: Beginners

The Lift

by Julian Thomlinson
Illustrator: Redbean Design

PTE, Ltd.
National Geographic/
Cengage Learning
ISBN: 978-1-4240-4887-8

The Railway Children

by Edith Nesbit
Adapted by: Michael Lacey
Freeman
Illustrator: Zosia Dzierzawska
ELI Readers
ISBN: 9788853620125

Sherlock Holmes: The Speckled Band

by Sir Arthur Conan Doyle
Adapted by: Lesley Thompson
Illustrator: Giorgio Bacchin
Oxford University Press
ISBN: 978-0-19-460905-0

Adolescents and Adults: Elementary

Malala

by Fiona Beddall
Scholastic
ISBN: 978-1-910-17360-2

Night at the Museum: Secret of the Tomb

by Lynda Edwards
Scholastic
ISBN: 978-1-910-17334-3

Adolescents and Adults: Intermediate

The Eighth Sister

by Victoria Heward
Illustrator: Rodolfo Brocchini
Black Cat
ISBN: 9788853015136E

A New Song for Nina

by Fiona Joseph
Illustrator: Redbean Design
PTE Ltd.

National Geographic
Learning/Cengage Learning
ISBN: 9781424046591

20,000 Leagues Under the Sea

by Jules Verne
Adapted by: Rachel Blandon
Illustrator: Nick Harris
Oxford University Press
ISBN: 9780194237994

Adolescents and Adults: Upper Intermediate and Advanced

Agnes Grey

by Anne Bronte
Retold by Helen Holwill
Series editor: Emily Kopieczek
Illustrator: Giorgio Bacchin
Macmillan Education
ISBN: 978-0-230-47023-1

Battle for Big Tree Country

by Gregory Strong
Illustrator: Redbean Design
Pte Ltd
Andrew Robinson, National Geographic Learning, Cengage Learning, Page Turners Reading Library
ISBN-13: 978-1-4240-4886-1

Moby Dick

by Herman Melville
Retold by Sara Weiss
Series editor: Paola Accattoli, Grazia Ancillani, Daniele Garbuglia
Illustrator: Arianna Vairo
Young Adult ELI Readers
ISBN: 978-88-536-2031-6

Winners will be announced online and at the Vocab@Tokyo Conference, 12-14 September, Meiji Gakuin University, Tokyo.

Peer reading project to improve language skills and confidence

Navinder Kaur

Sultan Ibrahim Girls School (Secondary), Johor Bahru, Malaysia.

A simple, short peer reading project was organised to encourage 15-year-old students from a Malaysian secondary school to read with 12-year-old students from a primary school where English Language is taught as a second language in both schools. Usually students complain that they have no time to read (Ferris and Hedgcook, 2005) and hence this project of two visits, each 90 minutes, was put together to provide students a platform and reason to read. Even though extensive reading (ER) requires students to read in large quantities over a long period (Richards et al., 1992) and this peer reading project may not fulfil all the ER requirements, it was an initial attempt to investigate the effects of creating a monitored tension-free learning environment (Krashen, 1993) for ER that would not violate the spirit of reading gain without reading pain (Day and Bamford, 2002). The objectives were to basically read stories and share them with a partner and secondly to build confidence to speak in English among peers.

34 students from an intact class volunteered to participate in the peer reading project and they were paired with 34 students from a primary school. The local town library also collaborated by donating three simple, comprehensible English story books for every primary student (total $34 \times 3 = 102$ books). These books are not grader readers and are simple elementary level stories. They are suitable for students where English is taught as a second language. The books were given to the secondary students to read and a discussion was held to prepare the students before the visit. Permission to carry out the project was obtained from the district education office and consent was obtained from parents before the students participated.

Two visits were planned for the project. On the first visit, the project commenced by carrying out a 15-minute ice breaking activity and then the 15-year-old-students were randomly paired with

their 12-year-old partners. The older students (who had a discussion prior to the visit) showed and retold the story they read (from one of the three books) to their partners. They described the stories by using the title, pictures, highlighting the words and asking the students for their comments.



The older students also encouraged the younger students to read certain lines to get them engaged in the stories. This was followed by a short feedback session where a few pairs briefly shared their stories with everyone. After about one hour, the session ended. Before the secondary students left, they gave the primary students the three books and reminded them to read and share the stories with them on their next visit which was in two weeks' time. During the second visit, the same primary students shared the stories they read with their secondary partners. The secondary students asked about the story and they discussed their responses. Later a feedback session was held to get responses from the pairs. At the end of the hour, the students played simple games (tongue twisters), had some refreshments and took a group photo.

After each visit, the secondary students gave some comments about the programme. After the first visit, a few senior students said that some primary students were shy but they cooperated well. The reading material was comprehensible and interesting and the primary students could read with them. This was in line with Nuttall's (1996) virtuous reading cycles. However, one primary student said that he didn't like one of the story books because it was about girls. The seniors also responded that they improved their communication skills, the project gave them more confidence and they found it very educational. These responses are in agreement with previous findings about extensive reading (Elley, 1996; Macalister, 2008; Nagy et al., 1987). The senior students requested to have more sessions and over a longer period. The seniors (as role models) also encouraged their partners to read more to improve their language



skills as also reported by Chow and Chou, (2000). The seniors reported that the primary students were cooperative, eager to participate as they asked and responded to questions and were glad that they joined the project.

Overall, the short peer reading project created a reading community that encouraged students to be autonomous as they could read and share about any part of a story from the books in a relaxed atmosphere with their peers. When students read, speak and listen they are immersed in a conducive English learning environment that enhances their English language skills and builds their confidence to use the language. The concerted effort by teachers, administrators and students in the peer reading project created a collaborative shared reading that incorporated time for reading comprehensible and interesting reading materials in a tension free reading environment.

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Recent research in extensive reading

Compiled by G. Clint Denison

Chang, A.C.-S. (2015). An investigation of different text levels on L2 learners' vocabulary learning rates in an extensive reading program. *Vocabulary Learning and Instruction*, 4(1), 47-57.

This study investigated whether different text levels would affect L2 learners' vocabulary learning rates and further examined the correlation between the frequency of word occurrence and learning rates. A group of 31 high-school students read five level 1 and then five level 3 graded readers. Target words were selected and a vocabulary test was administered. Test results demonstrated that the learning rate at level 1 was significantly higher than those of level 3 in the post-test. The attrition rate of level 1 texts was also higher, which led to no significant difference in learning rates in the delayed post-test. Overall, the learning rates for both level 1 and level 3 texts were very high.

Chiu, H. (2015). Supporting extensive reading in a university where English is used as a second language and a medium of instruction. *The Reading Matrix*, 15(1), 234-251.

Extensive reading has long been considered as a potent means for facilitating language acquisition for second language learners. This paper reports on implementing guided reading sessions, which aims at helping university students who are second language learners of English develop interest and ability to access extensive reading materials targeted at general first language readers. Students were guided to read a short extract from popular materials and responded to comprehension questions. They then had a short discussion and reflected about their learning experience. Results seemed to indicate potential for these reading sessions to develop students' ability and interest in extensive reading.

Chou, I.-C. (2015). Engaging EFL students in e-books using reader-response theory. *The Reading Matrix*, 15(2), 167-181.

E-book reading is generally considered suboptimal because people engaging in e-book reading tend to browse through digital texts. However, studies have indicated that e-books are useful tools in ESL/EFL classrooms to engage students in extensive reading.

If teachers in higher education want to use e-books in academic contexts, it is important to implement different pedagogical approaches to help college students engage in e-book reading. This study, using a reader response perspective, attempted to engage EFL college students in e-books in a semester-long literature course. The result indicates that the students could still undergo meaningful reading practice through e-books.

Day, R.R. (2015). Extending extensive reading. *Reading in a Foreign Language*, 27(2), 294-301.

The purpose of this discussion is to review developments in the practice of and the research concerning ER since 1998 and to offer possible directions for the practice of ER. I begin with a discussion of the nature of ER. This is followed by a presentation and discussion of a survey of the practice of ER and the research findings from 1998 to the present. Based on the results of the survey of the practice ER, an extensive reading continuum is proposed. The discussion closes with a look ahead at what the practice of ER might look like.

Demiroz, H., & Yesilyurt, S. (2015) Pre-service EFL teachers' motivational profiles for recreational reading in English. *The Reading Matrix*, 15(1), 15-24.

The present study aims to explore the motivational profiles of Turkish pre-service English teachers for recreational reading in English and the relationship between amount of reading, gender, grade, and their motivational profiles. The findings demonstrated that pre-service teachers of English have relatively high levels of motivation for recreational reading in English and that their intrinsic motivation is higher than their extrinsic motivation. The results indicated that there was a significant negative correlation between the amount of reading and their motivation levels whereas there existed a significant positive correlation between the amount of reading and intrinsic motivation.

Gillis-Furutaka, A. (2015). Graded reader readability: Some overlooked aspects. *Journal of Extensive Reading*, 3(1), 1-19.

Most extensive reading programs rely on graded readers as the main source of reading material, especially for learners at lower proficiency levels.

There is considerable variation among publishers with regard to the way graded readers are categorized into levels of difficulty. Interviews and think aloud protocols show that factors other than number of headwords need to be taken into consideration when assessing the level of difficulty of graded readers. The findings suggest that authors and editors need to pay closer attention to the likely age range of the target readers, cultural issues, use of idiomatic and figurative language, literary devices, illustrations, and plot structure when determining readability.

Granena, G., Muñoz, C., & Tragant, E. (2015) L1 reading factors in extensive L2 reading-while-listening instruction. *System*, 55, 86-99.

Previous research has shown that extensive reading interventions are associated with improved performance in L2 reading comprehension and writing, as well as with increased positive attitudes toward L2 reading. This study investigated the role of L1 reading-related factors in L2 learning under extensive reading-while-listening instruction with young learners. The findings of the study indicated a relationship between L2 learning gains in writing and positive L1 reading attitudes, a supportive reading environment at home, mother's reading interest, and parents' education level. The study concluded that extensive L2 reading while-listening instruction allows some learners to gain additional benefits, but without disadvantaging the others.

Jeon, E.-Y., & Day, R.R. (2015) The effectiveness of core ER principles. *Reading in a Foreign Language*, 27(2), 302-307.

We examine ER programs that used what we believe are five core principles and their impact on second language (L2) reading proficiency. The aim is to show how much effect we can expect from ER programs on L2 reading proficiency through the tool of meta-analysis. We discuss the results of a meta-analysis that was done to determine the effect of ER programs on L2 reading proficiency in two settings, English as a foreign language (EFL) and English as a second language (ESL).

Kirchhoff, C. (2015). Extensive reading in the EFL classroom: Benefits of a face-to-face collaboration activity. *The Reading Matrix*, 15(1), 54-65.

Extensive reading is an approach to language education that has shown great promise for foreign language learners to acquire language; however, implementation reveals difficulty in maintaining

student motivation to read over long periods of time. This study investigates students' experience of face-to-face talk about books in an extensive reading class. Qualitative analysis of survey results suggests that collaboration assists and stimulates extensive reading for Japanese university students. These findings suggest that collaboration tasks may be a motivational strategy for extensive reading instructors and it also lends support to socio-dynamic views of motivation (Dörnyei & Ushioda, 2011).

Lee, J., Schallert, D. L., & Kim, E. (2015). Effects of extensive reading and translation activities on grammar knowledge and attitudes for EFL adolescents. *System*, 52, 38-50.

In this study, we investigated the effects of extensive reading and translation on knowledge of general grammar and specific syntactic features (articles and prepositions) as well as learner attitudes. Participants received either extensive reading (ER) or translation instruction for two semesters. Results suggested that ER and translation activities had differentiated effects on learners' grammar knowledge and attitudes depending on their L2 proficiency. Although both forms of instruction showed positive gains in grammar knowledge from pretest to later tests, ER seemed to have a negative impact on attitude measures for students of low proficiency but produced positive outcomes for high level students on both attitudes and linguistic measures.

Macalister, J. (2015). Guidelines or commandments? Reconsidering core principles in extensive reading. *Reading in a Foreign Language*, 27(1), 122-128.

Bruton (2002) drew relatively early attention to the fact that 'extensive' can have multiple meanings when applied to reading. It is, therefore, perhaps unsurprising that teachers can hold differing views as to the nature of extensive reading (Macalister, 2010, p. 69) and that it manifests itself in different ways in the classroom, if it is present at all. For me, the folk-definition of extensive reading as lots of easy, enjoyable reading is the best way of thinking about the practice, but underlying that simple definition lies my understanding of the ten principles proposed by Day and Bamford (2002). However, as these 10 principles may themselves contribute to the confusion, this article attempts to clarify them.

Mermelstein, A.D. (2015). Improving EFL learners' writing through enhanced extensive reading. *Reading in a Foreign Language*, 27(2), 182–198.

This study's purpose is to seek out methods of improving reading and writing for EFL learners. This one-year study focuses on an enhanced design of extensive reading (ER) towards improving learners' writing abilities. Pre- and posttests used the Jacobs, Zingraf, Wormoth, Hartfield, and Hughey (1981) measurement of writing, including content, organization, vocabulary, language use, and mechanics. A sixth subscale, fluency, was also added. The results indicate significant differences in gains on all of the subscales favoring the treatment group. A measurement of effect size also demonstrated small to large effects across the six subscales. This study demonstrates that an enhancement of previously established ER protocols can achieve significant gains and sizable effects among learners.

Mori, S. (2015). If you build it, they will come: From a "Field of Dreams" to a more realistic view of extensive reading in an EFL Context. *Reading in a Foreign Language*, 27(1), 129–135.

There is no shortage of studies and anecdotes that have reported the beneficial effects of extensive reading (ER) on various aspects of second/foreign language acquisition. Although most researchers and practitioners seem to adhere to Day and Bamford's (1998, 2002) principles to varying extents and degrees, they may not always be truthful to principles 5 and 6, as they have to deal with a paradoxical situation in which pleasure reading is implemented as a course requirement. Principle 5, "The purpose of reading is usually related to pleasure, information and general understanding," and principle 6, "Reading is its own reward" are both closely associated with reading motivation. This article revisits principles 5 and 6 from the point of view of reading motivation.

Nakanishi, T. (2015). A meta-analysis of extensive reading research. *TESOL Quarterly*, 49(1), 6–37.

The purposes of this study were to investigate the overall effectiveness of extensive reading, whether learners' age impacts learning, and whether the length of time second language learners engage in extensive reading influences test scores. The meta-analysis included 34 studies that provided 43 different effect sizes and a total sample size of 3,942 participants. Findings show a medium effect size ($d = 0.46$) for

group contrasts and a larger one ($d = 0.71$) for pre–post contrasts for students who received extensive reading instruction compared to those who did not. In sum, the available research to date suggests that extensive reading improves students' reading proficiency and should be a part of language learning curricula.

Nation, P. (2015). Principles guiding vocabulary learning through extensive reading. *Reading in a Foreign Language*, 27(1), 136–145.

Extensive reading is one of a range of activities that can be used in a language learning course. Ideally, the choice of activities to go into a course should be guided by principles which are well supported by research. Similarly, the way each of those activities is used should be guided by well-justified principles. In this article, we look at the principles justifying the inclusion of extensive reading in a course, and then look in detail at a set of principles guiding how extensive reading can best be carried out to result in substantial vocabulary learning.

O'Reilly, E.N. (2015). Explicit strategy instruction and extensive academic reading: Reexamining the just-in-time model for autonomous learners. *The Journal of Teaching English for Specific and Academic Purposes*, 3(2), 319–327.

The current trend for extensive reading strategy instruction is through curricular integration with teacher modeling over time. Autonomous learners, however, cannot benefit from this form of ongoing strategy instruction. This article presents a two-hour workshop model for explicit, academic reading strategy instruction as just-in-time learning designed for 23 undergraduate EFL students participating in a five-week research intensive study-abroad program. Workshop activities presented a series of metacognitive, cognitive, and memory strategies. The findings offer evidence that there is significant value in just-in-time learning for explicit reading strategy instruction.

Pereyra, N. (2015) Extensive reading in enhancing lexical chunks acquisition. *The Reading Matrix*, 15(2), 218–234.

The purpose of this action research was to investigate the effect of extensive reading and related activities on the acquisition of lexical chunks in EFL students. Seven adult EFL learners with an Intermediate level participated in the project following Extensive Reading principles combined with tasks based on the Lexical Approach. The test carried out by

the participants at the end of the project showed a statistical difference favouring the knowledge and awareness of lexical chunks. This test took the form of a questionnaire and an interview, and revealed a positive attitude in students towards the extensive reading approach.

Renandya, W.A., Hu, G., & Xiang, Y. (2015). Extensive reading coursebooks in China. *RELC Journal*, 46(3), 255-273.

This article reports on a principle-based evaluation of eight dedicated extensive reading coursebooks published in mainland China and used in many universities. The aim is to determine the extent to which these coursebooks reflect a core set of nine second language acquisition and ER principles. Analysis shows that while some of the coursebooks contain features that comply with these principles to an extent, the rest exhibit features of traditional intensive reading coursebooks. Most of these coursebooks contain reading materials that are linguistically too demanding and tasks that are cognitively and affectively unappealing.

Ro, E. (2015) Exploring teachers' practices and students' perceptions of the extensive reading approach in EAP reading classes. *Journal of English for Academic Purposes*, 22, 32-41.

This study focuses on the extensive reading (ER) approach in the English for Academic Purposes context. It explores two teachers' classroom practices and the impacts of these practices on their students' L2 reading motivation and reading amount. A quantitative analysis indicates that the reading motivation of one of the classes significantly increased, particularly in regard to values of intrinsic motivation, while the students in the other classes read comparatively larger amount with less of reading motivation enhancement throughout the course. A qualitative analysis shows that specific elements of these teachers' practices as well as inherent characteristics of ER affected the students' motivation and the amount they read.

Park, J., & Ro, E. (2015). The core principles of extensive reading in an EAP writing context. *Reading in a Foreign Language*, 27(2), 308-313.

This discussion piece approaches ER's core features and the 10 principles (Day & Bamford's, 1998, 2002) from a slightly different perspective by considering how they apply in an English-for-Academic-Purposes

(EAP) writing context. The authors believe this discussion of ER in an EAP writing program will not only provide better understanding of the effectiveness and efficiency of ER as a pedagogic tool for learning L2 writing, but also suggest what principles ER practitioners need to consider when implementing ER in an EAP writing context, and why.

Robb, T. (2015) Quizzes—A sin against the sixth commandment? In defense of MReader. *Reading in a Foreign Language*, 27(1), 146-151.

The "Ten Principles Teaching Extensive Reading" (Day and Bamford, 1998, 2002) has appeared in a number of forms. What was originally intended to be a characterization of an "ideal" extensive reading (ER) approach, however, has been taken to an almost religious quality with some practitioners who firmly believe that any approach that deviates from these guidelines is not truly "extensive reading." This, I have found, is one of the most frequent objections to using the MReader.org quiz program among teachers who have queried me about it. In this article, I hope to show that the benefit of using a quiz program can override any objections to "follow-up activities."

Sakurai, N. (2015). The influence of translation on reading amount, proficiency, and speed in extensive reading. *Reading in a Foreign Language*, 27(1), 96-112.

This study attempted to examine the influence of a decrease in translation on the number of words read, reading comprehension, and reading rate in an ER program. The results of regression analyses confirmed that a decrease in translation and grammar analyses statistically significantly affected all three. A further investigation found that a decrease in translation overall as well as in grammar analyses made a difference in the means of the number of words read and the post-test scores. Moreover, a decrease in translation at the word level was statistically significant on reading comprehension, and so was a decrease in translation at the sentence level on the amount of reading.

Shih, Y. (2015). The impact of extensive reading on college business majors in Taiwan. *The Reading Matrix*, 15, 220-233.

This study examined the impact of extensive reading on reading proficiency while the participants were taught reading strategies. Furthermore, this study explored whether there were any differences between intervention and control groups on the reading

strategy use after the treatment. The intervention group conducted an extensive reading program for one academic year, whereas the control group was not, in this respect. Both groups were taught reading strategies. The results indicated no statistically significant gain in the reading proficiency post-test scores of the intervention group compared with the control group. Conversely, the results showed that extensive reading significantly changed the intervention group's perceptions on reading strategy use.

Stoller, F. L. (2015). Viewing extensive reading from different vantage points. *Reading in a Foreign Language*, 27(1), 152-159.

Years after formulating my list of the top-five priorities for reading teachers, I find myself contemplating a similar, though not identical, question: What is extensive reading? To explore this question, I begin by examining my top-five priorities for L2 reading teachers from an extensive reading perspective. I believe that four of my five priorities have direct relevance to extensive reading. One of my five priorities, however, is not particularly relevant to discussions of extensive reading. I will explain why and replace it with a new "priority" that can guide teachers who integrate extensive reading into their L2 instruction.

Waring, R., & McLean, S. (2015). Exploration of the core and variable dimensions of extensive reading research and pedagogy. *Reading in a Foreign Language*, 27(1), 160-167.

Given the variety and apparent fragmentation of the conceptualization of ER, we believe that it is necessary that our field share a common understanding of what ER is so we can evaluate and interpret ER research within a stable framework and talk a common language. But what is it that forms the core of ER? Is there a defining aspect of ER that determines whether a practice or research design can be called ER, or by its absence, not ER? This paper is an attempt to initiate a dialog to answer these and other questions.

Webb, S., & Chang, A.C.-S (2015) How does prior word knowledge affect vocabulary learning progress in an extensive reading program? *Studies in Second Language Acquisition*, 37(4), 651-675.

Sixty English as a foreign language learners were divided into high-, intermediate-, and low-level groups based on their scores on pretests of target vocabulary

and Vocabulary Levels Test scores. The participants read 10 Level 1 and 10 Level 2 graded readers over 37 weeks during two terms. Two sets of 100 target words were chosen from each set of graded readers and were tested on three occasions. The results indicate that prior vocabulary knowledge may have a large impact on the amount of vocabulary learning made through extensive reading.

Yamashita, J. (2015). In search of the nature of extensive reading in L2: Cognitive, affective, and pedagogical perspectives. *Reading in a Foreign Language*, 27(1), 168-181.

Extensive reading (ER) has been implemented under a wide variety of names, such as (uninterrupted) sustained silent reading, free voluntary reading, pleasure reading, book flood, independent reading, and Drop Everything And Read (DEAR); its various names emphasize different aspects of the same/similar kind of reading. Since a series of pioneering publications demonstrated ER's positive impacts on second language (L2) learning in various countries (e.g., Elley, 1991, 2000; Elley & Mangubhai, 1983), ER has received attention as a possible and promising way of improving L2 abilities. This paper is an attempt to contribute to our understanding of the fundamentals of ER and to clarify its nature.
