

## Pan SIG 2026 ER Presentations

Schedule as of 5/11

1. [211. Graphic-Text Integration in Graded Readers: A Systematic Analysis](#)

Chutipra Kongsombut (Thammasat University)

2026/05/23 11:00 Room [804](#)

This presentation summarizes initial qualitative phase from an exploratory mixed-methods dissertation titled, "Investigating the Graphic-Text Integration Effects on Reading Comprehension and Cognitive Load in Thai EFL University Students". The study investigated how graphics were integrated with controlled linguistic elements in graded readers within an authentic Extensive Reading (ER)...

2. [138. Duty or pleasure? University Students' Motivation towards Extensive Reading](#)

Daniel Scott (Kwansei Gakuin University), Susan Bremner

2026/05/23 11:40 Room [08A](#)

Extensive reading (ER) relies heavily on learner motivation, as sustained and enjoyable reading is essential for progress. This study investigates motivation among Japanese university students enrolled in an ER course aimed at enhancing reading fluency and attitudes toward English. We consider motivational principles, student profiles, and program design. Although students actively engage with...

3. [65. Effect of Timed & Extensive Reading on Non-English Majors' Reading Rates](#)

James McCrostie (Daito Bunka University)

2026/05/23 11:40 Room [804](#)

Few studies have examined how lower-level, non-English majors' reading rates improve through extensive reading. The present study investigates the combined effects of timed and extensive reading on reading rates over one academic year for Japanese non-English major university students (n = 35). The study provides evidence that subjects who read over 150,000 standard words a year show a...

4. [191. What happens after one year of ER?: A case study in progress](#)

Toshihiko Shiotsu (Kurume University)

2026/05/23 12:20 Room [804](#)

This work-in-progress aims to gain more insight into the effects and nature of ER by longitudinally tracking changes in a Japanese university student who read over 200,000 English words during their independent e-book reading class times plus out-of-class times for a one-year course for developing reading speed. It draws mostly on qualitative analyses of learner records during and after the...

5. [44. An Analysis of the Choice of Graded Readers at a Japanese University](#)

Edmund Fec (Tohoku University of Community Service and Science)

2026/05/23 13:30 Room [804](#)

This presentation will show an analysis of the data provided by the author's university library concerning which graded readers were borrowed by students over a period of three years. The findings suggest that purchases of graded readers for use by Japanese students should focus on easier books and should include content written specifically for young adults and/or content with which Japanese...

6. [97. Xreading Journal playbook: Circles, surveys, and Yarigai prompts](#)

Yu Kanazawa (The University of Osaka)

2026/05/23 14:10 [806](#)

Short summary

Xreading's Journal is often used only for brief comments or as a quiz substitute. This practice-oriented session introduces three creative, classroom-ready ways to turn Journals into a structured learning layer: (1) Digital Challenger's Reading Circle role tasks that prepare richer in-class discussion, (2) quick multi-choice micro-surveys (e.g., emotions, difficulty,...

7. [86. Extensive reading in an undergraduate IELTS community of practice](#)

Sara Terre Blanche (Kuroki) (Seijo University)

2026/05/24 9:30 Room [804](#)

This presentation introduces a community-of-practice-based extensive reading and speaking project for Japanese university students preparing for IELTS. Students met weekly in small lunchtime groups to discuss graded readers, share vocabulary, and practice speaking in English. Drawing on two cohorts of data, the session highlights how shared goals and peer interaction supported reading habits,...

8. [219. AI+Student Generated Extensive Reading: What Learner Behaviour Reveals](#)

Gary Ross (Kanazawa University), Mark Brierley (Shinshu University)

2026/05/24 11:30 Room [804](#)

This study examines learner interaction data from an AI-driven extensive reading system that generates stories levelled to reader proficiency. Behavioural measures such as reading speed, completion, and rereading are analysed alongside learner comments and ratings to identify patterns associated with successful and problematic texts. Findings provide insight into how well adaptive generation...

9. [249. SIG Forum: Extensive Reading](#)

Mark Brierley (Shinshu University), Noriko Muramatsu (Meiji University Meiji HS Meiji JHS), Patrick Conaway (Shokei Gakuin University), Sandra Yamane (Three Tigers English)

2026/05/24 12:40 Room: [804](#)

Dear ER Helpline. This forum will answer some of the common issues that an instructor may face when trying to set up and conduct an ER program at their institution. For example; How do I convince my school that conducting an ER program will be beneficial for the students? How much budget would I need to start, and where can I find it? What books do I need and where do I get them?

10. [163. Meaningful reading fluency: A communicative extension task](#)

Andrew Devitt (Westgate)

2026/05/24 14:00 Room [804](#)

This presentation introduces a community-based extension to speed reading practice designed to improve student motivation for reading fluency exercises. By shifting responsibility from the teacher to the learners, students work together to check answers, justify comprehension, and confirm results as a class. Attendees will learn how to implement this collaborative fluency practice to support...