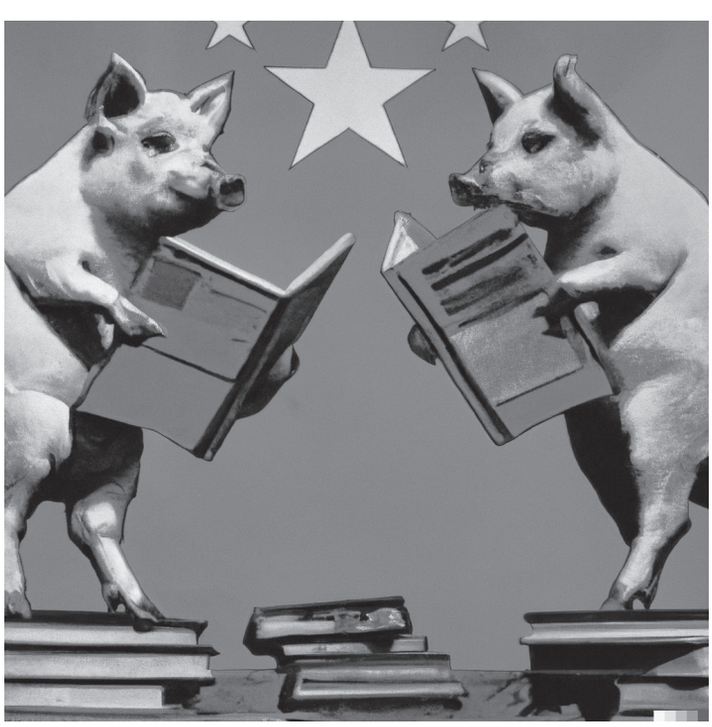
ISSN 2187-0527

Extensive Reading in Japan

ERJ



Volume 15.1 December 2022

The Journal of the Extensive Reading SIG of the Japan Association for Language Teaching

In This Issue

ERJ15.1

Published by the JALT ER SIG

jalt.org/er **ISSN 2187-0527**

Printed by mojoprint.jp with highest available recycled content

Distributed by ABAX Ltd

https://www.abax.co.jp

New graded readers releases

Bjorn Fuisting
Ritsumeikan University

There are more books to read for our students both in electronic format and physical books. I Talk You Talk Press (see last issue for an introduction to the award-winning series) have another 10 titles across four levels. More and more titles are also coming in the Penguin Readers series (represented by Tryalogue Education in Japan). They have 40 new titles on offer, with a mixture of classic stories and original fiction. Halico are also adding titles to their popular 10 Ways To, Cubic Reading and Pocket Readers series for a total of 41 titles. However, Halico has "embraced the future and will only be making new books available in digital format". Their titles can be found on Halico Online, Xreading, Estation, Maruzen eBook Library, Kinokuniya Kinoden, EBSCO, Mobile Book Japan and Amazon Kindle. Furthermore, englishbooks.jp keep adding to their huge offerings with five new titles in their Awesome Adventure series and one new title of Scholastic ELT Readers. Finally, below is an introduction to Waygooze Readers and their 31 titles. Totally there are 87 new graded readers for you to get and introduce to your students. The full list of new titles with levels, headwords and word counts can be found on the ER SIG website www.jalt.org/er

Great Stories, Big Ideas and American Chapters by Wayzgoose Press

Wayzgoose Press is a small independent publishers based in America that publishes a variety of books including ESL/EFL educational material, textbooks and Wayzgoose Readers. The force behind the series is Dorothy Zeemach, who JALT members might be familiar with from her JALT2016 featured speaker presentations and other numerous speaking engagements. There are actually three series; Great Stories (fiction; original and adapted classics) Big Ideas (non-fiction) and American Chapters (original fiction). Great Stories and Big Ideas range from CEFR A1 to B1 with a total of 23 titles. At the lowest level (A1) all the stories are original fiction and non-fiction, for the other levels there are some common classic adaptations like 'Frankenstein', but also less common retold stories like 'The Most Dangerous Game', as well as original stories. In total there are 16 fiction titles in the Great Stories and 7 non-fiction titles under the Big Idea brand. The paper version of the books cost between 800 and 980 yen each and are also available in Kindle format, where they can be bought for a bundle price of 6,608 yen. 20 of the 23 titles will have Mreader quizzes soon. The eight titles in the American Chapters series are all B1 level and between 8,700 words and 25,000 words. They cost 980 yen each for the paper version. All titles can also be accessed via a subscription to Xreading or Readable. For most EFL students in Japan, the Great Stories and Big Ideas might be most suitable, and they are definitely worth giving a go, especially if your students are using Xreading.

2022 Language Learner Literature Awards

Very Young Learners

Martha and the Tiger Party by Jane Cadwallader

Illustrated by Gustavo Mazali

ELI

Young Learners

Spring Country by Adam Kardos

Illustrated by Roberta Mazzutelli

AAS Press

Adolescent & Adult: Beginners

Our Water, Our World by Jane Cadwallader

Illustrated by Gustavo Mazali

ELI

Adolescent & Adult: Elementary

Trafficked by Catriona Chalmers & Ann Mayeda

Illustrated by Raketshop Design Studio

ABAX Ltd

Adolescent & Adult: Intermediate

Identity by Matthew Cotter

Illustrated by Raketshop Design Studio

ABAX Ltd

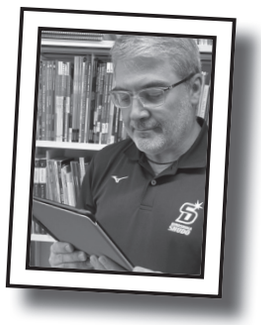
Adolescent & Adult: Upper Intermediate & Advanced

Sherlock Holmes: The Hound of the Baskervilles adapted by Jeremy Page

Illustrated by Gavin Reece

OUP Dominoes

An action research study into learner profiles of graded reading online



Greg Rouault and Azusa Okada
Hiroshima Shudo University

In Japan, many learners entering university have little experience reading level-appropriate, graded materials. Many of these students with low levels of foreign language proficiency also have low self-efficacy and low motivation with limited comprehension or enjoyment in reading. This action research project aimed to capture the initial reading profiles of our first-year university students and their beliefs and attitudes after participating in an online graded reading project.

Grabe and Stoller (2020) define extensive reading as the "teaching and learning of reading in which learners read large quantities of material that are written within their linguistic competence" (p. 274). Waring and McLean (2015, p. 162) have synopsized from the research that the common essential components of an ER program include: fluent comprehension, high reading speed, reading large amounts of text, and a focus on the meaning of text. Nation and Waring (2020) suggest that extensive reading involves "each learner independently and silently reading lots of material which is at the right level for them" (p. 4) and describe such levels further as only 2% of unknown words and largely familiar grammatical structures. With the lower-intermediate reading proficiency learners sampled from their context, Beglar and Hunt (2014) identified that participants who read over 200,000 words, largely from simplified materials (up to 1,600 headwords) made the greatest fluency gains over an academic year. While these empirical findings appear to set a target of *extensive* reading to maximize reading rate gains, it is also important to examine the curriculum goals, time on task available, and where the learners are at with their backgrounds and individual characteristics to design and deliver a successful *graded* reading project.

Pre-dating Dweck's (2006) fixed and growth mindsets, Alexander and Filler (1976) defined reading attitude as "a system of feelings related to reading which causes the learner to approach or avoid a reading situation" (p. 1). McKenna's (1984) model proposes that reading attitudes develop as a result of: (a) beliefs about the outcomes of reading, (b) the outcomes from reading experiences, and (c) the normative beliefs or perception on the value of reading in a social context. Nuttall (1996, p. 127) describes the "vicious circle of the weak reader" who reads slowly, doesn't enjoy reading, doesn't read much, doesn't understand, in contrast with the "virtuous circle of the good reader" who reads faster, reads more, understands better, enjoys reading. Using the survey developed by Yamashita (2007), Stoeckel et al. (2012) identified six dimensions of reading attitude: discomfort, anxiety, and comfort (affective) and practical, intellectual, and linguistic values (cognitive). With the same survey, after discovering a higher effect size for the affective components, Yamashita (2013) concluded that "ER had a greater positive influence on feelings and emotions than on thinking or recognized value in reading" (pp. 256-257). Tanemura (2020) showed a favorable impact on affective factors but a negative impact on cognitive factors for students reading graded material. Thus, while higher word counts may be present in the evidence-based extensive reading studies, addressing the affective component with graded reading was considered key to breaking the cycle for unsuccessful or uninspired language learners.

During the pandemic, remote teaching required the project to be pushed to reading online where the research results in Japan have been mixed. Cote and Milliner's (2015) pilot study data (avergage 417 TOEIC) showed that 70% claimed they had never read a book on their smartphone, and a similar number (68%) preferred to read a graded reader in paper form. After using the online resources from Xreading.com for one semester (average 62,010 words), 89% preferred reading online with the most popular reasons: read anywhere, anytime, and easy. However, Mesureur (2013) reported students felt they could evaluate their reading progress better with paper books where they could easily see the quantity read, perceived their online reading speed to be slower, and complained of distractions from their mobile device applications.

This project sought answers to the following action research questions (ARQ):

ARQ1: What are our students' baseline profiles of online reading frequency in L1 (Jpn) & L2 (Eng)? ARQ2: To what degree can an online graded reading project improve learner self-beliefs in comprehension, reading skills, and motivation? ARQ3: Can the introduction of graded reading affect learner attitudes for Japanese university students reading in English with low self-efficacy, low motivation, and limited proficiency?

Methodology

The participants were 96 first-year, Japanese students aged 18-19 in four intact classes at a private university in western Japan. At the time of entering university, students are classified into one of three levels (1: <62, 2: 63-71, 3: >72) according to their TOEIC Bridge test scores. With a range from 30-71, the participants were equivalent to CEFR Pre-A1 to A2. All participants had studied English for six years in Japanese secondary schools, but almost none of the participants reported having any experience with graded readers before entering university. Results from the New Vocabulary Levels Test (NVLT) (McLean & Kramer, 2015) indicated that these students at Levels 1 and 2 in our program knew approximately an average of 90% of the words at NVLT1000 level, 81% NVLT2000 level, and 68% NVLT3000 level. Conversely, in the higher education context of the Beglar and Hunt study in 2014, "the participants knew approximately 89% or more of the items at the 2,000-word level and an average of approximately 75% of the items at the combined 2,000 and 3,000-word levels" (p. 36).

When this study was conducted, the survey respondents had completed one semester of online learning with one compulsory 90-minute listening course, and one compulsory 90-minute reading course that was delivered synchronously via Zoom each week. Two of the course sections (n = 43) used a combination of (a) intensive reading with the ACTIVE Skills for Reading (Anderson, 2013) series Intro and Level 1 textbooks with comprehension and vocabulary questions (and four reading speed checkpoints) and (b) weekly graded reading (5,693; 5,932 mean running words—not sufficient word counts to be considered extensive reading) with written summaries of self-selected, simplified books for silent sustained reading (SSR) conducted inside and out of class as part of an hour of homework targeted per week. The participants in the other two classes (n = 53) engaged only in graded reading both inside and outside of class time (mean word count = 30,414; 47,298) with the instructor reading aloud and facilitating reading recordkeeping and student discussions on the readings with written summaries of the books of their choice and comments on recommendation for classmates. Digital graded reading materials were made available to the students at this emergency remote teaching stage via a researcher/teacher's paid subscription to e-station (Cosmopier): https://e-st.cosmopier.com/el/ and the free graded resources accessible at Oxford Owl (Oxford University Press): https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/ and Extensive Reading Central: https://www.er-central.com/.

To capture the learner reading profiles and attitudes, a 19-question survey translated into Japanese was distributed via a Google forms link. Since this study was conducted during the COVID-19 pandemic, students were asked at the end of the semester in July to complete the questionnaire in their online class. While between-class comparisons are not the focus of this report, an initial analysis did not reveal great disparities between the two classes with low average word counts read and the two with the higher average word counts. Thus, the survey data results are reported here in aggregate.

Results and Discussion

To capture the baseline online reading profiles of our learners (ARQ1), responses to Q7 showed that prior to these reading courses 60% of the students never read in English, but that in this graded reading project 75% started reading every week. In terms of time on task, Q4 data (Table 1) revealed that outside of class 56.2% of the students sampled read less than one hour per week online in L1 Japanese. Although one quarter of the students never read for fun in Japanese online with a further third reading less than 30 minutes per week, 77.1% reported reading in English within the target range for out-of-class homework and 5.2% reported reading 2-4 hours online in English weekly. The reading online question data do suggest having overcome hurdles with over 80% of learners complying with the out-of-class graded reading demands in this L2 reading skills course project, even when the reading for fun habit is not present in their L1 nor is much out-of-class reading being conducted for the courses taught in Japanese.

For ARQ2, a summary of survey Q15 data showed that through the graded reading project: (a) 93% recognized an improved understanding of the stories,

Table 1. How much time did you spend weekly reading online in (Japanese/English) (in class/outside of class)?

Q4 How much time did you spend weekly reading . . . ? (*N* = 96)	None	0-30 minutes	30-60 minutes	1-2 hours	2-3 hours	3-4 hours	More than 4 hours
online in Japanese in class	12.5%	14.6%	26.0%	22.9%	10.4%	7.3%	6.3%
online in Japanese out of class	13.5%	14.6%	28.1%	22.9%	10.4%	4.2%	6.3%
online in English in class	1.0%	24.0%	39.6%	27.1%	7.3%	0	1.0%
online in English out of class	17.7%	27.1%	19.8%	30.2%	4.2%	1.0%	0
online in Japanese for fun	26.0%	33.3%	12.5%	14.6%	3.1%	2.1%	8.3%

(b) 88% felt their reading skills had improved, and (c) about 86% had improved motivation to study English both during the term and after it.

In Table 2, results from Q16 answering ARQ3 show that about 73% felt they had the ability to read graded material at their level, 62.5% had greater motivation to continue reading outside of class, and over 55% had a better understanding of their strong points in reading in English. Reviewing the translation prompted the authors to reflect whether responses captured actual metacognitive awareness of "weak points" or simply confirmed awareness that they are weak readers. Furthermore, while this data is encouraging, it is equally important to note the percentage of respondents answering *No, not at all* and *Not really* to better understand any difficulties and ensure better buy-in to graded reading in the future.

The open-ended questions on the graded reading project were framed as advice to give future students. The most common comments confirming the metacognition shown by some learners were on the topics of reading material at the right level, building the habit of reading regularly, and that reading (often combined with "understanding") can be fun. However, assuming that graded reading in a class project to receive a grade toward course credit is a pleasure for every student would be a flawed notion.

Conclusion

Through this project, students with limited proficiency and almost no previous experience with graded readers learned how to find a book (online) at the right level, and a majority felt improvement in their reading skills and gained greater motivation to continue reading. The learner profile questionnaire helped us to have a better understanding of their background, and the language used in open-ended comments provided evidence of the metaknowledge many learners gained about reading graded content online at their level, even if they do not read much in their L1. One of the further considerations from this action research for the reading courses in our program and future curriculum development could be to identify how well we are aligned with the 14 principles for L2 reading curriculum design, clustered as: core reading-curriculum principles, reading-skills development principles, and instructional-design principles (Grabe & Stoller, 2020, Chapter 5. See Appendix).

Future directions suggested from this action research include the development or modification of a more comprehensive survey tool with validated items to capture learner behaviors, beliefs, and attitudes about reading in a large-scale study or to replicate across multiple contexts. As the time on task taken is often viewed as one of the hurdles for promoting graded reading, future studies should also seek to narrow the scope of how student respondents interpret the question on time spent (actually) reading inside or outside of formally scheduled class times. These limitations aside, the findings from the self-reports in this exploratory study do outline a favorable impact from the introduction of graded reading on the reading profile for a majority of the learners as shown in their behaviors, ability, and motivation with a more neutral effect reported on confidence with some comments attributing that to challenges in reading online.

Table 2. Learner attitudes

Q16 After this reading project, do you have . . . (*N* = 96)	No, not at all	Not really	I think so	Yes, sure
the ability to read a graded reader at your level?	4.2%	22.9%	71.9%	1.0%
more confidence in reading in English?	9.4%	44.8%	44.8%	1.0%
greater motivation to continue reading out of class?	7.3%	30.2%	50.0%	12.5%
a better understanding of your strong points in reading English?	8.3%	36.5%	53.1%	2.1%
a better understanding of your weak points in reading English?	4.2%	16.7%	61.5%	17.7%

References

Alexander, J. E., & Filler, R. C. (1976). *Attitudes and reading.* International Reading Association.

Anderson, N. J. (2013). *ACTIVE skills for reading* (3rd ed.). Heinle ELT.

Beglar, D., & Hunt, A. (2014). Pleasure reading and reading rate gains. *Reading in a Foreign Language, 26*(1), 29-48. https://doi.org/10125/66684

Cote, T., & Milliner, B. (2015). Implementing and managing online extensive reading: student performance and perceptions. *International Association for Language Learning Technology, 45*(1), 70-90. https://doi.org/10.17161/iallt.v45i1.8550

Dweck, C. S. (2006). *Mindset: The new psychology of success*. Ballentine Books.

Grabe, W., & Stoller, F. L. (2020). *Teaching and researching reading* (3rd ed.). Routledge. https://doi.org/10.4324/9781315726274

McKenna, M. C. (1984). Toward a model of reading attitude acquisition. In E. H. Cramer & M. Castle (Eds.), *Fostering the life-long love of reading: The affective domain in reading education* (pp. 18-40). International Reading Association.

McLean, S., & Kramer, B. (2015). The creation of a New Vocabulary Levels Test. *Shiken, 19*(2), 1-11. Retrieved from https://hosted.jalt.org/sites/jalt.org.teval/files/19-02-1_McLean_Kramer.pdf

Mesureur, G. (2013). An evaluation of ESL reading efficiency and motivation using e-book vs. Printed Book. In S. Miles & M. Brierley (Eds.), *Extensive Reading World Congress Proceedings* (pp. 280-290). Extensive Reading Foundation. Retrieved from https://erfoundation.org/ERWC2-Proceedings.pdf

Nation, I. S. P., & Waring, R. (2020). *Teaching extensive reading in another language*. Routledge. https://doi.org/10.4324/9780367809256

Nuttall, C. (1996). *Teaching reading skills in a foreign language* (2nd ed.). MacMillan.

Stoeckel, T., Reagan, N., & Hann, F. (2012). Extensive reading quizzes and reading attitudes. *TESOL Quarterly, 46*, 187-198. https://doi.org/10.1002/tesq.10

Tanemura, S. (2020). Reading attitude and L2 extensive reading. *JACET Journal, 64*, 149-169. https://doi.org/10.32234/jacetjournal.64.0_149

Waring, R., & McLean, S. (2015). Exploration of the core and variable dimensions of extensive reading research and pedagogy. *Reading in a Foreign Language*, *27*(1), 160-167. https://doi.org/10125/66708

Yamashita, J. (2007). The relationship of reading attitudes between L1 and L2: An investigation of adult learners in Japan. *TESOL Quarterly, 41*(1), 81-105. https://doi.org/10.1002/j.1545-7249.2007.tb00041.x

Yamashita, J. (2013). Effects of extensive reading on reading attitudes in a foreign language. *Reading in a Foreign Language, 25*(2), 248-263. https://doi.org/10125/66872

Appendix: Evidence-based principles for L2 reading-curriculum design

Core Reading-Curriculum Principles

Principle 1: Asking students to read a lot, read often, and read for well-defined purposes, rather than read for no purpose at all, should guide instruction across the reading curriculum.

Principle 2: Incorporating deliberate practice into reading curricula supports reading-skills development and accelerated learning.

Principle 3: Promoting discussion among students about text comprehension is essential for the development of strategic readers.

Principle 4: Building student motivation to read is essential.

Reading-Skills Development Principles

Principle 5: Making a commitment to vocabulary teaching and learning is foundational to students' reading success.

Principle 6: Raising students' discourse structure awareness and teaching them how to use that knowledge to improve their reading comprehension should be regularly addressed in reading lessons.

Principle 7: Addressing reading fluency, at word and passage levels, is essential for efficient reading comprehension abilities.

Principle 8: Training strategic readers is more effective than teaching reading strategies one at a time.

Instructional-Design Principles

Principle 9: Teaching (rather than testing) for main-idea comprehension should be a standard component of classroom instruction.

Principle 10: Structuring reading lessons around a pre-reading, during-reading, and post-reading framework should guide class planning.

Principle 11: Selecting and adapting texts should be driven by students' proficiency levels, current and future reading needs, and interests.

Principle 12: Addressing students' digital-literacy skills responds to students' present-day and future reading needs.

Principle 13: Connecting reading to writing prepares students for the realities of most academic contexts.

Principle 14: Assessing students' reading progress is an essential part of teaching, curriculum development, and student learning.

(Grabe & Stoller, 2020, Chapter 5, pp. 137-158)

ER collaboration with IT

An interview with Niimura Masaaki and Mark Brierley
Shinshu University
Pat Conaway
Shokei Gakuin University

Collaboration is a key to moving any field forward. Not only can the diversity of backgrounds and viewpoints spark new ideas and lines of thinking, but it can also help increase the efficacy and efficiency of our research. There is a saying in Japanese, mochiwa mochiya, which means get your rice cakes from the rice cake store. In an episode of the podcast Lost in Citations (Schacter, 2021), Ali Al-Hoorie argues that it is too time-consuming and difficult to become a good interdisciplinary researcher and that reaching out to researchers in other fields is a more effective and efficient way to conduct interdisciplinary research. Recently, at the PanSIG 2022 Conference, I had an opportunity to see such collaboration at work. On the opening day of the conference, there were three extensive reading presentations by graduate students at Shinshu University. Once the presentations got underway, it became clear that these were not future language teachers, but budding computer scientists using machine learning to tackle problems related to extensive reading. I thought other extensive reading practitioners would be interested in this collaboration so I reached out to two people involved with the project behind the students' work, Niimura Masaaki and Mark Brierley. I conducted this interview over Zoom in early August 2022. The contents of the interview have been edited for clarity and brevity.

Could you tell me a little bit about the students giving the presentations?

Niimura: The students giving presentations at PanSIG 2022 are in the first year of their master's course. They were in my seminar before, but this year I moved to the e-learning center where I run the Extensive Reading System, and I don't have any advisees now. These students are now in another teacher's laboratory but their studies continue. One of the students who was at PanSIG will continue to work with extensive reading.

I imagine computer science majors don't have much exposure to extensive reading. How did the students learn about it?

Brierley: We had a standard curriculum that involved every student doing extensive reading, but then that standard curriculum changed. The new curriculum doesn't have extensive reading as a part of it. Some teachers still do extensive reading with the students, but unfortunately, the students who do the master's program usually have not done extensive reading as undergraduates and the IT graduate students usually have no experience of extensive reading. Their first exposure to extensive reading is from the back end of the computer system. They mainly learned about extensive reading through small talks with me in Niimura Sensei's seminar. I walked them through what extensive reading is so they have some background knowledge.

Could you tell me how the students get their research topics?

Niimura: There are some different approaches to our problems (in extensive reading) and one is machine learning. We surveyed machine learning papers in other journals then I surveyed some of those methods. After that, we evaluated if the methods could be used for extensive reading or not. It is the general way that we use to solve problems with technology. Machine learning is a very wide field, so we select a narrower field.

Brierley: We're particularly interested in natural language processing and looking at software that parses sentences and looking at research into how different languages are analyzed. So they are used to machine learning as a tool and they've looked at applications of machine learning in different natural language situations. Then they're bridging that, thinking "How could we use this for extensive reading?"

Niimura: Our students make a hypothesis and try it out. Our students are good at programming for some tasks so they use trial and error. Through trial and error, they either find a way towards a tool or decide that this may not be a useful route to develop. Fortunately, there are many tools that are open-source software, and many researchers make software and make it available on GitHub. So then we download and use it, or customize it and check if it is useful so it is very easy.

One of the open-source tools that one of your students mentioned was PEGASUS. I could hear lots of pencils scratching so I imagine many other teachers were interested in that tool.

Niimura: Our student found the PEGASUS tool. He searched through many other summarizing tools and evaluated them. He found PEGASUS was good so he selected it. The output of the tool was automatic, but he had to manually analyze it to evaluate if it worked well.

How did this project get started?

Brierley: This started with ERS, our book recording system. That's over ten years ago. The starting point was that we started to do extensive reading in our courses and we had a compulsory course for most of the first-year students which involved extensive reading and we wanted to have some kind of assessment and some kind of accountability. So we started to count words to see how many words the students were reading. The teachers had lists of book word counts, and we were writing word counts in the books and we had papers to give out to students so that students would fill in forms. We thought "what if we can do this by computer?" And around that time, the e-learning center moved to Moodle and I think that around the same time Niimura Sensei, who was in the engineering faculty IT department became involved with the e-learning center here. We asked Niimura Sensei, "We need to be able to track how much students have read. Can you create a system for us?" That was the beginning of us working together.

In your proceedings paper about this project, you mention differing agendas. Is there anything you could tell us about those differing agendas?

Brierley: I guess with technology lots of times different users see the technology from very different angles. You've got the teachers' view of extensive reading, and then you've got the students' view of extensive reading and here we also have the programmers' view of extensive reading. We're all looking for different things. When the students go into the software, they want to find a book to read, and when the teacher goes in they want to find out how many words their students have read. So we're looking at very different angles. Lots of IT problems are precisely like that. They have to satisfy different users at the same time. You have lots of data: what do you do with the data? How do you access that data?

Niimura: Our main purpose is the creation of the software web application. We focus on how to make a software application, especially the architecture of the software. So our students think about the user interface last. We make the prototypes and showed Mark then make changes. So it is not mainly focused on how it looks or something so it is a difficult question.

Brierley: Whereas from my perspective, what's number one is if the user interface is really useful. If that's not working, then we lose our students.

Niimura: Also, maintenance is a challenge. ERS [Extensive Reading System] is a reporting system and we made ERFPT, the Extensive Reading Foundation Placement Test, so we have two big projects now. It is very hard to maintain and it is difficult to add more projects or ideas now.

Brierley: You can get funding for starting a project, but it is very difficult to get funding to maintain something. So, we try to get funding for new projects so that we can keep maintaining the old projects.

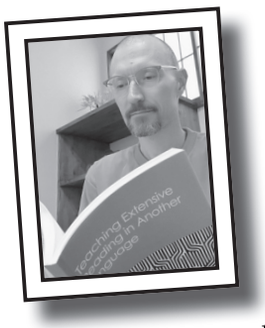
If there wasn't the involvement of the IT department in this project, where do you think you would be now?

Brierley: We've gained a lot and a lot has come out of it, as well as the system that we have within the university. Also, the ERF placement test came out of working with students, and it is still being used by hundreds of teachers around the world. Without collaboration with the IT department, we would probably still be photocopying pieces of paper with lists of word counts. I'm originally an engineer so I look at things as engineering problems and look at what tools can be used. So it seems obvious to me that we need to use computer systems and they're not the enemy. Language teachers tend to be very self-sufficient and they're very good at just working things out on their own. I think maybe I would have learned computer programming to try to make something myself but there's a lot more we can get by working with people who are experts in IT.

References

Schacter, J. (Host). (2021, March 31). Al-Hoorie, A. H. & Macintyre, P. (55). [Audio podcast episode]. In *Lost in Citations*. https://lostinthecitations.podbean.com/e/citation-51-al-hoorie-a-h-macintyre-p-eds-2019-contemporary-language-motivation-theory-60-years-since-gardner-and-lambert-1959-multilingual-matters/

Ruzicka, D., & Brierley, M. (2012). Developing institutional relationships through ER. In K. Bradford-Watts, R. Chartrand, & E. Skier (Eds.), *The 2011 Pan-SIG conference proceedings* (pp. 220-234). JALT.



Story listening and story drawing

Cade Bushnell
University of Tsukuba

Stories have been a principal mode for transmitting ideas since the dawn of human culture. Although listening to stories must arguably have been one of the primordial sites of first and additional language acquisition, the power of stories has largely not been a primary area of investigation in second language acquisition and pedagogy. However, recent studies confirm that storytelling can play a central and highly influential role (Krashen & Mason, 2018, 2020; Lucarevschi, 2016). As Krashen and Mason (2020) argue, listening to stories can be an excellent source of "optimal input." This means not only can stories provide comprehensible input, but they can also naturally make input compelling, rich, and abundant. The authors also advocate Story Listening as an effective method for making oral storytelling more comprehensible for learners. In Story Listening, the instructor provides input through storytelling combined with "comprehension aiding supplementation" (CAS). In addition to linguistic support, such as providing synonyms, antonyms, explanations, and even occasional translations, CAS may also involve non-linguistic support in the form of intonational modulation, gestures, facial expressions, and drawings (Mason, personal communication, Jan 20, 2022). The use of drawings, in particular, is interesting because it not only functions to make the input more comprehensible, but it also likely makes it more memorable, through "dual encoding" (see, e.g., Paivio & Desrochers, 1980).

Wammes et al. (2016) take the use of images for bolstering memory encoding a step further. They examine the effect of having people make drawings of a series of words with which they were presented. Across a series of seven trials, they found that drawing had a consistent and significantly positive effect (ranging from $p < .005$ to $p < .001$) on memory retention in comparison with rote memorization, semantic elaboration, visualization, and image presentation. They argue that this robust "drawing effect" is likely due to the fact that drawing brings together, in a way more complex and organic than simple addition, a number of factors known to have a positive effect on memory and recall: (1) semantic elaboration, (2) visualization, (3) motor action, and (4) viewing a physical pictoral representation (p. 47). In consideration of this "drawing effect," shown by Wammes, et al., the present study takes a first step into exploring how drawing while listening to stories might affect the retention of vocabulary in the memory of the learners.

Procedure

This is a case study of a Japanese L2 learner across a 15-week language class at a public university in Japan. The learner was the only student participating in the class due to the effects of the COVID-19 pandemic. All classes were conducted online via Zoom. Classes were held four times per week, and were team taught by three instructors. The first and second instructors taught one class per week, which focused on speaking and writing, respectively. The third instructor taught two classes per week and focused on reading and listening. The data of this study came from the 15 class periods focussing on listening. During the first four class periods, read alouds were used to help the student become accustomed to hearing longer narrative texts in Japanese. The instructor displayed the text using the share screen function in Zoom, and alternated between reading the text and engaging the learner with questions and comments about the stories being read. The learner followed along with the text on the screen. During the next five class periods, the instructor replaced the written text with key words and illustrations made in real time as he told the stories. Drawing and writing was done on an iPad pro with a stylus, and the screen of the iPad was shared in Zoom. Then, in the tenth class, the instructor introduced the learner to the "Visual Alphabet" (Brown, 2014, p. 47), and explained that for the next few class periods the learner would listen to the instructor narrating the story and make drawings as the instructor had modeled in the previous sessions. In the penultimate class, the learner told a story of her own to the instructor (no drawing activities), and the final class consisted of a final exam and feedback. Permission was obtained from the learner to video record a number of the classes using the recording function in Zoom.

Following Li and Seedhouse (2010), the video recorded data was transcribed and examined using conversation analysis. Furthermore, two lexical

items, *tekase* ("handcuffs, shackles") and *mekakushi* ("blindfold") were selected to be tracked for how they were or were not retained in the learner's long-term memory. These lexical items appeared in a story created by the instructor about two American students that were kidnapped and held for ransom, based on the movie *The Saratov Approach*. These items were selected because (1) they each appeared in this story only, (2) they appeared only twice (handcuffs) and one time (blindfold), respectively, in the story, and (3) it was highly unlikely that the learner would encounter either of these words again during the period of the present study.

Results and discussion

The learner was exposed to the tracked lexical items, tekase ("handcuffs, shackles") and mekakushi ("blindfold"), through the story told in class on December 17, 2021. The first item, tekase ("handcuffs, shackles"), appeared twice in the story. The first instance told that the kidnapped students were handcuffed and placed in the basement of an old house, and the second instance said that they got the keys from their captor and removed the handcuffs. The second item, mekakushi ("blindfold"), appeared once in the story when it was told that the students were blindfolded and taken to a forest with the intention to execute them. It was confirmed that the learner had no previous knowledge of these target lexical items because she asked the instructor what the words meant. These two lexical items were then included at the end of the final test given on February 4, 2022 as an opportunity to earn an extra point.

In spite of having been exposed to these previously unknown lexical items for only a few brief moments in the course of one story, and not having been informed that the items would appear on the final test, the learner was able to provide correct written translations of both of them on the final test almost two months later. In an informal interview during the feedback session, which took place immediately after the test, the learner indicated that she had not seen the words again during the period between the story in which it appeared and the final test, but she had no problems with recalling their meanings. Why might this be so? A qualitative conversation analytic examination of the video data was performed in order to find out more about this point.

Space limitations preclude the display of transcribed data and highly detailed description of the line-by-line actions of the participants as they engage in their interaction in real time, typical of conversation analytic studies. Instead, the results of the detailed analysis will be sketched and discussed in a broader fashion. Readers interested in reviewing the transcribed data or discussing the finer points of the conversation analysis are welcome to contact the author.

In the classes where the instructor told the stories and provided CAS in the form of drawings, a general sequential pattern was observed wherein the learner provided backchannel responses to indicate they were following the story. Additionally, the learner occasionally reacted to the instructor's drawings by laughing and indicating recognition through offering verbal labels. Incidentally, it may be noted that such interactional features were largely absent in the classes where the instructor read the text and the learner followed along.

In the classes where the learner made drawings while listening to the instructor narrating the story, a strikingly different pattern emerged. While the learner assumed a relatively passive, reactive participatory role during the sessions where the instructor did both the narrating and the drawing, she took on a much more active role when required to make drawings of elements of the story being told. The learner began to make predictions and ask questions not only to find out the meanings of unfamiliar words such as tekase ("handcuffs, shackles") and mekakushi ("blindfold"), but also to construct and verify her understanding of the story on a deeper level. In one particularly interesting sequence of talk, when the instructor noted that the perpetrators of the crime were planning to kidnap someone to get a ransom, the learner made a prediction that the victim would be a woman or child. The learner then paused drawing to seek confirmation from the instructor. When the instructor explained that the victims were not women or children, but rather foreign male university students, the learner immediately expressed understanding by saying "ahhh," and returned to drawing in earnest.

Conclusion

The sequences of action uncovered by the conversation analysis of the data where the learner is drawing while the instructor narrates are notable because they show the learner dialogically constructing an understanding of the events of the story with the instructor as part of the process of making her drawing. In this way, having learners make drawings of the stories they listen to seems to require them to deeply process, and actively organize and structure the information with which they are presented. This process of digesting

and reorganizing information may be similar to the processes involved in the creation of a "scheme for a complete orienting basis of action" or SCOBA (see Negueruela, 2008). Further qualitative and quantitative research is needed to develop a fuller understanding of these sequential practices and to better understand the effectiveness of story drawing during story listening for second language acquisition.

References

Brown, S. (2014). *The doodle revolution*. Penguin.

Krashen, S., & Mason, B. (2020). The optimal input hypothesis: Not all comprehensible input is of equal value. *CATESOL Newsletter, 5*(19, 20), 1–2.

Li, C-Y., & Seedhouse, P. (2010). Classroom interaction in story-based lessons with young learners. *Asian EFL Journal, 12*(2), 288– 312.

Lucarevschi, C. R. (2016). The role of storytelling in language learning: A literature review. *Working Papers of the Linguistics Circle of the University of Victoria, 26*(1), 24–44.

Mason, B., & Krashen, S. (2018). American students' vocabulary acquisition rate in Japanese as a foreign language from listening to a story. *Turkish Online Journal of English Language Teaching (TOJELT), 3*(1), 6-9.

Negueruela, E. (2008). Revolutionary pedagogies: Learning that leads (to) second language development. In J. P. Lantolf & M. E. Poehner (Eds.), *Sociocultural theory and the teaching of second languages* (pp. 189-227). Equinox Publishing.

Paivio, A., & Desrochers, A. (1980). A dual-coding approach to bilingual memory. *Canadian Journal of Psychology, 34*(4), 388–399.

Wammes, J., Meade, M., & Fernandes, M. (2016). The drawing effect: Evidence for reliable and robust memory benefits in free recall. *The Quarterly Journal of Experimental Psychology, 69*(9), 1752–1776.

ER SIG forum at PanSIG2022
University of Nagano

Theories of fluency development and their pedagogical implications

David Beglar

Temple University, Japan

The development of reading fluency is a key goal of any foreign language reading course. Reading fluency is evidenced by the smooth, rapid, and effortless way skilled readers extract meaning from written texts. It is based on the efficient functioning of various cognitive processes, such as letter and word identification, phonological coding, semantic access, syntactic parsing, and the activation of appropriate schemata, all of which must be well integrated.

A number of theories developed by cognitive psychologists provide powerful clues regarding the keys to developing greater fluency. These theories include Consistency Theory, Strength Theory, ACT* Theory, Instance Theory, and Verbal Efficiency Theory.

Consistency Theory (e.g., Landerl, 2000) is based on the idea that automaticity develops through practice in consistent environments. Consistency offers three potential benefits for reading fluency development: (1) the frequency of occurrence of particular linguistic forms (e.g., lexis) is increased, (2) working-memory load is reduced, and (3) comprehension is increased.

Strength Theory (e.g., Wickelgren & Norman, 1966) involves increasing the amount of processing of linguistic forms. Increased processing strengthens the connections between "stimulus" and "response" elements, and this strengthening results in faster, more effortless processing. An example of the effects of processing experience is the extremely rapid speed at which high-frequency words are processed.

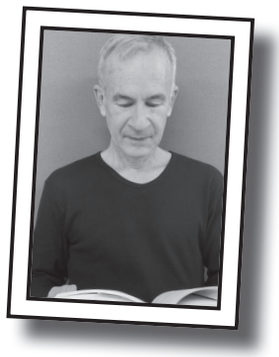
ACT* Theory (Anderson, 1992) emphasizes the importance of chunking. Automaticity is partly based on a reader's ability to process large chunks of information. As learners repeatedly meet particular patterns in the foreign language, they undergo restructuring in which smaller chunks of language such as letters combine to form larger chunks such as words or multi-word expressions. This process eases working memory load.

Instance Theory (Logan, 1988) proposes that

episodic memory is a learning mechanism in which each experience creates a memory trace called an instance representation. Automaticity occurs when learners use the instance representation instead of an algorithmic computation because direct memory retrieval of a solution is far faster than computing an algorithm. An example is a reader who computes an algorithm for passive voice by adding be + past participle (e.g., was + eaten). With sufficient processing experience, the same learner comes to access the passive form as a whole unit in memory.

Finally, Verbal Efficiency Theory (Perfetti, 2007) proposes that reading involves a multitude of cognitive activities that take place in a working-memory system subject to limitations. These limitations are overcome by automatizing bottom-up processing at the sub-lexical, lexical, and syntactic levels. As bottom-up automatization occurs, more working memory capacity can be devoted to top-down conceptual processing.

When considering the above theories of automaticity, four pedagogical implications stand out. First, learners must process large amounts of input. Although the amount of input required to develop different aspects of language varies considerably because different linguistic forms appear with different frequencies in written English, a large amount of processing is necessary where reading fluency development is concerned. For instance, Beglar and Hunt (2014) proposed that reading 200,000 words/year is a minimum goal for Japanese university learners of English. This goal can be achieved even by readers who read at a leisurely 80 wpm if they read 20 minutes per day, five days a week, for 28 weeks per year (= 224,000 words/year). Second, the level of the texts must be very easy because there is an inverse relationship between the ease with which a text can be read and the amount of reading that can be completed: as texts become easier, more can be read. Third, learners should be constrained as to the levels of texts they read in order to increase the consistency and frequency of lexical and morpho-syntactic repetition. Finally, easy books should be supplemented with reading tasks that pressure students to read faster than normal such as timed reading, repeated reading, or paced reading, and reading activities should be connected to the other major language skills of listening, speaking, and writing in order to increase the recycling of linguistic forms in multiple modalities and potentially increase motivation through increasing the variety of task types students engage in.



In sum, the above five theories of fluency development provide practical clues as to how classroom instructors can help their students develop greater reading fluency, and fluency development should arguably be one of the most important goals of a foreign language reading course.

References

Anderson, J. R. (1992). Automaticity and the ACT* theory. *American Journal of Psychology, 105*(2), 165–180.

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

Landerl, K. (2000). Influences of orthographic consistency and reading instruction on the development of nonword reading skills. *European Journal of Psychology of Education, 15*(3), 239–257.

Logan, G. D. (1988). Toward an instance theory of automatization. *Psychological Review, 95*(4), 492–527.

Perfetti, C. (2007). Reading ability: Lexical quality to comprehension. *Scientific Studies of Reading, 11*(4), 357–383.

Wickelgren, W. A., & Norman, D. A. (1966). Strength models and serial position in short-term recognition memory. *Journal of Mathematical Psychology, 3*, 316–347.

Developing reading fluency in the EFL classroom

Jeffrey Huffman
St. Luke's International University

An ongoing strand of extensive reading research has provided an accumulation of evidence showing that ER improves reading rate and fluency in EFL contexts (e.g., Beglar et al., 2012; Huffman, 2021; McLean & Rouault, 2017; Shimono, 2018). However, the fluency development aspect of ER can be enhanced by supplementing ER with other reading fluency development activities. Such activities include repeated reading and re-reading along with timed (speed) reading and oral reading fluency training. Timed readings, which have been shown to improve reading rate and fluency (Chung & Nation, 2006), involve students reading a series of simplified texts of a given length over several weeks or months and monitoring their reading rate changes. The combination of using a simplified text and the students being aware that they are being timed seems to encourage fluency development, and the self-monitoring aspect helps students focus more intentionally on increasing their rate. Rasinski et al. (1994) developed an oral reading fluency training procedure, along with an accompanying assessment rubric. In this approach, the teacher first models fluent oral reading of a text, and then students are guided toward noticing the features of fluent oral reading, thereby developing declarative knowledge. This inductive approach is followed up with explicit instruction, choral repetition and pair practice, and students presenting their oral readings in front of the class, followed by teacher feedback.

When implementing such activities, teachers and researchers are also concerned with how to measure reading rate and fluency for various pedagogical, evaluative, curricular, and scientific purposes. First, as mentioned in regard to the timed readings above, such measurements can be used to provide feedback to students and encourage them to monitor their own progress, thereby motivating them to make a greater effort than they otherwise might. Second, measurements of students' rate and fluency improvements can be used to determine how effective certain approaches are in a given educational context and therefore justify devoting more or less curricular time to them. Third, researchers can use such measurements to empirically determine the effectiveness of reading fluency development activities. As is often the case in language education, the very activities that promote development of a skill (in this case reading fluency) can also be adapted to serve as assessment instruments, which can help teachers kill two birds with one stone and thereby use valuable class time more efficiently.

To demonstrate how these activities and assessments can be implemented, and to provide evidence of the effectiveness of reading fluency development activities, I will now introduce a portion of my dissertation research, highlighting the assessment instruments and some of the more pertinent results. One section of my study (Huffman, 2021) was devoted to testing the claim that ER with reading fluency development activities (silent timed readings and oral reading fluency training) is more effective for improving reading rate and fluency than intensive reading (IR). The participants (n = 77) were first-year nursing students in Japan, and they were divided into four classes. Two classes did ER for one semester and then IR for one semester, while the other two were reversed. All students, therefore, experienced both approaches, and this study was a within-subjects design.

Silent reading rate (SRR) was measured via short, simplified texts that were controlled for length and difficulty, along with comprehension questions on the back side. Students recorded the time it took to finish reading a text, which was used to calculate their reading rate in words per minute (wpm). The comprehension questions were used to check that students were actually comprehending what they were reading. Because reading fluency cannot actually be assessed in a qualitative way during silent reading, oral reading rate (ORR) and oral reading fluency (ORF) measurements were also used. Students were recorded reading short, simplified texts aloud, again with accompanying comprehension questions. The recordings were then used to calculate ORR as words correct per minute (wcpm) and ORF as a prosody rating score by human raters using a prosody rating rubric (based on Rasinski et al., 1994) designed to assess three elements of oral reading prosody: phrasing, stress, and

intonation.

Statistical analysis using repeated-measures ANOVAs indicated the following:

1. For the IR-before-ER group, a significantly greater increase in ORR for the ER treatment (9.79 wcpm vs. 3.05 wcpm) (but no significant difference for SRR).
2. For the ER-before-IR group, a significantly greater increase in both SRR (19.22 wpm vs. -2.50 wpm) and ORR (12.55 wcpm vs. 4.81 wcpm) for the ER treatment.
3. No significant difference was revealed by the ORF measurement, although the gains were higher for the ER treatment.

This study provided evidence that ER combined with reading fluency development activities yields greater gains in silent and oral reading rate and fluency than IR. I hope that this forum, this article, and these results will encourage more teachers to supplement ER or other reading approaches with a variety of reading fluency development activities. I also hope researchers will continue to develop better methods of measuring the complex construct of reading fluency.

References

Beglar, D., Hunt, A., & Kite, Y. (2012). The effect of pleasure reading on Japanese university EFL learners' reading rates. *Language Learning, 62*(3), 665–703. https://doi.org/10.1111/j.1467-9922.2011.00651.x

Chung, M., & Nation, P. (2006). The effect of a speed reading course. *English Teaching, 61*(4), 181–204.

Huffman, J. (2021). *Development of reading fluency during an extensive reading course incorporating reading fluency tasks* [Doctoral thesis, Temple University]. Temple University Electronic Theses and Dissertations. http://dx.doi.org/10.34944/dspace/6498

McLean, S., & Rouault, G. (2017). The effectiveness and efficiency of extensive reading at developing reading rates. *System, 70*(1), 92–106. https://doi.org/10.1016/j.system.2017.09.003

Rasinski, T. V., Padak, N., Linek, W., & Sturtevant, E. (1994). Effects of fluency development on urban second-grade readers. *Journal of Educational Research, 87*(3), 158–165. https://doi.org/10.1080/00220671.1994.9941237

Shimono, T. R. (2018). L2 reading fluency progression using timed reading and repeated oral reading. *Reading in a Foreign Language, 30*(1), 152–179.

Extensive reading plus extra reading fluency activities

Torrin R. Shimono
Kindai University

Building on the ideas of reading fluency discussed by Drs. Beglar and Huffman, I began my segment of the presentation by introducing a mnemonic device in the form of a simple formula: X + X (eXtensive reading plus eXtra reading fluency activities). That is to say, my main suggestion to educators that utilize extensive reading is to add other reading fluency activities to an extensive reading course such as timed reading, repeated reading, oral reading, and slash reading, and chunking activities because employing combinations of these activities can significantly enhance reading fluency.

The empirical research to support this assertion stems from my PhD dissertation (Shimono, 2019) which focused on the changes in reading rate, comprehension, reaction times, oral reading fluency, L2 reading self-efficacy, and attitudes after various reading fluency treatments among 101 Japanese university L2 learners of English. The study was conducted over one academic year, and the participants were divided into four quasi-experimental groups.

The first quasi-experimental group (n = 26; henceforth the OR group) were first-year students and practiced extensive reading in combination with timed reading, repeated oral reading, and chunking activities. This group received two timed reading passages per week and were encouraged to improve their reading rate consistently while maintaining optimal comprehension of 70% on the multiple-choice comprehension questions. After they finished reading the passages, they received the same timed reading passages, except the sentences were marked with slashes that segmented the words into 3–5-word syntactic phases and thought-groups. The participants then read the passages orally, closely following an instructor-led choral reading. They were encouraged to mimic the instructor and chunk word groups together, resulting in the consistent practice of rhythm, intonation, stress, pronunciation, connected speech, and oral fluency. After the first read aloud, the participants were paired up and each practiced an oral

rendition of the reading passage. While one partner read aloud, the other partner would give an evaluation of their partner's performance.

The second group (n = 25; henceforth the TR group) were second-year students and practiced extensive reading along with three timed readings per week. The third group (n = 25; henceforth the ER group) did only extensive reading. The OR, TR, and ER groups were English majors and did extensive reading through Mreader. The OR and ER groups had a yearly departmental requirement of 200,000 words while the TR group had a requirement of 300,000 words because they were second-year students. The final group was the comparison group (n = 25) and were non-English majors that participated in a speaking and communication class and did not participate in any reading fluency treatments.

All groups were tested at three points during the academic year. Regarding reading rate measures, the groups were given three types of reading passages: timed reading passages, academic passages, and extensive reading passages. The trends indicated that the OR group made the most gains in reading speed over the year followed by the TR and ER groups on these passages. The comparison group did not make any significant reading rate gains.

The groups were then tested on their speed of lexical processes as indicated by their reaction times to a computerized test. The three main types of processing that are involved in word recognition are orthographic, semantic, and phonological processing. The general trends illustrated that TR and OR groups made the most significant decreases on these processes followed by the ER group, while the comparison group did not see significant decreases. Orthographic processing was generally the fastest and most accurate while phonological processing was the slowest and most inaccurate for the groups.

Next, oral reading samples from all the groups were collected and rated in terms of appropriate speed, prosody, and accuracy. The OR group demonstrated the most improvement on these measures. The final measure was assessing the participants' L2 reading self-efficacy using a questionnaire gauging their confidence to execute reading tasks of varying difficulty. For the OR and TR groups, their reading self-efficacy increased significantly over the year while the ER group saw a moderate increase. The comparison group saw no meaningful improvement in reading self-efficacy.

Overall, the participants' reactions were positive toward the reading fluency treatments based on interviews conducted after the treatment period. Regarding timed reading, one student from the OR group expressed how it changed their approach to L2 reading: "I focus on speed now. I can read so much faster than [in the] spring term." Another OR participant commented on how this practice was useful in accomplishing their extensive reading goals: "[M]any times, I read fast. The fast speeds helped with extensive reading." A TR group member said, "I got good concentration." As for repeated oral reading, one participant said, "Reading aloud many times gives my brain a big impression. It is very effective." Another mentioned, "I learned to read in bundles" indicated the chunking exercises during the repeated oral readings were beneficial. Finally, an ER group member pointed out that, "Through extensive reading training, I can learn English in my daily life, and it reduces my resistance [to studying it]." It is clear that the participants saw a great deal of utility from these reading fluency treatments.

In conclusion, taking a comprehensive approach to L2 reading development helps learners read significantly faster, improves their word recognition reaction times, facilitates their oral reading expression, and makes them more self-efficacious L2 readers. I assert that timed, oral, and repeated reading with chunking practice enable L2 learners to learn to process English texts faster while improving their expression by reading with the correct number of syllables, intonation, rhythm, and stress. These activities can easily be implemented in any extensive reading course. In short, extensive reading plus extra reading fluency activities equals an excellent idea.

Reference

Shimono, T. R. (2019). *The dynamic cognitive processes of second language reading fluency* [Doctoral thesis, Temple University]. Temple University Electronic Theses and Dissertations. https://digital.library.temple.edu/digital/collection/p245801coll10/id/586009/rec/1

Front cover images were generated with Dall·E 2 from Open AI using the prompts: "Rene Magritte reading a book"; "Pablo Picasso's Don Quixote reading a book"; "photograph of Michelangelo's sculpture of David reading a book"; "Communist propaganda art pigs standing on two legs reading books"

Taking care of business: Inner-workings of the JALT EBM

Cory Koby

Tezukayama Gakuin University/ The Extensive Reading Foundation

As members of the Japan Association for Language Teaching (JALT), many of us are familiar with various activities that our organisation engages in—chapter meetings, SIG forums and workshops, publications, a monthly development forum online, as well as two major annual conferences, the PanSIG and the JALT International Conference on Language Teaching and Learning (now in its 48th year). A good number of our SIG members, as well as members of other SIGs and Chapters, volunteer their time and expertise to support the aforementioned efforts and are thus familiar with some "parts" of our organisation. Despite this frequent familiarity with some parts, few of us have had the opportunity to participate in an umbrella group that represents "the whole" of our organisation—the JALT Executive Board and its three annual meetings, aptly named Executive Board Meetings (EBMs). This short paper seeks to provide members with a brief glimpse into the EBM purpose, structure, and process, using the June 2022 EBM as a focal point.

Purpose of the EBMs

The JALT EBM is the place where JALT business gets done. Chapter, SIG, and national officers present reports, discuss JALT business, and vote on motions. Chapters and SIGs are obliged to send their designated leader or a designated representative to participate throughout the meetings. Decisions are made and information is shared at EBMs that should then be shared with JALT's sixty distinct groups (our parts that make up the whole) and their members through newsletters (like this one), websites, discussions, or at events.

Beginning around 2019, JALT moved its communication platform from an email-based format called EBM-Net to a discussion platform called Basecamp. A great deal of discussion typically takes place amongst EBM members throughout the year, and especially in the days and weeks leading up to the EBM. However, it is at the actual EBM where decisions are made and things move forward.

There has been some criticism of the time and expense required to hold these EBMs, but as a seasoned veteran of these meetings, I can honestly say that there is great merit in holding them. The networking and information-sharing that happens over a weekend can have significant impact on the officers involved—one that cannot be replaced by asynchronous organisational platforms. Going forward, I believe EBM costs can be curtailed by continuing to offer EBM members the option of participating remotely, but I sincerely hope that physical attendance remains compulsory for at least one of these three annual meetings in order to foster the skills and develop the knowledge of our leaders.

EBM timing, frequency, format, and location

JALT EBMs are held three times each year in February, June, and during our international conference, typically in November. These three meetings are preceded by three Board of Directors (BoD) meetings in January, May, and October. Prior to the outbreak of Covid-19 in 2019, EBMs and BoD meetings were held strictly face-to-face in various locations throughout Japan. For the BoD, these pre-EBM meetings offered JALT directors an opportunity to visit different regions of the country and meet with members of local chapters in-person, often interacting over a meal in the evenings. EBM locations have also varied, but have most frequently occurred in Kansai or Kanto because of the centrality and ease of access from all regions of the country. When possible, either the February or June meetings have been scheduled at the venue of the following autumn conference in order to give meeting participants the opportunity to become familiar with the venue and area in advance of the event.

While there are three EBMs scheduled each year, there are significant differences between the two held in February and June, and the conference EBM. The prior two meetings are typically scheduled over a weekend, with some meetings taking place as early as the Friday night, and ending with an early afternoon session on the Sunday. The conference EBM is normally only an hour-long session within the conference where very little can be practically accomplished.

Around the EBMs, an affiliated but separate

gathering takes place for JALT's Financial Steering Committee (FSC). This is the group responsible for creating, presenting, and managing the budget and financial activity of the organisation. They are most busy at (and prior to) the February EBM as it is then that the FSC will present their proposed budget for the next fiscal year. It is here that chapter and SIG grants are decided (and conference revenue and expenses are estimated), thus affecting the entire membership body.

During the pandemic, JALT as a whole was forced to reorganize how business of all sorts got done. The EBMs were not spared this paradigm shift, and in almost an instant the meetings were shifted to an online format, with a very small number of BoD members meeting physically, thus establishing a hybrid model. And now that we are exiting the pandemic, this hybrid model has become firmly established as the "new normal" for JALT EBMs.

EBM participation

The participants at each of the EBMs comprise of two main groups—voting and nonvoting members. The voting group consists of the seven elected members of JALT's BoD as well as 32 chapter presidents and 28 SIG coordinators (or their designated representatives)—the leaders of our groups in good standing. Nonvoting EBM participants include a wide variety of JALT volunteers in a number of important positions, including the Auditor, Business Manager, office manager, conference organizers, and various committee representatives invited by the BoD to participate. In addition, leaders of Chapters and SIGs that are either in the process of forming or haven't met a certain minimum set of operating criteria in the past are also expected to participate, albeit without a vote.

In order for an EBM to be considered valid under our constitution (Article 35 (2)), and in order to fulfill our obligations as a nonprofit organisation (NPO) under the Tokyo Metropolitan Government, "2/3 of Directors and Auditor, and majority of the representatives of Chapters and Special Interest Groups shall constitute a quorum." (JALT, 2018, p. 9).

With the new hybrid EBM model, it has become possible for EBM members to participate remotely. Prior to the pandemic, groups that failed to send representatives to the EBM would be penalised in their annual assessment (referred to as the " assessment rubric" by JALT officers). With remote attendance now an option, groups should have much less challenge having their leaders participate to at least some extent. However, after experiencing face-to-face, (essentially) remote, and post-pandemic hybrid EBM formats, I can say with enthusiasm that there is nothing better than meeting with counterparts from other groups face-to-face.

Also, with the new hybrid model, JALT members everywhere are able to observe the EBMs and see for themselves what actually happens at these meetings without bearing the considerable expense they would have had under the old, strictly face-to-face (F2F) model. This is a significant step forward in improving the transparency of our organisation's management. Members can view the JENL (JALT Executive Newsletter) used to guide the EBM agenda online via the JALT website after logging in using their membership credentials under the "Groups" tab and then "Officer Resources" option. This, like the remote attendance option, has increased the ability of members to understand how JALT works.

June 2022 EBM—What happened?

ER SIG Coordinator Pat Conaway was unable to attend the 25-26 June 2022 EBM and asked SIG committee members for a volunteer to represent the SIG. I accepted the request, and attended the meeting in Nagoya personally under a power-of-attorney issued by Pat.

Throughout the entire weekend, incoming JALT president Claire Kaneko was present and actively engaged with the discussion and process, which bodes well for the future of our organization.

The Financial Steering Committee

In order to maximise on the weekend, I opted to sit in on the FSC from 9-12 on the Saturday morning. There were 14 members of the FSC in attendance (plus myself and JALT Central office staff both physically and remotely). The meeting was chaired by the FSC Chair, with active participation by JALT's Director of Treasury and Director of Program. As one might expect, the discussion centered around all things financial, with updates on the year-to-date profit and loss statement, highlighting both elevated revenue and expenses compared with (budgeted) expectations.

Specific items were discussed including increasing the budget of the JALT Journal to accommodate a desire by their editorial board to increase the number of pages. In addition, some time was spent discussing various platform options for the upcoming and future conferences. And finally, the Vice President

gave a report on the planned down-sizing of JALT's head office in order to provide more flexible working conditions for our staff as well as reduce overhead of the organisation. This was a valuable information and idea-sharing session—however, no voting or major decisions were made.

Concurrent with the FSC meeting, the pre-Conference Planning committee met to discuss and prepare for the November conference in Fukuoka, but I was not in attendance so cannot report on the content of that.

EBM Saturday 25 June

Prior to this EBM, I had only participated face-to-face or remotely, along with the vast bulk of participants. However, this EBM provided participants the option to participate in a truly hybrid meeting format. This was surprisingly successful, with Zoom chat active throughout the meeting as a back-channel for communication, as well as Zoom as a platform for watching, listening, and speaking throughout the weekend. JALT's new EBM Zoom Coordinator, Phil Nguyen, should be commended for doing an exceptional job under intense pressure..

Saturdays at the EBM are typically filled with routine business, and this was no exception. First, attendance is taken to establish quorum in order to validate the meeting. Once established, a final determination of the agenda was agreed, based on the agenda published in the JALT Executive Newsletter (JENL). Next, we voted to accept the minutes from the February EBM and commit them to record. And then a rather long session transpires for for making amendments to officer and committee reports. In these various reports we learn of recent activity officers have been engaged in on behalf of our organization. I would encourage all members to check the most recent JENL (see https://jalt.org/officer-resources/jenl-online after logging in as a member) for details.

Of particular interest to ER SIG members may be the BizCom SIG situation, which has 27 members and funds on deposit, but lacks a group of officers to carry forward. Discussion was had about the actual process of dissolution, which will be handled ultimately by the SIG Representative (SRL) and Directors of Treasury and Membership.

During the Saturday session a number of motions were passed. Motions can often be a source of great friction and debate amongst the EBM participants, but this time everything passed with some discussion and little controversy. Appointments were approved for several new committee members, and JALT membership entitlements were clarified through a motion to make event pricing more advantageous for members. A team-teaching subcommittee was created, and a new position of Treasurer Liaison was created by amalgamating the two positions of SIG Treasurer Liaison and Chapter Treasurer Liaison into one. Many of these motions require amendments to several sections of JALT's bylaws, so much attention is paid to detail by numerous members, including our Auditor. This is the least "sexy" part of the EBMs, but this is how the organisation maintains stability and continuity over the long-term.

The remainder of the afternoon was filled with discussion about membership email privacy, the results of a membership survey, and the downsizing and relocation of JALT's Central Office.

Saturday night

Unfortunately, the traditional informal evening session over dinner, which was a cornerstone of EBMs in years past as a great opportunity for networking among JALT volunteers, was not possible this time because of the pandemic.

EBM Sunday 26 June

On Sunday morning most of our time was filled with a breakout session dividing chapters and SIGs into different rooms to discuss matters as they specifically relate to our respective groups. A number of items were discussed in the SIG session including posting current constitutions on the JALT website, communication challenges and compliance with Basecamp, officer access to membership information and related privacy issues, and the further development of various officer handbooks to be used by SIG officers, particularly those new to their roles.

In the afternoon, summaries of the morning sessions were shared with the EBM as a whole and discussion amongst both the chapter and SIG representatives (in small groups) further enhanced these earlier discussions. In addition, there were group discussions focusing on officer recruitment and burnout, which have plagued JALT for longer than I have been a member (12 years and counting!). The meeting ended at 14:20 to allow for JALT's Ordinary General Meeting to take place, at which results from the JALT BoD election were verified and confirmed.

Future directions

The post-pandemic hybrid EBM format seems to be a great leap forward from pre-pandemic days. Access and transparency have never been greater, and current JALT leadership seems to be actively embracing technology to enhance the EBM experience for all. These changes will help to contribute to a stronger and more vibrant organisation in the coming years.

Members reading this may feel curiosity and wish to learn more. Fellow JALT officers would welcome discussion on things related to the EBM. And if you have the opportunity to participate in JALT's democratic process taking place at EBMs, as an observer or as an officer, do take advantage—volunteering for an organisation that you believe in is an extremely rewarding experience.

References

JALT (n.d). *Annual Self-Assessment Rubric for JALT Chapters and SIGs*. https://jalt.org/officer-resources/miscellaneous

JALT (n.d.). *NPO JALT Homepage*. https://jalt.org/

JALT (2018). *NPO JALT Constitution and Bylaws* (PDF). https://jalt.org/main/constitution

Recent research in extensive reading

Compiled by Imogen Custance

Bui, T., & Macalister, J. (2021). Online extensive reading in an EFL context: Investigating reading fluency and perceptions. *Reading in a Foreign Language*, *33*(1), 1-29. http://hdl.handle.net/10125/67391

One of the challenges for the successful implementation of extensive reading (ER) programmes, especially in Asian contexts, stems from curricular factors where class time is often prioritised for tasks requiring the presence of a teacher. This paper investigates the role of extensive reading online (ERO), an alternative approach to traditional ER, in enhancing first-year university students' reading fluency and their attitudes to reading in an English as a foreign language (EFL) context. Seventeen English learners from a university in Vietnam participated in the 10-week study. The findings revealed that the ERO programme had a generally positive impact on the development of learners' reading fluency with conservative analysis methods showing increases of around 20% in reading speed. Evidence from qualitative data gathered through questionnaires and interviews showed that there were positive changes in participants' attitudes toward ER and provided insights into implementing ERO.

Cheetham, C., Elliot, M., & Tagashira, M. (2022). Outcomes of two reading management systems: Printed graded readers vs. digitial graded readers. *The Reading Matrix, 22*(1), 20-36. https://www.readingmatrix.com/files/27-xr8kiwhh.pdf

Reaching a reading goal of 150,000 words in a semester is no easy feat for many language learners. To reach this goal, an extensive reading (ER) program needs to invest in and select a format that can best enable this achievement. This preliminary study compares the use of two different extensive reading (ER) formats that employ two learning management systems to determine which format has a greater impact on the number of words read and how they influence learner and teacher attitudes towards ER. Printed graded readers (PGRs) using MReader and digital graded readers (DGRs) using Xreading were used in an advanced required TOEFL course for first-year students at a large, private university in Japan in the spring semesters of 2019 and 2020, respectively. This paper examines student achievements (N=95) with MReader and Xreading reading logs (number of words read) and attitudes towards ER as revealed in the student survey responses and teacher (N=3) qualitative feedback. The preliminary findings suggest that PGRs may produce higher outcomes in terms of words read. In general, both PGRs and DGRs were received favorably by students and teachers, suggesting that institutions can successfully utilize either system based upon their existing infrastructure needs.

Fujii, K. (2022). A correlation survey between YL and Lexile scores in books for extensive reading: A proposal for a revised conversion table. *Journal of Extensive Reading, 9*(2). https://jalt-publications.org/content/index.php/jer/issue/view/11

The Yomiyasusa Level (YL) is a readability measurement given for Japanese readers to develop their extensive reading (ER) practices. It is, however, rarely used outside of Japan, and even in Japan, many international teachers are apparently not familiar with this measurement. One possible reason for this is the paucity of explanation in English on what YL is and

the meaning of its scores. If they are unclear, it will be difficult for teachers to guide students using this framework. This study investigated the YL and Lexile scores of 2,984 books from 43 series from August to October 2020. The purpose of this research was to explore the correlation between the scores in the two readability measurements by adopting a more robust method and to revise the YL to Lexile conversion table proposed by the author's previous study. The YL scores were taken from an ER guidebook by Furukawa and Kanda (2013), and the Lexile scores were obtained using the Lexile search tool, Find a Book. The correlation between the two scores based on nearly 3,000 books was high (r = .73), and it was considered possible to revise the conversion table. When revising, several YL bundles within a range were made, and the means of Lexile were obtained from the books that were categorized in each bundle. Furthermore, the Lexile conversions with a range were estimated for each bundle so that approximately 80% of the books in the bundle would fit in the range. By categorizing and bundling, the revised version of the YL to Lexile conversion table was proposed in the range of YL 0.1 – YL 6.5, and 120L – 1070L. This conversion table shows an approximate conversion from Lexile to YL, and vice versa. The table can also be used to incorporate more materials whose Lexile scores are available in ER by converting them into YL estimates, which may expand the possibility of more diverse ER practices.

Goto, T. (2021). The effect of 20-minute extensive reading activities on TOEIC IP Scores. *The Reading Matrix, 21*(2), 145-152. https://www.readingmatrix.com/files/25-1fnxpek5.pdf

The purpose of this research is to present how university students' Test of English for International Communication Institutional Program (TOEIC IP) scores change after taking a 20-minute English extensive reading class during one semester. The research question was, "Is there a significant difference between the TOEIC IP scores from a 20-minute extensive reading class and those from a control class without extensive reading in a semester?" Extensive reading was conducted with first-year university students. Class A (n = 30) participated in the extensive reading; Class B (n = 32) did not take part in it. As a result, a t-test was conducted, and it showed the following significant difference between the TOEIC IP scores of Class A and those of Class B: t (60) = - 2.46, p < 0.05. The answer to the research question was that there was in fact a significant difference between the TOEIC IP scores of the 20-minute extensive reading class and those of a control class without extensive reading in a semester. This suggests that extensive reading of easier books for university students can be effective for 20-minute increments in class and outside of class in a short period such as one semester

Iwata, A. (2022). The effectiveness of extensive reading (ER) on the development of EFL learners' sight vocabulary and reading fluency. *The Reading Matrix, 22*(2), 74-91. https://www.readingmatrix.com/files/29-9h8sepg9.pdf

Few studies have examined the effects of extensive reading (ER) on foreign language learners' acquisition of sight vocabulary, especially for partially known high-frequency words and reading fluency development. This study compared groups of non-English-major Japanese university-level students engaged in ER with intensive reading (IR) for two semesters. There were two ER Groups—one that read over 50,000 words (n = 21) and one that read below 50,000 words (n = 26)—and one IR Group (n = 25). The participants spent almost the same time on their task and were exposed mainly to 1k- and 2k-level vocabulary. The results of the vocabulary level tests revealed that ER was more effective and efficient for developing sight vocabulary of partially known high-frequency words. Only the ER Groups significantly improved their reading rates, indicating that ER facilitated reading fluency better than IR; moreover, the more words they read, the greater their improvement. The pedagogical implication is that the adoption of ER in an EFL curriculum is a feasible option to facilitate vocabulary acquisition and reading fluency for communication purposes in the classroom.

Kirchhoff, C., & Mision, M. (2022). Audio-assisted extensive reading: Learner's experience and attitudes. *The Reading Matrix, 22*(2), 1-12. https://www.readingmatrix.com/files/29-6olhvphk.pdf

The COVID-19 pandemic and remote lessons changed extensive reading (ER) implementation because online libraries became the only way for educators to continue ER assignments. Online libraries with audio narration make audio-assisted reading easily available to L2 learners. Research on audio-assisted extensive reading has shown that there are potential benefits; however, the benefits will only be experienced if learners choose to listen to audio while they read. What causes a student to choose to use audio while reading? This study aimed to learn from students' experience of audio-assisted

reading. Japanese university freshman (N = 148) who were doing extensive reading for an academic year had an assignment to listen to audio while reading. After the assignment students could choose to read-only or do reading while listening. Data were gathered on students' listening time, on students' attitudes toward online reading in a questionnaire, and in interviews. Results showed that 47% of students chose to listen while reading when given a choice. Students agreed that audio-assisted reading was valuable language practice, although some aspects were bothersome. This study offers a method for increasing student use of audio in online extensive reading.

Milliner, B. (2021). The effects of combining timed-reading, repeated-oral-reading, and extensive-reading. *Reading in a Foreign Language, 33*(2), 191-211. http://hdl.handle.net/10125/67400

This quasi-experimental study traces a 12-week reading fluency training program for elementary-level English as a foreign language (EFL) learners at a Japanese university (*N* = 56). More specifically, this study examined whether a teaching intervention combining (a) extensive reading and practicing,(b) timed reading,and (c) repeated oral reading during class time promoted reading fluency. At the end of the intervention, silent reading rates while maintaining a ≥75% comprehension threshold improved by 46 standardwordsperminute. Further, the learners who did more extensive reading (a) achieved greaterreading rate gains and (b) significantly improved listening and reading scores in theTOEIC® test. This study'simplications include the benefit of combining these measures for nurturing EFL learners'reading rates, the utility of oral re-reading in the classroom, and the overall contribution extensive reading has upon reading and listening skills.

Oaxaca, G., Lezama, V., & de los Angeles Sanchez, M. (2022). ER and young learners: Building a foundation for English reading through teacher read aloud. *Journal of Extensive Reading, 9*(1). https://jalt-publications.org/content/index.php/jer/issue/view/11

This exploratory study uses reading aloud as a platform for a large study of language young learners' English improvement. A class of 21, 10 male and 11 female, beginning English primary students enrolled in a five-session Teacher-Researcher Reading Aloud Project in supplementary English classes at a children's languages center of a Mexican university. Students were asked to respond to an evaluation rubric concerning their amusement and reading comprehension in certain selected children's literature readings. The main finding is students developed links between reading aloud project and reading comprehension. Findings and comments are exposed to explore language learning process and conducting prospective intervention to build a foundation in English reading. Although it seems premature to claim reading aloud suitability here, the overall results lend support to the legitimacy of practicing diverse English reading strategies.

Peterson, J. (2022). A case study of the effects of hybrid extensive reading on JFL learners' reading rates and comprehension. *System, 107*(2022), 102815. https://doi.org/10.1016/j.system.2022.102815

Research into the effects of extensive reading (ER) has surged over the past few decades. However, these studies almost exclusively focus on English language learners and tend to be limited by their lack of control over how the ER treatment is conducted. Furthermore, experimental and quantitative studies that investigate the possible effects of ER on the reading skills of learners of Japanese have yet to be fully explored. The goal of this study was to investigate the possible effects of hybrid ER on the reading rate development of learners of Japanese as a foreign language. This study also aimed to examine the level of comprehension learners maintained as their reading rates increased.

Using a quantitative single-case study method, eight intermediate-level learners of Japanese were monitored while they engaged in hybrid ER and strictly adhered to ER principles over 2.5–4 months. Reading rate data, reading comprehension data, and general ER data were collected. Results showed that participants' reading rates increased significantly following the hybrid ER treatment and that comprehension abilities were not hampered by an increase in reading rate. This study provides evidence that hybrid ER has the potential to provide a highly enjoyable activity while substantially increasing learner reading rates without hindering comprehension.

Suk, N. (2021). Developing a sensitive but generalizable measurement of vocabulary gains from self-selected extensive reading. *System, 101*(2021), 102614. https://doi.org/10.1016/j.system.2021.102614

Self-selected reading promotes extensive reading and therefore facilitates learning. However, it is difficult to design vocabulary tests that can assess vocabulary growth in a reliable and ecologically valid way when

individual students read different texts. To cope with the challenge, this study developed two vocabulary tests adapted from a research design by Horst (2005) and investigated the extent to which results from the two tests are similar to, or different from each other regarding learning gains. A generalized vocabulary test (GVT), developed based on multiple graded readers available to 83 Korean EFL university students, was administered as pre- and posttests. Sixty-two students who read extensively also took an individualized vocabulary test (IVT), designed using specific graded readers read by each student, as a second posttest. Results indicated that the GVT and IVT showed very similar patterns in terms of measuring students' vocabulary gains from extensive reading, suggesting that a GVT can be developed as a reliable and useable assessment of vocabulary improvement without needing to identify specific words read by individual students (cf. Horst, 2005). Therefore, the GVT appears to be a valid and practical measurement of vocabulary growth through extensive reading in L2 contexts.

Yang, Y.-H., Chu, H.-C., & Tseng, W.-T. (2021). Text difficulty in extensive reading: Reading comprehension and reading motivation. *Reading in a Foreign Language, 33*(1), 78-102. http://hdl.handle.net/10125/67394

This study investigates the effects of the text difficulty of extensive reading materials on the reading comprehension and reading motivation of English as a foreign language (EFL) vocational high school students in Taiwan. Two experimental groups were assigned, on an individual basis, to read graded readers at either one level below ('*i*-1') or one level beyond ('*i*+1') their current level, while a control group followed their regular curriculum. The results showed that after treatment, the '*i*-1' group improved their overall comprehension and the subset of literal comprehension. They also outperformed the '*i*+1' group on the same measures. For reading motivation, the '*i*+1' group's overall motivation was promoted. Both groups enhanced their reading engagement, while only the '*i*-1' group inhibited reading avoidance. Moreover, the '*i*+1' group outperformed the '*i*-1' group in the perception of self-efficacy. Overall, the '*i*-1' level yielded better effects on reading comprehension; the '*i*+1' level, on reading motivation.

Zhou, J., & Day, R. R. (2021). Online extensive reading in EAP courses. *Reading in a Foreign Language, 33*(1), 103-125. http://hdl.handle.net/10125/67395

Extensive reading (ER) has been shown to be an effective approach in helping second language (L2) students learn to read the target language. Of particular interest is how L2 learners in English for Academic Purposes (EAP) courses that included ER would react to ER since ER involves L2 learners reading easy, interesting books that they select themselves. We examined the reactions of 57 EAP university students to ER. The study was conducted longitudinally for two semesters in Fall 2017 and Spring 2018, where two groups of learners read online books for ten and twelve weeks respectively. We used the Xreading Library, an online subscription-based graded reader library that allows students unlimited access to more than 1000 books on their computers, tablets or mobile devices. We gathered both quantitative and qualitative data to determine the extent to which online ER affected the learners' attitudes toward reading in English, their academic reading, and English proficiency in general and their instructor' reactions to Xreading. The study revealed that L2 learners' reading attitudes were significantly improved after reading graded readers online. The results also suggested that, in general, the learners felt that their reading rates, vocabulary, grammar, comprehension, writing and speaking were all improved through online ER. Though learners perceived the effects of online ER on their academic reading differently, the instructors held positive attitudes toward online ER.

Write for ERJ!

Send anything related to extensive reading or extensive listening, or of interest to members of the JALT ER SIG to erj@jalt.org. Back issues can be seen at jalt.org/er.

Use APA7 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.

Photos, graphs and graphics should be separate, clearly named files.

Tables should be sent as data, not images.

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

THE 6TH ERWC

Bridging the LitERacy Gap

Denpasar, 7-11 August 2023

Aston Hotel and Conference Center

Call for Papers!

Opening of the proposal application process (CFP)	15 Oct. 2022
Start of Earlybird Registrations	1 Nov.. 2022
Deadline for submissions	15 Feb. 2023
Announcement of decisions	31 March 2023
Scholarship application deadline	31 March 2023
Deadline for presenter registrations	30 April 2023
Announcement of scholarship decisions	30 April 2023
Start of Regular pre-registration	1 June 2023
Announcement of preliminary schedule	1 July 2023
Close of pre-registration	31 July 2023
Pre-conference day	Aug 7 2023
Main conference	Aug 8, 9 & 10 2023
Post conference 'site visit' or events	Aug 11 2023
Deadline for Proceedings Submissions	31 Oct. 2023

Speakers:

Doreen Ewert

Francisca M. Ivone

Michael Lacey Freeman

Registration:

https://erfoundation.org/erwc6/