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## Extensive Reading Seminar—Saturday 1st October

Nanzan University was originally founded as a college of foreign languages and has continued to strive for and promote excellence in language education, including through support of events such as this one. The Extensive Reading SIG deeply appreciates this opportunity to hold our seminar here, and we trust that attendees will enjoy not only many of the presentations we have scheduled, but also some of the campus as well.

If you are not able to attend the conference this year, we hope that the abstracts published here will provide you with some guidance and inspiration in your own ER practice and research. We are sure many of the presenters would be happy to be contacted privately for further information about their topics should you so desire. Also, consider attending the ER SIG Forum at the JALT International Conference this November, also in Nagoya.

**10:00 – 12:00**

### Nanzan Extensive Reading Open FD Panel

This Nanzan University faculty development session will feature several short presentations on useful concepts and tips for incorporating extensive reading into courses. Instructors affiliated with Nanzan Gakuen are welcome to attend this session free of charge.

#### Extensive Reading Basics

Thomas E. Bieri

This presentation will provide a basic introduction to the concept of extensive reading and some of the useful materials available.



#### Matching the Task and the Learner's Experience/Present Knowledge

Ana Maria Flores

This presentation focuses on fashioning reading activities that have students do tasks using knowledge that is already within their experience, thereby increasing motivation.



#### The Nuts and Bolts of MReader

Jim Chapman

This presentation will introduce data compiled from the ongoing MReader program at Nanzan and discuss some of the benefits and challenges of the program.



#### Improving ER Book Reports through Variety and Creativity

John Howrey

This presentation will discuss the merits of oral book reports and offer suggestions for how to tailor them to promote variety, creativity and extrinsic motivation.



#### Leading Learners to ER with Graded Reader Sets

Chris Davanzo

This presentation will show how active teachers can guide students to a deeper understanding of what they read through using graded reader sets, leading to skills students can apply to their own extensive reading.



#### Extensive Reading Poster Presentations with Partners: An Introduction

Joseph C. Wood

This presentation will outline a model for pair-produced poster presentations encouraging oral interaction regarding extensive reading.



#### Extensions of Extensive Reading: Reading Strategies

Heather Doiron

This presentation will provide attendees the opportunity to experience a step by step procession of how to integrate reading strategies into extensive reading activities.



**13:20 – 13:50**

## Extensive Reading for Learners of Japanese

Mie Gotoh

*Nanzan University*

**Room S43 Other Languages**

Graded readers provide a foundation for language learning. The purpose of the presentation is to introduce learners of Japanese to the importance of extensive reading, and how it contributes to Japanese fluency. This presentation will also address the need for an increase of the amount of Japanese graded readers that are presently available to Japanese language learners. Using White Rabbit Press Graded Readers this presentation will demonstrate how extensive reading supports Japanese language focused learning by incorporating the use of reading, speaking, listening and writing skills. This session will be useful for teachers who wish to use extensive reading as a foundation to engage students in fluency building activities. Using graded readers as well as audio versions of graded readers, the presenter will show how extensive reading provides a springboard for the instruction of vocabulary building, pronunciation, intonation and natural rhythms, as well as writing skills, conversation activities, and oral presentations. At the end of this presentation the audience will have experienced an augmented approach to extensive reading that supports Japanese language students in their development and improvement of their language learning skills.

## Working Together on Graded Reader Poster Presentations

Joseph C. Wood

*Nanzan University*



**Room S44**

Poster presentations can be an interesting and creative alternative to standard oral presentations that students do in front of

class. In an extensive reading classroom, students can give poster presentations in pairs for books they choose with their partners. Assigning students to present on a graded reader they have read with a partner is a great way to give students an opportunity to learn from their classmates and gives them a chance to test themselves on how well they understood what they read as they

explain their books to others. This presentation will highlight the importance of having students work together in class while providing attendees with step-by-step examples of how to introduce graded reader poster presentations to students and then manage the process of having students do them with partners in class. The poster presentations were trialed successfully with three classes of first year university students (72 students total). Students reported overwhelmingly positive feedback to the teacher through anonymously collected surveys after the presentations and in their evaluations of their classmates' presentations. With some adaptation, this activity could work for other levels of students as well, such as junior high school or high school students. The presentations provide a great opportunity for students to learn about new books they may want to read and to recommend books to their classmates. Importantly, examples of students' posters will also be shown during the presentation. The presentation will end by discussing feedback and survey data that were collected from students.

## Using Mixed Methods Approaches to Explore Learners' Extensive Reading Experiences

Robert Croker

*Nanzan University*

**Room S46**

**Workshop 13:00-15:00**



Using both qualitative and quantitative methods to help build a deeper and broader understanding of learners' language learning experiences is becoming increasingly popular in classroom research. This workshop explains how to do such research, illustrating the four main mixed methods research designs: 1. exploratory designs (using qualitative data from language learning histories, learner diaries, classroom reflections and your own observations of your classroom to design a questionnaire or class reflection sheet to collect numerical data - the qualitative data helps you build a simple model which you can then test using the questionnaire); 2. explanatory designs (interviewing some students to help you understand the results of your questionnaire - this is useful when you want to better understand your questionnaire results); 3. triangulation designs (collecting qualitative data from learner histories, learning diaries, classroom reflections and classroom observations while at the same time

collecting quantitative data from book reports, class reflection sheets and questionnaires, and putting the qualitative and quantitative results together - this helps you understand both the quality and process of learners' reading experiences, and also track their word count and quantify how strongly they feel about their reading experiences); 4. embedded designs (collecting qualitative and quantitative data within the same instrument, for example, using a questionnaire that has both open- and closed-response questions). These four main mixed methods designs will be illustrated using recent research into extensive reading. By the end of the workshop, participants will have developed a mixed methods research design for their own research project.

## ER Program Management in Changing Times—Meeting and Anticipating Teacher Needs and

### Wants



Ron Murphy

*Ehime University*

Room S47

Extensive reading and a healthy graded reader library at this Japanese university have enjoyed budgetary, resource, and to a degree, teacher support through its 15-year existence. That it exists outside of the official curriculum has in many ways been a relative advantage, in that its independence has allowed experimentation and organic growth free of bureaucratic dictates that customarily accompany curriculum membership. While this independence has allowed for a wide range of teachers' usage, it has also inevitably created management challenges for the ER coordinator, particularly as it concerns the types of resources that teachers have requested or potentially accept or reject. This presentation will recount the various moves both made and contemplated by the coordinator to raise the profile and usage of extensive reading in this university's English center. One move of consequence involved the on-going addition and integration of various series in response to users' requests for content-based and science and engineering-related readers. Other moves involve responding to the climate change that has come to this university -- the introduction of the quarter system, significant budget cuts, and an in-flow of new teachers to the English center (and out-flow of ER proponents) -- that offers new challenges but also growth opportunities for our

Graded Reader System. This presentation will discuss the ER coordinator's recent moves and future plans regarding these opportunities while this window is open its widest.

## Setting up an ER Program? Here's What You Don't Do

Marcel Van Amelsvoort

*Juntendo University*

Room S48



This presentation will look at how an ER program was designed and implemented at a private Japanese university starting from the spring of 2015. For various reasons it was not a success, and the presenter will walk through the steps and missteps, explaining the reasons for design and implementation decisions, and the reasons for-- and the extent of--the failure. There are many choices to be made when setting up a program. For example, should you purchase electronic or paper books? How should you assess ER? How should you position it in your program? What goals are realistic for reading? And how do you track students? The presenter will look at the philosophies and practicalities of many of these decisions. In the spring of 2016, the program was re-designed based on extensive research and student engagement (the amount read) was greatly improved. This more successful version featured clear goals and requirements for students and teachers, and thorough onboarding into the reading program. It also holds students accountable for reading and integrates ER in a record-keeping/portfolio assessment system that makes progress visible and situates it in the social context of the class. The presenter will introduce each of these features in turn and give practical advice for deployment. This presentation is most suitable for anyone considering a school-wide or department-wide ER program, but anyone involved in setting up or managing any kind of ER program may find it useful.

### Did you miss it?

### Do you want to see the slides?

You can find selected presentation files, digital handouts and other information here:

[tinyurl.com/erseminar2016](http://tinyurl.com/erseminar2016)



**14:10 – 14:40****Using ER as a Gateway to CLIL**

Lesley Ito

*BIG BOW English Lab***Room S44**

In its pure meaning, ER involves students reading graded readers on their own. However, ER and graded readers can also be used in the classroom as a gateway to a CLIL (Content and Language Integrated Learning) lesson, which can later be used to interest students in reading other graded readers in the same series or genre. After students take turns reading a short graded reader aloud in small groups, they are often more interested in and receptive to learning about a new topic that relates to the story. In this highly interactive presentation, the presenter will demonstrate examples of successful classroom tested lessons in which graded readers then led to lessons on cultural norms in Nepal, famous events in rock n' roll history, the science of tornadoes, and the mystery of the abandoned ship, the Mary Celeste. Thus, students can learn about these interesting subjects without advanced English skills. After students are introduced to ER materials in this way, they can then approach the wider range of ER materials with confidence and interest. The presenter will also show low-cost or free resources that teachers can easily access in order to help them implement these lessons with ease and little preparation time.

**Paper Book or E-Book?  
First Trial of XReading**

Atsuko Takase

*Kwansei Gakuin University***Room S47**

Recently a plethora of e-books have been published and learners who read on-line have been increasing in number. This presentation will discuss the results of a questionnaire conducted among students who had read paper books during their first semester, and had volunteered to read e-books using XReading during their summer vacation. A total of 222 first and second year non-English major university students had participated in extensive reading in Reading classes. Among them 200 students registered at the end of the first semester to do extensive reading using XReading during their summer vacation. However, approximately half of the participants did not read any e-book at all for various reasons. Approximately one-third of the participants who had not read any e-book reported that they had had some technical problems and could not open the website. Another one-third replied they had been busy with various other activities, and one-fifth of them had forgotten about the XReading. Concerning their preference of the tool, paper book or e-book, over 70% of the respondents chose paper books. The two biggest reasons were eyestrain caused by reading on the screen for a long time and troublesome or difficulty of using computers. Detailed data and analysis will be presented together with pedagogical implications and limitations.

**Proceedings of the 3rd World  
Congress on ER**

The proceedings of the 3rd World Congress on ER, held in Dubai in 2015, are out now, and can be downloaded for free from:

<https://leanpub.com/proceedingserwc3>

Edited by Melanie Gobert

Featuring chapters by:

Eri Banno (Okayama University)

Sanborn Brown (Osaka Kyoiku University)

Jodie Campbell (Kyoto Notre Dame University)

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Richard John Walker (Reitaku University)

York Weatherford (Kyoto Notre Dame University)

Hitomi Yoshida (Kwansei Gakuin University)

Takayoshi Yoshioka (National Institute of Technology, Toyota College)

## How to Encourage Creative Readers: Macmillan Readers Pop Contest 2016

Makoto Sato

*Sponsored by Macmillan Language House*









Room S48



Makoto has been working for the ELT industry over 16 years and has specialized in promoting graded readers. Today he will introduce how to use our graded readers efficiently for teenagers and university students. Have you seen a “POP” ad in a bookstore before? “POP” is a type of advertisement with personal comments, recommendations, and reviews which often are handmade by store staff. To encourage students to improve their reading skills and creativity, Makoto will invite you to take part in our “Macmillan Readers POP Contest 2016”. To make a “POP”, students are required to read the book critically, thoroughly, and be creative with their artwork! Wonderful education-related prizes will be given away to all those who take part in the contest, as well as special prizes for the contest winners. Why don't you and your students join our second annual “Macmillan Readers POP Contest 2016”?

### Join the ERJ staff!

The *ERJ* team needs:

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-  Cartoonists
-  Story writers
-  Gossip columnists

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Please get in touch! [erj@jalt.org](mailto:erj@jalt.org)

## Building Fluency: A Preliminary Study on the Relationship between ER and Timed-Reading

Catherine Cheetham, Miki Tagashira & Melody Elliott

*Tokai University*

Room S49

In order for language learners to expand their vocabulary, develop word recognition skills and to build reading motivation, it is paramount that they achieve reading fluency (Grabe, 2009). Fluency provides an important bridge between word recognition and comprehension. As educators, the underlying question is how to efficiently and effectively facilitate reading improvement. Extensive reading (ER) has been perceived as an effective means to provide large amounts of comprehensible input to foreign language learners (Day & Bamford, 1988), but there still is insufficient evidence to support whether such practices lead to reading fluency (Grabe, 2009; Huffman, 2014). This presentation, will discuss a preliminary study that examined 3 EFL classes at a private university in Japan to determine whether there is a relationship between ER (using graded readers) and reading rate gains (using a series of timed reading activities) in terms of reading fluency. Results show that the students on average moderately improved their reading speed without compromising their comprehension. In addition, those that read more extensively tended to read faster than the mean. Although our research is still preliminary and ongoing, it does provide sufficient evidence to warrant continued research and discussion.

### References

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- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. New York: Cambridge University Press.
- Huffman, J. (2014). Reading rate gains during a one-semester extensive reading course. *Reading in a Foreign Language*, 26(2). 17–33.



## 14:40 – 15:20 Posters



### Estimating Reading Level to Facilitate Graded Reader Selection

Kurt Ackermann

*Hokusei Gakuin University Junior College*

In Hokusei's Extensive Reading class  
students have the freedom to choose

from a wide variety of graded readers at many levels. With some direction and advice, they determine the level that gives them the most benefit and enjoyment from reading. One potential benefit is better reading scores on proficiency tests. They experience several tests at junior college and may sit others in the course of their future academic or professional careers. Students have large degrees of freedom in choosing reading material. To facilitate goal achievement and evaluation, the Moodle (LMS) Reader module is used. They are awarded a score for the number of words read after they pass their book's quiz. A key question is what level to start reading at. It is of interest to compare factors including results from tests taken prior to the Extensive Reading course, results from a placement test (used to assist in determining an appropriate level at which to begin the course), and the actual reading level they determine to be best for themselves. Predicting the level at which students ought to start the Extensive Reading class may be facilitated if a relationship can be established amongst all of the factors, allowing an easier and earlier transition into the course procedure at the start of the semester.

### Crafting a Better Stick, Growing a Better Carrot

John Tennant

*Hiroshima Kokusai Gakuin University*

Extensive Reading can be an incredibly intrinsically motivating method for learning English once a student finds a home run book; however, few university students in Japan are intrinsically motivated to read English, so teachers must initially rely on extrinsic motivation. The most powerful extrinsic motivator possessed by teachers is evaluation: the stick of a negative evaluation and the carrot of a positive evaluation. This poster will outline the search over several years for a fair and achievable set of reading goals and evaluation weights for non-English majors at a low level university in western Japan. At the university, most general English classes have an ER component, but the implementation of ER is left to each individual teacher. The Moodle reader module is used as the primary means of tracking and assessing reading in the presenter's classes. The effect of various reading goals, deadlines, and evaluation weightings for the ER component on the amount of words read by students will be examined with some comparison to other general English classes at the university. As well, student attitudes towards both the reading and the evaluation methods will be briefly examined.



## 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).

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!)

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## Let's Do It in the Library: Revamping an ER Course

Tim Knight

*Shirayuri University*



### Saturday only!

This presentation will explain how it's done on an English course for all first year students at a university in Japan. The presenter was asked to revamp a university extensive reading course as part of a general overhaul of the English curriculum. The course had been going for several years with different teachers, and although it clearly had good points, large sections of it seemed close to what is understood as intensive reading. Desiring to run a course closer to the spirit of Extensive Reading as explained in the ER Foundation guide, the presenter set about planning the course, on which two teachers take charge of four classes. At first the presenter recalled Paul Nation's impressive stories of the Elley and Mangubhai (1981) book flood study. Buoyed by the knowledge that the classes could be held in the university library, the presenter attended extensive reading conferences, talked to colleagues at other universities, and scoured publications such as Bamford and Day's (2004) activity book. With the help of visuals, the presenter will outline the resultant course - a mix of lightly controlled extensive reading, focussed timed readings, and occasional other activities. The presenter will also explain the way book report-cum-recommendations are made by students via their own smartphones and the class site on an LMS (Learning Management System).

Photos, graphs and graphics should be separate, clearly named files, with high resolution and good contrast.

Tables should be sent as data, not images.

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 [jalt.org/er](http://jalt.org/er).

## New Graded Readers Releases

Bjorn Fuisting

Sugiyama Jogakuen University



Adding books to your graded readers library is always a good idea to keep the students motivated. Oxford University Press and Black Cat Publishing have brought out a few new titles in their popular series but the biggest addition in the last 6 months comes from englishbooks.jp. They have added three series from Richmond, a UK based ELT publishing company that is part of the Santillana Publishing Group.

### Richmond Graded Readers

This is a 5 level series starting at 500 headwords and going up to 2,600+ headwords. It contains a mixture of classic and original works and has 27 titles in total.

### Richmond Robin Readers

This is a 6 level series starting at approximately 300 headwords and going up to approximately 1,800 headwords. The series consists of 57 original stories. Two titles have been winners of the LLL award and several others have been finalist. Even though the series seems to be originally aimed for students in English speaking countries it looks promising for EFL students as well with the grammatical structures and vocabulary being graded and the stories engaging.

### Richmond Primary Readers

There are 18 original titles in this 6 level series that is originally aimed for UK primary school students.

Full-list available at: [jalt.org/er/readers-erj-92](http://jalt.org/er/readers-erj-92) and please visit the publishers either at the October ER Seminar or at JALT2016 in November, both taking place in Nagoya this year.

**15:25 – 15:55**

## Integrated Learning in Extensive Reading Classes

Heather Doiron

*Sponsored by Nellie's*

Room S43



Providing meaningful reading activities for students is one of the challenges of EFL teachers. This session will be useful for teachers who wish to use graded readers for the purpose of integrating speaking, listening and writing activities into their extensive reading curriculum. The presenter will show how graded readers can support the four language skills and provide students with a meaningful learning experience.

## The Anatomy of an Extensive Reading Curriculum



Cory Kobayashi

*Miyagi Gakuin Women's University*

Room S44

Extensive Reading (ER) is a well known and widely practiced approach to L2 education (Waring, 2011). Scholars and practitioners have researched and presented on a multitude of topics related to ER, contributing to an ever-growing body of literature in the field. But where does someone new to ER get started? What are the options, and how does one structure a program? This presentation will detail the process followed by one ER practitioner who was tasked with designing, implementing, and evaluating a new ER program for the incoming 2016 class. With a blank canvas before him, the presenter created a program intended to cultivate and nurture L2 readers—scaffolding the development process right from the beginner (extensive) reader level. Based on Furukawa's (2006) method, the program makes use of the Start with Simple Stories (SSS) approach which requires all students,

regardless of ability, to follow a structured reading path of prescribed reading volumes, at reading levels established by the Extensive Reading Foundation (ERF) in tandem with Furukawa's (2013) youmiyasusa levels. Over the course of this 4-semester program, additional classroom activities are introduced including, amongst others: timed reading, speed reading, reading aloud, class readers, group discussion, book reviews and recommendations, and poster presentations. A Learner Management System (LMS) designed specifically for ER is being used, which also offers access to a digital library of graded readers, supplementing the classroom and school libraries of graded readers. Presentation attendees will gain a greater understanding of the possible options and steps available in the establishment of an ER program.

## Extensive Reading, False-Beginners, and Vocabulary Development: Investigating the Impact of Data-Driven Learning

Gregory Hadley

*Niigata University*

Room S46

While Data-Driven Learning (DDL) has great potential for positively enriching the second language learning experience of false beginners, its impact has been limited by the difficulty of current corpora. This presentation reports on a joint project with researchers at the University of Oxford to create a pedagogic corpus from graded readers, and the result of using DDL in an extensive reading program with low intermediate learners at a Japanese national university. The aim of the study was to ascertain whether a 'Hard' (as opposed to 'Soft') DDL approach would lead to enhanced vocabulary knowledge, improved reading skills, and higher levels of language proficiency in the experimental group. A pre-test/post-test experimental design was employed, using a C-test (Klein-Braley & Raatz, 1984) constructed from an upper-level graded reader. Post-test results showed a statistically significant improvement for both control and experimental groups. However, the control group improved more than the experimental group. Qualitative research methods will provide a means for understanding why the experimental group did not



improve more than the control group. Other issues, such as an explanation of DDL and the implications of this study, will also be discussed in detail.

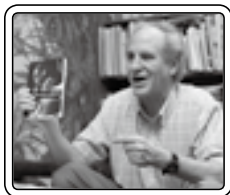
## MReader Workshop

Thomas Robb

*Kyoto Sangyo University*

### Room S47

This presentation is primarily targeted at teachers who are already using MReader with their classes, although those who are curious to learn about the system are welcome to attend. The MReader system allows students to take quizzes on their reading to prove to themselves and to their teachers that they have actually read their book(s) using a rather 'gamified' and motivating interface. We will start with a brief overview of the system for those who are unfamiliar with MReader including the research that has been done on the system, as well as other research into Extensive Reading that has used the system for measuring student word counts. A handout will include references to those studies mentioned. We will then turn our attention to discussing MReader's current feature set, and field questions from the participants on how to optimally fit the system into their own curriculum. New developments include the linking of MReader to XReading.com, the availability of QR codes that can be placed on the covers of books to allow students to access the quiz without inputting search words, and the addition of a language selection feature for the interface, which is now available in both English and Japanese. The leaders will welcome suggestions from the participants on how to improve the system further.



## Applying Scrum Principles to ER Instruction

Douglas E. Forster & Joseph Poulshock

*Japan Women's*

*University & Tokyo Christian University*

### Room S48

The presenters show how teachers can use Scrum (an established method for managing projects) to facilitate and promote extensive reading (ER). With Scrum, students meet once a week in groups



of 3-4 for no more than 15 minutes. During a weekly Scrum, students set reading goals and answer three questions. (1) What did you read last week to help your team reach its goals? (2) What will you read this week to help your team reach its goals? (3) What is slowing your team from reaching its goals? Specifically, the presenters outline a 10 step process for implementing Scrum to promote ER. (1) Clarify the teacher's role as the General Scrum Reading Manager. (2) Make teams of 3-4 members who will meet for a weekly Scrum. (3) Pick Reading Scrum Masters for each team. (4) Using post-its, each group makes a "Book Pile" of books that they want to read. (5) On their post-its, each member estimates how long a book will take to read. (6) Students agree on Reading Sprint Goals for the week. (7) Students make work visible, using a chart called a Scrum Board. (8) During Scrum, members ask each other the three key Scrum reading questions. (9) Every 2 weeks, groups Report and Review their progress to the class. (10) At each Report and Review, groups reflect on how to improve. After explaining the Scrum ER process, presenters summarize the results of a 10 week Scrum experiment done with 30 Japanese university EFL students.

## A Tale of Two Libraries

Catherine Cheetham & Melody Elliott

*Tokai University*

### Room S49

The International Education Center's extensive reading 'mobile' library, which was established at the university in 2008, now holds approximately 15,000 graded readers with over 1,400 titles that are used on average in over 70 classes per semester. Alternatively, the university's main library holds over 10,000 graded readers. Having two sources of graded readers gives teachers the option of either bringing level-appropriate books to class or relying on student initiative to visit the main library. Although a centrally located library offers easy access to graded readers, the presenters believe that student reading achievements tend to be far greater when books are brought to class. Although managing and maintaining a mobile library can be both time-consuming and cumbersome, after many years of systematic organization, reorganization



and restructuring, the presenters believe that they have found a practical and efficient way to maintain a sustainable mobile library. This presentation will discuss the advantages and disadvantages of both types of library based on assessment of student performance data compiled from 6 mobile and 6 main library classes of teachers who used both library systems in subsequent semesters. The data is based on their MReader class reports and semi-structured interviews conducted with those teachers to give insight into the benefits and drawbacks of both libraries.

## References

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# How do you use ER?

Ben Shearon  
Tohoku University

Here at Tohoku University, individual teachers use ER in their reading classes. Many of them follow our common curriculum ER@TU, which you can see online at [www.pellt.org/ertu](http://www.pellt.org/ertu).

The university library uses ER as the centerpiece of the new Global Learning Floor, a beautiful space housing 25,000 readers in English and other languages that is now a must-see on tours of the university.

Our students use ER to build their English skills in preparation for international careers in business, science, engineering, or academia.

University staff use ER to work on their English and other language skills. Now that we are a Super Global University, language proficiency is more important than ever.

## 16:10 – 16:40

### An “Extensive Reading Textbook”: a Foolish or Brilliant Idea?

Paul Goldberg

*X Reading*

Room S46



A textbook for extensive reading may seem like the antithesis of everything that proponents of extensive reading believe in. However, it may be exactly what is needed to bring extensive reading mainstream. Most language teachers today acknowledge that there are many benefits to having their students do extensive reading. Large amounts of comprehensible input is now regarded as a necessary component of language learning. Despite this acceptance, the actual adoption of extensive reading in academic institutions such as universities and high schools remains limited. One reason for this limitation is the fact that extensive reading does not integrate well into the traditional language classroom where teachers rely on a textbook to provide content, activities, and a syllabus-like structure, all which lead to a shared learning experience for students. Extensive reading, on the other hand, typically involves students reading independently and therefore is generally used as a supplementary activity, or avoided entirely. In other words, it is thought that extensive reading cannot foster a cohesive class environment that teachers are accustomed to. However, there may be an alternative: an “extensive reading textbook” where the content actually comes from class readers which are now available from digital libraries. The purpose of the textbook would be to provide discussion, vocabulary, grammar, and expansion activities connected to the readings, as well as an overall structure for the course. In this session, the presenter will explain his ideas for such a textbook, and participants will be encouraged to share their thoughts on this unique approach to extensive reading.

## How do you do it?

Please let us know how you use ER. Fill in the form:

[tinyurl.com/how-do-you-use-ER](http://tinyurl.com/how-do-you-use-ER)



## Seeing is Believing; Reading is Not—in Japan!

Sakai Kunihide

*Sponsored by OUP Japan*

Room S47

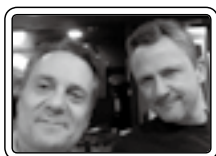
# OXFORD UNIVERSITY PRESS

Graded readers played a large role in the spread of Extensive Reading in Japan - until about five years ago. Now picture books with CD's, YouTube, DVD's and other visual media have started to take on this role. These are particularly useful in Japan, where foreign language teaching has been almost exclusively through printed words. In this presentation I will focus on the particular need for children's materials for Japanese learners of all ages. Sakai Kunihide is a board member of Tadoku Supporters, a Not-for-Profit Organisation in Tokyo.

## Creating Masterful English through ER

Douglas E. Forster & Joseph Poulshock

Room S48



What is the most important improvement a language teacher can make? According to Paul Nation, it's "Adding an extensive reading (ER) program to a language course" (2013, p. 18). But what are the benefits of extensive reading, and why should we practice it? The presenters will define ER and summarize nine benefits of ER using the acronym: MASTERFUL, which represents a framework of core concepts of extensive reading. Motivation: ER motivates reading, learning, and living. Attitude: ER improves attitudes for language learning. Syntax: ER develops learner language structure and syntax. Thinking: ER improves communicating, thinking, and writing skills. Ears: ER indirectly benefits aural (and oral) language skills. Riches: ER enriches the physical, emotional, and intellectual life. Fluency: ER increases reading automaticity and fluency. Uber-text: ER employs the supreme form of content, namely stories. Lexis: ER improves vocabulary and word knowledge. Though these core concepts are known by most ER practitioners, the MASTERFUL framework is helpful

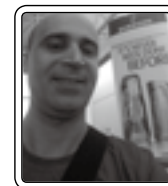
for the following reasons. It succinctly summarizes the benefits of ER in a memorable way. It provides a clear and concise means for promoting ER not only to students, but especially to new teachers or teachers who are not yet convinced of the benefits of ER. Lastly, the MASTERFUL framework provides a comprehensive map, delineating various areas of research for language acquisition and extensive reading.

## The L2 Instructor's Role in Developing Learners' Reading and Other Skills: Monitored Extensive Reading

Rachid Bezzazi

*National Taiwan Normal University*

Room S49



This study investigates ER in comparison to Monitored Extensive Reading (MER), a variation of ER. Which approach, ER or MER, can better enhance L2 learner's reading comprehension, vocabulary size, writing ability, or attitudes towards L2? The author will provide a research-based definition of ER, define MER, and suggest certain principles for MER's implementation. 143 university freshmen participated in this 16-week study. Originally, they were not aware of ER or MER and had little experience reading outside the classroom. The participants formed four intact classes: two were assigned to ER and the others to MER. Both groups did their reading outside the classroom, and were required to read a minimum number of words. They read an average of 6600 words per week. Both groups were asked to provide a weekly book summary and a word count of their books read. The MER group was required to do other follow-up activities, which will be explained. To measure comprehension, two versions of Mock TOEIC Reading Part 7 were used for pre-/post-tests; for writing, the participants' essays were evaluated on organization, vocabulary, language use, and mechanics- Jacobs' 1981 criteria. To measure vocabulary, participants' self-provided lists of newly learned vocabulary were analyzed; and for willingness to continue reading extensively, participants were administered a newly designed questionnaire. The results favored the MER group who performed significantly better than the ER group in the above four areas. The findings imply a need for more noticing and deliberate attention to the content and structure of the reading material.

## Extensive Reading Seminar—Sunday 2nd October

**10:00 – 10:30**

### Why We Need Publishers on Board: Extensive Reading in Languages Other Than English



Sophie Muller

*Chukyo University*

#### Room S43 Other Languages

Extensive reading (ER) starts with the right books at the right level. Nowadays, for languages other than English, the complete beginner level is an issue; most publishers start their collection with books which are either too long, or whose level is too high—despite the declared A1 rating. I will share my experience teaching a writing class for first-year French majors (second semester) in a computer lab using true beginner graded readers which I translated from the Foundations Reading Library by Rob Waring and Maurice Jamall (Cengage). These books were used in various ways: as silent reading material, pronunciation practice, read aloud and support for students to write in French (end of the story, missing chapter, changing an element of the story). The stunning student output motivated me to push the editorial work further, but the many roadblocks along the way led me to a dead end. For ER to be adopted in more classrooms for ER as such, or to support the acquisition of other skills, we need true beginner graded readers, and I hope that this presentation will help publishers see the immense potential of ER in languages other than English.

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To encourage other languages to join our Extensive Reading SIG, this year our Seminar will host a Languages other than English Room. The room will be hosted by Black Cat Readers. All other publishers are also invited to display their non-English extensive reading materials.



### Xreading: What's New and What's Next

Paul Goldberg

*Sponsored by Xreading*

#### Room S44

Xreading, the online system that provides students with unlimited

access to graded readers and allows teachers to track their students' reading progress was launched two years ago. At that time, the system had only 78 books from two publishers, and provided basic functionality. By next April, it will have nearly 1000 books from 11 publishers, and a multitude of new features for both teachers and students. In this presentation, the founder of Xreading will explain how the system has grown over the past two years, and demonstrate the newest functionality and features that are expected for the upcoming year. Finally, as Xreading is constantly growing and improving, participants will have the opportunity to give feedback regarding what features they would like to see added in the future.



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### Boons and Bummers: Mixed Reactions to MReader

Thomas E. Bieri

*Nanzan University*

#### Room S46

This paper will describe learner and instructor reactions to

using an online quiz system for tracking extensive reading. Bieri (2015) noted that some instructors have difficulty reconciling the need to assess and grade student reading with a guiding principle put forth by Day and Bamford (1998, 2002) that extensive reading should not normally involve comprehension checks. In contrast, some argue that the use of quizzes are perceived positively by learners in extensive reading in university EFL settings (Stoeckel, Regan, & Hann, 2012; Campbell & Weatherford, 2013). Waring and McLean (2015) argued for a leaner set of core principles and suggested that elements such as whether ER is required and assessed can be considered pedagogical variations ripe for examination. The free, online Extensive Reading Learner Management System MReader has been advocated as an effective



way to motivate learners to read high volumes and track their activity (e.g. Robb, 2002, 2015). With thousands of quizzes in the database and free access to registered users, as well as an array of LMS functions for instructors, it is clearly an impressive system and a number of schools internationally have adopted the system as way for some or all of their extensive reading instructors to track and assess the graded reading of students. The author set out to examine in one such setting what perceptions the learners had, whether it made assessment fairer, and if it saved time for the instructor. Written reflections from learners (n = 84) and from the instructor produced mixed results.

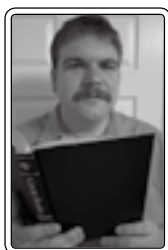
## Integrating Effort into ER Assessment

John Patrick Owatari-Dorgan

*Nagasaki International University*

### Room S47

This presentation will discuss the methods and possible impact of including student reading effort in an overall reading score. An overview will be given of the various methods that are being used by the presenter to collect and evaluate student reading effort data in a small intensive-English environment. The effort evaluation method that will be discussed is based around student self-reporting using Google forms and weekly time-count assignments. In addition to an overview of the weekly time-count system, the presentation will focus on the perceived benefits of including reading effort on student reading performance and motivation. Based on the presenters experiences weekly time-counts have the potential to engender positive reading habits in students. Additionally, weekly time-counts may aid teachers in providing useful and timely feedback to students about reading performance. Furthermore, weekly time-counts can be a means to acknowledging student effort on books that they did not complete or found difficult. The presenter will also discuss how the weekly time-count system is paired with reading quizzes and a monthly word-count. Following the explanation of the weekly time-count system, the presenter will open the floor to audience comments and feedback on including student effort in ER assessment. Audience participants can expect a discussion of the pros and cons of assessing student effort in an ER environment.



## Using CEFR Guidelines when Considering Graded Readers

Greg Gagnon

*Toyota Technological Institute*

### Room S49

While numerous studies have been conducted to link the efficacy of ER with the TOEFL, TOEIC and other assessment devices, little attention



has been paid to the Common European Framework of Reference for Languages (CEFR) levels as they are applied to graded readers. The CEFR defines numerous can-do statements in relation to language use. These statements indicate an overall access to language, and act as a rubric which can be used to evaluate the particular level of language ability. Furthermore, rather than being, or even advocating any one teaching method, the CEFR accommodates a wide range of teaching practices and styles. Recently many graded readers have employed the CEFR scale to identify the level of their books, as an addition to the traditional word count. Publishers using this scale may have their own rubrics when gauging the graded reader levels. Some publishers of graded readers have created word lists, which they believe conform to language levels of the CEFR, as guidelines to writing the different levels of the readers. This talk will discuss what the CEFR guidelines are, what they measure, and how to use them in guiding English learners to graded readers. It will also give information about what different publishers consider to fall within CEFR can-do statements. Finally, it will discuss how the CEFR levels can be a guideline to building a library for readers, when developing an ER program.

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## Posters

**10:40 – 11:15**



### How We Do It in Transition

Leslie Chivers & Shannon  
Kiyokawa

*Ohkagakuen University*



### Sunday Only

Change in education is inevitable. Top down and bottom up pressures for both renewal and improvement of educational outcomes may result in sometimes

sweeping changes to a curriculum. Extensive reading, often perceived as non-core, may be an early victim to such changes. This poster session will show how, in one university, teachers have responded to these pressures—specifically, the challenge of maintaining an extensive reading element within the broader curriculum. The session will show how teacher beliefs in the value of extensive reading were sustained in adapting formerly discrete, stand alone 1st year Extensive Reading, Academic Reading and Academic Writing courses into a course combining both extensive reading and writing goals, activities and assessment. Specific factors and other contextual conditions driving the change at both institutional and classroom levels are considered. The poster session will also highlight transitions in course goals, student level-appropriate reading targets, set reading and writing materials, exercises and activities, and assessment products and processes. The specific factors influencing these more detailed changes will be identified. Conclusions will be drawn regarding the potentialities and constraints and the compromises necessarily made in maintaining extensive reading as an incorporated element of the changed curriculum. As the new course is yet in its early stages, it is projected that adjustments will continue to be made for some time. Questions and discussion aimed towards improving educational outcomes will be invited from observers/participants.

Estimating Reading Level to Facilitate Graded Reader Selection

Kurt Ackermann

Crafting a Better Stick, Growing a Better Carrot

John Tennant

See Page 8 for details

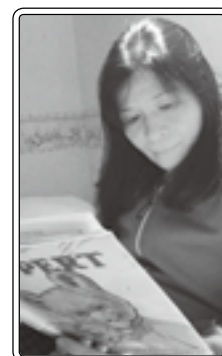
## Plenary

**11:30**

### Leading the Horses to the River and Causing them to Want to Drink: Some Practical and Feasible Methods for ER Practitioners

Anna C-S Chang

*Hsing Wu University, New Taipei, Taiwan*



In my recent survey with 257 language teachers from 14 countries, mainly in Asia, I found that very few language teachers doubt the effectiveness of extensive reading in improving overall language competence and reading skills; however, many of them simply do not do it or do not experience success when doing it. In this talk, I will share my experiences in implementing extensive reading in an English-as-a-foreign-language classroom. The talk first will focus on the methods of guiding your students to the ER world, which will include how to make the printed page come alive to raise your students' interest and curiosity; how to select reading materials for your students to start reading if they have had little previous experience; how to get students to relate their past learning background with extensive reading, so they do not feel a lack of connection between the past and the present experiences. Secondly, I will present a few ER approaches that I have used with students of different levels of English proficiency. Those will include such approaches as silent reading, audio assisted reading, and narrow reading. Finally, I will mention some frustrations of which both students and teachers should be aware before implementing ER, and how to get past the frustrations if they do occur.

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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.



**13:40 – 14:10**

## Complete Beginner Graded Readers in Languages Other Than English: Why We Need Them

Mathew White & Sophie Muller

*Nagoya University of Foreign Studies & Chukyo University*

### Room S43 Other Languages

Working and socializing with a growing number of international students at our home institutions, we have heard complete beginners complain about the lack of pragmatism and time for personal practice in their Japanese classes. As fervent advocates of Extensive Reading, we would like to have graded readers in Japanese for true beginners to offer to these students. With our own translation of a reader from the Foundations Reading Library by Rob Waring and Maurice Jamall (Cengage), we will show how useful and gratifying a wider selection of these graded readers would be. We hope that both publishers and teachers will embrace this struggle as more and more Japanese universities seek to attract international students.



## Integrating Extensive Listening, Extensive Reading, and Reading Circles: Developing Reading Pleasure and Confidence

Anna Husson Isozaki

*Juntendo University*

### Room S44

Recent research (Chang, 2011; Chang & Millett, 2014, 2015) and theory (Prowse, 2002; Stephens, 2011a,b; 2014) has highlighted promising possibilities for struggling readers toward gaining fluency in reading by proactively combining phonological support while developing automaticity and ease with reading print (Masuhara, 2007; Takeuchi, 2003; Walter, 2008). The leading empirical research reported thus far on combining books and audiobooks has carried out target activities under careful classroom supervision and timing, lending valuable, reliable data to the field (Chang, 2011; Chang & Millett, 2014, 2015). The projects carried out in this instructor's courses were designed to build on the above findings and investigate



if integrated approaches could still be effective with increases in student autonomy; the goal still being increasing students' comfort and fluency with English reading and sense of mastery (Van Amelsvoort, 2016, pp. 101 - 103) with English texts. This presentation will report on listening-and-reading projects with university first and second-year EFL learners, with graded and young adult literature and matching audiobooks. A sustained approach with a single high-interest book and audiobook was chosen for each semester-length course. Learners' outside-class reading and reader-response artwork and journaling was complemented with bi-weekly social support in reading circles (Shelton-Strong, 2012). Students were assigned reading, listening and journaling in outside-classroom time and were invited to try different conditions, such as reading and listening simultaneously, or separately, to find their own best approach. Pre-and post-surveys were conducted in each of four classes on students' activities, preferences and evaluations of their experience. Results in two conditions will be reported and plans for future research (with reference to Waring, 2015) will be discussed, and suggestions welcomed.

## Increasing Reading Rates with Timed Readings: Making the Case from a Quasi-Experimental Study

Barry Keith

*Gunma University*

### Room S46

The reading rates of 500+ first-year students majoring in engineering at a Japanese university were tested using timed readings. Streamed by a standardised placement test, students learned English through a coordinated curriculum. They read extensively toward a target of 220,000 words per annum. Their reading rates were tested three times in the academic year: at the beginning of the first semester, at the end of the first semester and at the end of the second semester. This presentation reports on a comparison of the reading rates of students in five, lower-level classes (n=150) in the second semester. Three classes served as a control group and two classes formed a treatment group (n=55). Both groups used the same textbooks and participated in an extensive reading program (reading target = 140,000 words). The treatment group practiced timed readings for 12 weeks by reading 300-word passages



and answering five comprehension questions without referring to the passage. They recorded their reading rates and comprehension scores on a chart. Although the control group had 5% – 11% reading rate gains in the final reading rate test, the treatment classes increased by 70% and 81%. These results led to the adoption of timed reading practice for all the lower-level classes in the following academic year. The results suggest that a combination of extensive reading and timed readings will greatly benefit students' reading fluency.

## A History of Our Extensive Reading System: Revisions and Additions

Satomi Shibata & Emiko Rachi

*Tokoha University*

### Room S47

This presentation will focus on how an extensive reading (hereafter ER) system has been developed in a Japanese university through constant revisions and additions since 2007.

Although there are some differences in the amount they read depending on their English proficiency, the students in the university where the presenters

currently work read an average of 300,000 words (CEFR A1) to 800,000 words (CEFR B1) a year. Furthermore, 50% of the students continue ER in their second-year courses, reading more than the amount they read in their previous year. They read extensively in and outside the classroom. However, the current ER system did not emerge instantly. The current ER program has gradually developed step-by-step every year and the problems were tackled, as especially individual learner differences and the characteristics of the students at the site were taken into account. Reflections on the history of the system development suggested that a number of major and minor changes over the past nine years be classified into four categories: ER practitioners' knowledge development, ER environmental development, ER strategy development, and ER community development. They also suggested that it needs at least a few years to develop a successful ER system and it is necessary to keep developing, focusing on individual learner differences and the characteristics of students in each institution.



## How to get Assessment out of ER without Putting it In

Mark Brierley

*Shinshu University*

### Room S48

One of Richard Day and Julian Bamford's top ten principles for Extensive Reading (2002) suggests



that there should be no testing. However, most teachers are required by their institutions to submit grades, and many face students who would not be there without a grade as an incentive, as has been pointed out by Thomas Robb (2002), John Macalister (2015) and others. While we are approaching a consensus that assessing ER can be necessary, there are no clear guidelines for how it may be assessed. This presentation will look at the theory and practice of ER assessment, advocating a strategic range of approaches with special consideration for backwash and formative assessment, so that students are motivated to read a lot. Construct validity and reliability are important for assessment, but there is often a trade-off between the two, and we must choose between rough estimates of things we want to measure, or accurate measurements of things that are less relevant. There is no single, ideal assessment instrument for ER, but assessment strategies may include word counts, book counts, quizzes on ER methodology, quizzes on the rationale for ER, participation in reading surveys, and various extension activities relating to books.

## Using Readerware to Set Up a Graded Reader Lending Library

Ken Schmidt

*Tohoku Fukushi University*

### Room S49

Readerware is an inexpensive, but powerful, commercially available library management application for Mac, Windows, Linux, iOS and Android. Well-suited to managing libraries of graded readers, it handles the tasks of cataloging books, doing inventory and managing loans and returns. In this non-commercial presentation, the presenter will offer an account of his own use of the package in setting up a graded reader lending library for his university's foreign language resource room and for his own book cart. The resource room lending library was necessitated when



Readerware™ Release 3.62 - Kim's Reader Library.rw3.data

Search By: Title For: Anne of Green Gables

Title	Author	Series	Serial	Book ID	User Number	TRU Level	Copies	WU	search your database
What?	Prowse, Philip	Cambridge English Readers: Level 0 - Starter/RL	0	16 16		2	1	0	No 32
Book Boy	Moses, Antoi	Cambridge English Readers: Level 0 - Starter/RL	0	19 19		2	1	0	No 32
What a Lottery!	Campbell, C.	Cambridge English Readers: Level 0 - Starter/RL	0	40 40		2	1	0	No 32
Dirty Money	Leather, Sue	Cambridge English Readers: Level 0 - Starter/RL	0	67 67		2	1	0	No 32
What?	Prowse, Philip	Cambridge English Readers: Level 0 - Starter/RL	0	74 74		2	1	0	No 32
The Girl at the Window	Moses, Antoi	Cambridge English Readers: Level 0 - Starter/RL	0	87 87		2	1	0	No 32
What?	Prowse, Philip	Cambridge English Readers: Level 0 - Starter/RL	0	91 91		2	1	0	No 32
The Girl at the Window	Moses, Antoi	Cambridge English Readers: Level 0 - Starter/RL	0	97 97		2	1	0	No 32
What a Lottery!	Campbell, C.	Cambridge English Readers: Level 0 - Starter/RL	0	99 99		2	1	0	No 32
Dirty Money	Leather, Sue	Cambridge English Readers: Level 0 - Starter/RL	0	105 105		2	1	0	No 32
Dirty Money	Leather, Sue	Cambridge English Readers: Level 0 - Starter/RL	0	118 118		2	1	0	No 32
A Death in Oxford	MacAndrew, ...	Cambridge English Readers: Level 0 - Starter/RL	0	127 122		2	1	0	No 32
What a Lottery!	Campbell, C.	Cambridge English Readers: Level 0 - Starter/RL	0	124 124		2	1	0	No 32
Book Boy	Moses, Antoi	Cambridge English Readers: Level 0 - Starter/RL	0	901 901		2	1	2575	No 32
Book Boy	Moses, Antoi	Cambridge English Readers: Level 0 - Starter/RL	0	902 902		2	1	2575	No 32
Big Hair Day	Johnson, Mar...	Cambridge English Readers: Level 0 - Starter/RL	0	903 901		2	1	2071	No 32
Anna's Journey	Prowse, Philip	Cambridge English Readers: Level 0 - Starter/RL	0	904 901		2	1	2454	No 32
A Death in Oxford	MacAndrew, ...	Cambridge English Readers: Level 0 - Starter/RL	0	905 905		2	1	2581	No 32
The Penang File	MacAndrew, ...	Cambridge English Readers: Level 0 - Starter/RL	0	906 906		2	1	2043	No 32
What?	Prowse, Philip	Cambridge English Readers: Level 0 - Starter/RL	0	907 907		2	1	2143	No 32
The Girl at the Window	Moses, Antoi	Cambridge English Readers: Level 0 - Starter/RL	0	908 908		2	1	2187	No 32
The Black Pearls	MacAndrew, ...	Cambridge English Readers: Level 0 - Starter/RL	0	909 909		2	1	2569	No 32
Let Me Out!	Moses, Antoi	Cambridge English Readers: Level 0 - Starter/RL	0	910 910		2	1	2032	No 32

the school library, as part of the its move to eBooks, transferred its collection of over 1,500 graded readers to the university's Language Educators' Group along with a reader database in MS-Excel form. These data were quickly imported into Readerware, and a lending system was set up using the library's existing barcodes. Student assistants were then trained in building and maintaining the database and using Readerware's Loan Client application to check in and out books. The presenter also used Readerware to catalog his own, "bookcart" collection of over 1,000 graded readers. For this task, he used Readerware's auto-catalog function, in which each book's ISBN code is scanned and the software automatically downloads data for each book from a selected Internet source (Amazon, etc.). Issues such as efficient data handling, ease of use and student training will be discussed, and a frank assessment of the software's positives and negatives as a small library management tool will be offered.

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You can find selected presentation files, digital handouts and other information from our presenters here:

[tinyurl.com/erseminar2016](http://tinyurl.com/erseminar2016)



**Plenary****14:25**

アウトリーチで広がる多読の輪

Extensive Reading Opportunities  
through Educational OutreachKiyomi Okamoto  
*University of Kitakyushu*

多読は優れた英語学習法ですが、大量の本や指導者などの多読インフラが必要なため、学校以外の場では実践が容易ではありません。

本講演では、教育機関からのアウトリーチという枠組みを利用した多読教育モデルを提案し、本モデルがどのように地方都市の中小企業や特別支援学校などで英語学習機会を提供しているかを紹介いたします。

(Extensive reading is an excellent method for learning English, but because it requires extensive infrastructure, such as a large amount of books, it is not easy to practice outside schools. This talk will introduce a model of ER program that provides English learning opportunities in small and medium-sized enterprises and special-needs schools outside large cities, as a form of outreach from educational institutions.)

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 at the Faculty of Environmental Engineering. In addition to extensive reading, her research interests include instructional design and English for specific purposes.

**Thank you to John Howrey, Umida Ashurova, Jaime Morrish, the students and staff of Nanzan University, and everyone else who has made this year's seminar possible.**

**15:40 – 16:10**Audio Journals: Extensive Listening  
with Voice of America

Barry Keith

*Gunma University***Room S46**

This presentation introduces an Extensive Listening project in which students listen to reports on Voice of America's Learning English website and then record themselves in weekly audio journals. First, the set-up and management of the project will be shown. In this out-of-class assignment, students select news stories, listen to the stories while taking notes and then record an audio journal. While they listen, students use a standard note-taking form that includes previewing questions and graded tasks that require them to listen to the text several times. Then, working from their notes, students record their voices as an mp3 audio file, giving both a brief summary of the story and then a personal response to it. Students upload their audio journals to a class Moodle page. For grading, the instructor uses a rubric and provides individual or global feedback as warranted. The advantage of this project is that it allows students to practice receptive and productive language skills each week in a meaningful way. In addition, students practice academic note-taking skills and build their vocabulary while raising their media literacy. Results from student questionnaires show students' reaction to the project and self-assessment of their skills. In addition, the implications for aural and oral fluency will be considered.



**How Adult EFL learners  
Should be Guided to  
Lifelong Learning with ER**  
Hitoshi Nishizawa & Takayoshi  
Yoshioka

*Toyota National College of Technology***Room S47**

An increasing number of educational institutions in Japan, from private language schools to universities, have incorporated ER into their language learning programs, and this trend has spread among adult EFL learners who do not attend schools. Some adult learners experienced immediate



breakthroughs in their language learning and continued ER autonomously, but many failed at the beginning because they received no guidance on ER methods. These adults had a tendency to read English texts by translating word for word into Japanese and to analyze the sentences' grammatical structure. This was not a reading style anyone could enjoy. Based on experience of setting up special bookshelves for ER in local libraries, we will discuss effective ideas to guide adult EFL learners. We found that many learners should start ER with picture books such as Oxford Reading Tree or Foundation Reading Library to 'unlearn' the translating habit. They also benefitted from guidance in selecting books by genre at the appropriate level. Learners were supported by exchanging their reading experiences with their peers. We conclude that introductory lessons in ER, structured information on ER books, and regular meetings by learners are the most effective methods of achieving success. An interactive website may also help adult learners who are unable to receive support directly.

## Building Students' Reading Habits in a Freshman Quarter Course



Kenichiro Kobayashi, Cheryl DiCello & Hywel Care  
*Aichi Shukutoku University*

### Room S48

It is well known that introducing extensive reading using graded readers to build reading habits is beneficial to language acquisition. However, it is also well known that building a reading habit is not easy, especially in another language. This presentation outlines how we

supported the process of building a reading habit both inside and outside of the classroom. Participants were 65 freshman students at a university in central Japan in the second quarter of their freshman year, who were streamed into four course sections by a TOEIC score from a test administered prior to the commencement of the academic year. We implemented various measures as part of a support strategy to help students build this habit. Measures included reading time goals, requirements to be fulfilled prior to increasing the difficulty level of texts read, book selection support, and designated reading environments. We were careful to give students the opportunity to autonomously

select and read what they were interested in beyond the minimum reading time requirements. Although we expected students to attempt to read regularly, we were careful to guide them, but not force reading as a habit upon them. Pre- and post-questionnaires included the areas of a) student attitudes b) amount of reading c) future reading plans. As quarter systems are becoming more common in Japanese universities, it is our hope that this design can serve as a working model for other EFL teachers implementing ER support in a quarterly system.

## Balancing ER and IR Through a Graded Reader Class Library

Michael Furmanovsky

*Ryukoku University*

### Room S49

Reading Circles lend themselves to a wide range of motivating activities for those interested in finding a balance between Extensive and Intensive Reading in an institutions' overall curriculum. This presentation will look at how a first-year curriculum was redesigned to incorporate both traditional and ER-based approaches to Reading instruction. The presenter will begin by explaining how a first-year curriculum based on 5 different English classes a week was redesigned to incorporate both IR and ER while also adding cultural and global issues to the overall educational experience. In 2016, a grammar-based class that was one of 5 compulsory English classes, was redefined as "Intensive Reading" while the old "Reading" class was designated as one that would be mostly Extensive Reading. The latter was built around a class-set of Graded Readers, the titles for which were chosen with the goal of reinforcing the overall focus of the Faculty. At the beginning of the school year, each of the 20 students paid for two readers, one of which was a Reading Circle book (4 copies of 5 titles) and one an individual single copy. Under this system, each class library included a total of 25 different titles (mostly 1000-1500 headwords). Instructors were given a set of guidelines for implementing Reading Circles and a list of recommended ER-related activities. However there was no common assessment task and teachers design their own assignments. Some observations, based on interviews with teachers and students will be the basis for a report on this approach.





## Recent Research in Extensive Reading and Listening

Compiled and edited by G. Clint Denison

Chang, A. C. S., & Millett, S. (2015). Improving reading rates and comprehension through audio-assisted extensive reading for beginner learners. *System*, 52, 91-102.

The study investigated the effect of audio-assisted reading on reading rates and comprehension. Sixty-four year-10 secondary EFL students received a treatment of either silent reading (SR) or audio-assisted reading (AR) over a 26-week period for 90 min each week. They read a total of 20 graded readers, 10 at level one and 10 at level two. A pre-test, a post-test, and a three-month delayed post-test were administered to all participants. The test results show that both groups improved their reading rates and their comprehension levels, and the improvement was maintained for up to three months without further treatment. However, the audio-assisted reading group's improvement in reading rates and comprehension levels was substantially higher than for the silent reading group. Reasons for the higher gains of the audio-assisted reading group are explained and pedagogical implications of the study are discussed.

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Chang, A. C. S., & Millett, S. (2016). Developing L2 listening fluency through extended listening-focused activities in an extensive listening programme. *RELC Journal*, DOI:10.1177/0033688216631175

This study investigates the effects on developing L2 listening fluency through doing extended listening-focused activities after reading and listening to audio graded readers. Seventy-six EFL university students read and listened to a total of 15 graded readers in a 15-week extensive listening programme. They were divided into three groups (Group 5, n=30; Group 10, n=20; Group 15, n=26) according to the number of post-listening-focused activities they completed. Another group who did not receive extensive listening served as the control group (Group 0, n=39). All participants were given a pre-test containing teacher-developed tests and a full-length simulated Test of English for International Communication (TOEIC) listening test. Similar tests were repeated at the end of the program. The study addresses the effect size of improvement that students made from listening to audio graded readers and doing post-listening-focused activities,

the degree to which students progressed on their TOEIC listening test, and the transferring effect from narrative-type input to conversational-type listening. Results show that the effect size was very small, medium, and very large on the listening improvement for Group 5, Group 10 and Group 15 respectively. On their post-TOEIC tests, Groups 5, 10 and 15 made approximately 2, 9 and 16 points out of 100 respectively. Finally, only Group 15 demonstrated some transfer effect from narrative to conversational input type of listening. This study also discussed the reasons low-level learners need to read many more texts to see more significant improvement.

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Hardy, J. E. (2016). The effects of a short-term extensive reading course in Spanish. *Journal of Extensive Reading*, 4(3), 47-68.

The study investigates the effects of a seven-week extensive reading course in college-level Spanish. A stand-alone course in extensive reading was offered as an elective for students at the intermediate through low-advanced levels of Spanish. Subjects completed two pre- and post-course tests of Spanish proficiency, a questionnaire about their attitudes toward reading and their motivation to read in Spanish, and they wrote weekly reflections about their reading. Study participants improved significantly on one of the two measures of Spanish proficiency. Results also showed an overall increase in intrinsic motivation, and a decrease in extrinsic motivation to read in Spanish. Subjects also reported significantly less use of a dictionary at the end of the course. Students' weekly reflections complemented the quantitative results and revealed highly favorable reactions to extensive reading.

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Jacobs, G. M., & Renandya, W. A. (2015). Making extensive reading even more student centered. *Indonesian Journal of Applied Linguistics*, 4(2), 102-112.

This article begins by explaining the student-centered learning paradigm. Next, the article explains various features of a student centered approach to education and how extensive reading (ER), as it is most often practiced, fits with those features. The bulk of the article suggests how ER might be implemented to make it even more learner centered.

McQuillan, J. (2016). What can readers read after graded readers? *Reading in a Foreign Language*, 28(1), 63-78.

Nation (2014) concluded that most of the vocabulary one needs to read challenging texts in English can be acquired incidentally through voluminous reading. This study examines possible texts that second language readers can use to move from controlled-vocabulary materials such as graded readers, which go up through approximately the 4,000-word-family level, to more challenging texts such as newspapers, classic novels, and academic texts, at the 9,000-word-family level. An analysis of a set of popular fiction series books found that such books can provide a sufficient amount of input, with 98% vocabulary coverage, so as to serve as one possible "bridge" to more challenging texts.

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Mikami, H., Leung, C., & Yoshikawa, L. (2016).

Psychological attributes in foreign language reading: An explorative study of Japanese college students. *The Reading Matrix*, 16(1), 49-62.

This study explores the internal structure of psychological attributes (i.e., motivation, belief and emotion) related to foreign language reading (FLR) (hereafter FLR attributes) and checks the utility of existing FLR attribute measurements for the specific learner group (i.e., Japanese university students studying English as their foreign language). 63 students who fall into the above learner group responded to the questionnaire survey. The results of descriptive statistics and correlation analysis uncover the following: (a) five out of nine indexes are in need of measurement reconstruction and revalidation; (b) the taxonomy of learning motivation proposed by the self-determination theory is partially confirmed in that lack of motivation is a different motivational facet from more internalized ones; (c) FLR motivation can develop along with the self-efficacy belief in FLR (RSE); and (d) anxiety toward FLR shows its sensitivity toward the changes in learners' motivational states and the degree of RSE.

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Milliner, B., & Cote, T. (2015). Mobile-based extensive reading: An investigation into reluctant readers. *International Journal of Computer-Assisted Language Learning and Teaching*, 5(4), 1-15.

Mobile devices have sweeping repercussions in education and suggest shifting content-engagement paradigms. Extensive reading (ER) is not unaffected by the many evolving aspects of mobile technology in second language classrooms. This paper reflects on

Xreading, an online graded reader (GR) and learning management system (LMS) designed for digital ER. Students at a private university in Tokyo had access to this online library using mobile devices. While overall reflections were positive, actual engagement with GR's and the software, was significantly lower for a surprising number of participants. Focusing on those reluctant readers (RRs) this study investigates the basis for disengagement, both with ER and perhaps with mobile technology. Using a post-pilot questionnaire and focus group discussion, the authors attempted to understand reasons behind the disconnect. Key findings for why students neglected this system included: insufficient software training, misconceptions about reading extensively and ineffective exploitation of intrinsic and extrinsic motivators.

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Nakano, T. (2016). Extensive reading for second language learners of Japanese in higher education: Graded Readers and Beyond. *The Reading Matrix*, 16(1), 119-132.

This paper reports on the implementation of Japanese extensive reading with international students studying at a Japanese university using graded readers (GRs). GRs chosen for the present study were simplified versions of original Japanese literature and were used to support students in acquiring a top-down reading strategy, a wide range of vocabulary, and Chinese characters. Students were required to read the same GRs, take online quizzes about what they had read, and participate in classroom discussions. Following this, students were introduced to the original texts with glosses and the teacher's support. Results of pre- and post-questionnaires suggested that GRs are useful for learners at Japanese universities who are still acquiring Chinese characters in the Japanese language, and that reading simplified versions of original Japanese literature allowed learners to understand the original that were too difficult for them to read easily at their Japanese level and learn non-academic vocabulary.

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Park, J. (2016). Integrating reading and writing through extensive reading. *ELT Journal*, 70(3), 287-295.

This study explores whether an extensive reading (ER) approach can enhance L2 learners' writing performance in an English for Academic Purposes context. Two classes were compared in terms of writing improvement after one semester: a 'traditional' writing class primarily focused on writing practice

and grammar instruction, and an ER class in which students engaged in ER in and out of class, along with completing reading-related writing activities. Essay tests were administered at the beginning and the end of the semester to measure students' writing improvement. The study found that although both classes demonstrated writing improvement after one semester, students who were exposed to more input through ER gained significantly higher holistic scores in their post-essay test. In addition, analytic evaluation found that the ER class improved more than the traditional class in the specific areas of content, organization, vocabulary, language use, and mechanics.

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Stephens, M. (2015). Why extensive reading and listening to audio-books may not be enough. *The Reading Matrix*, 15(2), 252-255.

Studies of extensive reading and listening in East-Asian EFL contexts have shown promising results. The practice of extensive reading and listening to audio-books may lead to improved outcomes over the traditional methodology of translation from English to the L1. Nevertheless, the methodology of extensive reading and listening to audio-books may not in itself be adequate to assure the desired outcome of improvement in communicative English skills. Socio-cultural theory has identified the role of the interlocutor in the development of these skills. It is suggested that teachers access connections with English speaking interlocutors for their students, in order to extend gains made from extensive reading and listening to audio-books.

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Suk, N. (2016). The effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. *Reading Research Quarterly*, DOI:10.1002/rrq.152

Several empirical studies and syntheses of extensive reading have concluded that extensive reading has positive impacts on language learning in second and foreign language settings. However, many of the studies contained methodological or curricular limitations, raising questions about the asserted positive effects of extensive reading. The present research adds to the limited set of well-controlled studies by investigating the impact of an extensive reading approach over a 15-week semester on the reading comprehension, reading rate, and vocabulary acquisition of Korean university students studying

English as a foreign language. A quasi-experimental research design was employed using four intact classes: two control (n=88) and two experimental (n=83). The control classes received 100-minute intensive reading instruction per week, whereas the experimental classes received equivalent 70-minute intensive reading instruction and 30-minute extensive reading instruction per week. A repeated-measures multivariate analysis of variance revealed that the experimental classes significantly outperformed the control classes on the combination of the three dependent variables (i.e., reading comprehension, reading rate, vocabulary acquisition). Subsequent analyses of variance confirmed the positive impacts of extensive reading on all three areas. Instructional implications for extensive reading in second language curricula are discussed.

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Sun, Z., Yang, X. M., & He, K. K. (2016). An extensive reading strategy to promote online writing for elementary students in the 1:1 digital classroom. *Computer Assisted Language Learning*, 29(2), 398-412.

The rapid development of the digital classroom has made it possible to combine extensive reading with online writing, yet research and development in this area are lacking. This study explores the impact of online writing after extensive reading in a classroom setting in China where there was one computer for each student (a 1:1 digital classroom). Thirty-nine fifth graders from an elementary school participated in the study. These students were divided into three groups with equivalent pretest score averages. Members of each group wrote Chinese compositions online after reading in one of the following three conditions in the same 1:1 digital classroom: (1) Objective-Focused Fast Extensive Reading (OFFER), an extensive reading strategy developed for and tested in this study; (2) one-size-fits-all extensive reading; (3) zero extensive reading, using only the class textbook. Qualitative and quantitative analyses were performed using data from four sources: scores from three teacher judges, comments from those judges, comment icons from classmates, and writing speed data collected via the learning management system. The results indicated that the OFFER group showed significant superiority in writing quality and quantity compared to the other two groups. It is concluded that (1) extensive reading can be utilized not only for cultivating reading interest, but also for promoting writing, and (2) the OFFER strategy can lead to improved writing quality



and fluency compared to one-size-fits-all extensive reading.

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Tabata-Sandom, M. (2016). What types of texts and reading aids are good for Japanese graded readers? *Journal of Extensive Reading*, 4(2), 21-46.

This study investigates what types of texts and reading aids are suitable for Japanese graded readers. Thirty-one New Zealand university students of Japanese as a foreign language read one authentic text and four differently modified texts. The four differently modified texts were simplified texts, elaborated texts, texts with marginal glosses and texts with on-screen pop-ups. The participants completed an oral free recall task and a short answer reading comprehension test. Statistical analysis showed that their scores on reading tasks for the four modified texts were significantly higher than their scores on the tasks for the authentic texts. The participants gained the highest scores with the simplified texts, followed by the elaborated texts. Qualitative analysis was conducted on data from the free recall protocols and exit interview. Both quantitative and qualitative results suggest that simplified texts are the most suitable for graded readers targeted at developing students; elaborated texts play an important role for advanced students; key word provision at the beginning of a text is a useful supportive feature for L2 Japanese readers; provision of furigana tuned for learners' levels can motivate their kanji learning more than unselective provision of furigana; and hard copy texts are preferred to texts on a computer screen for pleasure reading.

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Taguchi, E., Melhem, L., & Kawaguchi, T. (2016). Assisted reading: A flexible approach to L2 reading fluency building. *The Reading Matrix*, 16(1), 106-118.

Reading fluency is a critical component of reading proficiency in both the L1 and L2. It lays a foundation on which readers build their reading skills to become strategic and versatile in using a variety of cognitive and metacognitive strategies of reading. In this paper we propose Assisted Reading as a flexible method for developing reading fluency for L2 readers of varying levels of reading proficiency. Complementary to Extensive Reading, Assisted Reading provides L2 readers with powerful scaffolding which empowers them to increasingly read faster and comprehend better. First, we discuss why reading fluency is critical in L2 reading, then provide a brief overview

of methods for developing reading fluency in L2, and finally suggest Assisted Reading as a flexible and promising approach for that purpose.

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Tien, C. (2015). A large-scale study on extensive reading program for non-English majors: Factors and attitudes. *International Journal of Applied Linguistics & English Literature*, 4(4), 46-54.

Reading is a complex method of drawing information from some form of text and then interpreting it. The importance of reading in an academic context cannot be underestimated in its influence on learning. It is commonly agreed that students should read extensively in order to enhance their reading skills and to learn other knowledge through that reading. This paper presents an analysis of teachers' and students' perceptions toward an extensive reading program located in an EFL higher education context. Particularly, the study aims at assessing factors that may influence the students' attitudes toward extensive reading (ER) and both students' and teachers' perceptions to the newly implemented extensive reading program. In this paper, the author attempts to analyze and understand the effectiveness of an extensive reading program. The results show that: first, differing majors among students and the amount of time spent weekly on reading graded readers directly impacts students' attitudes toward extensive reading. Second, although many students verbally express a dislike for ER programs in class, they strongly agree that ER is a good way to learn English on the survey. Third, in spite of teachers' skepticism prior to the ER program, results confirm the linguistic benefit ER brought to learners upon completion of the program. Notwithstanding the preliminary resistance of the ER program, teachers' and students' attitudes noticeably changed over the two semesters of engagement.





## Making ER mandatory for the masses

Glen Hill

Obihiro University of Agriculture and Veterinary Medicine

Since 2008, the English curriculum and extensive reading program at my university has undergone extensive changes (see Hill, 2012a, 2012b, 2012c, 2015). Initially, extensive reading (ER) was offered only to students in the reading skills course, but over the years, it has expanded to communication and composition courses in the first year, to all second-year courses (CALL, current topics, technical writing), and to two special elective courses.

The current curriculum has one mandatory English course every semester for the first three semesters. Students can opt for a reading skills, oral communication, or grammar composition course in the first year, and their last semester gives them a choice of technical writing, CALL listening, or a content course in their field. We worked around this curriculum design in order to offer all students with supplemental homework and give everyone exposure to outside listening, vocabulary, and ER regardless of what course they took.

The ER component operates through Moodle Reader quizzes (Robb, 2010), and our English Resource Center (ERC; Hill, 2012a) has about 3,000 graded readers which offer a wide range of topics in fiction and non-fiction. Students not in the reading skills course have a lower word count target to reach, and that target range accounts for 10% of their final grade. In the reading skills course the target is higher, and it is a maximum of 25 – 30% of their grade, but they get sustained silent reading (SSR) in the course to give

them more coaxing and confidence.

Teachers are present in the ERC most of the time to provide advice and encouragement, and otherwise the Japanese student staff can answer questions in Japanese if needed. Our Moodle homepage contains screencast videos narrated in Japanese, so students can see how to maneuver through the software and get to the point of taking quizzes even without help from a live person.

Although students advance in reading level based on how many books they complete with passed Moodle Reader quizzes, they often reach a plateau around the middle of the second semester. Teachers meet with them and negotiate lowering their level to a more manageable one, rather than forcing students to struggle at a level that is too difficult.

Most students reach the maximum targets in all courses, but there are 10 – 25% of students that don't even reach the minimum, and about 10% of all students, half of those below the minimum target, read nothing or next to nothing. We are studying their overall course progress in English and their science courses to detect patterns which might help us to better understand why they don't read so much.

We are also pursuing several actions to help remedy these overall problems. Students get inundated with various materials prior to entering university as well as immediately afterward, including in orientation lectures. Our involvement on orientation day has changed a lot over the years, whether we present student success stories or a breakdown of grades versus amount of reading, and whether the information is given in English or Japanese.

Initial lectures in English courses explain ER and the homework program, and subsequent lessons in all courses often show where average student word counts are, compared to where they should be if reading has been done at a steady pace. The reading



skills course itself offers 20 minutes of SSR in every lesson followed by discussion in Japanese, but other courses are slow to add in-class reading. Some have experimented with a 5-10 minute SSR period during the first few lessons, and tentative data shows more of those students are reading compared to previous years.

We have published experiences of some students' reading in a newly formed newsletter which is available on the university homepage and English course Moodle page. These newsletters were compiled with hopes of encouraging students with similar backgrounds as the interviewees. At the end of every course, a feedback survey on the ER homework is conducted, and the results are shown in the next semester so students will know where they stand with their peers.

Speaking of peers, we have recently begun to work with the institution's peer support group. Very weak students are encouraged to seek help from older students who conduct silent and read-aloud sessions with them using very easy books. Grammar and vocabulary can be explained one-on-one, and if the student seems to understand the gist of the books, they earn the word count, but the main point is to provide individual assistance in reading.

Finally, data from surveys on science teachers, older students, and first-year students was presented at a faculty development (FD) seminar last year. They were surprised that I had published their anonymous responses in the university's research bulletin. Whether the information caused those teachers to rethink how their students' experience reading in English is uncertain, but this was an attempt to involve them in the learning process, as well as show them what students and English teachers do. More follow up is necessary, and it seems to be an uphill battle with science faculty who deem students' English reading level as "good enough" despite clearly seeing that it is not. One hope is to bring in Japanese speakers to talk about language needs in companies, so that students and science teachers alike get a point of view from outside the university.

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## Extensive Reading Colloquium: Stories of How We All Do It

Lesley Ito, Barry Keith, Mark Brierley, Junko Yamanaka, and Cheryl DiCello

**Saturday, November 26th**  
11:30 – 13:00

Room 1104 Aichi Industry & Labor Center

**WINC, Nagoya**

**JALT2016**



TRANSFORMATION  
IN LANGUAGE EDUCATION





# Language Learner Literature Award Winners 2016

Extensive Reading Foundation



## VERY YOUNG LEARNERS **Vera The Alien Hunter 2**

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



Reviewer's comment: I like this book because it is a combination of fun and imagination. The characters of the book are found in all the moments of the three chapters (stories). Reading this book has helped me in learning new words, not isolated words, but in context.

## YOUNG LEARNERS **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



Judges' comment: This compelling fiction reader for young learners is about a smart little girl who is an alien hunter. Her plight is to be constantly saving the world from aliens. The story is delivered in an interesting and innovative comic reader format. The drawings are eye-catching and the multiple illustrations over each spread help the reader to understand the story better. It is written in with appropriate and careful leveling and focuses on specific verb tenses, forms and sentences patterns that are repeated with very clear and easy examples of their usage.

## ADOLESCENTS AND ADULTS:

### BEGINNERS

## **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

Reviewer's Comment: I love the secret of this story, the intrigue. The pictures are very good. You can see many details. The ending is very good. You can't guess the secret until the end.

## ELEMENTARY **Night at the Museum: Secret of the Tomb**

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



Judges' comment: A delightful fantasy book with interesting plot twists. The book is truly an amazing read that wholly captures the reader's interest.

Reviewer's comment: Illustrations are on the dark side, but the story is interesting as a vehicle to stimulate interest in historical figures and in museums. I can imagine the whole-class reading of this book followed by a field trip to a museum.

## INTERMEDIATE **A New Song for Nina**

by Fiona Joseph  
Illustrator:  
Redbean Design PTE Ltd.  
National Geographic, Cengage Learning  
ISBN: 9781424046591



Judges' comment: This is a truly original story. The writing is so good you really feel you know the characters. The popular topics of love and music turn it into an exciting reading. There are very nice activities and readings at the back where they should be - it really FEELS like extensive reading!

## UPPER INTERMEDIATE AND ADVANCED **Battle for Big Tree Country**

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



Reviewer comment: This book is a kind of argument against the forest destruction. I was really moved by those who tried to protect the nature and were prepared to sacrifice their life. This issue can be seen all over the world. We should think about the real situation.